DROP'IN
Training Report

– European Project coordinated by Pistes Solidaires –

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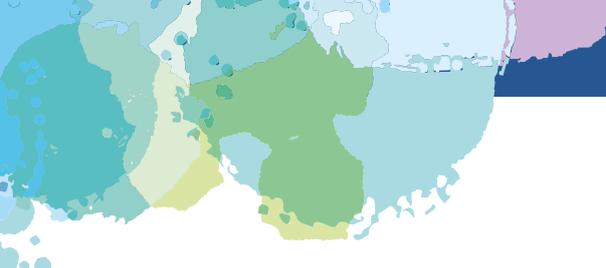This piloting report presents the objectives of DROP IN project by mentioning the concepts on which it is based, the teacher training phase and a reflective opening on the skills targeted by and for the teaching team and the students.

Contents:

Introduction

Dropping out of school is a process; a young person does not drop out of school overnight. It is a situation that can be prevented, contained and reversed if the means put in place are adequate.

More than 1 over 10 young people in the EU are early school leavers. According to the EU, a dropout is any citizen who has only completed pre-school, primary or lower secondary education, or who has briefly attended upper secondary education for less than 2 years. One difficulty lies in quantifying the number of early school leavers in the different EU countries, as the compulsory school age differs from one country to another, which makes it more difficult to obtain homogeneous data in all Member States and even questions the meaning of early school leaving itself. Despite this, the EU has put the fight against early school leaving at the heart of its priorities and aims to bring the dropout rate below 10% by 2020. However, it is more effective to prevent early school leaving than to cure it.

Dropping out of school is a real social issue. Unemployment among young dropouts exceeds 40%. In France, for example, the costs associated with a young person dropping out of school, cumulated throughout his or her life, are estimated at €230,000. For the State, this represents nearly €30 billion in debt contracted each year. For young people, this situation is a source of major social and economic difficulties. The causes of dropping out of school are multiple and the answers are not only to be found within schools. It is imperative to reflect critically on the structural and cultural mechanisms of the system that lead to failure and exclusion and to act accordingly. It is necessary to act at the level of the system, the schools but also at the level of the student.

Much work has been done in the EU in recent years to reduce the number of early school leavers. While several countries have already achieved the targets set, some have seen an increase in the number of dropouts between 2011 and 2016 (e.g. Bulgaria) and a study of statistics provided by Eurostat shows the disparities that may exist within countries, particularly between rural and urban areas.
To combat dropping out, public policy has focused a great deal of attention on finding solutions for young people who have already dropped out. But should we also give great importance to actions to prevent dropping out of school, to projects that encourage students to stay in school and to keep them motivated with respect to their learning?

I- The DROP IN Project and Identified Needs

Pistes-Solidaires, a youth and popular education association, develops many European trans-national projects, particularly in the field of youth, education and social and professional integration. The principle of these projects is to build with our partners new answers to recurrent problems or subjects for which the answers provided remain unsatisfactory.

Logically, the issue of early school leaving is a subject addressed by the association: it is a European priority within the framework of the Europe 2020 strategy with the ambition to reduce the dropout rate below 10% everywhere in Europe.

This European strategy echoes local observations:

- Dropping out is a reality and many institutions feel deprived;
- Teachers are deprived despite all the institutional support offered to accompany young people within and alongside the classroom.
- The causes of dropping out are many, vary over the years and are not easy to deal with;
- Students are highly receptive and more motivated when they are active and involved. In this respect, we base our work on so-called experiential learning approaches and we can measure what Edgar Dale said about "the cone of learning": the students learn best when they act. They retain 20% of what they hear, 50% of what they see and hear and 90% of what they do. 90% of what they do, hence the major impacts we measure on these experiential methodologies.

The combination of these observations, a strong European political will and our expertise in the field of experiential learning led us to develop the DROP IN project, a project not to fight against dropping out, but to promote school retention, the desire to learn and the motivation of students (and teachers).

DROP IN's ambition is to disseminate and use non-formal methods as teaching techniques, to make a link between methods that are sometimes poorly known and a school setting that does not allow all pupils to adapt.

Funded by the Erasmus+ Programme, implemented with partner organizations from Italy, Latvia, France, Bulgaria and Belgium, DROP IN enables to highlight the complementarities that can and should exist between formal and non-formal education.

All the members of the project consortium see and express it: a crossover between formal and non-formal education is necessary to participate in the fight against dropping out and to promote school retention. If all European pupils have compulsory schooling, non-formal education is based on a voluntary principle.

Furthermore, the multicultural composition of (post-)modern European societies requires the adaptation of formal education to meet the needs not only of traditionally disadvantaged learners, but also of 'newcomers' from ethnic and cultural minorities. One of the main tasks of formal education was and still is to prevent exclusion by preparing these young people for an independent life, both socially and economically.

To this end, and since the 2000s, an attempt to give meaning to a formalized school culture had already inspired the flowering of "education for", aimed at forming a social and political actor in the pupil through non-formal recourse to disciplinary knowledge, oriented towards the acquisition of social skills in fields as diverse as citizenship, sustainable development, equality between men and women, etc. The aim of this approach is to develop a social and political awareness of the importance of the school as a place of learning and of the need to develop a sense of belon-

ging to society. Non-formal education can therefore be defined as a metaphorical space of en-counter between the pupil and the source of knowledge, between the receiver and the sender of training content, in a new relationship, constructed to express the meaning of knowledge already acquired in the world of formal education, in other words, the school.

This is what DROP IN proposes, which creates innovation by exploiting the complementarity of these two environments. More specifically, this innovation leads us to talk about school retention to allow young people who have dropped out of school to hang up and once again become actors in their learning. We also mean to help maintain and/or increase young people's motivation to stay in school and prevent dropping out.

The DROP IN project takes into account many of the recommendations made at European level by the EF 2020 School Policy Working Group on the priority theme of early school leaving, namely:

•   the implementation of an intersectoral approach and increased cooperation with many partners and the wider community to address problems for which schools do not have the exper-tise by nature.
•   the application of new interactive methods to deal with subjects that are more global than the lessons evaluated (class life, school life, etc.)
•   considering the fact that learning for teachers is necessary throughout their careers
•   the encouragement and creation of peer tutoring spaces within the school and in networks of schools, becoming places for sharing good practices

But before moving on to the analysis of this new approach, we will review together the interest of non-formal education and non-formal techniques in teaching by addressing the different appro-aches used as well as the posture that the teacher can adopt when applying non-formal methods in the classroom.

II- Education - Its Specificities and Complementarity

The concepts on which the DROP IN project is based are the definition of formal and non-formal education in order to better understand their complementarity. More specifically, the collaborative practices resulting from non-formal education are clarified to understand the contribution, even the necessity, of collective work and empowerment of learning in the classroom.

There are many types of learning, all of which depend on the pedagogical context. People of all ages learn in different contexts, such as in youth clubs, at school, in their families, in informal gatherings, at university, from their daily experience, at summer camps, at work, etc.
All these learning contexts are part of different kinds of educational concepts:

1. **Formal education** refers to the structured education system that goes from primary school to university and includes specialized programmes for technical and vocational training.

2. **Non-formal education** refers to any programme of personal or social education aimed at improving various skills and qualifications and outside the formal educational framework.

3. **Informal education** refers to the forms of learning that are intentional or deliberate but not institutionalized. They are less organized and structured than formal and non-formal education. Informal learning can include learning activities that take place in the family, at work, in the local community and in daily life, on a self-directed, family-directed or socially-directed basis.

Formal, non-formal and informal learning (or education) approaches are complementary and mutually reinforcing elements of learning processes.
Let's focus on non-formal education...
Non-formal education is generally defined as:

•   A planned learning process
•   Personal, social and political education for young people
•   Designed to improve various qualifications and skills
•   External, but complementary to the formal education programme
•   Where participation is voluntary
•   Where trained educators run the programs.

But non-formal education for participants is also: freedom of choice, fun, creativity, participation, learning, activities, games, skills, experience, a simple way of learning, spontaneous learning, doing, trying, different points of view and possibilities, freedom, more important information, students' contribution to the direction of learning... everything is possible.
Important to know: Non-formal methods are rarely used in the classroom. On the one hand, teachers are not trained, and on the other hand, non-formal and formal education are often contrasted, even though they can be seen as complementary. Thus, it is possible to put in place learning techniques from the non-formal environment in the formal framework of the school. Training is essential because it is a matter of thinking and implementing a method, that is based on active participation and not simply employing techniques.

Non-formal education seeks to put the learner in an experiential learning situation, i.e. to make him/her live experiences, learn by doing and reflect on learning.

Therefore, a central point in the learning process using non-formal education methods is self-reflection. Non-formal education exercises are of an experiential nature (e.g. simulations and role-playing) and the contribution will always be interactive. It is a product of the facilitator and the participants who contribute with their experiences and knowledge gained throughout their lives. The "Cone of Learning" developed by Edgar Dale (1969), already mentioned above, is a good example of how participatory methods can be useful in the learning process, since people remember at least 70% of the content of instruction when they are active. Motivation is voluntary and once present it makes the students responsible for their learning.

People generally remember... (learning activities)

People are able to... (learning outcomes)

Learning activity	Pyramid level	Learning outcome
10% of what they read	Read	Define List Describe Explain
20% of what they hear	Hear	
30% of what they see	View Images	Demonstrate Apply Practice
	Watch Videos	
50% of what they see and hear	Attend Exhibitis/Sites	
	Watch a Demonstration	
70% of what they say and write	Participate in Hands-On-Workshops	Analyze Define Create Evaluate
	Design Collaborative Lessons	
90% of what they do.	Simulate, Model, or Experience a Lesson	
	Design/Perform a Presentation - "Do the Real Thing"	

III- The Collaborative Approach as a Basis for Non-Formal Education

In the DROP IN project, we attach particular importance to two different but complementary methods of non-formal education:

•   collaborative methods
•   cooperative methods.

When it comes to getting learners to work together, the terms 'collaborative' and 'cooperative' are often used interchangeably. But there are some key differences. Let's start by defining each of these approaches and exploring their similarities and differences.
With collaborative learning, learners make individual progress in tandem with others. While co-operative learning implies greater inherent interdependence, it promotes greater accountability. Learner engagement and success is a priority for many schools. While the goal of these instructional methods is the same (to provide opportunities for learners to engage with each other in reflective learning), it is important for teachers to understand the differences if they are going to use them effectively in the classroom.

The **similarities** between cooperative and collaborative learning:

•   Rely on active learner participation rather than passive lecture-based instruction
•   Learners take a certain degree of responsibility for their own learning.
•   Teachers act as facilitators
•   Require learners to complete a task/project
•   Instill team building skills and encourage social interaction
•   Help prepare learners for the world of work
•   Reinforce deep cognitive skills
•   Creating shared learning experiences
•   Increase information retention levels
•   Embrace Learner Diversity

Differences between cooperative and collaborative learning:

Collaborative learning: learners progress personally, while working collectively towards a common goal. They are accountable to each other and, with appropriate guidance, they manage this goal themselves. Learners learn to better understand and anticipate differences, recognize them in themselves and others, and use them to their advantage. The typical collaborative learning process is defined as such:

•   Learners organize their efforts among themselves (structured in groups);
•   Learners obtain materials to help them complete the activity;
•   The activity is not monitored by the teacher (although the teacher can help when the group asks for help);
•   Learners assess their own individual and group performance;
•   Success depends on individual strengths.

Cooperative learning: Like the cast and crew of a theatre production, cooperation implies interdependence. Roles and responsibilities are clearly defined but are open to negotiation. This method of collaboration is accompanied by a strong sense of responsibility. The typical coopera-

tive learning process is defined as such:

•   Activities are structured, with each learner assigned a specific role (structured by the teacher).
•   Teachers provide information that learners can read and analyze (or tell them where to find this information).
•   Teachers observe, listen and intervene when necessary.
•   Learners submit their work at the end of the lesson for assessment/evaluation.
•   The success of the group depends on the efforts of everyone involved.

These similarities and differences lead us to the multiple benefits of cooperative and collaborative learning:

•   The majority of learners learn best when they are immersed in learning, through interaction and application. A learner is more likely to remember something discovered through active participation and peer work than through passive acceptance of information presented by the teacher.
•   Learning is also more memorable, thanks to collaborative and cooperative learning: Learners come to recognize, understand and respect cultural differences and different points of view.
•   Performance is improved: With collaboration/cooperation methods much more valuable than individualistic methods to improve performance and learner progress...
•   Group work helps learners who have difficulty acquiring social skills. Providing a safe and structured space to interact with others
•   Confidence is encouraged as learners are able to recognize and value the importance of their contributions.
•   Inclusion is encouraged. There is no average learner and collaborative/cooperative methods allow each learner to work on his/her strengths.

Given the benefits of collaborative and cooperative learning, we can see that such approaches can be very effective in increasing student motivation, improving student engagement, and developing the achievement of disadvantaged students who are more at risk of gaps and early school leaving.
School practices based on the parameters of a group where collaboration and cooperation among students is an explicit part of the pedagogical environment can have a positive impact on the learning conditions of all students. They offer many opportunities for alternative forms of student assessment using non-traditional methods.
Collaboration and cooperation produce greater results and encourage the development of trust, communication, motivation and commitment, hands-on learning, application, and improved problem-solving skills.
In this perspective, it is important that every teacher learns how to promote participatory and inclusive practices in the classroom. It is also essential to learn how to develop collaborative relationships with their students, as these are often at the heart of the educational process.
Students need to have more effective relationships with their teachers, better communication with them and a more emotionally comfortable school environment. All of this promotes more inclusive learning. Collaboration and relationships based on trust can motivate and involve students more in class!

IV- The Posture to Adopt

When we talk about collaborative or cooperative learning within a classroom, we are also talking about a posture to be adopted by the teacher who finds himself or herself in a position of sharing responsibility for learning and knowledge with the students themselves. The teacher, once the task or activity has been defined, also becomes a moderator or facilitator of the process, a kind of hybrid function mixing his or her role as a teacher and as a facilitator; he or she will be at the origin of the creation of an environment in which students can learn in groups and solve problems together.

It may seems complex to you but we offer some tips and tricks to help you:

A- Being a teacher-facilitator, not just a teacher

Being a teacher-facilitator is different from being a teacher. Indeed, acting as a teacher-facilitator means that the teacher is no longer exclusively the source of all knowledge in the classroom. The role of the teacher-facilitator is to inspire students to take ownership of their own learning. The idea is that the teacher is there to involve, direct and encourage the students and make them aware of the knowledge they already have.

In few words, a facilitator is a person who:

- designs work sessions with a specific focus or intention;
- develops the full potential of individuals and groups;
- provides processes, tools and techniques that can speed up and make effective work in a group environment;
- maintains the purpose of the group meeting;
- helps to resolve conflicts;
- organizes and provides the structure for the work of a group;
- ensures that objectives are met;
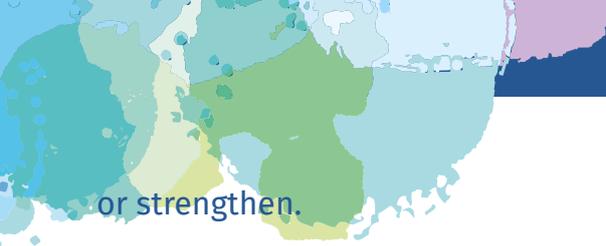- is empathetic;
- organizes space and time.

B- Putting collaborative learning at the heart of activities.

In order to use non-formal education with students effectively, collaborative learning must be the central approach to the teacher's activities. The idea is to use teaching and learning methods in which students act as a team to explore important issues or to create meaningful projects. Collaborative learning approaches are based on the idea that learning is a naturally social act in which participants talk to each other. It is through communication that learning occurs.

Thus, in a non-formal education and collaborative learning context, learners have the opportunity to converse with their peers, present and defend ideas, exchange different opinions, question other conceptual frameworks and be actively engaged. The teacher-facilitator should be a stakeholder who encourages this dynamic in the classroom in order to derive the maximum of benefit from the use of non-formal methods in the classroom.

C- Useful skills that you should not hesitate to use or develop!

Setting up non-formal classroom activities means having certain specific skills to develop and/

or strengthen.

We have classified them into 4 main sections:

•   Mediation and moderation skills, such as the ability to resolve conflict, communicate em-pathetically, provide structure for the group to work together;

•   Collaborative learning skills, such as the ability to encourage and stimulate students to express their ideas and opinions, the ability to encourage group processing;

•   Collaborative assessment skills, such as the ability to assess student performance clearly, using assessment guidelines and a variety of tools and methods tailored to individual student needs;

•   The use of non-formal education, such as the ability to create an environment of well-being in the classroom and the ability to adapt methods according to the context and learning objectives of the class.

In fact, the teacher must master many skills, most of which are social and/or relational skills.
Teachers often use soft skills, which are skills that we can acquire through education, training programs, certifications and on-the-job training. These are typically quantifiable skills that can be easily defined and assessed.
Social skills are interpersonal skills. They are much more difficult to define and assess. Relational skills include communication, listening and empathy skills, among others.

D- Using collaborative evaluation in class!

It is not common to think about collaborative assessment as a teacher when it has always been said that the teacher is the person responsible for assessing students. However, collaborative assessment has its place in class!
Collaborative evaluation is a type of self-evaluation where members of a group evaluate them-selves. This contrasts with student self-assessment, where each student assesses his or her own skills or abilities.
To put it differently, we can say that student self-assessment asks the question, "How good am I?" while collaborative group assessment asks the question, "How good are we? »
The attention could be related to the goals the teacher or group has set previously, the things they think they have done well, or the things they need to work on. Collaborative assessment tends to be discussion-based. Collaborative group assessment does not mean that everyone has to agree with everyone else either. For example, a good outcome for a collaborative assessment might include a discussion and a list of things that people agree or disagree on about their pro-gress.

Some techniques available for evaluating collaborative group learning include:

•   The teacher's observations during the group work;
•   The group rating for projects;
•   The grading of students among themselves or the evaluation of the level of contribution made by each member of a group project;
•   The use of a second trial after receiving extra help from the groups or the teacher;

•   The use of questionnaires, exams and individual assignments.

The teacher, students or both can determine the criteria for assessing group work. Groups are more successful when students are involved in defining their own criteria for assessment. These criteria are then used to evaluate and grade the group work.

E- Collaborative learning sessions require as much preparation as a classic course

A collaborative learning session should be as much prepared (at the beginning probably even more) as a formal course. Teachers are used to set learning objectives for their students from an academic perspective. With collaborative learning, the goals go beyond that. Other objectives need to be considered, related to the development of social skills such as teamwork or peer accountability for example.

Special attention should also be given to the organization of the session and the way in which the working groups will be organized. Teachers should ask themselves key questions, such as: "How long will the groups work together? "How many people should be in a group? "Will the work be fairly distributed? "...

All elements must be planned in advance, like the organization of the work environment, supports and so on.
A teacher should provide an environment in which students feel comfortable and show confidence in their teacher. The teacher must know how he/she will clearly present the objectives set, be clear with deadlines, responsibility and decision making in groups.
The type of evaluation related to the activity to be conducted should also be considered beforehand, considering how students will help with this aspect.

V- DROP'INVOLVE: Teacher Training by Their Peers, Quite a Process!

Now, let's go back to DROP IN project...

As mentioned above, the main aim behind this project is to test the effectiveness of non-formal methods in learning about school subjects and transferring knowledge.

DROP IN is in line with the recommendations of the EU working group on early school leaving, which states for example that "research shows that a caring relationship between teacher and student is the strongest factor in school attendance and success" while at the same time enhancing traditional teaching methods. But teachers today are facing new challenges and are seeing their role expanded to include supporting students.
In order to help students to stay motivated, and therefore hooked, DROP IN proposes to support teachers in this mission by introducing and training them to the methods and techniques of non-formal education.

For this, the development of DROP IN project is as follows:

1.   **A working group with teachers** and identification of needs and techniques: This allows an appropriation and an awareness of the need for certain useful skills and the usefulness of their acquisition or development;
2.   **The creation of a collection of methods** with the help of national non-formal education experts to be tested with teachers: The EDUC'ACTION Catalogue;
3.   **Teacher training** (in two stages in the context of the project):
    a. International training which brought together teachers from all project partner countries who were trained by the consortium's non-formal education experts,
    b. Local peer training where experts in non-formal education identified in each country act as teacher trainers to transmit and exchange on tools and skills needed to carry out non-formal activities. The teachers then implement a training for their peers based on the training carried out with the non-formal education expert;
4.   **The experimentation phase**, DROP'IN ACTION, which allows a validation of the methods and a test with the pupils in the classes of the schools participating in the project.

Peer training: concept, target competencies and results

This activity report is written in the framework of the implementation of the project's national peer training called DROP'INVOLVE.

The challenge of this training is to equip teachers with key skills to implement non-formal education activities (positioning and posture of the facilitator), to introduce them to techniques that can be transferred to the formal education sector, to strengthen their knowledge and skills, both technical and social, and much more.
This training programme is intended to be a tool to serve as a starting point for a first concrete and "teaching" experience in the field of non-formal education.
In its own way, each of the partner countries has set up the local training based on the elements already seen during the international training that took place in Dax (France) in October 2019 as well as by drawing inspiration from the catalogue of non-formal methods (the EDUC'ACTION booklet).

It is an innovative training programme insofar as it places teachers in an active position and makes them actors of their learning.

Here, we are at the heart of learning by doing and we hope that this type of training can strengthen the motivation of teachers and contribute to bringing about change in the educational environment. Our objective remains to encourage school retention of students.

Several objectives are explicit for this stage of the project:

•   To form a community of practitioners committed to the recognition of the value of participatory methods in the service of education,
•   Reinforce their extrinsic motivation to participate fully in the experimentation phase,
•   Contribute to school retention through a diversification of teaching methods and a mixed posture between teacher and facilitator,
•   Thinking non-formal education in the service of pedagogical objectives and the development of new capacities.

A- Presentation of the framework and implementation in partner countries

Once they returned to their respective countries after the international training, each of the partners was responsible for carrying out the peer training. Following the training experience in France, the teachers, accompanied by the national expert, had the task of organizing similar training times in their countries in order to share their acquired knowledge with their colleagues and to transfer the skills and techniques necessary for the implementation of non-formal teaching techniques. These training times were organized over two days, not necessarily consecutive.

While the format of the peer training may vary, the content of the training is similar to all of them. Beyond equipping teachers with techniques, this training aims to make them aware of what non-formal education is and the skills/attitudes they need to adopt in order to implement such activities. The training includes a working time around their skills to measure their capacity to enter into a phase of action and implementation following the training.

In each of the countries, the two days of training were dedicated to the training of new teachers. The main challenge was to facilitate the appropriation of the concept of non-formal education as a complement to teaching, through the acquisition of collaborative methods. Thus, groups for the exchange and analysis of practices were set up to capitalize on experiences and share them at national and then European level. The teachers involved in the project thus feel supported in their approach and form between them an educational community convinced of the complementarity between the two types of education.

A little theory on the skills targeted by Peer Training

Peer-to-peer training was intended to facilitate the development of new skills, and the concept needs to be redefined. Guy Le Boterf (2008) reminds us that competence is the sum of knowledge, know-how and interpersonal skills in context. Thus, the issue at stake is the transfer of skills developed in training to classroom implementation. It is from this perspective that the training sessions were participatory and that the teachers themselves experimented with methods to maximize their ability to appropriate it. The time for exchanges that questioned the practical application and pedagogical interest served to accompany the precise projection of these methods in the service of teaching.

In the conception of Le Boterf's competence, the ability and motivation to mobilize the three types of knowledge are consubstantial. It is the result of "knowing how to act", i.e. the fact of

knowing but also of wanting to act and being able to act. To deal with these two dimensions, the group dynamic is particularly invested to facilitate the common will to engage in this experimentation - already carried and defended by peers - and to share the difficulties of being able to act in order to think about possible levers. The dimension of "committed educational community" is a strong axis of the training courses delivered.

In a more detailed way, the pedagogical design of this training is based on these 6 types of competences (Le Boterf) for teachers in order to maximize the "How-to-act" skill necessary for the experimentation phase:

1. Theoretical knowledge that involves the ability to understand and interpret: theory on non-formal education, on collaborative and cooperative learning, or on the importance of active participation and accountability for one's learning.

2. Procedural knowledge which leads to knowledge of action methods: the experimentation of Educ'Action methods in training allows the understanding of the procedure and the projection of its use in the service of its teaching.

3. Procedural know-how that infers the effective implementation of procedures and operations: reinforced by the debriefing part of each method to accompany teachers in concretely projecting how to implement the methods with their pupils and in the service of their pedagogical objectives.

4. Experiential know-how which demonstrates an individual's capacity to behave or to carry out an action in a good way: group dynamics and the involvement of each individual in the training to reinforce the enthusiasm to question the methods, to adapt them for ones' courses and to engage in the experimentation phase.

5. Social skills that engage appropriate attitudes and behaviors: the facilitation posture in learning processes is explicitly targeted.

6. Cognitive skills that enable information processing, the ability to reason, to name what one is doing and the ability to learn: the training courses have been designed to maximize peer learning by targeting the quality of the exchange between practitioners and to demonstrate the experiential knowledge already acquired.

In conclusion, this peer-to-peer training, accompanied by non-formal learning experts, is based on rigorous experimentation of methods, debriefings combining concepts and pragmatism as a way of project implementation, and constructive group dynamics.

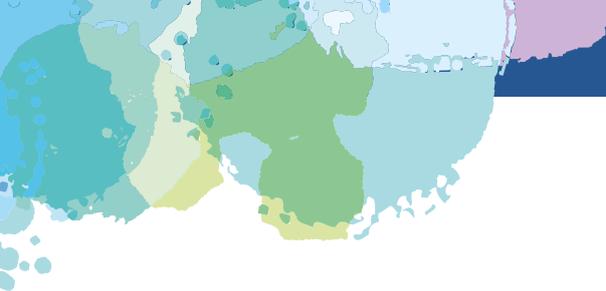**B- Description of two typical training days**

As presented above, each of the partners was free to choose the format that suited them for peer training while respecting the objectives and content proposed by the project.

Following the study and analysis of these 4 training experiments, we were able to constitute a standard model programme that could be used in schools by teachers to train their colleagues.

"Teacher Training" Tool Kit

Context: group between 8 and 20 teachers, 2 days.

Day 1	Day 2
Energizer - Explaining the importance of group dynamics and energy for learning **Training framework and context** - make explicit the objectives of the training and its programme Question participants' expectations **Defining key terms:** - Formal/non-formal education - Collaborative learning - The school retention (Drop in) **Method:** *Word Café* (Cf: EDUC'ACTION Catalogue) **In-depth and formal debriefing**, the complementary nature of the learning process Role and posture of the teacher - facilitator **Method:** RMA (Cf: Catalogue EDUC'ACTION)	**Morning theme: collaborative methods for "living together".** • **Living with your emotions** **Method:** *Expressing a palette of emotions (Cf: Catalogue EDUC'ACTION)* • **Living together in the classroom** **Method:** *3R (Cf: Catalogue EDUC'ACTION)* • **Living with diversity in a complex world** **Method:** *Abigail (Cf: Catalogue EDUC'ACTION)* **Debriefing content and format** Pupils but also citizens Presentation of the WHO's psychosocial competencies and the - more current - UNESCO's sustainability competencies. **Method:** *RMA (Cf: Catalogue EDUC'ACTION)*

Energizer	**Afternoon theme: collaborative methods for learning**
Afternoon theme: Collaborative methods for education	**Giving meaning to his learning:**
Collaborative learning:	***Musical Ride Method***
	(Cf: EDUC'ACTION Catalogue)
Method: *Learning Together - English lesson (Cf: EDUC'ACTION Catalogue)*	**Evaluation:**
Cooperative learning:	The importance of formative and summative evaluation - in the service of the learning process and to empower the active approach to learning.
Method: *Think tank - Geography lesson (Cf: Catalogue EDUC'ACTION)*	***Method:*** *The 6 hats (Cf: Catalogue EDUC'ACTION)*
Debriefing background and form:	
What Teamwork Brings to the Student Learning Process	
Method: *RMA (Cf: Catalogue EDUC'ACTION)*	

How peer training has been implemented in each of the partner countries...

In **Italy,** the training was particularly invested in peer learning, the teachers present at the learning mobility in Dax were the trainers who shared their understanding of non-formal education in the service of teaching and methods.

In **Bulgaria**, due to the closure of schools, the training has been online and the pedagogical advisers present in Dax have worked on the digital adaptation of certain methods. These tools have been invaluable in accompanying pupils with special needs and as resources for teachers.

In **Latvia**, teacher training was organized in rounds, because it was difficult for teachers to free up one or more full days during the school year. Therefore, in Latvia the training took place under the following form: the first training was organized for both pilot schools together all day long and 37 teachers participated. The next trainings were organized separately: in Tirza Primary School, in total 4 sessions of 3,5 - 4 hours, and Lejasciems Secondary School, in total 3 sessions of 3.5 - 4 hours.

one day brought together 37 teachers and then two training sessions were structured around two proposed methods. Afterwards, a half-day per school (3 schools) enabled teamwork in learning methods and collective reflection on non-formal education in the service of teaching.

In **France**, two days of training were organized with teachers from four schools. The teachers from Dax training had shared their method preferences so that the trainers could build the training. In collaboration with the referent teacher of the college in charge of the project (Rosa Parks, Pouillon), the pedagogical structure and the facilitation of the training were carried out. In addition, a half-day was organized in one of the colleges as a supplement for the teachers who could not make themselves available for the two-full days training.

See appendixes for each version of the country-specific courses.

Here are some **practical recommendations/advices** from the 4 experiments:

•	Possibility to do the training online, some methods are transposable to distance learning.
•	Related topics that can be addressed: prevention of dropping out of school, career counselling, health and critical thinking education, prevention of harassment.
•	In activities based on the exchange of points of view, it is essential to recall the pedagogical objective (compromise/understanding of the Other). There is a significant risk that people will remain stuck in explaining their point of view.
•	According to the affinities of each one, some methods will be used in the service of teaching and others in the management of class life.
•	It is important to take the time to define key concepts because teachers have a very disparate knowledge of non-formal education.
•	It is important to support teachers in adapting methods, as they are not fixed and are only tools for their teaching.
•	The implementation of these methods during class time in co-facilitation, half class, or projects including different subjects is often recommended.
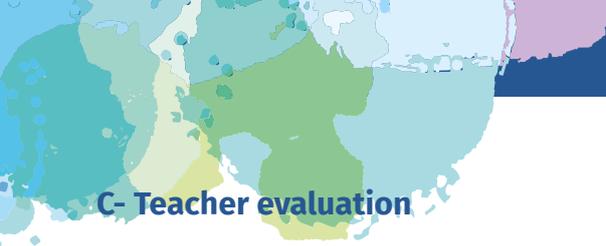
C- Teacher evaluation

A questionnaire was shared with the teachers following the training to evaluate the learning and the impact of the training on their practices.

29 European teachers responded to the questionnaires.

Concerning the learning developed, **the knowledge and practice of methods** from non-formal education are named by 19 participants. Then, the **understanding of the principles of non-formal education** and the complementarity of its methods is highlighted. In particular, teachers indicated that they were more confident in approaching methods that facilitate the **expression of emotions** because they had a better understanding of their importance.

Moreover, being part of a **community of committed teachers**, being with colleagues interested in participatory methods involves students in learning differently. It is indeed as a p**edagogue committed to the empowerment and inclusion of young people** that the participants position themselves.

Similarly, teachers testify to their learning in terms of **reflection on their teaching practice**. Classroom dynamics, new ideas and a focus on the learning process are revisited through training.

The 29 interviewees project the transfer of these learnings into their teaching practice in the classroom, projects/events, during in-service teacher training or with colleagues. In the classroom, it is in the service of teaching their subject, group dynamics, learning and relationships with students that this learning will be mobilized. Being better equipped to manage different situations and to communicate more easily with colleagues and students are two transfer points also mentioned.

Understanding of non-formal education and awareness of its complementarity are evaluated at 3.9/5 by teachers. On average, the interviewees estimate at 3.8/5 their ability to teach with non-formal education methods and to be able to assess their pupils' learning. These figures show a significant variation between teachers who are aware of and already involved in these issues and practices and teachers who are beginning to question them.

28 teachers will share their training with their colleagues. And 16 others plan to use the methods and immediately after the training.

To conclude, this indicates that this training has allowed the teachers of the 4 participating countries to have a greater appropriation of these methods proved by the fact that they first lived this method in order to be able to do it by following it: in other words, once the teachers were able to experiment these methods themselves, they were able to develop a greater awareness of the added value that Non-Formal Education can bring to formal education in order to be able to apply it in their classrooms in a second stage.

VI- From Collaborative Classroom Education to "Sustainable" Education

The aim of this report is to question the skills targeted and developed by teachers and to initiate a mixed pedagogical approach to get students hooked on school.

In the following section, we will work on different categories of competences identified by several researchers and international organizations and which echo the competences targeted by the DROP IN project. These competencies are analyzed in a way that confirms the usefulness of this approach for teachers and students.

A- Behind the methods, reflections on the soft skills and collective intelligence required

Based on the methods and feedback from teachers, several references of soft-skills have sharpened our thinking. An exhaustive list was produced in the framework of the questionnaire for evaluating the effects of training, which allows us to understand this type of capacity.

Here is the list: **Adaptability, Open-mindedness, Listening, Sense of Humor, Tolerance & Respect, Creativity, Mediation, Flexibility, Verbal Communication, Learning Capacity and Teamwork**.

Soft-skills are "soft" competencies that are part of the life skills necessary for living together and working in a professional team.

Hard skills are demonstrable competencies, technical or academic knowledge acquired by an individual during his or her school, university or professional career, and which are proven by obtaining diplomas, grades, certificates, degrees, titles. Soft skills are competences that are neither knowledge nor technical know-how. The OECD* defines them as "social and emotional skills". Experiential learning offers an active and rapid approach to building relational and behavioral skills. Focused on the learner-actor, it combines elements of action, reflection, support and transfer.

(Labadie, Crochu, 2018 https://injep.fr/wp-content/uploads/2018/08/IAS16-renforcement-des-compe%CC%81tences.pdf)

OECD: Organization for Economic Cooperation and Development

These soft-skills allow us to evoke precisely what is sought with the methods mobilized, traditional education does not consider the know-how to be and we are little used to think about it in terms of learning.

During the Italian training, teachers identified that the skills most mobilized by non-formal education and its methods are:

- communication and interpersonal skills,
- organizational and management skills,
- leadership skills
- the ability to solve problems,
- teamwork skills,
- cognitive and intellectual skills.

Why and how do the training methods affect these soft-skills?

In order to understand the mobilization of soft-skills through the practice of methods and thus of a facilitator's posture aiming at accompanying non-formal learning, we share with you our reflections between the most mentioned soft-skills "in context" and the link made with certain methods.

Verbal communication is solicited in the activities since it is a matter of expressing one's thoughts and making them understandable to others. Students will also create a common language related to the lesson so that they can understand each other and meet the learning objectives. The use of these methods involves more horizontal communication between students and teacher.

Example: The **World Café** requires the sub-groups to express and write down all their knowledge and thoughts and then pass their sheet of paper on to another. Communication within the sub-group (socio-cognitive conflict is privileged between peers and 4 people) is essential to bring out the reflection and its clarity necessary to be able to transcribe it on paper.

Teamwork is a pillar of non-formal education in the sense of thinking and achieving the goal together. Various strategies between cooperation and collaboration are observable and self-knowledge is predominant for getting along, expressing oneself, understanding oneself and "connecting" with others. Moreover, the class group will find itself positioned as a body with the power to make proposals or even to take decisions, these statuses are the result of working in a "collaborative team".

Example: The **Think Tank** is a method based on the emergence of ideas from the group, the effervescence created by the creation phase added to the competitive staging reinforces the dynamics of teamwork.

Tolerance and respect are two values that are necessary to accept diversity of opinion in order to enrich one's own thinking. For some activities, the aim is to encourage people to express their differences in order to grasp the diversity of the group in a caring and understanding way.

Example: **Abigail - Alligator River** makes the uniqueness and complexity of our judgment mechanisms evident. During the compromise stage within the sub-group, tolerance and respect for the different judgments are solicited.

Listening expresses the consideration of the other's word to become aware of different perspectives of thought and to enrich one's own reflection.

Examples: During the **Think Tank**, the more the team listens to each of its members, the more ideas emerge. During Learning Together, listening to each group's responses will help to consolidate their knowledge of the answers.

Adaptability and flexibility are called upon to adapt the pedagogical content to the participatory method beforehand and then during the session to the dynamics of the class group, to the reflection generated and to the attainment of the objectives. For the pupils, it will be necessary to adapt to the other pupils who make up their group, to the rules of the activity and to take responsibility for learning to co-construct.

Openness in the sense of openness to other ways of doing, thinking and learning is an overall goal of non-formal education. However, it is about making diversity explicit and debating ideas so that constructive learning can flow from it and lead to open-mindedness. Proximity to diversity is sometimes only synonymous with validated judgement.

The ability to learn by doing, by experimenting and with others is the main issue of DROP IN's project to promote school retention through the development of the power to learn. Through reflective experience, through socio-cognitive conflict, through introspective reflection but also through play, the objective is to learn the knowledge targeted by the school curriculum.

Mediation, in connection with verbal communication, this ability specifies the search for constructive agreement through the expression of different parties. In methods of idea generation, it is then necessary to prioritize and agree on collective responses. Mediation is therefore solicited in this "reaching agreement" stage.

Creativity and a sense of Humor are important to name because they leave room for the pleasure of reflecting and learning, of being an actor in the process in different forms.

In a more global way, the proposed methods aim to develop the capacities of the group class to collective intelligence. Complementing a system traditionally based on individual effort and learning, non-formal education is based on the principles of collective intelligence involving reflection and critical thinking of each individual.

The Collective Intelligence project specifically valued the diversity of knowledge, skills and ideas found in a community and organized this diversity into creative and productive dialogue (P. Levy 1999).

Collective intelligence defines the reflexive production created during the interaction between individuals. It is "1+1 = 3" since to the sum of two people is added the richness of their interaction.

Conditions are necessary for collective intelligence:

• a small, voluntary group;
• the creation of a common language to understand each other effectively;
• a fluid relationship between individuals;
• and clear objectives to define the context for joint reflection.

To explain the dynamics of the company, we advise you to watch François Taddei's video "Learning in the 21st century" : https://www.youtube.com/watch?v=BhunNczVNaA&feature=youtu.be (French video with English subtitles)

Thus, the DROP IN methods aim to reinforce the collective learning dynamic and the importance of verbal communication in this perspective of developing the collective intelligence capacities of the class group.

B- Competencies for sustainable development objectives, training tomorrow's active citizens

In the frame of UNESCO's work on core competencies for sustainability to achieve global sustainable development goals, we find a powerful inspiration echoing the work of DROP IN.

Indeed, essential sustainability competencies aim at the ability of both teachers and students to reflect on what is happening around them and to think about what they are doing to change their environment. This empowerment perspective echoes DROP IN's desired approach for teachers who advocate for education for all and lifelong learning and for students who are involved in their learning and their environment. Competencies for sustainability include cognitive, affective and motivational elements, and thus result from the interaction of knowledge, abilities and skills, motivations and affective dispositions. Competencies cannot be taught but must be acquired by the learners themselves. They are acquired through action, informed by experience and reflection (UNESCO, 2015; Weinert, 2001).

UNESCO's core competencies for sustainability include the following:

• **Competence in systems analysis:** the ability to recognize and understand relationships, to analyze complex systems, to understand how systems fit into different domains at different scales, and to consider elements of uncertainty.
• **Anticipatory competence:** the ability to understand and evaluate multiple possible, probable and desirable futures, to form one's own visions of the future, to apply the precautionary principle, to appreciate the consequences of action, and to consider risks and changes.
• **Normative competence:** the ability to understand and analyze the norms and values underpinning one's own actions, and to negotiate relative sustainability values, principles, objectives and targets in the context of conflicts of interest and trade-offs, uncertain knowledge and contradictions.
• **Strategic competence:** the ability to collectively design and implement innovative actions that increase sustainability at the local level and beyond.
• **Collaborative Competency:** the ability to learn from others, understand and respect the needs, views and actions of others (empathy), understand, connect with and pay attention to others (empathic leadership), reduce conflict within a group, and facilitate collaborative and participatory problem solving.
• **Critical thinking skills:** the ability to question norms, practices and opinions, to reflect on one's own values, perceptions and actions, and to take a stand in the sustainability discourse.
• **Self-knowledge competence:** the ability to reflect on one's own role in the local community and society (the global community), to constantly evaluate one's own actions and deepen one's motivation, and to control one's feelings and desires.
• **Integrated problem-solving competence:** the overall ability to apply different frameworks to complex sustainability problems and to design viable, inclusive and equitable options to address them, promoting sustainable development, by combining the above-mentioned competencies.

Several of UNESCO's assertions on the subject seem important to us to mention to echo our perception of school drop-out for all:

- "Individuals must learn to understand the complex world in which they live. They must be able to collaborate, express themselves and act for positive change (UNESCO, 2015). In a word, to be "citizens of sustainability" (Wals, 2015; Wals and Lenglet, 2016). »

- "Core sustainability competencies are those that sustainability citizens particularly need to address today's complex challenges. »

- "Educators using this framework are encouraged to ask themselves what essential skills the learning activities they implement facilitate the acquisition of knowledge. »
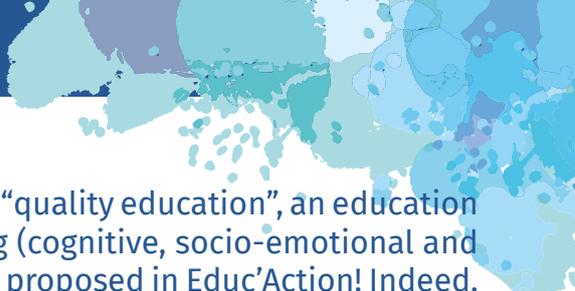
One of UNESCO's sustainable development objectives for 2030 is "quality education", an education that must give pride of place to a mix of education and learning (cognitive, socio-emotional and behavioral). This is reminiscent of the categorization of methods proposed in Educ'Action! Indeed, these methods are at the service of cognitive teaching, self-understanding (emotions, stress, orientation...) and a behavior conducive to collaborative work, meaning, to do and live together.

The concepts, therefore, seem to be similar. So about the...

-       Competence in systemic analysis: During the training, we exchanged on the complex situation of teaching by questioning the mechanisms to fight against dropping out, the influence of management and colleagues and the power/willingness/knowledge at the teacher level. This systemic analysis of the fight against dropping out is a concrete example that demonstrates the multiple possible strategies, the height of the stakes and the elements of uncertainty.

More particularly among the methods mobilized during the training, some of them were the opportunity to reflect on relationships at different scales, in particular in order to better understand the pupils and to enable them to better understand themselves.
Abigail's method, for example, allowed us to debrief on the expression of personal judgements in front of her peer group. Thus, understanding her relationships and the origin of her value system is an opening to systemic analysis.
The Carousel of Professions method allows one to think about one's orientation and motivation to learn from different inputs.

-       Anticipation skills: A method such as the Think Tank facilitates the emergence of creative ideas, to think with others "differently". Using this method, the challenge is to think about the problem to be submitted to the students and to give free rein to their creative and anticipatory capacity to respond to it.

-       Normative competence: A method like Abigail is explicitly used to deal with the development of our own and others' judgement mechanisms, both near and far.

-       Strategic competence: A method such as the 6 hats allows us to evaluate an inventory of fixtures, then to elaborate a concrete proposal and then to decide together. This type of process implies that students have access to information and that they really have the power to decide and act.

-       Collaborative competence: A method like the World-café allows us to measure the added value of thinking together, sharing our knowledge and learning by and for ourselves and the collective.

-       Critical thinking skills: A method such as Learning together allows you to question knowledge, it is the first step in questioning it, to seek the answers and to be an actor in the formation of your knowledge.

-       Self-knowledge competence: A method like the Carousel of Professions is used to think about the future - where? Doing what? What does it mean to me?

-       Competence in Integrated Problem Solving: World-café/ learning together / Abigail / 6 hats / Think Tank are methods that allow access to the different perspectives of others to consider

them in the construction of solutions + creative emergence for some methods + prioritization in others for collectively decided solutions.

VII- The Rise in Skills

First of all, there are two levels of analysis and reflection: the evolution of skills for teachers and for students.

The DROP IN team proposes to focus on four types of skills:

- **the use of non-formal education in the service of teaching**
- **expression and communication skills (self-expression and listening),**
- **collaborative and cooperative learning skills (learning with and from others),**
- **and the development of critical thinking (evaluation).**

To specify these four types of competences, three reference frameworks complement each other: the competences formulated by UNESCO as essential for sustainability, the WHO (World Health Organization) psychosocial competences and the soft skills evaluated in the teacher questionnaire.

The table below shows the definition of these four types of skills by cross-referencing the three reference systems:

Competencies worked on in the DROP IN project	Analyze training based on the "Sustainability Core Competencies" https://unesdoc.unesco.org/ark:/48223/pf0000247507	WHO Psycho-social Competencies :	Soft-skills
The use of non-formal education in the service of education - Creating a dynamic and a well-being environment in the classroom - Adapt methods according to the context and pedagogical objectives	Self-knowledge competence: the ability to reflect on one's own role in the local community and society (of the global community), to constantly evaluate one's own actions and deepen one's motivation, and to control one's feelings and desires.	Self-awareness/ Empathy for others Stress Management/ Emotional Management	Adaptability Listening Tolerance & respect Creativity

	Anticipatory competence: the ability to understand and evaluate multiple possible, probable and desirable futures, to form one's own visions of the future, to apply the precautionary principle, to appreciate the consequences of action, and to consider risks and changes.		
Communication and self-expression		Know how to communicate effectively Be skilled in interpersonal relationships	Mediation Verbal Communication
Collaborative learning skills	Collaborative Competency: the ability to learn from others, understand and respect the needs, views and actions of others (empathy), understand, connect with and pay attention to others (empathic leadership), reduce conflict within a group, and facilitate collaborative and participatory problem solving.	Problem Solving / Decision Making Skills	Open-mindedness Ability to learn Teamwork

| Development of critical thinking | Critical thinking skills: the ability to question norms, practices and opinions, to reflect on one's own values, perceptions and actions, and to take a stand in the sustainability discourse. Normative competence: the ability to understand and analyze the norms and values underpinning one's own actions, and to negotiate sustainability values, principles, objectives and targets in the context of conflicts of interest and trade-offs, uncertain knowledge and contradictions. Strategic competence: the ability to collectively design and implement innovative actions that increase sustainability at the local level and beyond. Competence in systems analysis: the ability to recognize and understand relationships, analyze complex systems, understand how systems fit into different domains at different scales, and consider elements of uncertainty. | Think critically/ Creatively | |

Now it is a question of reporting on the increase in skills sought during the training courses set up. We thus specify for each block of competence what is aimed at in practice and we show the constructive exchanges allowed in training through the experimentation of methods and the quality of the shared reflections.

- The use of non-formal education in the service of education:

What is concretely questioned in teachers' practice:

The *creation of a group environment and dynamic of learners* requires proposing activities of self-knowledge and knowledge of others to facilitate the "Living Together" of the classroom group. The expression of one's motivations, emotions and feelings in a safe and facilitating environment helps to reinforce the well-being of each individual in the classroom. Listening to the thoughts and feelings of others facilitates students' empathy and understanding of diversity.

The dynamic is punctuated by the sequence of activities and the complementarity of methods. The *adaptation of methods to the service of teaching* takes the form of a panel of diversified activities that are complementary to meet the learning preferences of each student and facilitate the learning process. The teaching environment is based on the cognitive (the knowledge taught) but also on the motivational (the meaning of learning), the socio-cognitive (group dynamics and comfort) and the meta-cognitive (evaluation of learning). In this perspective, the complementary nature of the methods will focus on one axis and seek a stimulating rhythm in the pedagogical session.

For the students:
At the heart of the competencies targeted is an understanding of self and others in terms of learning processes and styles and living together with our diversity of thoughts and behaviors.

What was discussed in training:

While the objective was to experiment with the methods in order to facilitate their remobilization, the debriefing times to reflect on the implementation of the methods for each one was a space that welcomed questioning and allowed each person to think about how and why to use the method they had experienced.

- Expression and communication skills:

What is concretely questioned in teachers' practice:

Vertical and horizontal communication is the adaptation of times for knowledge sharing through its presentation (verticality) and others for exchange to allow the process of knowledge acquisition and anchoring. For students, it is also about knowing how to share knowledge and knowing how to listen in order to learn.

The role of facilitating a constructive exchange between learners is concretized by the form (sub-group, methods...) and by the proposed mediation.

More specifically, the role of the facilitator is to create spaces for conflict resolution, to express opinions and feelings.

What was discussed in training:

The Think Tank activity was aimed at the expression of emotions in the service of school retention, it was about facilitating the emergence of each person's ideas and to think about how to give space and facilitate the expression of thoughts and emotions within the class. In the example of this activity, the emerging ideas of the two teams are to be considered "horizontally" to ensure that learning is anchored. The fact that there are two teams, that work time is paced and that the combination of the emergence of an idea and then the realization of a chosen idea reinforces the awareness of effective communication.

- **Collaborative and cooperative learning skills:**

What is concretely questioned in teachers' practice:

The consideration of the Other in the construction of one's reflection is the main stake in order to collaborate, it is necessary for each one to be aware of the added value of the other in his or her learning process. Thus, the challenge is to highlight the strengths of each student, to ensure the expression of each and to accompany the process of "thinking and doing together". To facilitate collective intelligence, shared goals, a common language and a small group are necessary conditions.
Collective choices and decision making are a particular point to be supported, especially with the differentiation between a collaborative or cooperative activity. In order to prevent group mechanisms with unequal treatment of speech and decision making, methods accompany pupils in the stages of expression, choice and decision making. In the case of conflict, these stages are essentials.

What was discussed in training:

By taking up the nuances between collaborative and cooperative activity, it is a question of distinguishing the conditions and the interest of the choice of methods. Cooperative methods imply interdependence within the group and the evaluation will be collective. In this case, learning to consider the Other, his reflections and behaviors will be necessary to learn together and create things that cannot be done alone.

- **The development of critical thinking:**

What is concretely questioned in teachers' practice:

The analysis and problem solving of complex situations with a human dimension wish to be nourished by methods of conflict of opinion. The teacher's position as a facilitator accompanies a constant questioning to build knowledge.

The questioning of the norm for both teachers and pupils is intended to accept difference and seek to understand it rather than merely judge it. It is about learning to understand one's own value system and trying to understand that of others. To this end, the rules of the group must be explicit and the group is responsible for them. Questioning conventional rules feeds this capacity. Exercises to understand the influence of the media or peer pressure are preferred.

Creative thinking aims at exploring possible alternatives by the emergence of ideas that arise from the understanding of the problem and the creativity of the individual and/or the group. Creative thinking helps to respond adaptively and flexibly to everyday situations. Thus, the methods of idea emergence are a training in adaptability.

What was discussed in training:

During the training, we exchanged on the complex situation of teaching by questioning the mechanisms to fight against dropping out of school, the influence of management and colleagues and the power/willingness/knowledge at the teacher level. This systemic analysis of the fight against dropping out is a concrete example that demonstrates the multiple possible strategies, the height of the stakes and the elements of uncertainty.

Among the methods mobilized during the training, some were the opportunity to reflect on relationships at different scales, in particular to better understand the students and enable them to better understand themselves.

Abigail's method, already mentioned for example, allowed us to debrief on the expression of personal judgements in front of its own peer group. Understanding of one's relationships and the origin of one's value system is an opening to systemic analysis.

The Carousel of professions method, for example, allows one to think about one's orientation and motivation to learn from different inputs.

Conclusion

This report presented a main action of the DROP IN project with the central theme of the fight against dropping out of school: the training of teachers in non-formal methods.

Teachers from the 4 partner countries of the project, France, Italy, Latvia and Bulgaria, were trained in general to facilitation (the posture of the facilitator, positioning...) and in collaborative and cooperative methods through concrete techniques from non-formal education. All these techniques have in common that they can be reused in their teaching work.

Through our analysis of the practices and training implemented, we were able to identify that the innovative side of the approach and of the non-formal/formal crossover seduces and meets the expectations of teachers.
They confirm that this cross-fertilization and these methods promote both the active participation of all target groups and the development of skills.

This report has enabled us to analyze the first step in this process: The acquisition of skills by teachers through DROP IN training. This analysis also led us to consider the creation of a space for exchange and reflection among teachers, around non-formal education techniques and the posture of facilitator, reflecting a real interest and a strong appropriation, allowing us to go in depth into the use of each of these techniques in the classroom.

The issue of continuity of the process was addressed and proved to be ensured, with teachers motivated to continue the different stages of the project, from experimentation with pupils in the classroom to evaluation to determine whether non-formal education methods have a place in the school environment and whether the benefit they bring also translates into school retention of pupils.

Competencies related to global citizenship education are part of the cutting-edge curricula of university teacher education. The stakeholders of the DROP IN project aim to be able to link the developed capacities of trained teachers with this broader perspective of "teaching knowledge".

The results of this report are very positive and promising for a solid continuation of this innovative project in terms of the acquisition of teachers' skills and the reduction of dropout rates among students.
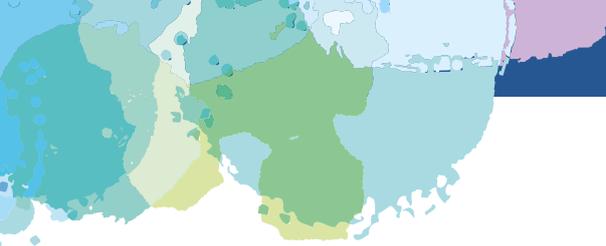
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Wals, 2015; Wals and Lenglet, 2016.

www.drop-in.eu

pistes solidaires