Project EDUPLACES aims to contribute to understand the factors that support the reversal of school failure/dropout negative spiral. We seek to map the points of view of actors engaged in socio-educational practices aimed at overcoming school failure and dropout: institutional representatives, teachers/professionals, families, children/young people and the community. These actors identify and characterize said practices, contributing the understanding of the processes, factors, rationales and partnerships which support them.

The empirical basis for this research is a multi-case study of eleven socio-educational practices, integrated in two nation-wide intervention programmes, and developed in four Portuguese municipalities.

The project's first year (2016/2017) was built upon a documental/statistical analysis and in semi-structured interviews with the people responsible for these practices. The outcomes of this first year allowed for the definition and characterization of a Portfolio of Practices, and the emergence of four types of practices: Student Grouping, Study Support, Pedagogic Differentiation and Mediation.

The second year of research (2017/2018) saw the deepening of the analysis of each case, with the collection of information about perspectives and experiences (voices), supported by focus groups, individual/group interviews, questionnaires and observation. One of the outcomes of this second year was a Typology of Practices.

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