



S.I.S.E.R.A. Greece

EDUCATIONAL AGREEMENT AS A RESPONSE TO SCHOOL DROPOUT

"IMPACT RESEARCH"

I03-RESULTS

 Information available in I03-Final Report



EARS

Educational Agreement as a
Response to School Dropout

Research Hypotheses

The separate research hypotheses that would serve to finding the answers to the above questions are the following:

1st Research Hypothesis

Despite the development of strategies and the adoption of various good practices to prevent school dropout there is still a lack of measures to prevent the phenomenon at the organizational level of the school unit.

2nd Research Hypothesis

The training of teachers on issues of school dropout remains at low or moderate levels.

3rd Research Hypothesis

There is a lack of adoption of good practices or programs that effectively deal with the phenomenon of school dropout.

4rth Research Hypothesis

There is an increased need for training of teachers and student support staff who drop out regarding the following topics.





Research Topics

- Organization and management of school dropout issues
- Communication with students
- Knowledge deepening on the subject
- **Cooperation with the family**
- **Cooperation with the community**
- **Technical-Digital skills**
- **Services provided to students**

Back to Research
Hypothesis



The topics: Cooperation with the family, Cooperation with the community, Technical-Digital skills, Services provided to students are interconnected with IO1



Research Questions

The research questions that arise from the above research hypotheses and from the more general analysis of the research aims are the following:

1

which are the indicated reasons for School Dropout in the partner's countries

2

which kind of student's groups are more likely to dropout

3

what are the effective practices of tackling the phenomenon of school dropout

4

by which innovative supporting methods we can support school dropout



Research Questions

The research questions that arise from the above research hypotheses and from the more general analysis of the research aims are the following:

5

what are the most common measures that schools use for the prevention of the phenomenon of school dropout and in which rate

6

how much satisfying is the teachers basic training in the topic of school dropout

7

what are the most common practices that are used at school level for the prevention of school dropout phenomenon

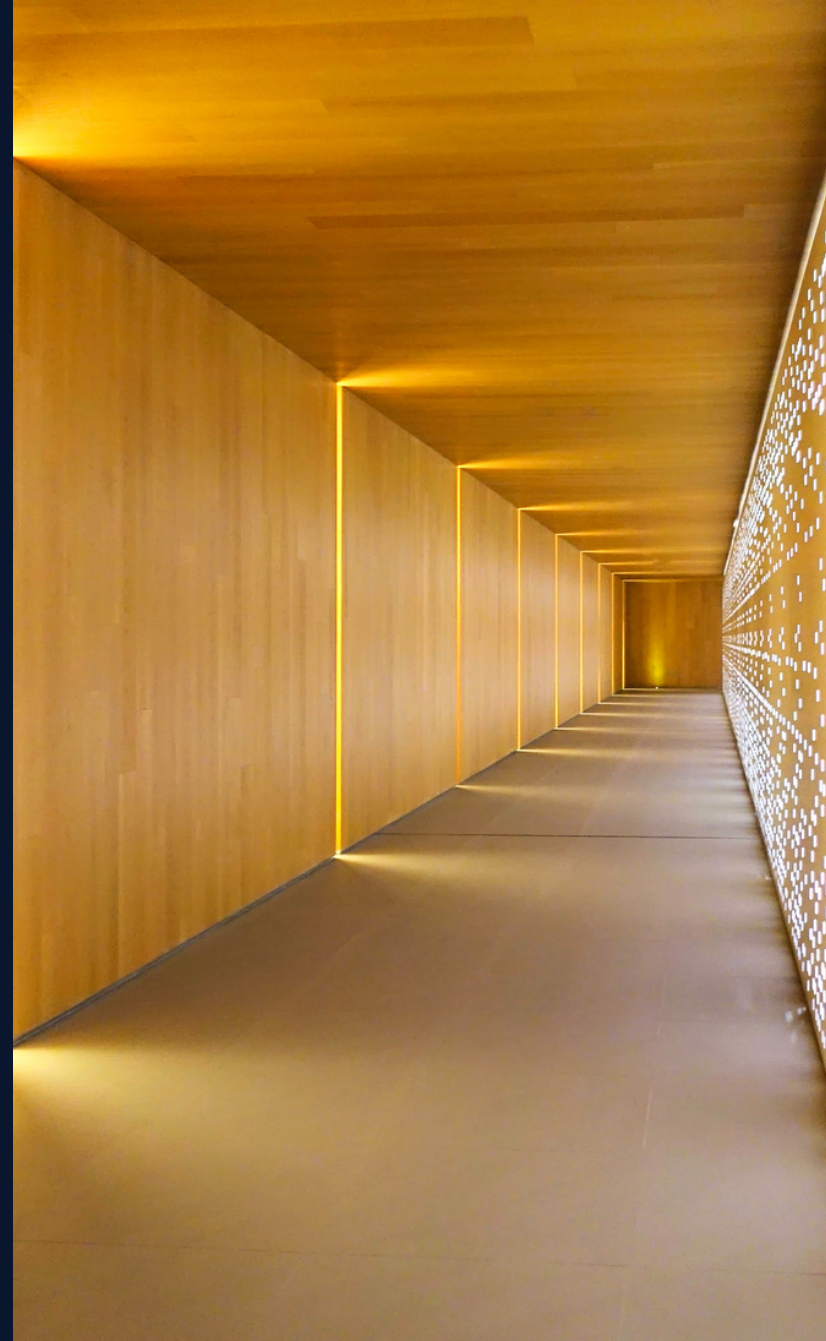
8

what are the most common teachers' or relative school staff's needs for the anticipation of the phenomenon and in which rate can be ranked



Section-A

DEMOGRAPHICS



Goal:

Collect information about the characteristics of the participants involved in the study and basic information about their knowledge of school dropout.

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Section-A

DEMOGRAPHICS

- **Sample:** 158 participants, male (62), female (94)
- **Countries:** Greece (32), Italy (30), Poland (30), Romania (30), Spain (27), Netherlands (9)
- **Age:** 11 (23-30), 16 (31-35), 28 (36-40), 30 (41-45), 73 (above 45)
- **Position:** 74.1% teachers, 13.3% school managers, 6.3 counselors, 4% other professionals related to school dropout phenomenon



Section-A

DEMOGRAPHICS

- **Educational Experience:** more than 15 years (57%), 5-10 years (16.5%), less than 5 years (11.3%)
- **Academic Qualifications:** Diploma 8.2%, Bachelor's Degree 25.9%, Masters Degree 51.9%, PhD 9.5 % and Post Doc 4.4%.
- **Area:** 51.3% urban area, 24.7% semi-urban area, 24.1% a rural area.
- **Type of school:** 93.5% public, 7%private.
Junior High school (12-15 yo) 34.2%, Senior High School (16-18yo) 26.6% and the VET School 18.4%



Section-B

PREVENTION OF DROPOUT PHENOMENON IN SCHOOL UNIT LEVEL



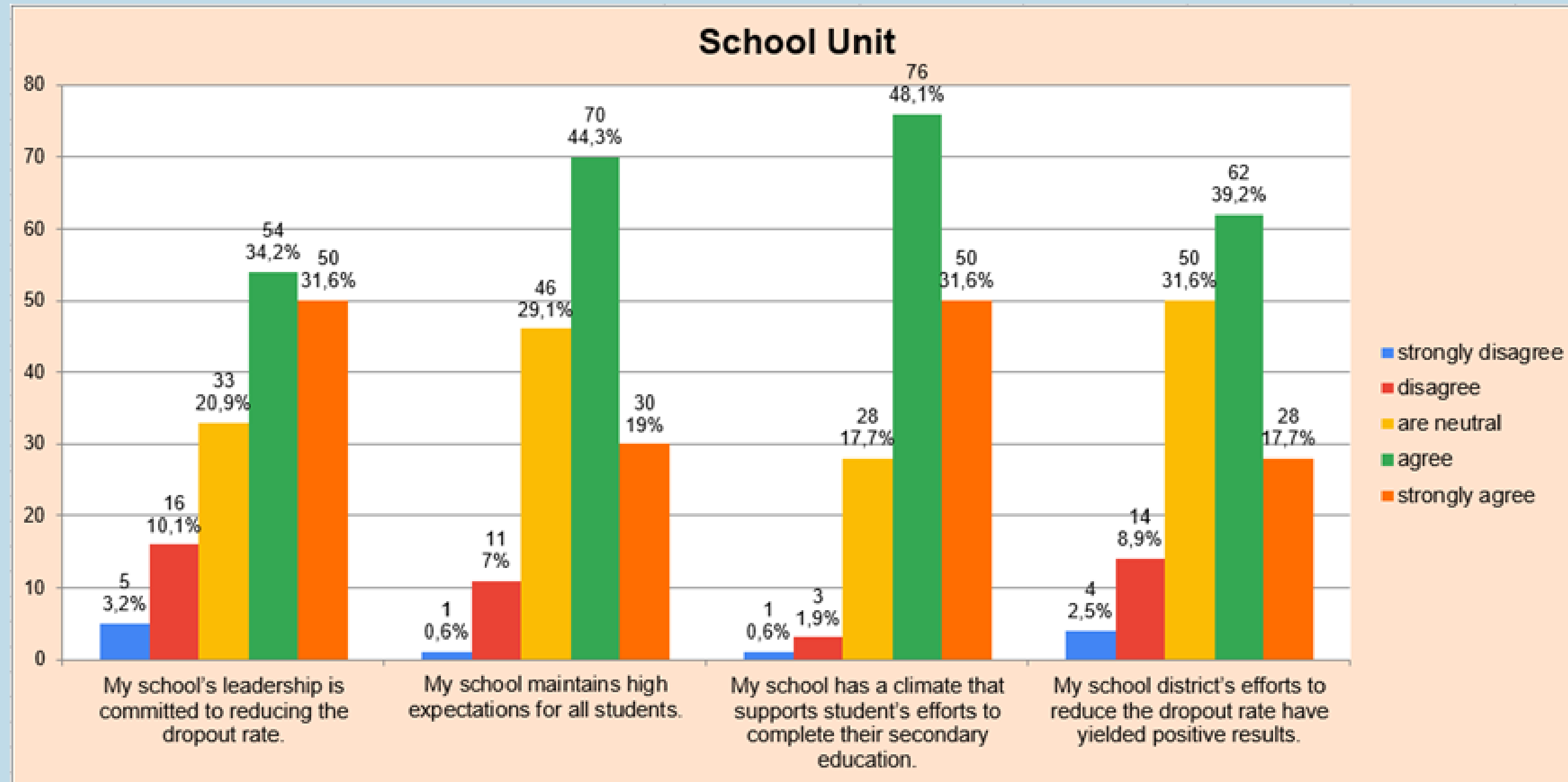
Goal: Reserach Question n.5

In the 2 nd section of the questionnaire the participants were asked to declare the existence of measures for the prevention of school dropout in their school unit.

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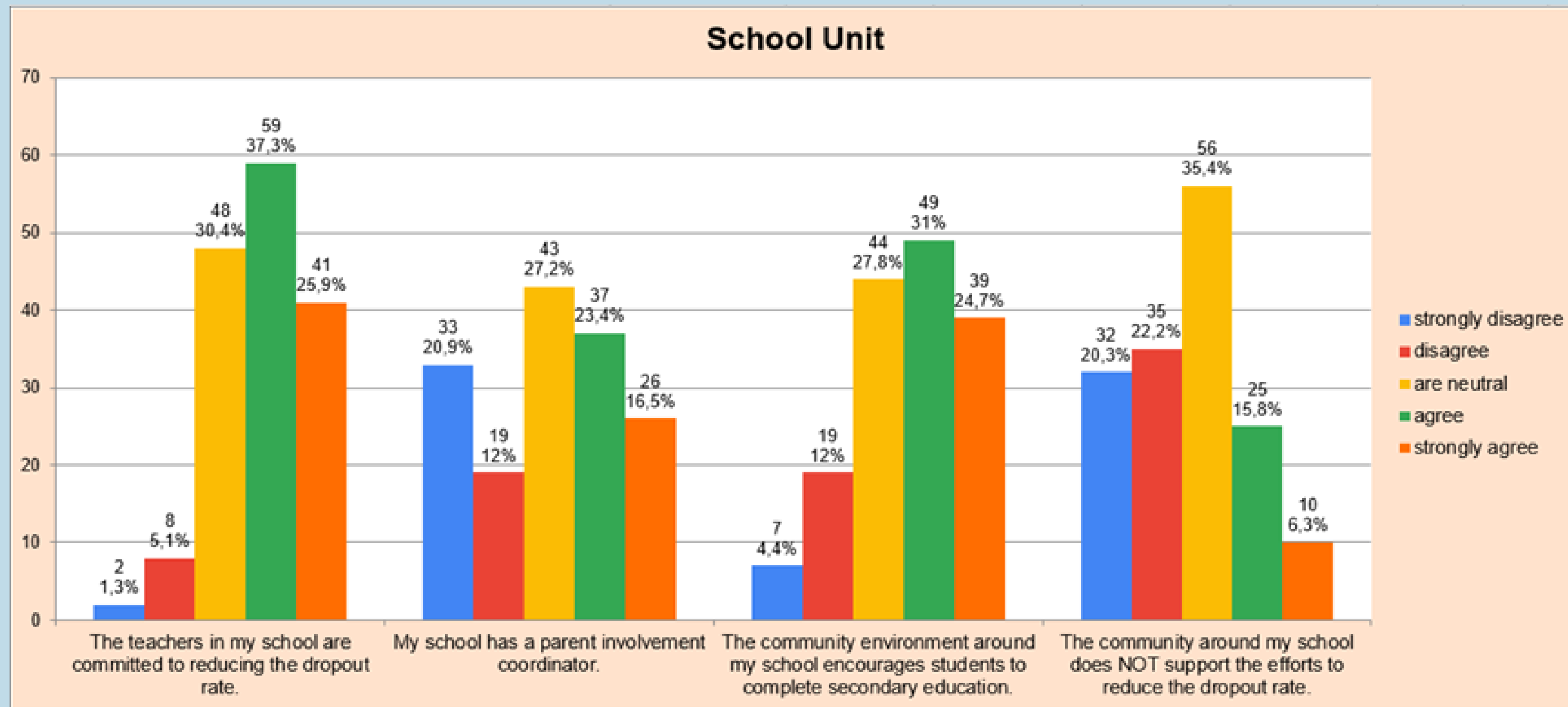
Agreement on the existence of prevention measures of school dropout in the school unit



- My school's leadership is committed to reducing the dropout rate (65,8%)
- My school maintains high expectations for all students (63,3%)
- My school has a climate that supports students' efforts to complete their secondary education (79,7%)
- My school district's effort to reduce the dropout rate have yielded positive results (56,9%)



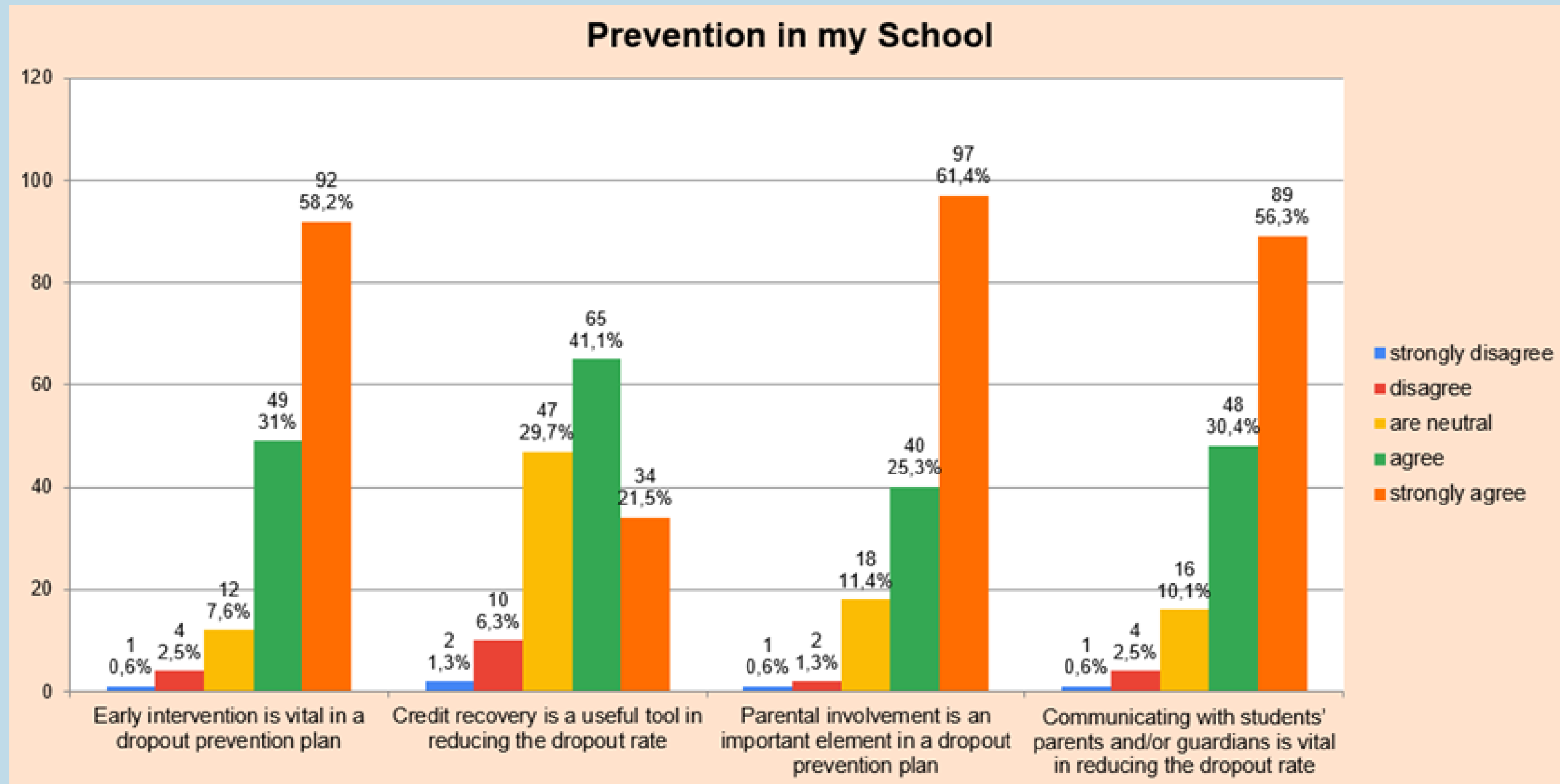
Agreement on the existence of prevention measures of school dropout in the school unit



- The teachers in my school are committed to reducing the dropout rate (64,2%)
- My school has a parent involvement coordinator (39,9%)
- The community environment around my school encourages students to complete secondary education (55,7%)
- The community around my school does not support the efforts to reduce the dropout rate (22,1)



Agreement on the need of prevention measures taken in the level of school unit

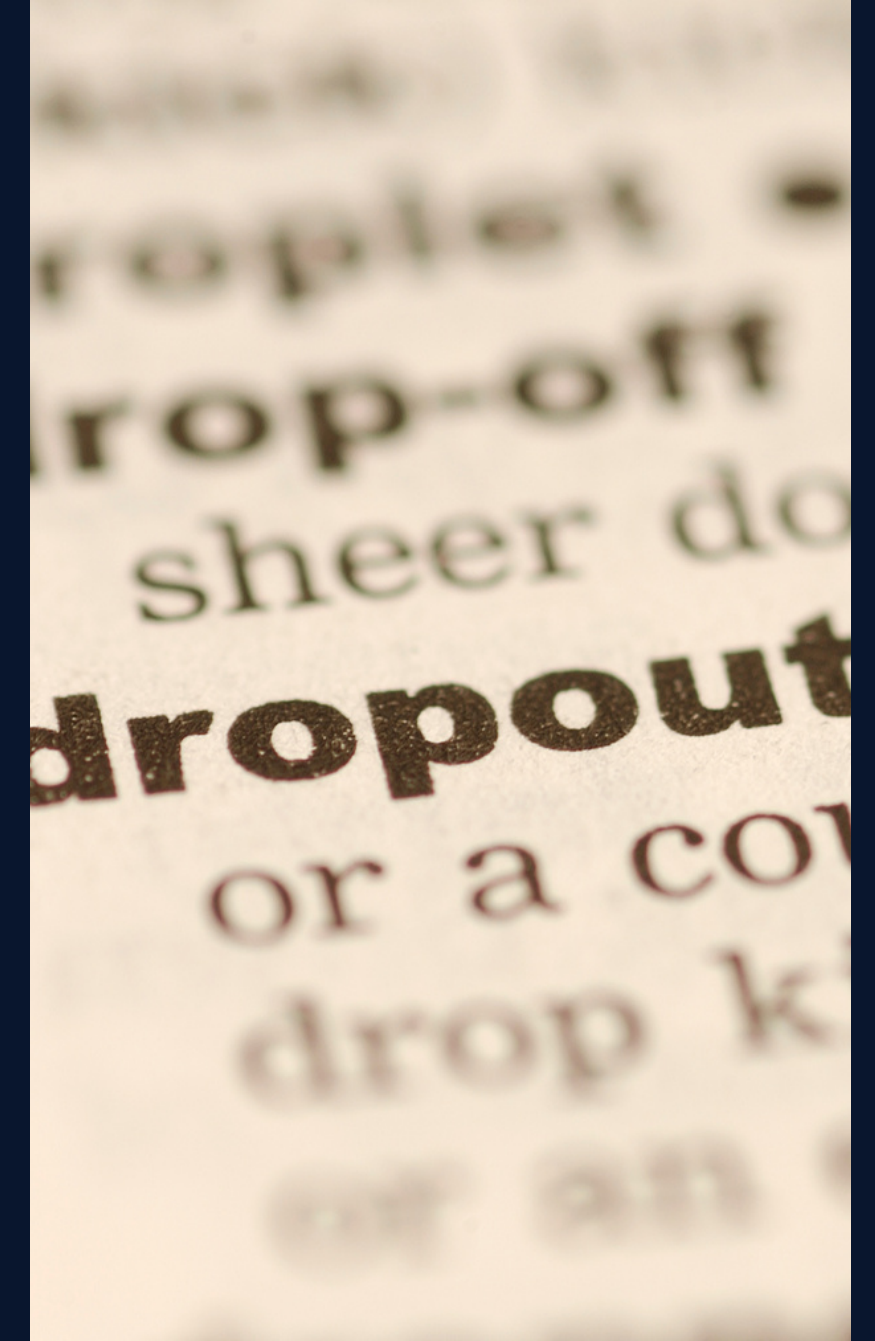


- Early intervention is vital in a dropout prevention plan (89,2%)
- Credit recovery is a useful tool in reducing the dropout rate (62,6%)
- Parental involvement is an important element in a dropout prevention plan (86,7%)
- Communicating with students' parents and/or guardians is vital in reducing the dropout rate (86,7%)



Section-D

REASONS OF SCHOOL DROPOUT



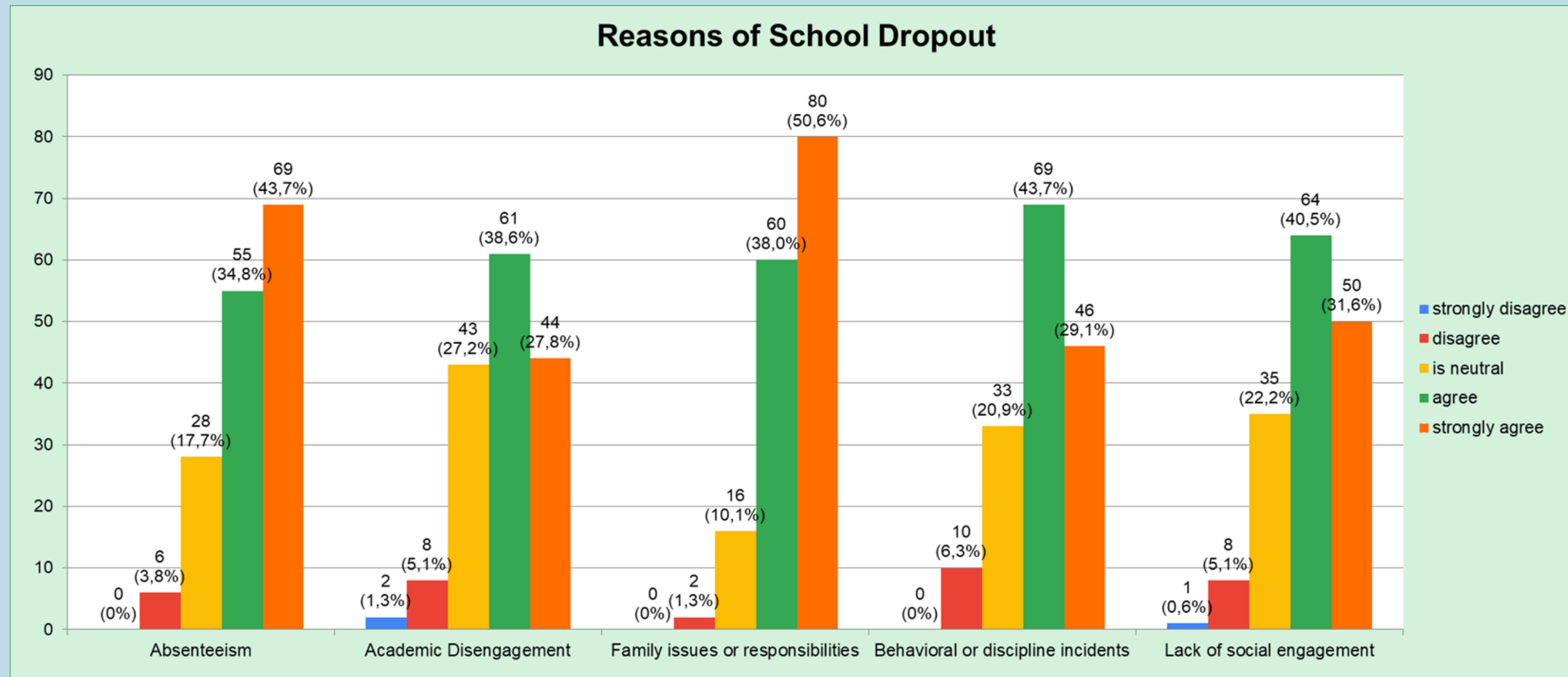
Goal: Reserach Question n.1

In the 4th section of the questionnaire the participants were asked to give their opinion about the different reasons that affect the phenomenon of school dropout.

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Sample's common aspects on the Reasons of School Dropout



- Absenteeism (78,5)
- Academic Disengagement (66,4)
- Family issues or responsibilities (88,6)
- Behavioral or discipline incidents (72,8)
- Lack of social engagement (72,1)



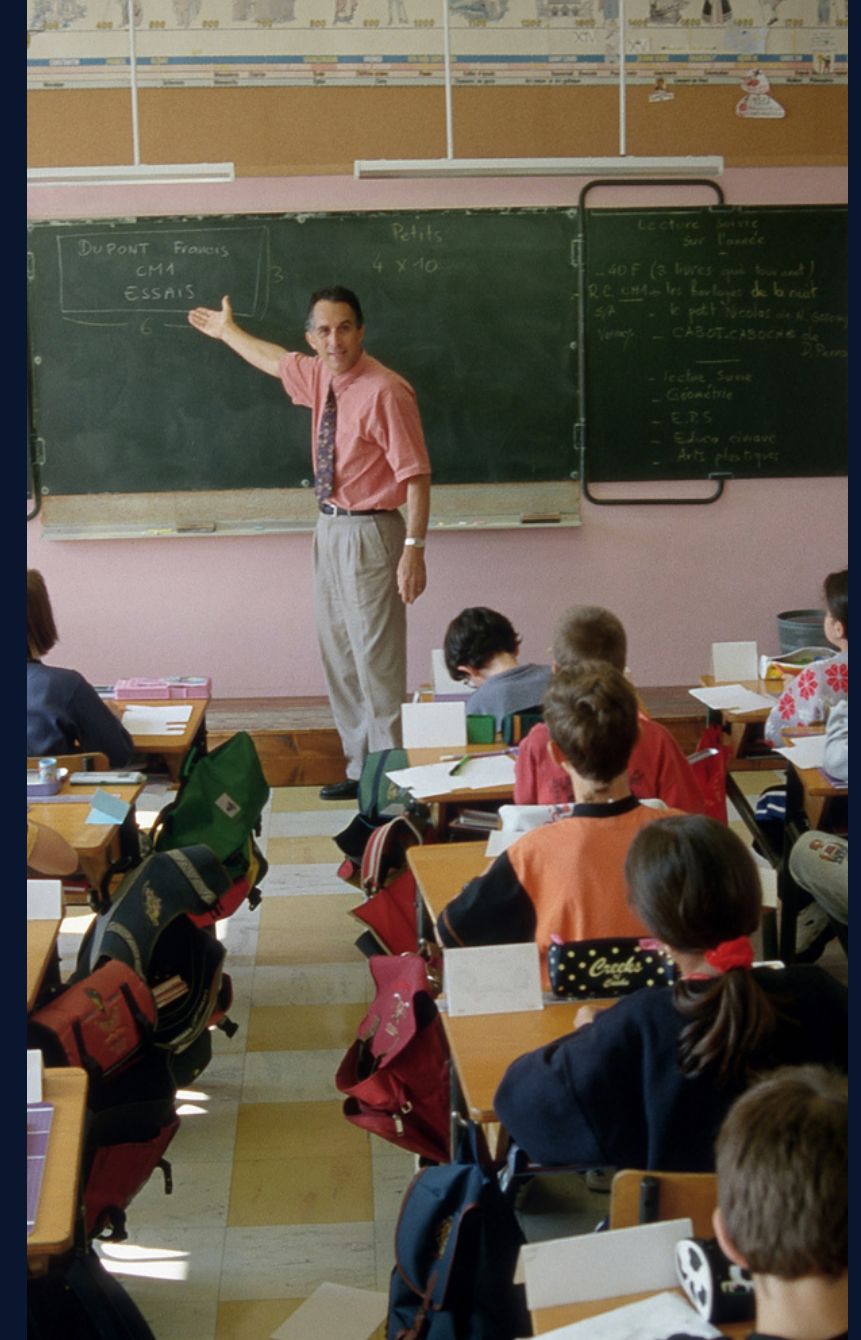
Sample's other aspects on the Reasons of School Dropout

- bullying
- pregnancy for girls/ work for boys
- lack of social policies
- the role models projected by social media
- economically viable work alternatives
- learning or intellectual disabilities
- social/economic situation
- low cultural level of the social environment
- lack of financial resources
- low self-confidence
- the absence of the students' parents abroad
- the idea of the uselessness of school as a tool for self-improvement
- lack of future expectations
- trauma (students' negative experiences in schools)
- need for employment
- work-related issues (shift changes, working hours, transfers...)
- lack of motivation
- lack of link between university studies and future jobs
- ignorance of the value of studying in their future everyday life



Section-E

GROUPS OF STUDENTS WHO ARE MORE LIKELY TO DROP OUT



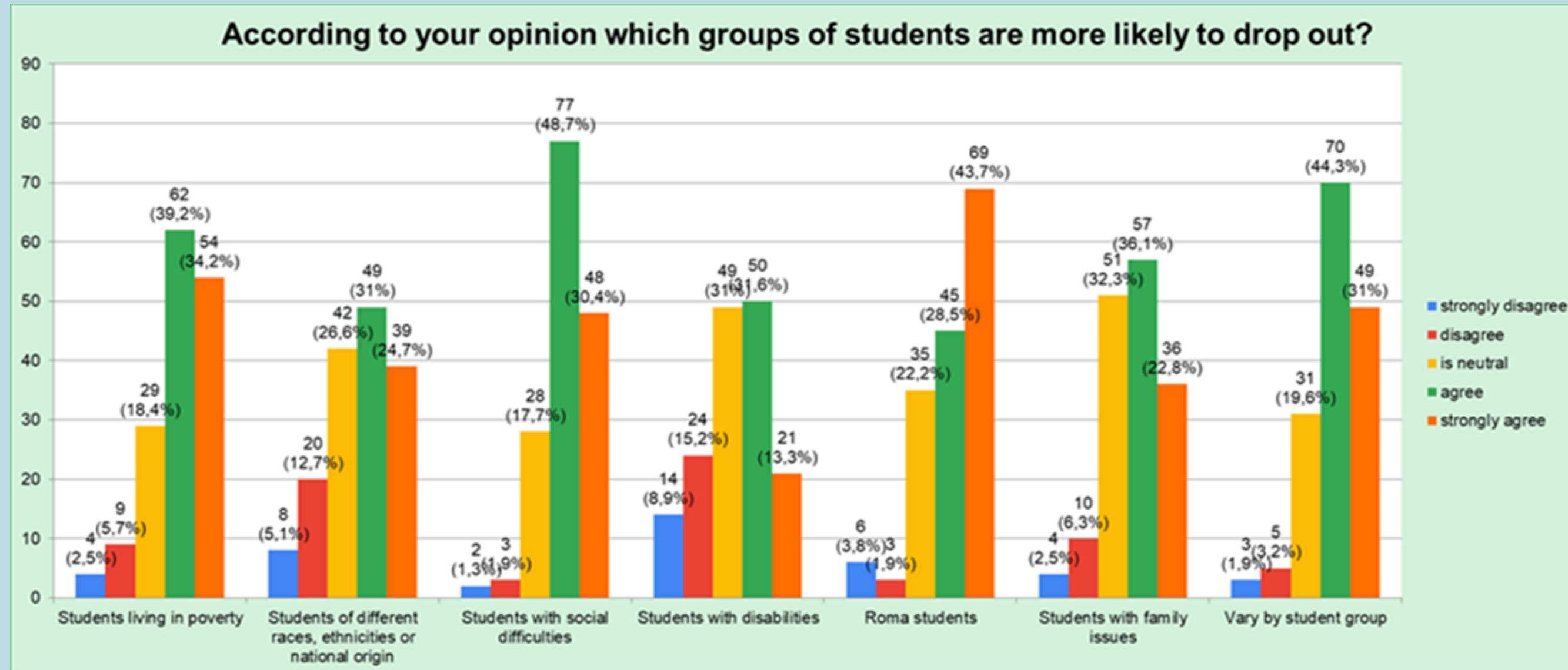
Goal:

In this section participants were asked to reply if there are any specific groups of students who are more likely to dropout.

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Groups of students who are more likely to drop out



- Students with **social difficulties** (79,1%)
- Students living in **poverty** (73,4%)
- **Roma Students** (72,2%)
- Students with **disabilities** (63,3%)
- Students with **family issues** (58,9%)
- Students of **different races, ethnicities or national origin** ((55,7)
- Students with a high chance of dropping out do not come from a particular group (75,3%)



Section-F

BEST PRACTICES FOR PREVENTION OF SCHOOL DROPOUT IN SCHOOL UNIT LEVEL



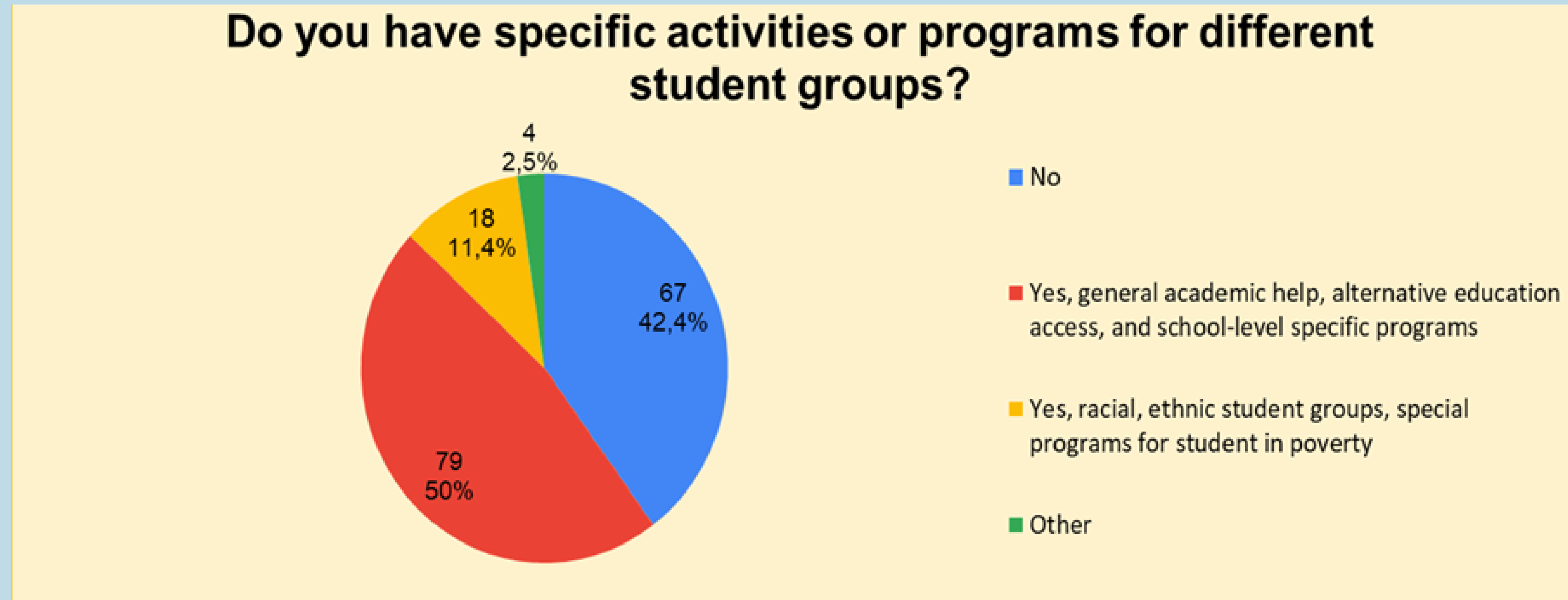
Goal:

In this section participants were asked to reply if they follow specific best practices for the prevention of school dropout in their school district.

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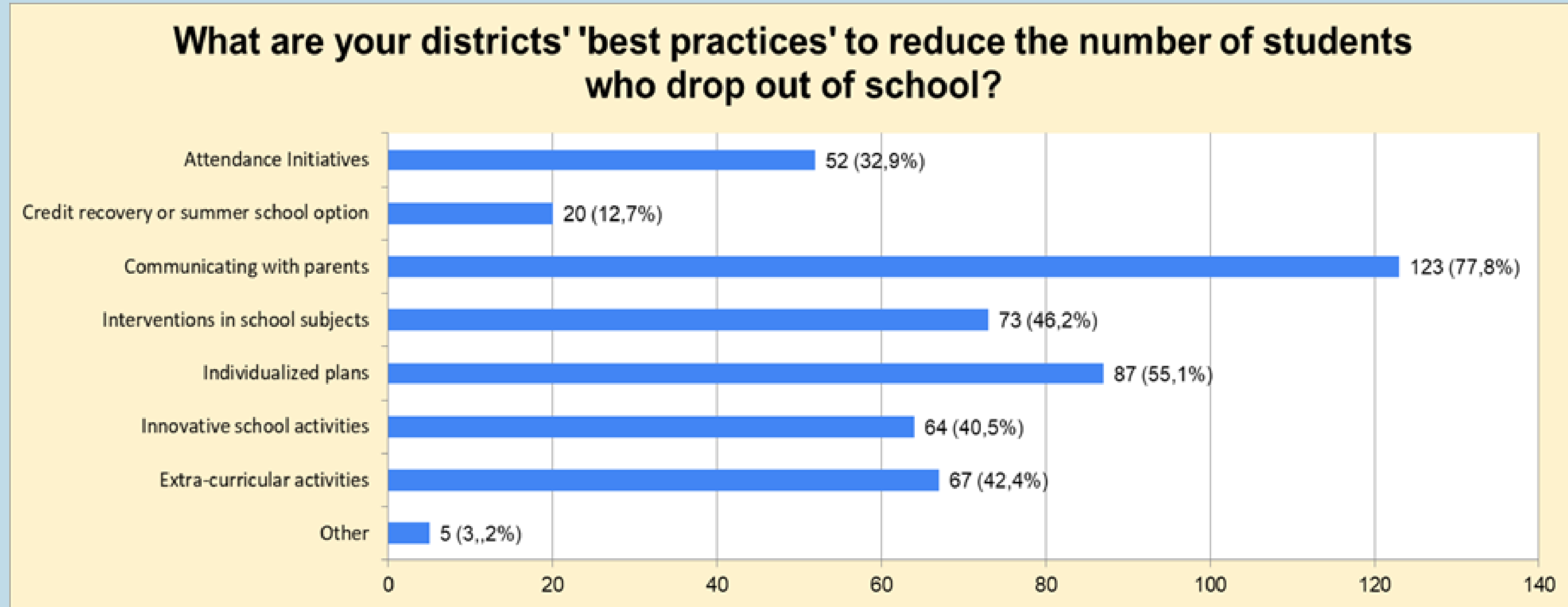
Specific activities or programs for different students groups



- Almost half (42,4%) of the survey participants responded that their school does not offer any specific activity or program for different student groups.
- It is positive that a percentage of 50% (79 from 158 respondents) answered that their school offers general academic help, alternative education access and school-level specific programs.
- A percentage of 11,4% (18 respondents) stated that their school have activities or programs for racial, ethnic student groups or special programs for students in poverty.



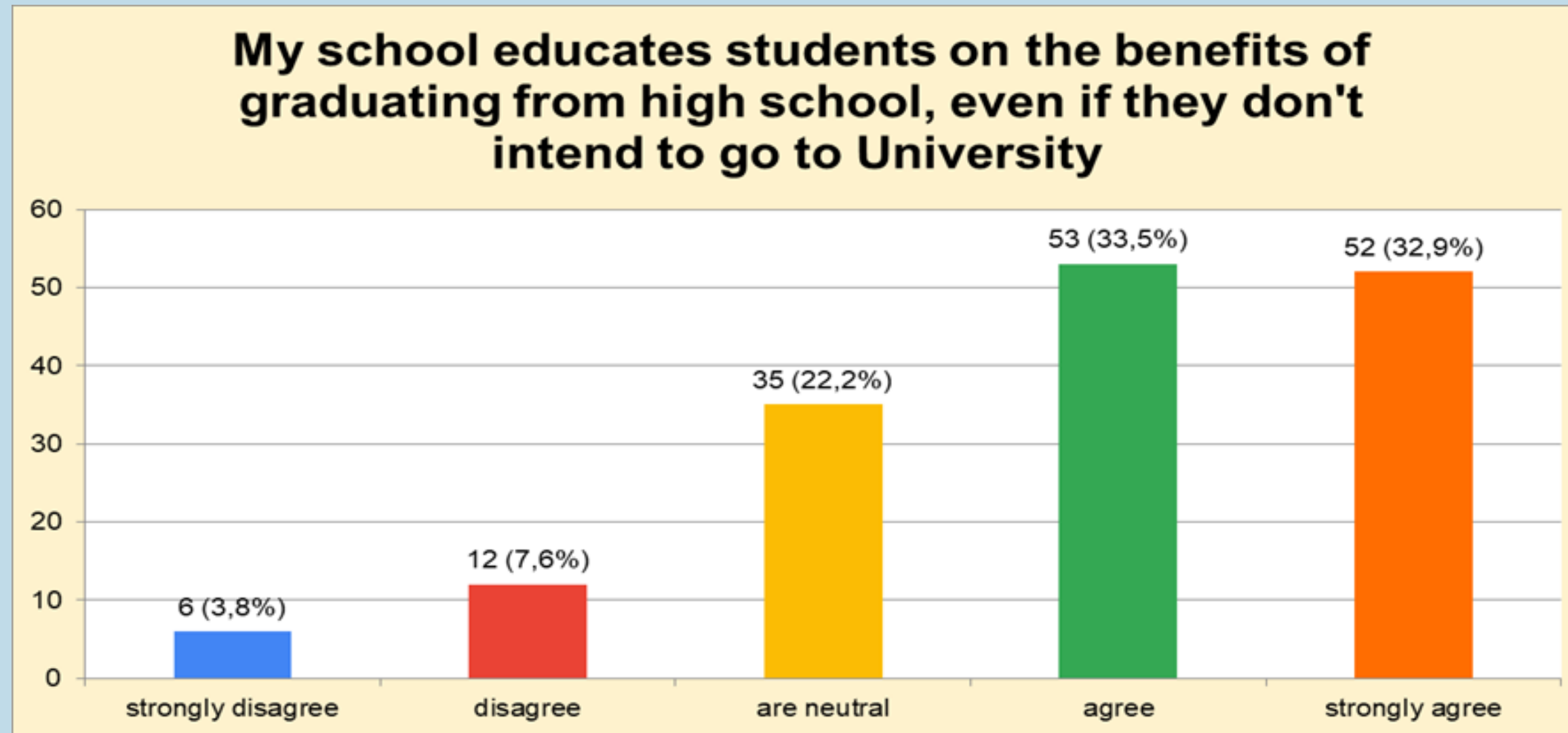
Best practices to reduce the number of students who drop out of school



- "Communicating with parents" (77,8%)
- "Individualized plans" (55,1%)
- "Interventions in school subjects" (46,2%)
- "Extra-curricular activities" (42,4%)
- "Innovative school activities" (40,5%)



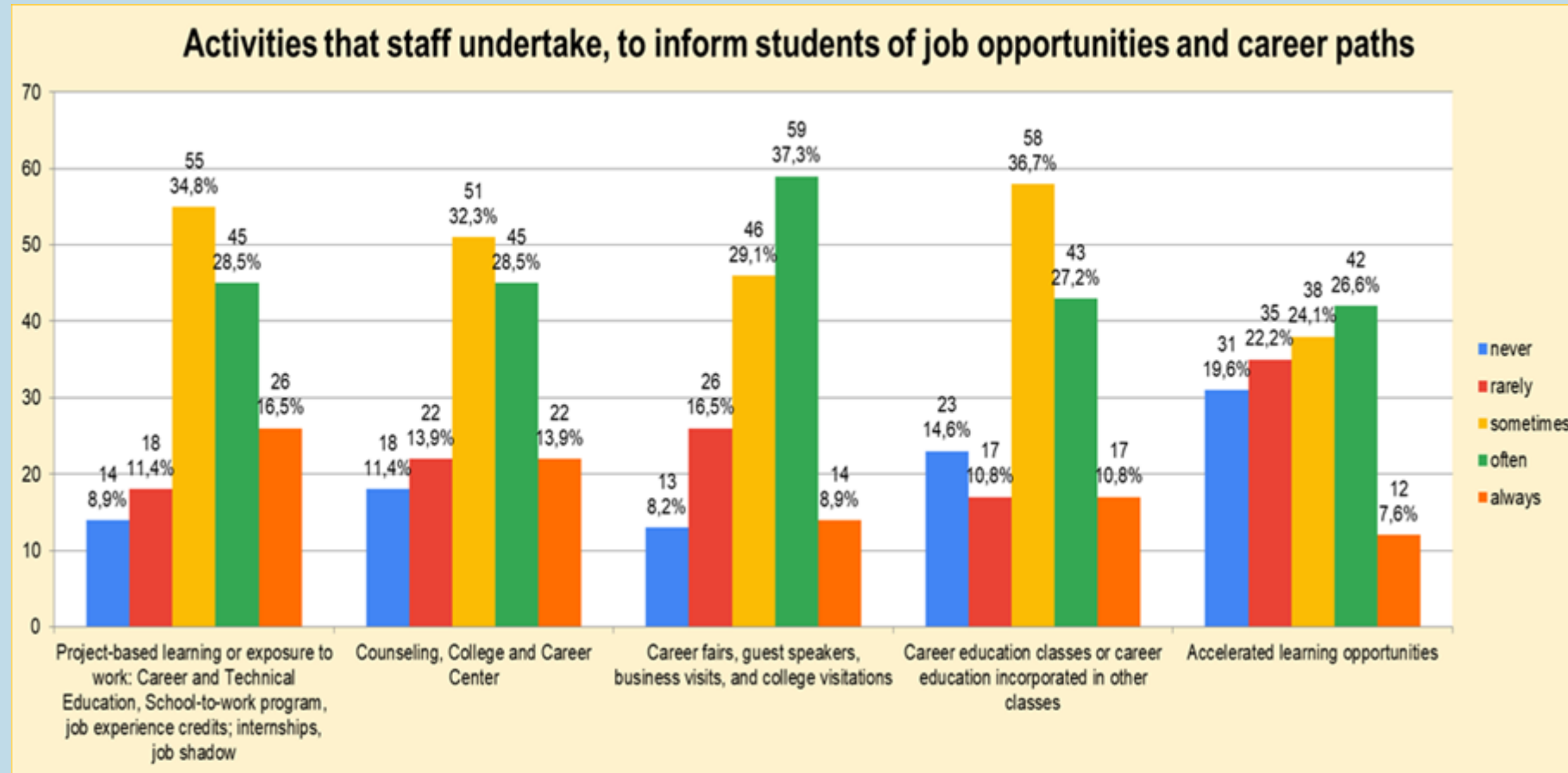
My school educates students on the benefit of graduating from high school



It is very optimistic that the majority of the respondents agree (33,5%) or strongly agree (32,9%) that their school implements such a practice. A percentage of 22,2% (35 respondents) are neutral on this statement while 3,8% (6 respondents) and 7,6% (12 respondents) strongly disagree or disagree that this is a common practice of their school.



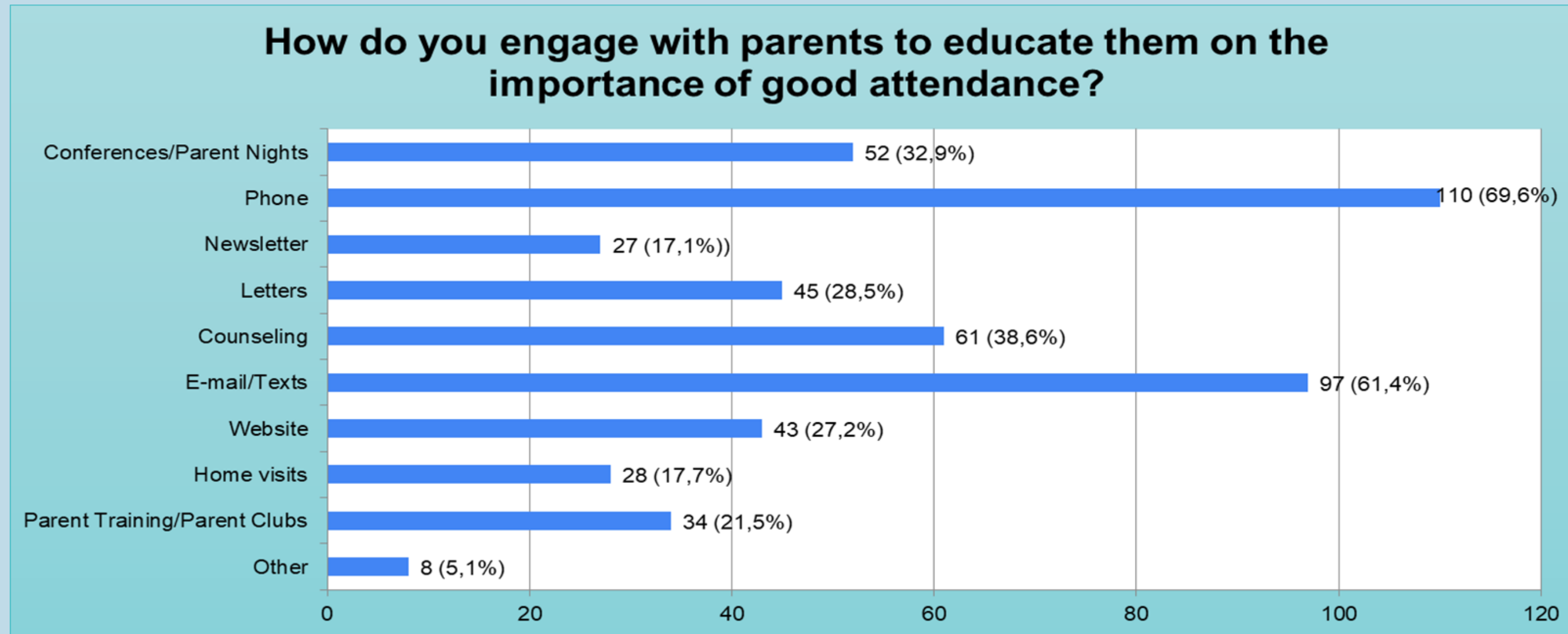
Activities that staff undertake, to inform students of job opportunities and career paths



- Career fairs, guest speakers, business visits, and college visits (46,2%)
- Project-based learning or exposure to work: Career and Technical Education, School-to-work program, job experience credits; internships, job shadow (45%)
- Counseling, College and Career Center (42,4%)
- Career education classes or career education incorporated in other classes (38%)
- Accelerated learning opportunities (34%)



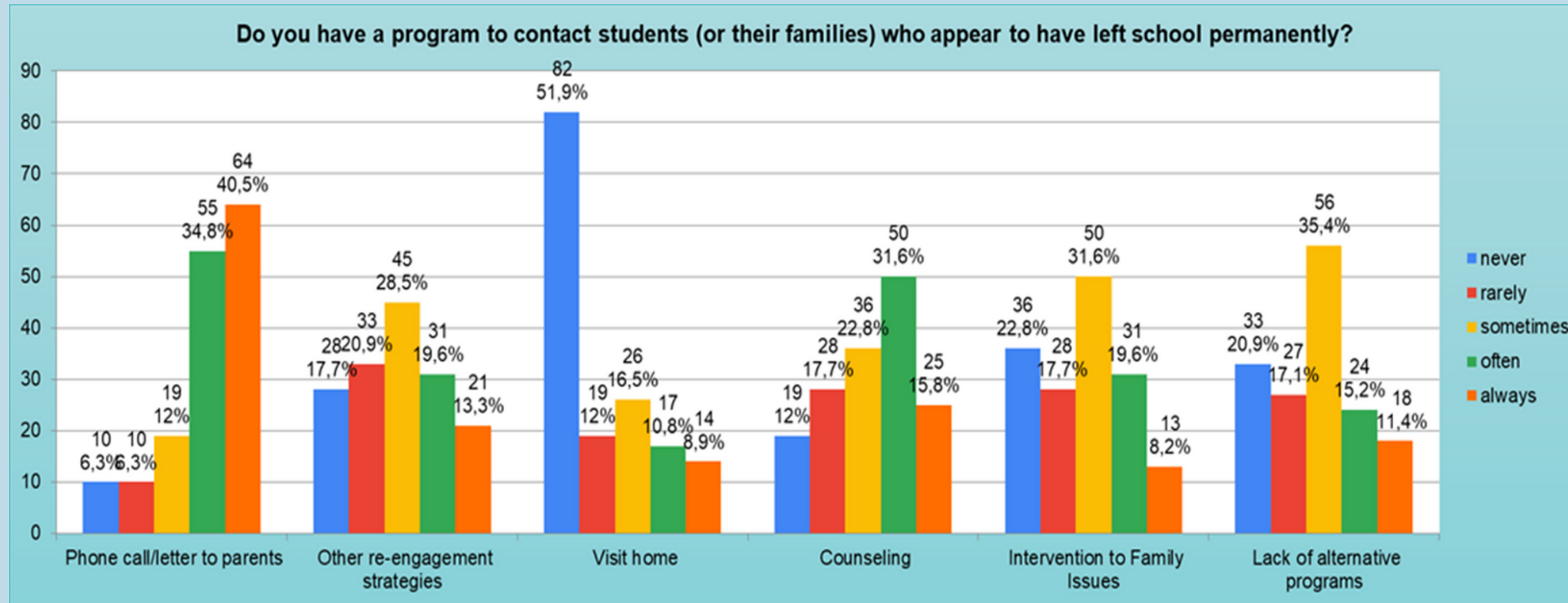
Teacher's engagement with parents



- Phone (69,6%)
- Email/Texts (61,4%)
- Counseling (38,6%)
- Conferences/Parent Nights (32,9%)
- Letters (28,5%)
- Website (27,2%)
- Parent Training/Parent Clubs (21,5%)
- Home visits (17,7%)
- Newsletter (17,1%)
- Other (5,1)



Communication programs for dropout students

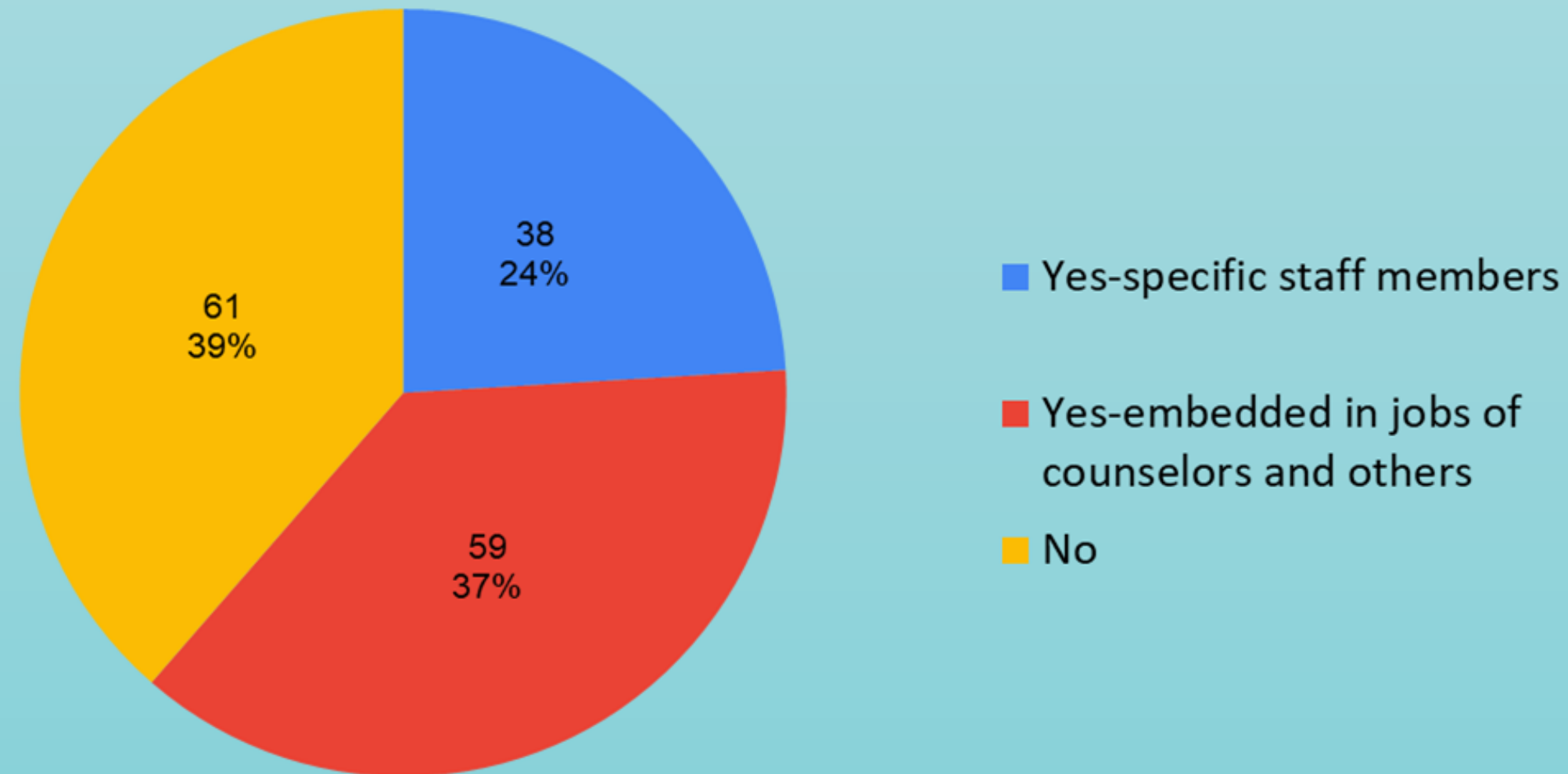


- Phone Calls/Letter to Parents (75,3%)
- Counseling (47,4%)
- Other re-engagement strategies (32,9%)
- Intervention to family issues (27,8%)
- Lack of alternative Programs (26,6%)
- Visit Home (19,7%)



Staff for school dropout reduction

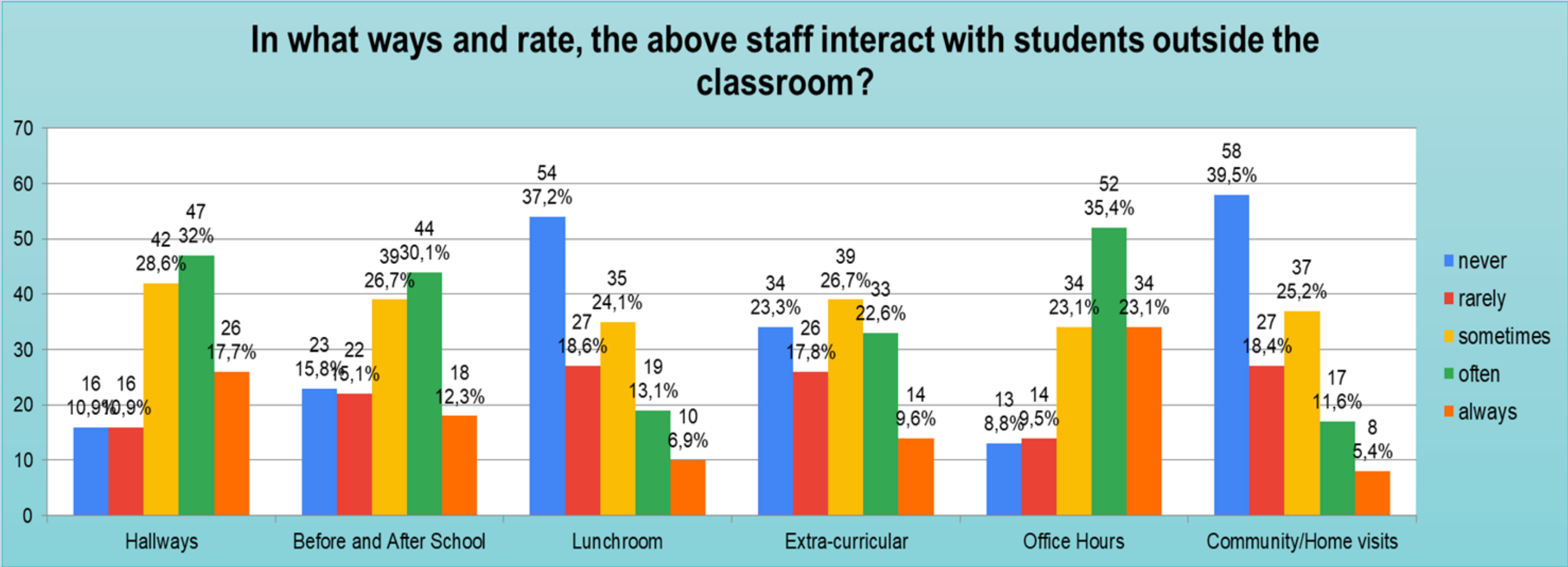
Other than teachers, do you have staff at the school level whose job explicitly includes dropout reduction?



- 39% do not have specialized staff in their school dedicated exclusively to reducing school dropout
- 37% have such staff as counselors dealing with dropout reduction
- 24% have specific qualified staff in order to reduce the number of incidents of school dropout.



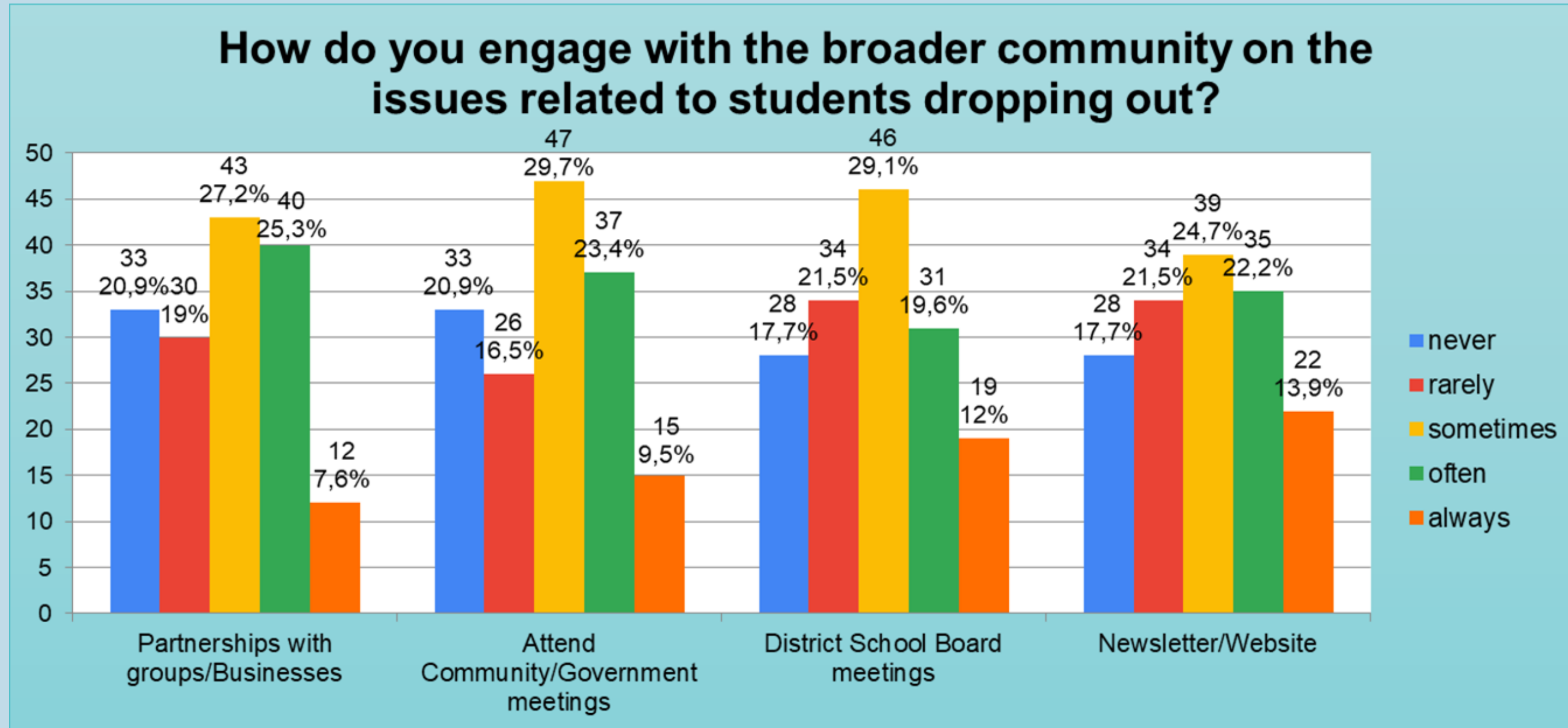
Staff's for school dropout reduction interaction with students



- Office Hours (58,5%)
- Hallways (49,7%)
- Before and after school (42,4%)
- Extra-Curricular (32,2 %)
- Lunchroom (20%)
- Community/Home Visits (17%)



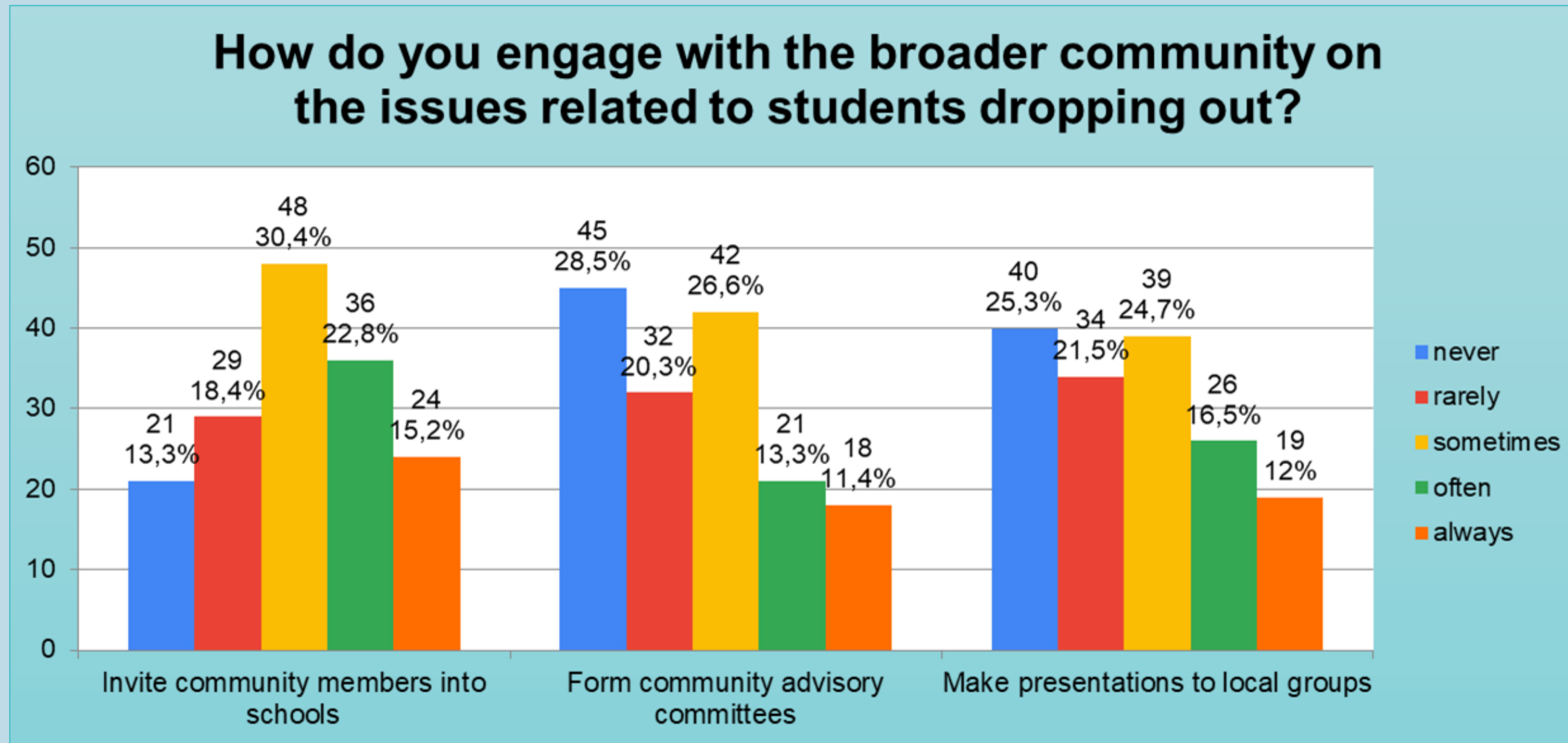
Engagement with broader community



- Newsletter/Website (36,1%)
- Partnerships with groups/Businesses (32,9%)
- Attend Community/Government meetings (32,9%)
- District School Board meetings (31,65)



Engagement with broader community

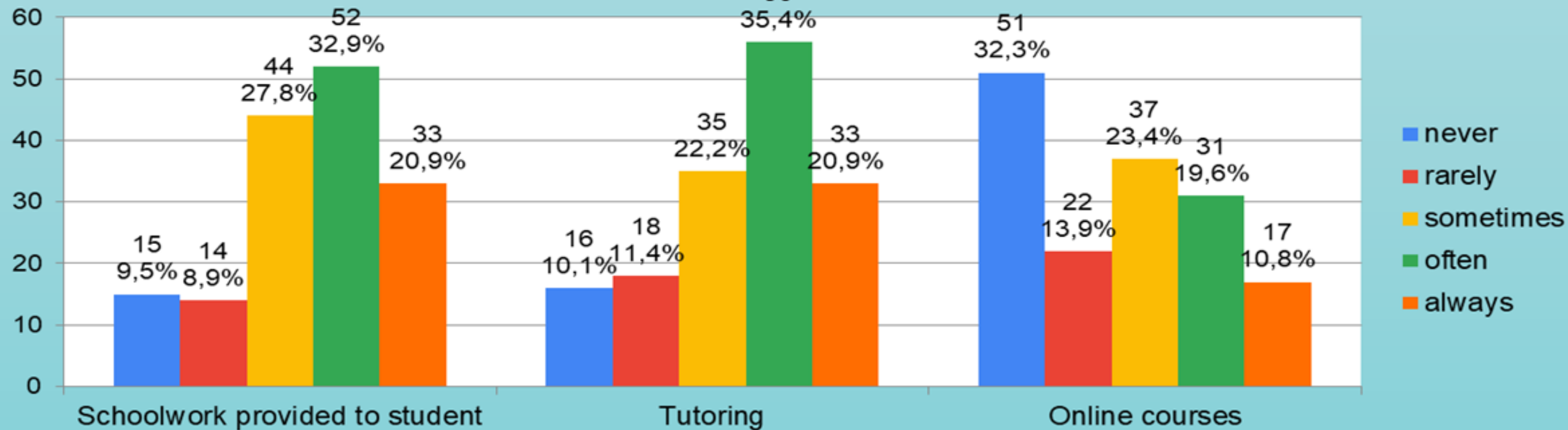


- Invite Community members into school (38%)
- Make Presentation to Local Groups (28,5%)
- Form Community /Advisory Committees (24,7%)

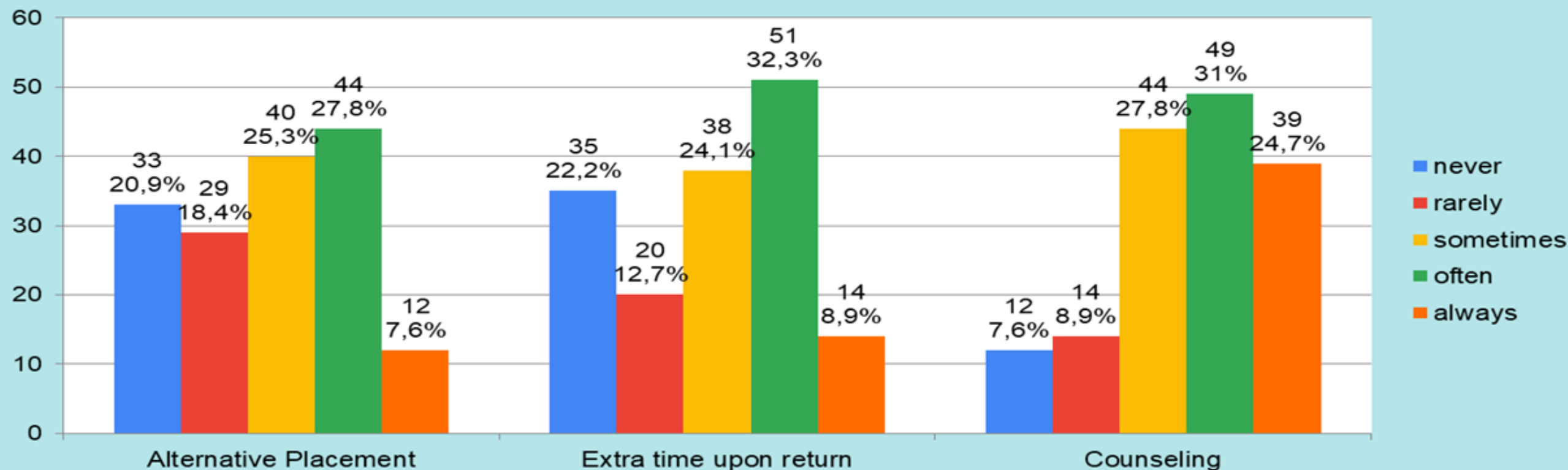


Services for students who do not attend school

Describe the services you provide to students (rate) who are temporarily not attending school



Describe the services you provide to students (rate) who are temporarily not attending school

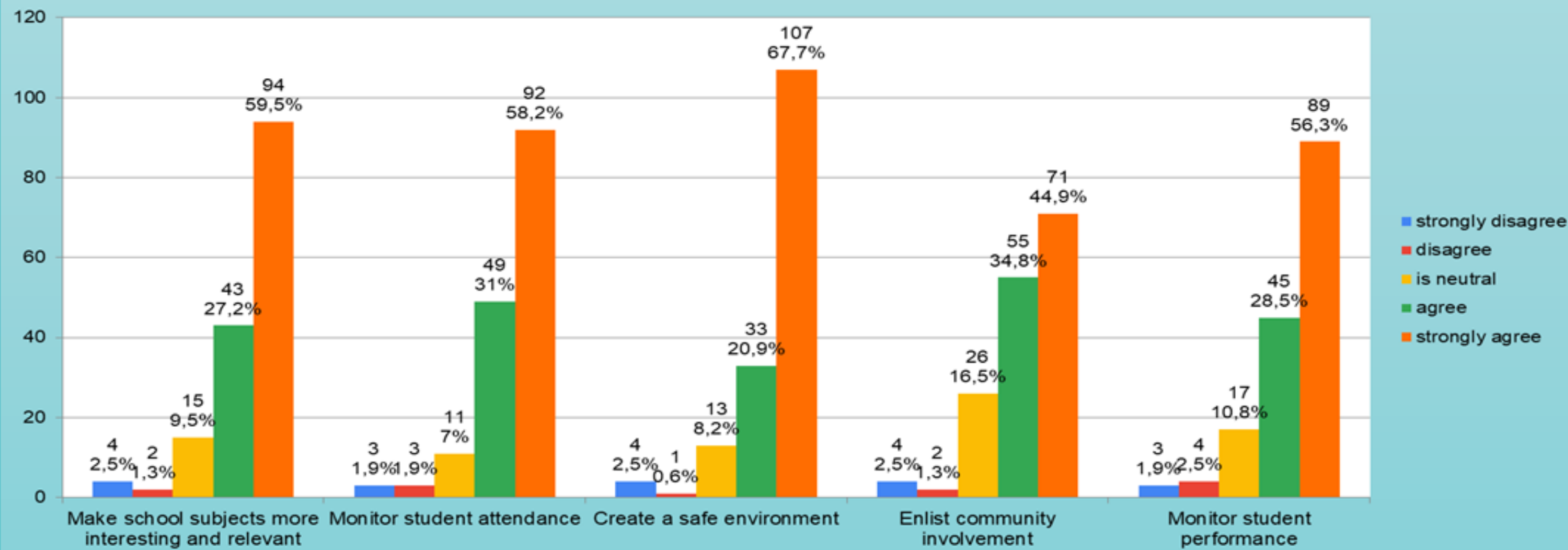


- Tutoring (56,3%)
- Counseling (55,7 %)
- Schoolwork provided to students (53.8%)
- Extra time upon return (41,2%)
- Alternative Placement (35,4%)
- Online Courses (30,4%)

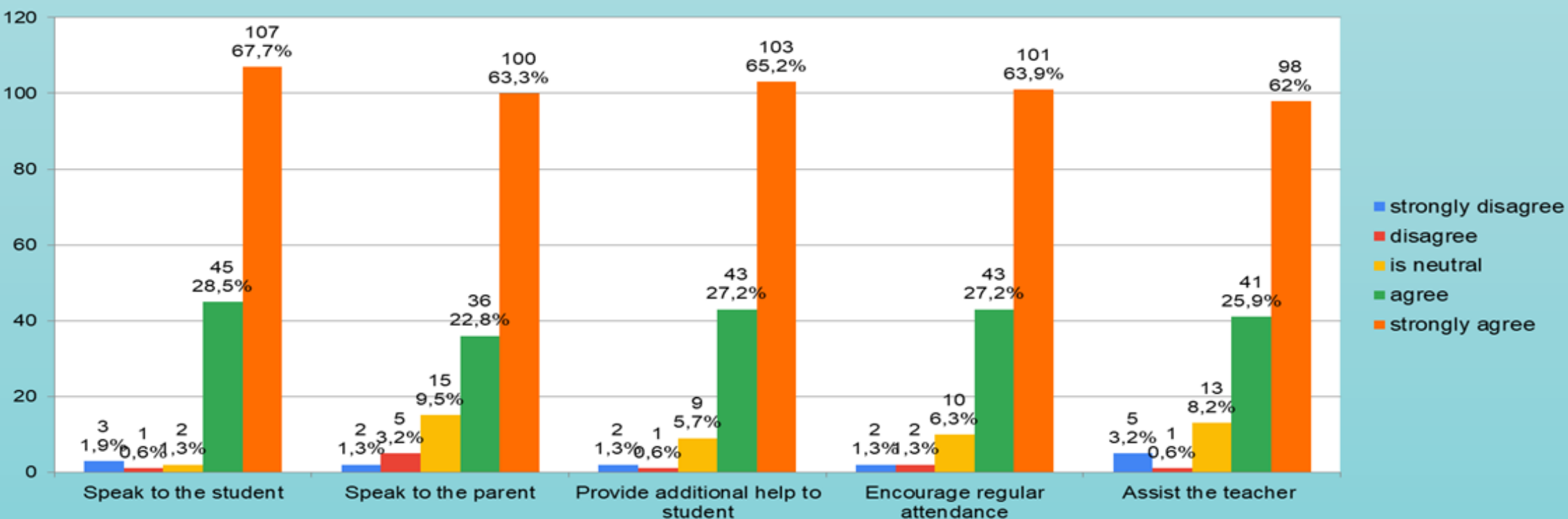


Agreement on existing prevention methods

Do you agree with the following Methods of Dropout Prevention Used by Teachers and Administrators/Headmasters/Managers?



Do you agree with the following Methods of Dropout Prevention Used by Teachers and Administrators/Headmasters/Managers?



- Speak to the student (96,2%)
- Speak to the parent (85,95)
- Provide additional help to student (92,45%)
- Encourage regular attendance (91,4%)
- Assist the teacher (87,95%)
- Make school subjects more interesting and relevant (86,7%)
- Monitor student attendance (89,2%)
- Create a safe environment (89,25)
- Enlist community involvement (88,2%)
- Monitor student performance (88,5%)



Section-F

TEACHERS NEEDS ON PREVENTION METHODS AND STRATEGIES FOR SCHOOL DROPOUT



Goal:

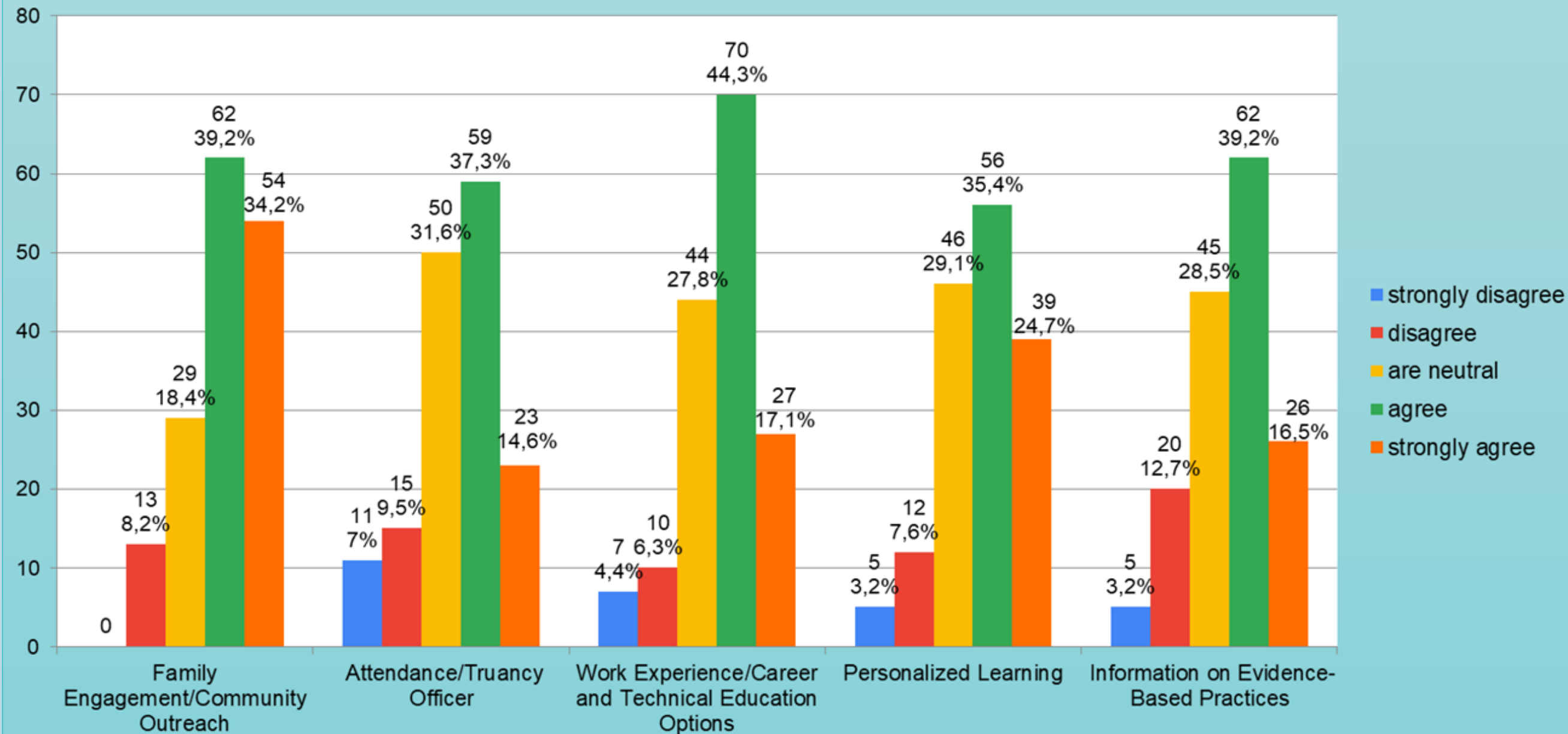
In this section participants were asked to reply regarding their specific needs for schhol dropout prevention.

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Strategies for "more support"

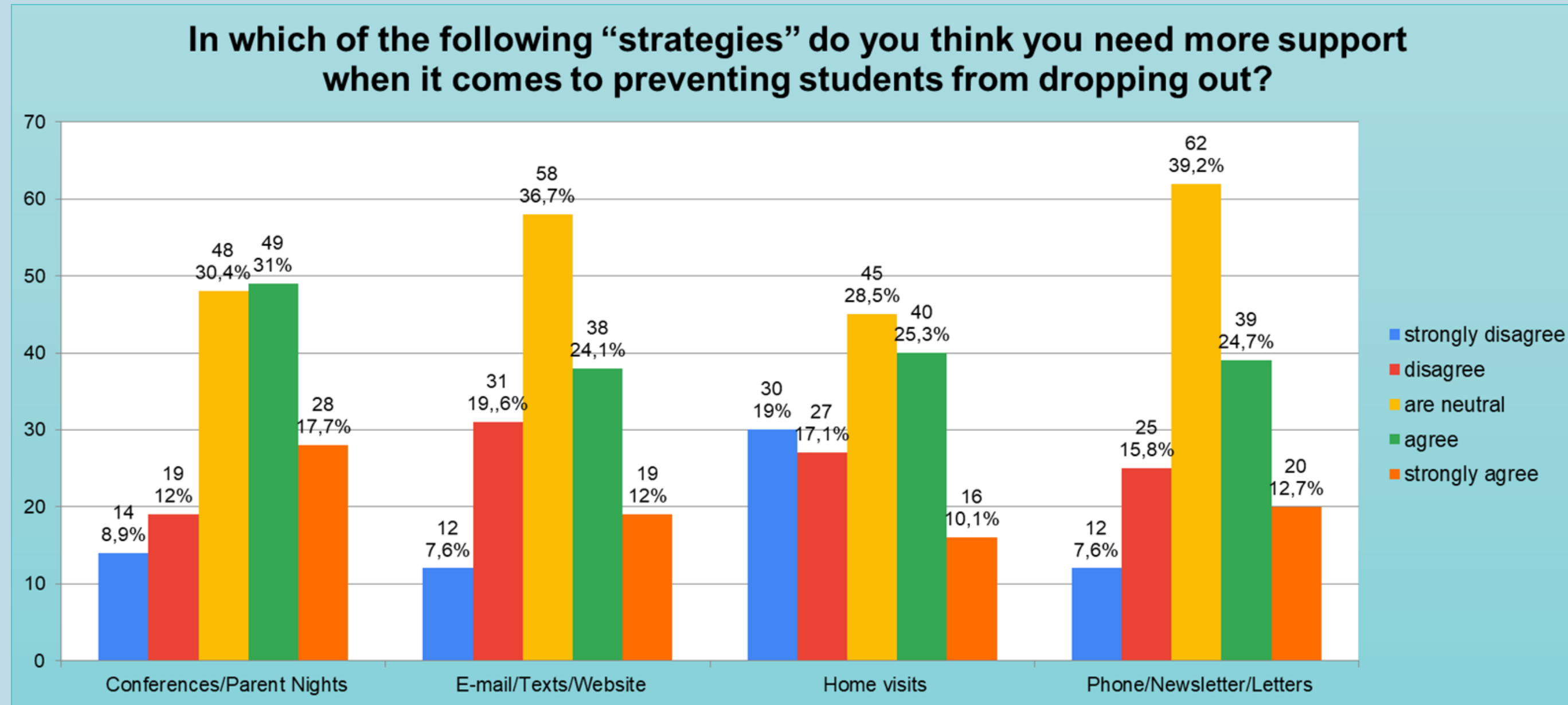
In which of the following "strategies" do you think you need more support when it comes to preventing students from dropping out?



- More Alternative Education Options (62,7%)
- Family Engagement/Community Outreach (73,4%)
- Attendance/Truancy Officer (51,9%)
- Work Experience/Career and Technical Education Options (61,4%)
- Personalized Learning (60,1%)



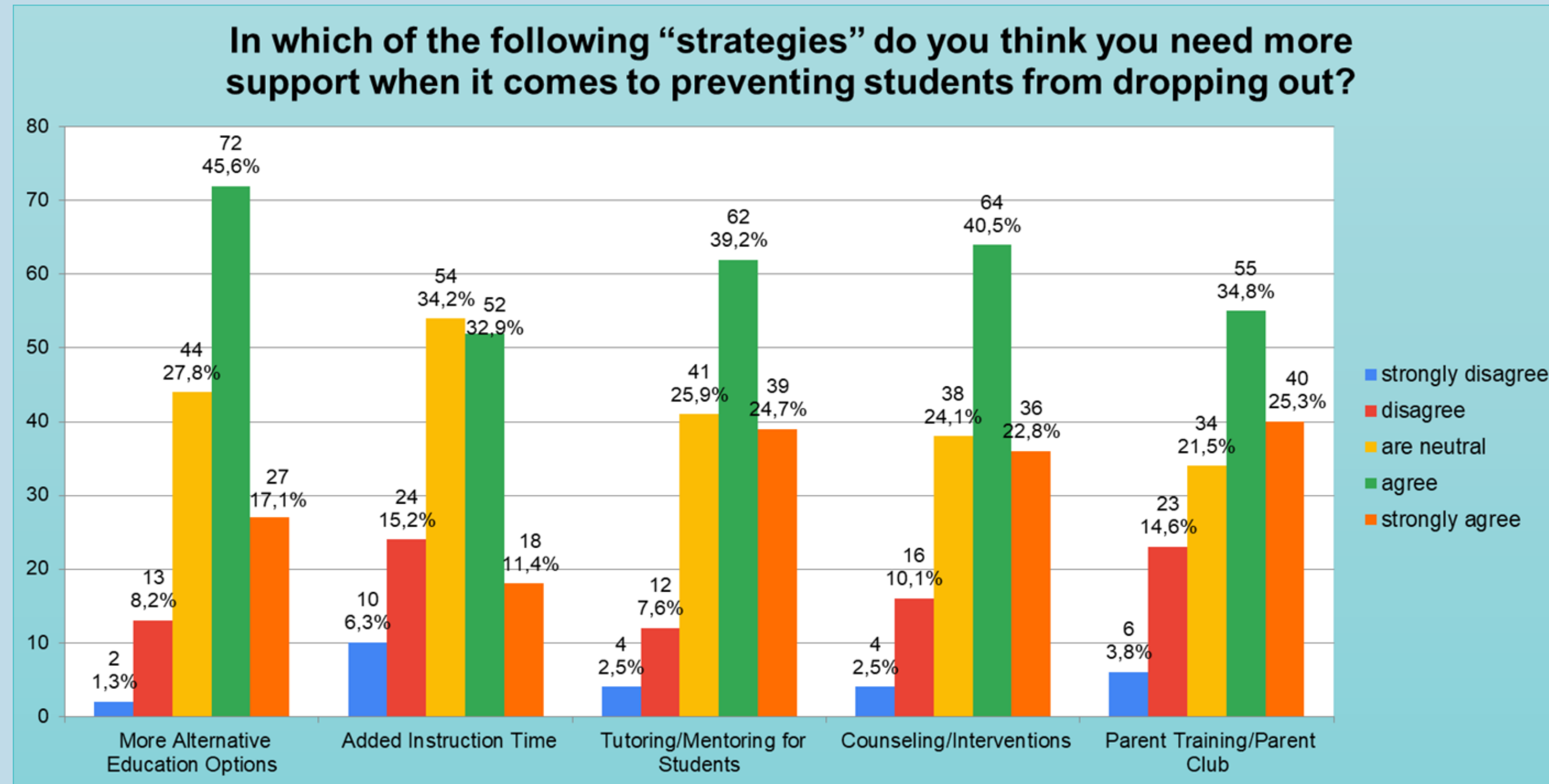
Strategies for "more support"



- Information on Evidence-Based Practices (55,7%)
- Conferences/Parent Nights (48,7%)
- E-mail/Texts/Website (36,1%)
- Home visits (35,4%)
- Phone/Newsletter/Letters (37,4%)



Strategies for "more support"



- Added Instruction Time (44,3%)
- Tutoring/Mentoring for Students (63,9%)
- Counseling/Interventions (63,3%)
- Parent Training/Parent Club (59,8%)



Inductive Statistic Results



Main scope of Inductive Statistic Research

- In our survey we examined the case if the variables which express the teachers needs to face school dropout are influenced by other factors such as demographic characteristics, school characteristics and acquisition of teachers.
- More specifically, all the metric variables of the section **“Needs of Prevention Strategies for School Dropout”** from the questionnaire were individually compared with the nominal variables of **demographic characteristics: age, academic qualification, position, school location, etc.**



Inductive Statistic Results

There is a significant difference or relationship between variables.

“My school is located in a” and the variable [Work Experience/Career and Technical Education Options] $F = 3.67, p = .028$.

“My school is located in a” and the variable [Counseling/Interventions] $F = 3.72, p = .026$.

“My school is located in” a and the variable [Parent Training/Parent Club] $F = 3.37, p = .037$.



Inductive Statistic Results

From the collected data and statistic results we can conclude that the school location plays a significant role in the implementation of the school dropout prevention strategies that refer to:

- the teacher's work experience and Career and Technical Education Options.
- Counseling/Interventions
- Parent Training/Parent Club

To test a hypothesis, statistical methods such as t-tests, ANOVA, or regression analysis were used to calculate the probability of obtaining the observed results if the null hypothesis is true.



Qualitative analysis and Presentation of Research Data



Opening Question

Describe the daily practices at the educational service where you work and identify the key points of your job related to the knowledge and the competences that you have on the prevention of School Dropout Phenomenon.

According to teachers' answers the necessary competences for responding to school dropout phenomenon are personal, social, emotional and digital competences.

They support that empathy, collaboration and communication skills play an important role for anticipating the problem of school dropout.



Second set of questions

What are the causes of student's dropout?

According to the answers given the most common identified reasons of school dropout are social problems, economic difficulties, unemployment problems, lack of family and school support, lack of educational policy and peers disengagement.



Second set of questions

What reasons do children say would cause or have caused them to drop out of school?

For the reasons that children say that they cause them to dropout they indicate the family problems, school inclusion, search for work, underestimation of school.

Second set of questions

What reasons do children say would cause or have caused them to drop out of school?

On the other hand, the reasons that parents support would cause or have caused their children to drop out of school are referring to lack of conscience, the lack of educational support, children health problem and low self-esteem.



Next set of questions: measures

How your school views dropout phenomenon and in which ways they address it.

The interviewees pointed out several quantitative and qualitative measures, such as keeping attendance lists for early detection, teachers' intervening to students, finding resources, enhancing parents' awareness, providing supporting courses to students, adapting school programs, providing support of specialists, enhancing students' understanding of the school usefulness, improving the dialogue between parents, students and teachers, providing support of local community services.



Next set of questions: measures

Refer to any particular measures that are taken to bring the dropout children back to schools.

According to their answers measures are focused to mentors and absenteeism technicians' supporting work, gypsy promoters' work, Roma associations' help, anti-dropout commission work, municipality support by specialists, extracurricular support and improvement of relations between the school and the family.



Next set of questions: measures

Refer to some co-curricular activities that in your opinion influence inclination towards dropout and explain the way that this happens.

Summarizing the proposed activities, we show that there is references to sport activities, reinforcement classes, educational projects, multidisciplinary activities, music lessons, support teach activities, mobility projects, personal development workshops, case studies, visits, meetings, pedagogical circles.



Next set of questions: measures

Explain the way that school rules and regulations influence inclination towards dropout.

The interviewees pointed out the existence of accompaniment rules, as individualized plans, special education classrooms, methods of detection of absences or systems for reporting cases but on the other hand focused to the strict regulations of the school programs that create difficulties in the school attendance.



Next set of questions: measures

Give your opinion on the role of teacher in bringing the dropout children back to schools.

The most of the interviewees puts the teacher's role in the center of the educational procedure. They support that teacher is the person who must be in charge to control the phenomenon of dropout, the characterize him as early detector, mediator, animator, key-person, pedagogue, motivator, mentor, and counselor.



The last question of this set was referring to the difficulties that the interviewees had when applying the above-mentioned measures.

The interviewees referred in general to difficulties in :
accompanying the families and achieving commitments,
lowering the ratio of school leavers, exams,
lack of parents' support, creating networks,
creating inclusive and multidisciplinary projects,
engaging stakeholders,
pressure and lack of time due to the timetables,
creating a bond between the individual pupil and the school,
lack of financial resources,
overloaded curriculum and classes,
lack of professionals' support,
lack of a flexible and permissive legal framework.



Interviews were asked about their lifelong learning and training programs for their continuing education and professional development that are related to the address of special educational issues, as the prevention of the school dropout phenomenon

- Teachers in Spain, Italy, and the Netherlands have participated in lifelong learning and training programs that focus on continuing education and professional development related to special educational issues, including the prevention of school dropout. Specific examples refer to different kinds of trainings on prevention of absenteeism, trainings that focus on the adaptation of the teaching process to different educational needs of the students, relative training courses, webinars, and conferences offered either by the school itself or as a personal and professional development of the teacher as a personal decision in a different educational institute.
- On the other hand, there is limited information suggesting that teachers in Greece, Poland, and Romania have not engaged in similar programs to the same extent.
- It's worth noting that educational policies and practices can vary widely between countries and regions, and there may be individual teachers or schools in these countries that have pursued similar professional development opportunities.



The follow up question that refers to the obligation of the teachers to participate in such trainings (“Are they mandatory”) provided different answers that vary for each country and each individual.

- In Spain, the Netherlands, and Poland, the interviewees mentioned that it is mandatory for teachers to undergo formal training in order to be qualified; however, the topics of the trainings can vary and not be linked directly to school dropout.
- In contrast, in Greece, Romania, and Italy, there are no formal requirements for teacher training or certification in relative matters. While there may be optional training programs or continuing education opportunities available for teachers in these countries, there is no mandatory minimum level of training in these issues.



Some of the responsible providers of educational programs according to the responses of the interviewees include:

- Ministry of Education: In many countries, the Ministry of Education is responsible for developing and overseeing educational programs at the national level.
- Educational Institutions: Different educational institutions such as schools, organizations, departments and universities.
- Teachers/Experts/Counselors/Trainers: They are an essential part of the education system, responsible for delivering educational programs and helping relative staff to learn and develop their skills through adequate training. They may work in schools or other educational institutions, and their expertise and teaching methods can have a significant impact on the quality of the educational programs offered.



The final question of this “sector” gave room to the interviewees to state additional specific examples of similar training activities or educational programs that take place in their country or that they have participated in the past.

- The majority of the participants referred to different educational initiatives, training courses with a variety of topics as well as European programs and other specific training in tertiary level.





THANK YOU

ANY QUESTIONS?