



CBSeminar For Educators



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Project Apple: Brief Description

‘APPLE- eArly warning Platform to Prevent youth from dropping out of school Education’, is funded by the Erasmus + Programme, Key Action 2 – Strategic Partnership for School Education of the European Union and is implemented in six countries: the UK, Spain, Romania, Portugal, Greece and North Macedonia. The project aims to increase the capacity and skills of education professionals to contribute to the prevention of early school leaving and detect early signs of youth at risk of drop-out. The project aims to address and tackle the problem of the Early School Leaving in the upper secondary classes in Europe and this will be achieved by:

- ▶ Increasing the understanding on factors affecting young people retention in education and training.
- ▶ Raising awareness and increasing capacity of educators: Upon project completion, at least 120 educators from the pilot countries will have been benefited from the activities developed in the framework of APPLE.
- ▶ Encouraging the development of a safety net for Youth at Risk: consortium will bring together educational actors and other stakeholders with common goals and concerns.
- ▶ Developing the Early Warning Guide: APPLE Early Warning and Early-Drop-Out-Tackling Platform, which will support efforts to decrease rates of early school leaving. A strong focus on preventive and early intervention practices both at system level and in individual education and training institutions is needed

The structure of the project, as initially envisaged in the application and accepted in the grant agreement, includes the following 4 Intellectual Outputs:

- ▶ O1: Capacity Building Seminars for Educators Teachers/Trainers/Researchers
- ▶ O2: Guide for Educators Teachers/Trainers/Researchers
- ▶ O3: Online Early Warning and Early Drop-Out-Tackling Platform
- ▶ O4: Support for Policy Reform

Project objectives:

- ▶ APPLE will develop *guides for educators* and an *online platform*, which will consist key material (research papers, fact-based/experiences-based practices and tools etc.)
- ▶ APPLE guides and platform will enable educators to *apply innovative pedagogical methods* and to *easier identify youth at risk of dropping-out school*.
- ▶ Early identification will lead to a *timely response and prevention of early leaving*, an element that is going to be highlighted during consultation workshops with stakeholders, encouraging policy change and reform.

2 Aims and Methodology

2.1 Overall aims of the Capacity Building Seminars

The training capacity building programme focuses on two main aims. *On the first level, teachers should acquire knowledge about the ESL phenomenon and get familiarised with its aspects in the school environment, so that they can identify any relevant incident. On the second level, they should be trained on methods they could use to prevent and combat the prevalence of relevant incidents inside school, and educate students to recognise and deal with the issue themselves.*

2.2 Overall methodology & how it helps achieve the aims

As mentioned above, the methodology used will be formal education methods and experiential exercises, as a mean to address the phenomenon in a more creative way, using mainly music and audio-visual material.

3 Capacity Building Seminar (CBS), Modules, Outcomes, Units

In this section, a structured CBP is presented as a recommendation of the training process. It should be taken into consideration that the CB training addresses mainly educators in the secondary level and, thus, it includes exercises that may be used with students at risk to drop out.

Each of the 6 modules consists of at least three units. Each unit elaborates further on the topic in question and where possible build on the knowledge and skills that were developed in the previous. The respective units for each module have been selected on the basis, of the topics mostly appeared in the Desk and Empirical research of the countries of the consortium. In that sense, the 2nd covers the most fundamental aspects such as Identification of Students at Risk (factors) while modules 3rd and 4th progress into more advanced themes such as Communication and Teaching Methods. Also, the 5th namely “External Support & Co-operation Module” includes interactive scenarios to assist the teachers to identify students at risk to drop out. Lastly, from the 6th module ‘Teachers Experience’, it is possible to access to a collection of teachers’ experiences related to the issue of early school leaving. Thus, proposals for unit changes should account for this element and try to maintain it or, even better, enhance it.

3.1 Training material for education professionals

The training material that has been developed for all education professionals in order to permit them to deeply understand the phenomenon and the relevant terminology and capacitate them with the skills to identify ES leavers and other similar behaviours. It also introduces several methods and tools that may be used inside the classroom to educate students and prevent future ESL incidents. The chosen material is considered to be a creative method to inform the educators and allow them to educate students in order to comprehend the phenomenon through experiential exercises.

3.2 General Capacity Building Seminar structure

The Table 1 provides the general structure of the developed CBP, along with some suggestions of experiential exercises, questions that should be answered and terms that are analysed. Since the main modules are 5, the modules presented in the table below lie under four main pillars:

- ▶ *Introduction*
- ▶ *Familiarisation with terms* relating to the phenomenon and *Identification of Students at Risk*
- ▶ Attaining skills to better *Communicate* with the student and the parents
- ▶ *Teaching method* with the presentation of Cooperative Learning
- ▶ External Support & Co-operation Module by Creating and planning a method and selecting tools to *Address* and *Prevent* the issue of early school leaving.
- ▶ *Case studies by teachers*

Standard version (8 h x 2 times)

Capacity Building Seminar (GBS)			
Modules: Units	Outcomes/ units	Examples of Teaching Strategies and Tools	Duration
Pre-training needs assessment	Understanding the level of knowledge of the trainee's regarding the Early School Leaving (ESL)	Questionnaire to be sent out to participants two days before the training.	30 min before training
1. <i>Introduction</i> of the project, of the participants and discussion of participants' experience. First approach of the phenomenon	1. Introduction to the project 2. Getting to know the participants 3. Introduction of participants' experience, expectations from the	1. Short briefing of the project 2. Introductory exercise 3. What are their expectations? Is there something they particularly need that may assist them on	

	<p>training and their needs</p> <p>4. First approach of the phenomenon (Does ESL exist? Have they seen such phenomena inside the school environment? Have they ever felt helpless while dealing with the ESL phenomenon? Have they ever felt the need to follow a protocol for the benefit of the students?)</p> <p>5. Familiarisation with the issue What is the present situation?</p>	<p>combating the issue? (write down on a post-it, hang it on the wall until the end of the training)</p> <p>4. Group discussion: participants' experience</p> <p>5. Direct instruction and discussion: introduction to the terms</p>	
<p><i>2. Identification of Students at Risk</i></p>	<p>Getting familiar with factors</p> <p>Chapter 1: Educational Factors</p> <p>Chapter 2: Personal Factors</p> <p>Chapter 3: Family Influences</p> <p>Chapter 4: Community and Social Factors</p> <p>Chapter 5: After Identification</p>	<p>1. Teaching Quality and Leadership; Differentiated Learning; Learning Climate; Communication; Special Schools; Other cases</p> <p>2. Attendance; Behaviour; Health; Bullying; Lack of self-esteem & Other Personal Factors</p> <p>3. Family Needs/ Immigrant Children</p>	<p>1h</p>

	<ul style="list-style-type: none"> ✓ Best Practise: ✓ Suggestions on what to do after identification of a potential problem are covered in the next modules of this training course. 	<ul style="list-style-type: none"> 4. Socio-economic Status; Anti-social Behaviour; 5. Suggestions on what to do after identification of a potential problem are covered in the next modules of this training course. 	
3. <i>Communication</i>	<p>Chapter 1: Prevention: Ways to avoid truancy and drop out</p> <p>Chapter 2: Early intervention: Reacting to first signs of absenteeism</p> <p>Chapter 3: Preparing for conversations with pupils and parents.</p> <p>Chapter 4: Carrying out conversations with pupils and parents</p> <p>Chapter 5: After the conversation</p>	<ul style="list-style-type: none"> 1. Teaching units on truancy and school refusal; Promoting positive class and learning climate; Documentation of truancy and exchange with colleagues or 2. School rules and guidelines; Case analysis and choice of methods 3. Basic principles of communication; Communication tools; Attitudes, expectancies, goal setting and preparing questions 4. Conflict management; Reaching an agreement and monitoring the implementation of agreements and consequences 	2h

		5. Documenting, talking about the conversation and getting support; ns; Early support on networking	
1. <i>Teaching methods</i>	Chapter 1: Cooperative Learning - Gamified activities, e.g. role playing -	1. Social skills, case study examples; Problem solving; Projects, case study examples and best practice	30 m
2. External Support & Co-operation Module	Chapter 1: Interactive Scenarios to assist the teachers to identify the ESL and the students at risk to drop out. Chapter 2: External Support and Co-operation Chapter 3: The Risk Flag System	1. Aims; External Forces; Methodology 2. Bullying; Family Factors; Educational Factors; Exclusion / Isolation 3. Yellow Flag - Potential Low Risk Identification	1h
6. <i>Teachers Experience</i>	From this section it is possible to access to a collection of teachers' experiences related to the issue of early school leaving. Each selected experience has been reviewed and presented	4 Case Studies	1h

	<p>according to a common format.</p> <p>Teachers can take advantage of methodologies and strategies shared by their colleagues</p> <p>e.g. engagement strategies (for parents, students, etc.)</p> <p>and/or</p> <p>student-centred learning</p>		
Final assessment	Understanding the level of knowledge of the trainee's regarding the Early School Leaving (ESL)	Questionnaire to be given to participants after the end of the training.	30 min after training

Table 1: Capacity Building Programme (2 x 8 hours)

3.3 Modules of the Capacity Building Seminar_Instructional Material for face to face and self-guided learning training

Module 1

Course Outline (modules)	Duration	Responsible Partner(s)	Reviewing Partner(s)
1. Introduction of the project	30min	KMOP MK	KMOP GR
2.			
3.			
4.			
5.			
6.			

(Approximately 1000 words of text per 1 hour)

Module #:1	INTRODUCTION OF THE PROJECT
Synopsis:	Introduction of the project, of the participants and discussion of participants' experience
Module Objectives:	<p>Upon completion of this Module, trainees/teachers should:</p> <ul style="list-style-type: none"> ▪ Get to know everyone through building a friendly and relaxing atmosphere that will last through the training; ▪ Build trust, among participants and between participant and trainer in order to improve their cooperation, communication and sharing personal experience etc. ▪ Increase their information level for the project;

	<ul style="list-style-type: none"> Understand the objectives, goals and the need of the project; Increase their knowledge and understanding through sharing experiences and good practices regarding the early school dropout and other problems in education; Acquire knowledge about the ESL phenomenon and get familiarized with its aspects in the school environment, so that they can identify any relevant incident;
Units of content	<p>Section #.1: Introduction of the project</p> <p>Section #.2: Getting to know each other</p> <p>Section #.3: Introduction of participants' experience, expectations from the training and their needs</p> <p>Section #.4: First approach of the phenomenon</p> <p>Section #.5: Familiarization with the issue</p>

Section #.1: Introduction of the project

Title of practical activity	A brief description of the project and project's outcomes
Suggested timing	10 min
Learning outcomes	<ul style="list-style-type: none"> To get familiarised with the goals, outcome and activities of the project; To get introduced to the project partners; To receive more information for the project

Materials and resources needed	Power point presentation
Description/methodology	Frontal presentation, questions and answers
Guidelines for assessment	N/A

Section #.2: Getting to know each other

Title of practical activity	Getting to know each other
Suggested timing	10 min
Learning outcomes	<ul style="list-style-type: none"> ■ Introducing the participant, getting to know each other; ■ Creating a relaxing and friendly atmosphere for the participants; ■ Developing trust and mutual understanding; ■ Increasing the level of sharing experiences and knowledge
Materials and resources needed	Post-its, markers, flipchart, toilet paper
Description/methodology	<ol style="list-style-type: none"> 1. The facilitator will ask each one of the participants - in no particular order (or start with a volunteer to break the ice) to introduce themselves by sharing first their name, profession, where and what they working. 2. Introductory game: The very premise of this game will get the group laughing. The group facilitator passes a roll of toilet paper around and asks everyone rip off how much they would usually use. When the toilet paper makes it all the way around the circle, have everyone count their squares. The number of squares each participant took is the number of fun facts they have to reveal about themselves. 3. Icebreaker exercise for adults that is very effective for introducing people to one another: Have participants standing in two parallel lines facing each other. Each participant will then spend 1-minutes talking to their

	<p>partner across them. They will discover each other's name and something about their background — where they work, what they like to do, why they are attending the training.</p> <p>After the 1-minute has expired, the people on the edge of the line will rotate clockwise and spend one-minute talking with the next person standing across them. The session can continue until everyone has done a complete rotation. By this point, each participant will have met most of the group.</p> <p>Trainers and facilitator are welcomed to join the games and exercises in order to get to know their audience better and establish closer communication with the participants!</p>
Guidelines for assessment	N/A

Section #.3: Introduction of participants' experience, expectations from the training and their needs

Title of practical activity	Introduction of participants' experience, expectations from the training and their needs
Suggested timing	10 min
Learning outcomes	<ul style="list-style-type: none"> ▪ The participants will get familiar with their different experiences, knowledge and information related to the education and early school leaving among marginalised communities; ▪ Identifying expectations and if they have particular need that may assist them on combating the issue

Materials and resources needed	Post-its, markers, flip chart
Description/methodology	<ol style="list-style-type: none"> 1. Exercise to present their experience, expectations and needs: Ask participants to write on a post-it three successful and three negative experiences/examples in their work; On a different colour post-it ask each participant to write down maximum three needs/expectations that may assist them on combating the issue. Hang it on the wall or on flip chart paper until the end of the training. 2. Group discussion: The first part of the exercise will provide exchanging of experience both positive and negative that the participants have face, good practices et; From the second part of the exercise a group discussion can arise through reading the expectations and needs, will this need and expectation be met during this training; <p>Direct instruction and discussion: introduction to the terms</p>
Guidelines for assessment	N/A

Section #4: First approach of the phenomenon

Title of practical activity	Discussion about participants' prior experience with the ESL phenomenon, challenges faced and course of action taken
Suggested timing	15 min
Learning outcomes	<ul style="list-style-type: none"> ▪ Sharing personal views, knowledge and experience with the ESL phenomenon if they have ever encountered it in the school environment

	<ul style="list-style-type: none"> ▪ Raising awareness of the different challenges faced when trying to address the issue and associated personal feelings ▪ Understanding the need for a specific course of action and proposing related protocols to successfully face the ESL phenomenon
Materials and resources needed	Markers, papers
Description/methodology	<ol style="list-style-type: none"> 1. The facilitator divides participants into different groups: each group will have to think about a different aspect of ESL and write down their thoughts on a piece of paper. <ul style="list-style-type: none"> ▪ Group 1 will discuss about the early school leavers 'profiles and personal stories. Participants can be based on personal examples they have encountered in the school environment or if they do not have related experience, they can think about what they imagine as the early school leavers 'life stories. ▪ Group 2 will discuss feelings and challenges associated with ESL from the educators perspective. How would they feel as an educator during the time frame of first noticing students 'truancy until they eventually dropped-out of school? What would be some of the greatest difficulties and challenges? ▪ Group 3 will discuss about a specific course of action they would take as policy makers to face the phenomenon for the benefit of the students. They will think about several steps they could follow and in what order, thus, proposing a specific protocol to deal with ESL

Guidelines for
assessment

N/A

Section #.5: Familiarisation with the issue.

Title of practical activity

Further familiarization with ESL phenomenon and its different perspectives

Suggested timing

15 min

Learning outcomes

- To familiarize with the different perspectives when approaching ESL (from a student's, educator's, policy-maker's point of view)
- To develop a deeper understanding of the phenomenon
- To experience empathy towards people involved in ESL

Materials and resources
needed

Pens, papers, flip chart

Description/methodology

1. After having completed the previous activity, each group will present in turn their answers using present tense and the first person ("I" statements) while doing so, as if they were indeed early school leavers, educators dealing with feelings associated with students' absenteeism or policy makers with related power to make important decisions. In the meantime, the facilitator will be writing down some of the group's answers on a flipchart.
2. Summary. The facilitator will summarize the main points from each perspective, welcoming any additional thoughts and ideas arising in the process.
3. Group discussion. The coordinator will facilitate group discussion. Participants will be asked to share how they

	<p>felt engaging in this activity. Had they ever thought about any of these things before? Was it something familiar or new to them? Was it easy or difficult? Any personal experiences they would like to share? Did they face any challenges during the process? How did they feel listening to others 'perspectives? What was it like to walk in somebody else 's shoes? etc.</p>
Guidelines for assessment	N/A

Module 2

Course Outline (modules)	Duration	Responsible Partner(s)	Reviewing Partner(s)
1.			
2. IDENTIFICATION OF STUDENTS AT RISK	1h	Aproximar	
3.			
4.			
5.			
6.			

Module #2:	
Synopsis:	<p>To effectively prevent early school dropout, first it is necessary to identify, recognize and understand the factors associated with student at risk.</p> <p>No single factor is responsible for dropout alone; rather, the combination different risk factors and protective factors of the student are what ultimately determine which students remain in school and which ones drop out. In this Module, some of the main influencers of school dropout will be tackled, such as educational, personal, family and community factors, as well as the relation between some of the factors. In the last section, some practices to consider after the identification of the factors will be exemplified.</p>
Module Objectives:	<p>Upon completion of this Module, trainees should:</p> <ul style="list-style-type: none"> ▪ Be able to recognize the different factors that are associated with a successful school and with student at risk of dropping out ▪ Specify the educational factors, personal factors, family related factors, as well as social and community factors ▪ Identify practices and adapt them to prevent school dropout
Units of content	<p>Section #.1: Educational Factors</p> <ul style="list-style-type: none"> ▪ Educational leadership ▪ School climate & Learning Environment ▪ Differential learning ▪ Class size & Student-teacher ratio ▪ School policies & resources ▪ Teachers' motivation <p>Section #.2: Personal Factors</p> <ul style="list-style-type: none"> ▪ Attendance

- Behaviour & Antisocial behaviour
- Academic success and grade retention
- Engagement
- Disability
- Ethnicity & Diversity
- Bullying

Section #.3: Family Influences

- Household
- Literacy and educational level
- Family structure
- Child-parent relationship

Section #.4: Community and Social Factors

- Social and socioeconomical status
- Settlement and the living area
- Peer influence

Section #.5: After Identification - Best Practices

Section #.1: Educational Factors

Section Overview:	In this section, it will be explored the importance of a quality educational leadership, the leader's role in the school contexts and the best practices for an effective leadership. The school climate will be tackled in terms of its relation to leadership and the teacher and students' performance. It will be presented research in the field of differentiated learning, learning styles and the benefits of alternative methods in the learning process.
Section Objectives:	<ul style="list-style-type: none"> ► Learn about the principals linked to successful leadership in educational settings ► Identify practices that lead to favourable school climate ► Understand the benefits of differentiated learning approaches
Introduction:	Educational factors such as leadership quality, school climate, different learning approaches class size, student-teacher ratio, school policies and resources as well as teachers' motivation are often considered when researching on school dropout and youth at risk. These factors will be explored in this section as well as its impact to the learning and teaching, process.
Leadership	<p>Successful leadership can play a substantial -even though underestimated- role, in enhancing student learning and school success. The definitions of leadership usually include two functions: providing direction and exercising influence. Leadership influences the interpretation of events for followers, the choice of objectives for the group or organisation, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork and the enlistment of support and cooperation from people outside the group or organization (Yukl, 1994).</p> <p>Educational leadership theories originate from general leadership theories and are based on the principal that, an effective educational leader share much of the same characteristics as a successful business leader. Educational leadership consists in the process of requesting and managing the</p>

capabilities and strengths of teachers, pupils, and parents to achieve shared educational aims. Consequently, educational leadership describes an individual or a group of people who are in responsible and lead schools, institutions, programmes, and students to an optimal educational path (Leithwood & Jantzi, 2008).

The role of educational leadership

Leaders have the potential to release suppressed capacities in organisations.

A leader's job must be helping staff to be thoughtful and introspective about the potential of the organisation and create conditions for effective teaching by

- Understand and set the expectations for the teachers
- Provide the support for the teachers to meet their expectations
- Organize an instructional day to create common planning time for teachers
- Develop tools to assist teachers collaborate and participate on curricula, instruction, and student progress
- Create mechanisms for the program coherence and consistency within the academic program
- Provide several entry points for learning for all teachers (such as shared reading, peer observations or mentoring)

As organisational leaders, principals, for example, can influence student learning by creating quality teacher learning experiences in methodical and meaningful ways. Some studies (e.g. Sather & Barton, 2006) indicate that teacher's effectiveness in the classroom can be supported by school leaders through:

	<ul style="list-style-type: none"> ▪ Collective participation and collaboration among teachers from the school, same department, or grade level ▪ Commitment to focus on the organization's ideal mission and vision ▪ A common instructional structure that guides curriculum, teaching, and assessment ▪ Allocation of resources: staff members, time, and materials ▪ Rooted cooperative culture with a focus on learning for all students ▪ Sustained and shared leadership opportunities among formal and informal leaders
School Climate & learning environment	<p>Highly associated with educational leadership, research been reported that the school climate is one of the most important aspects to a school leader and consequentially to the learning process. The organisational culture and climate are sometimes viewed as different and overlapping concepts. The climate is linked to behaviour and share perception, while culture include the shared values and norms of the organisation. In general, organisational climate may be defined as the environmental quality within an organisation (Lunenburg & Ornstein, 2004) and it's the preferred construct when studying the environment of a school.</p> <p>Organisational climate englobes the perceptions of individuals who belong to an organisation in terms of its activities and environmental characteristics. These perceptions will represent positive or negative behavioural patterns and influence the organization's performance. Climate can be considered as the organizational "personality" as seen by its members (Chernyak-Hai & Tzinet, 2013).</p> <p>These perceptions can include some organizational characteristics that can contribute or affect the work behaviour of members of the organization in carrying out the tasks entrusted to them, namely (Owens, 2004):</p> <ul style="list-style-type: none"> ▪ facilities or tools

- level of education and work competence of the members of the organization
- work commitments of the members of the organization
- level of welfare assurance obtained by each member of the organization
- arrangement of tasks
- decision-making systems within the organization
- behaviour of every member of the organization

If these perceptions are positive (e.g.: good organizational facilities or abundance of means available, the high level of education or competence of the members, the income and welfare of the members are noticed or guaranteed, good and effective organizational leadership) the members of the organization will be more motivated to contribute positively to the achievement of organizational goals. In the other hand, if these perceptions are more negative (e.g.: weak leadership) they have the potential to reduce the contribution of members of the organization in terms of achievements (Tsai, 2011).

It has been showed that the principals' impact on learning is mediated through the climate and culture of the school. When the school culture is not hospitable to learning then it may lead to a negative impact on student achievement (Watson, 2001). Therefore, school principals are responsible for instituting a positive culture of teaching and learning and serve as change agents to change the teaching and learning culture of the school (Fink & Resnick, 2001). Additionally, it's essential that the school principal identify and understand the existing school's culture before implementing change. Indeed, research focused on school reform efforts through a 're-culturing' rather than a 'restructuring', model, found that sustained change is more easily achieved by first changing the culture of the school, rather than by

simply changing the structures of the way the school operates and functions (Kytle & Bogotch, 2000).

A good work climate comes are linked to several factors in the school organization, such as the principal's managing skills and leadership positive behaviours displayed by teachers, learners and staff, efficient learning facilities and infrastructure (Razavipour & Yousef, 2017). Research shows that school climate significantly influences teachers job satisfaction and work motivation in performing tasks and that improvement of school climate by only 1% can increase teacher work motivation by 58% The school climate has also positive relationship with the spirit and morale of teacher work (Sinay, 2017).

Summarized table of positive vs negative school climate

Positive School Climate	Negative School Climate
<ul style="list-style-type: none"> ▶ institutional integrity ▶ teachers are protected from disruptive outside forces ▶ the principal has influence with superiors, gets needed resources, and has an integrated leadership style ▶ the principle is concerned with both the task and the social wellbeing of teachers ▶ morale is high ▶ general push for academic achievement by teachers, parents, and students. 	<ul style="list-style-type: none"> ▶ vulnerable to disruptive outside forces ▶ the principal has little influence with superiors ▶ resources are scarce ▶ the principal neither sets direction nor is supports teachers ▶ morale is poor ▶ limited attention to academic matters ▶ the teachers have given up on pushing towards student's achievements
<ul style="list-style-type: none"> ✓ open school climate <ul style="list-style-type: none"> ▪ teacher relations are professional, collegial, 	<ul style="list-style-type: none"> ✓ closed school climate <ul style="list-style-type: none"> ▪ teacher relations that are disengaged, distant,

	<p>friendly, and committed to the education of students.</p> <ul style="list-style-type: none"> ▪ The principal is supportive and does not restrict or direct teachers with orders. 	<p>suspicious, and not professional</p> <ul style="list-style-type: none"> ▪ the principal is directive, restrictive, and not supportive
	<p><i>Table 1. Adapted from Hoy (2006)</i></p>	
Differentiated Learning	<p>Students vary in terms of how they learn best, their strengths and weaknesses, their cultural and family backgrounds, their personal characteristics and what they are interested in learning about. Therefore, is important have in consideration in the teaching and learning process the varying backgrounds and experiences and reacting in appropriate manners to those differences (Hall, 2002).</p> <p>Assuming that learners have different learning speed rate, the model of differentiated orientation requires that instructors are flexible in their approach towards teaching and adapt their curriculum and teaching to learners, and not adjust learners to the curriculum. All these require differentiation of the curriculum in effect. Differentiated instruction don't change what is taught, but changes how it is taught (Hall, 2009). More simplified, differential education includes matching students' learning with the most appropriate pedagogy, curriculum aims and opportunities for achieving the acquired knowledge. It requires the teacher to identify the areas of the content that can be modified, as well as activities and processes, the setting, and the assessments used. In addition, differentiation demands for teachers to have clear learning goals and outcomes that are crafted to ensure student engagement and understanding (Tomlinson, 2005).</p> <p>Using this model, the teacher differentiates their teaching modifying one of the following (Tomlinson & Strickland, 2005):</p> <ul style="list-style-type: none"> ▶ the content that learners learn ▶ the process how learners will learn it 	

- ▶ how the learners will demonstrate what they have learnt

To achieve this kind of teaching model, the teacher has to contemplate:

- ▶ learners' knowledge
- ▶ learner's preferences
- ▶ learner's abilities
 - how to organize the learners (i.e. using flexible group arrangements established on common interests or abilities)
 - characteristics of evaluation procedures

Research has shown for decades that no two children are alike and, that no two students will learn in the same exact manner (Cooper, 2007), since learning is a very personal experience, and each learner has different needs. Individuals learn best when they are challenged, when an activity pushes them beyond their comfort and readiness level, even though when a task is too difficult for a student to complete the student tends to feel overwhelmed and frustrated which results in the student shutting down (Kapusnick & Hauslein, 2001).

Research shows that models of education centered on the different learning styles and bearing in mind how students learn best have provided teachers with the ability to adjust their lessons and curriculum. Considering the different learning styles of the students have many benefits to the student and the teacher. Some of the examples, found on literature are (Fine, 2003):

- Identifying a student's learning style and adapt the teaching strategies can help students to accomplish better outcomes academically and enhance their attitudes toward school and learning;
- Identifying learning styles allows a teacher to capitalise on a student's strong points and to become familiar with concepts they may find challenging;
- Reported a significant gain in the test scores;

- on special education programs where the learning style is considered rather than traditional teaching methods, students' performances are significantly better;
- The attitudes towards learning of the students that are in differentiated teaching programmes where teaching styles are incorporated improves significantly.

Some of the principles and benefits of the differentiating learning can be sum as follows (Tomlinson, 2005):

- Differentiated instruction emerged within the context of increasingly diverse student populations;
- Differentiation is not just an instructional strategy, nor is it a recipe for teaching;
- Differentiation is an innovative way of thinking about teaching and learning that can benefit the learner in terms of school success;
- To differentiate is to acknowledge various student backgrounds, readiness levels, languages, interests and learning profiles;
- Differentiated instruction sees the learning experience as social and collaborative;
- The responsibility of what happens in the classroom is first to the teacher, but also to the learner;
- By the differentiated instruction model, teachers, support staff and professionals collaborate to create an optimal learning experience for students;
- Each student is valued for his or her unique strengths, while being offered opportunities to demonstrate skills through a variety of assessment techniques;
- Differentiated instruction presents an effective means to address learner variance and avoids the downsides of the one-size-fits-all curriculum;

	<ul style="list-style-type: none"> ▪ Differentiated learning respects the multiple intelligences and varying learning styles; ▪ Provides a platform for all teachers of inclusive classrooms, to create opportunities for success for all students; ▪ The differentiated classroom balances learning needs common to all students, with more specific needs tagged to individual learners; ▪ Differentiation can liberate students from labels, offering students individual opportunities to perform at their best; ▪ Teachers opting for differentiation find that they can use time and resources flexibly and creatively, assisting to create an atmosphere of collaboration in the classroom; ▪ Differentiation can be an engaging experience for teachers as it involves a different kind of energy compared to direct instruction.
<p>Class size & Student- teacher ratio</p>	<p>Research points out to the fact that smaller classes allows teachers to focus more on the needs of individual students and reducing the amount of class time needed to deal with disruptions. In this sense, the student-teacher ratio and the class size seem to affect the learning process and the working conditions and therefore have an impact on the teaching quality. There is wide agreement in literature that younger children need more time and interaction with teachers for a quality education, which supports the lower ratio of students-teacher. There is also some evidence showing that smaller classes may benefit students from disadvantaged backgrounds. Studies based on the Tennessee STAR experiment, for example, which assigned students randomly to larger or smaller classes, show that smaller classes can improve student outcomes and might be more beneficial for disadvantaged and minority students (Dynarski, Hyman & Schanzenbach, 2013). Research also indicates a positive association of smaller class size and higher teacher satisfaction (OECD, 2018).</p> <p>Across OECD countries, there are on average 15 students for every teacher at the primary level and the number of students per class tends to increase</p>

between primary and lower secondary education. According to OECD (2018), lower child-staff ratios normally enhance quality in early childhood education and help creating conditions to facilitate better developmental outcomes. Data also show that the average 15-year-old student attends a school where there are 13 students per teacher, across OECD and participating countries in PISA 2015.

On average across OECD countries and economies participating in TALIS 2018, when teachers teach larger classes, they tend to spend less classroom time on actual teaching and learning. Besides child-staff ratios, small group size is considered a predictor for more individualized attention and more frequent interactions in early childhood education settings. The quality of the classroom environment in early childhood education improves with every additional adult in the room and adequate group size and student-teacher ratio contribute to better working conditions. (OECD, 2018)

Logically, with more children in the class there will be more potential for distraction, and more possibility of being off task. On the other hand, in small classes there will be more opportunities to engage children and keep them on task. Students in small classes are more engaged in learning behaviours, and display less disruptive behaviour than do students in larger classes (Finn et al., 2003).

- ✓ **Academic Performance.** Research shows that students in smaller classes perform better when compared to their peers in larger classes, scoring higher on assessments. These positive effects of small class sizes are strongest and enduring the longer students are in smaller classes (Bruhwiler & Blatchford, 2011). In particular in case of minority/at-risk students, smaller classes seem to enhance academic performance. Class size also influences the quality of writing since smaller classes are essential for students to get feedback (Blatchford et al., 2002).
- ✓ **Student Engagement.** Findings show that students talk and participate more in smaller classes and are more likely to interact with the teacher

	<p>rather than listen passively during class. In smaller classes students report to have better relationships with their teachers and evaluate classes and their teachers more positively than their peers in larger classes. Teachers in smaller classes can diagnose and track student learning and differentiate in terms of teaching strategies in response to student needs. Research also indicates that smaller class sizes can support students develop the ability to adapt to educational challenges (Dee & West, 2011).</p>
School policies and resources	<p>School policies also has been demonstrated to have an impact on the dropout rates, namely, policies such as Zero Tolerance that include suspension and grade retention.</p> <p>Research conducted on zero tolerance shows that out-of-school suspension can severely disrupt a student's academic progress in ways that have lasting negative consequences, namely, a single suspension or expulsion doubles the risk that a student will repeat a grade (Jimerson, et al., 2002). Especially while in middle or high school, being retained a grade, is one of the strongest predictors of dropping out (Suh, Suh & Houston, 2007). Research also showed that youth with a prior suspension were 68 % more likely to drop out of school (Jimerson, et al., 2002). Out-of-school suspension is also associated with involvement in the juvenile justice system. For example, literature suggest that a single suspension or expulsion for a discretionary offense almost tripled a student's likelihood of becoming involved in the juvenile justice system in the following academic year (Fabelo et al., 2011).</p> <p>Studies examining factors associated with dropping out of high school suggests that grade retention is one of the most important predictors of school dropout. Research revealed the consistent finding that students retained are at an elevated risk for dropping out of high school being between 2 and 11 times more likely to drop out during high school than non-retained students. (Jimerson, Anderson, & Whipple, 2002). The poor academic achievement of retained students is another result of the policy of retention. Research demonstrates that in the long run, retention offers very little academic achievement and that retained students had lower achievement scores than the equally low but promoted group. The aggression seems to be lower in the promoted groups as compared to the retained groups and</p>

students were 5-9 times more likely to drop out by eleventh grade due to retention (Jimerson & Ferguson., 2007).

Lack of resources in school also have adverse effects on learning (Uline & Tschannen-Moran, 2008), and consequentially in school dropout. Studies show that what influences the student achievement and other education outcomes is not necessarily the amounts of resources but the quality of those resources, how effectively they are used, and how equitably they are distributed across schools (OECD, 2016). The educational resources of schools play an important role specially for minorities since it diminishes the effect of socioeconomic characteristics on academic achievement and create equal opportunities for students (Tomul & Savasci, 2012).

Adeogun and Osifila (2008) found that there are positive relationships between academic achievement of students and physical, financial, and material resources. In PISA (2003) report, it is shown that the lack of physical resources has a negative effect on students, and it hinders learning of students. In the study of PISA (2003), over two third of the school managers think that learning is prevented due to the lack of the quality in physical sub construction and 80% of the school managers think that learning of the students is prevented to some extent due to the lack of the quality in educational resources. The majority of school managers point out to the insufficiency in the number of teachers as another factor having an effect on student learning.

Nevertheless, these effects are more prominent in conjunction with other factors. Specifically, in developing countries, the relationship between student achievement, and student-teacher ratio, education level of teachers and school facilities is more evident than in developed countries. Willms and Somers (2001) for example registered positive effects of educational materials, library size, and teacher education on learning outputs. Some studies in low-income countries highlight the importance of human and financial resources that include sub construction of schools, classroom size, teacher experiences, teacher abilities and educational materials (Demir, 2009).

Teachers' motivation

Research has demonstrated that teachers are influenced by both intrinsic and extrinsic factors. In fact, studies on teaching motivation point out to intrinsic, extrinsic and altruistic reasons for choosing the profession (Moran, Kilpatrick, Abbott, Dallat, & McClune, 2001). Intrinsically motivated teachers are focused on teaching and the activity related to the job itself, i.e., the joy of teaching is considered as the focus of the motivation. The extrinsically motivated teachers focus on the benefits of teaching, such as salary, vacations or other external incentives linked to the job. Altruistically motivated teacher views teaching as a socially important job and as being a part of children' and young peoples' development. In general, studies show that teacher's motivation is influenced less by external factors such as salary than by those linked to intrinsic factors (Barmby, 2006).

In general, workers with feelings of resentment and exhaustion may have a low productivity and the lack of motivation effects on job's performance. On the other hand, employees who are highly motivated to work are more likely to be productivity than those who are forced to do their jobs. In the case of teachers, motivation plays an important role in the promotion of teaching and learning since motivated teachers are more likely to motivate students to learn in the classroom and it's a major determinant of student's performance in national examinations. Therefore, teachers' motivation must be one of the main objectives of the institutions' management in any educational institution since their motivation is one of the biggest contributors in maximizing teachers' performance (Filak, 2003). Research indeed shows a strong relationship between teachers' motivation and students' achievements and the lack of teachers' motivation as one of the major obstacles in achieving teaching quality and retaining students in school (Davidson, 2005).

Section #.1: Educational factors

Title of practical activity	"What makes my school great"
Suggested timing	15 minutes
Learning outcomes	Identify the strengths and weaknesses of the school environment and propose solutions to improve the weaknesses.
Materials and resources needed	Paper, pen.
Description/methodology	The students are divided in groups of 4-5 and ask to identify the strengths and the weaknesses of the school climate.
Guidelines for assessment	A class discussion is promoted in order to discuss the aspects identified and its asked for the students to suggest improvements,

Section #.2: Personal factors

Section Overview:	In this section some of the most prevalent personal factors linked to school dropout will be tackled, such as attendance, behaviour and antisocial behaviour, academic success, engagement, disability, diversity and bullying.
Section Objectives:	Learn about how attendance, behaviour, academic success, engagement, disability, ethnicity, and bullying are linked to school dropout and how these factors interact with one another.
Attendance	Students missing too many days of school report having difficulty catching up, leading to school unsuccess and dropout. Indeed, research indicates that attendance is related to dropout at all levels - elementary, middle, and high school (Hammond, Linton, Smink, & Drew, 2007). Nevertheless, one of the first steps is to understand the reason for the student's absence in order to implement an

	<p>appropriate intervention for the student. Some authors suggest that this factor occur for three reasons (Balfanz & Chang, 2013), namely, discretion, aversion, and barriers:</p> <p>Discretion - attributed to students' and parents' lack of understanding the importance of school attendance</p> <p>Aversion - when students avoid school due to bullying, academic issues or other reasons that make the student have negative attitudes towards school</p> <p>Barriers – due to the lack of health care or transportation that prevent the student from go to school consistently.</p> <p>The literature gives numerous examples of the importance of early educational engagement and school attendance. Regular attendance in the primary school years, for example, has been shown to offer children with the basic skills for learning and educational outcomes, and supports the development of social skills (e.g. communication, self-esteem, teamwork and friendship building (Australian Institute of Health and Welfare, 2009). In fact, poor participation is linked to unfavourable outcomes throughout the life course. More specifically, poor school attendance is associated with a greater chance of dropping out of school for both mainstream and ethnic minority groups and, it's linked to the tendency of rebellion against authority and consequences in terms of employment, health risk behaviours (i.e. substance abuse) (Marsh, 2000).</p>
Behaviour & Anti-social behaviour	<p>Behaviour problems in school settings can involve truancy, drug or alcohol abuse, suspensions, office discipline referrals, etc. Research shows when problematic behaviour increases, the risk for dropout increases as well (Frazelle & Barton, 2013).</p>

However, disciplinary infractions per se do not cause drop out. Research shows students with problematic behaviour with heightened risk of dropping out and that had been suspended at least once related to 16 distinct risk factors. Besides the factors related to bad behaviour, in cases when their peers were not planning on graduating and when the students had a negative attitude towards teachers, their chances of graduating were lower (Suh et al., 2007). This shows that students with poor behaviour can increase or decrease their risk of dropping out, depending on other social and personal factors.

Antisocial behaviour. Research shows that poor academic performance is related to frequency, persistence, and seriousness of delinquent offending in both boys and girls. Poor academic performance also seems to predict delinquency independent of other factor such as socioeconomic status. Also, cognitive deficits and attention problems also correlates of both academic performance and delinquency. Research supports the conclusion that the greater the academic quality of the school, the lower the level of school crime and violence and higher academic performance is associated with refraining from offending (McEvoy & Welker, 2000). This supports the notion that interventions aimed at improving academic performance among students will decrease antisocial behaviour and delinquency. Research also show that students who exhibit under-controlled or aggressive behaviours establish relationships with teachers characterized by lower levels of support and acceptance and higher levels of conflict (Silver, Measelle, Armstrong, & Essex, 2005).

Academic success and grade retention

Academic success has been considered as a primary factor in predicting students' drop out at all - elementary, middle, and high school (Hammond et al., 2007). Students with math and reading skills below grade level are at an increased risk of dropping out. Currently with the standardized academic achievement tests, the scores may also be used as predictor of dropout tendency. The test and respective scores might track student progress and provide comparison with other peers, causing some issues linked to self-worth and self-esteem (Bruce, Bridgeland, Fox, & Balfanz, 2011).

Linked to the academic success, retention is often mentioned as one of the reasons behind drop out and, as mentioned previously, viewed as a school policy that enhance the possibility of school dropout. Indeed, the grade retention is constantly mentioned in literature as a factor that increases the likelihood of dropping out of high school (Allensworth, 2005). Research shows also that after two retentions the chances of the student dropping out increases to almost 100% and that early grade retention has a negative impact on students' academic success, and on psychological and behavioural engagement. Unless positive measures are developed in the following year, students who are retained often suffer from low self-esteem and feel they are being. Besides lowering self-esteem, retention also may lay the foundation for negative attitudes toward school and may create expectations that could increase the risk for early school withdrawal. Also, students who experience retention are likely to be overage for grade, which may stigmatize students (Ou & Reynolds, 2008).

Engagement

The student engagement is viewed one of the most important factors in student dropout (Fall & Roberts, 2012). In fact, students who drop out differ from those who do not in terms of their academic satisfaction. Engagement allocates emphasis on personal desire to learn and teachers who provide students with interesting activities and autonomy in the classroom help develop motivation

Disability

and desire to complete school rather than to drop out (Appleton et al., 2008).

According to the Self-Determination Theory, developed by Ryan and Deci (2000), people are motivated by two strands: extrinsic motivation and intrinsic motivation:

Intrinsic motivation - is in evidence whenever natural curiosity and students' interest energize their learning. When the educational environment provides the best challenges, rich sources of stimulus, and a context of autonomy, this motivational source of learning is likely to flourish.

Extrinsic motivation - is characterized as a type of motivation that is governed by reasons of external sources. The action is guided not by the genuine interest of the learner, but by reasons relating to the achievement of results, considered as a means to an end. The learner may have as reasons for his learning the possibility of achieving better grades, wanting to please parents and teachers, or intending to invest in his future, in a professional career.

Several studies indicate that there is a relationship between learning and motivation, revealing a relationship of reciprocity between both of this construct. For example, research in classroom environments has established a strong positive relationship between motivation and learning. Higher levels of interest, intrinsic motivation or engagement are related to higher and deeper level learning indicators. Deep involvement occurs when the student experiences the challenges of the activity according to their competencies (i.e., the challenges are not very difficult or easy in relation to their level of competences) (Rathunde, & Whalen, 1993).

Disabilities and emotional disorders have been linked to dropping out at the middle and high school level (Hammond et al., 2007). The

performance assessments and standardized tests indicate that academic achievement of children with learning disabilities don't match their distinct abilities. Since learning disabilities relate particularly to classroom performance, they are rarely identified before a child enters school and faces academic instruction. Research shows that dropout rate for students with disabilities is approximately twice comparing to general education students. Special education students are a heterogeneous group, including those with sensory disabilities, physical disabilities, intellectual disabilities, behavioural disabilities and other disabilities such as autism, learning disabilities, speech impairments. Given the different challenges that the disability categories represent, there is a difference in the school dropout rates. Indeed, students with emotional disturbance show much higher dropout rates than all other special education students, while those with autism, deaf-blindness, visual impairments, hearing impairments, and orthopaedic impairments show much lower rates (Johnson et al, 2009).

Students with disabilities are more likely to be chronically absent when compared with students without disabilities and there are many factors to higher rates of absences among students with disabilities (e.g.: health conditions, side effects from medication, anxiety, bullying and harassment, inadequate special education, trauma, etc.) Some students with disabilities are vulnerable medically or may have emotional or behavioural disabilities that might affect attendance, motivation or participation in school and ultimately lead them to dropout (NCEO, 2018).

Gottfried et al. (2017) for example analysed absenteeism rates between students with disabilities that had mostly general education students versus classrooms that had mostly special education students. Students with disabilities in classrooms with mostly special education students were 16.7% more likely to be absent than general

Ethnicity & diversity

education students in those same classrooms. This analysis also found that among students with disabilities, those with emotional disturbance served in settings that were composed mostly of special education students were the most likely to be chronically absent, namely 24 % more likely than general education students.

Studies indicate that race and ethnicity do not have a direct role in dropout, instead, the Social Economic Status (SES) of the students are better indicators Cratty (2012). Ethnic origin strongly relates with other individual student factors, especially with students' socio-economic background and gender (Reisel & Brekke, 2010). Nevertheless, research demonstrates that retention rates are higher for members of minority groups (Hauser et al., 2000) and those students who are low achieving and already showing signs of disengagement in school, the instant effect felt by retention may be a deciding factor in their decision to drop out of school (Allensworth, 2005).

When talking about school dropout one ethnicity seem to stand out in Europe – roma students. The FRA Roma survey on education analysing the situation in 11 EU Member States from 2016 shows that Roma face four major inter-related education problems: low preschool attendance; a high risk of segregated schooling compounded by prejudice and discrimination; high drop-out rates before completing secondary education and low literacy rates. The results show that on average, only half the Roma children aged up to compulsory school age attended preschool or kindergarten; nine out of 10 Roma children aged 7–15 reported to attend school; only 15 % of those Roma adults aged 20–24 had completed upper-secondary general or vocational education; about 20 % of Roma aged 16 and above said that they cannot read and write compared to less than 1 % of the non-Roma living close by. The share of illiterate Roma is lower among the youngest age group (16 to 24 years) in

Bullying

most of the EU Member States that participated in the study. The main reason for not attending school is a late start and irregular attendance resulting in early drop-out, delayed start of schooling, leaving education early and non-attendance (FRA, 2016).

Bullying and student dropout have been linked, especially due to the interest in the media. Despite the media attention, data show that 4% of students across OECD countries reported they are hit or pushed around by other students at least a few times per month; 11% of students reported that other students make fun of them at least a few times per month; girls are less likely than boys to be victims of physical aggression, but are more likely to be the objects of rumours. Low-performing students are more likely to become victims of bullying and students who are frequently bullied are also more likely to be absentee.

Literature also show that bullying has been found to contribute to student dropout and that victims of bullying are connected with an increased risk of dropping out of school (Gastic, 2008). Victims of bullying are at higher risk of engaging in violent behaviours as a result of their victimization and exhibit signs of disengagement, which increases their risk dropping out of school. Bullying victimization has indeed related to poor psychosocial adjustment, difficulty making and maintaining friendships, poor relationships with peers, and a sense of loneliness. Students who are bullied experience a range of psychological, psychosomatic and behavioural symptoms such as increased anxiety levels, insecurity, low self-esteem and self-worth, eating disorders, and aggressive-impulsive behaviours (O'Brennan, Bradshaw & Sawyer, 2009). For that reasons, involvement in bullying can have long-lasting impacts on students which affect their level of engagement in school and consequentially, lead to dropout.

Sexual identity

One group of students that may be more likely to drop out of school are students from the LGBTQ community, which are frequently targets of bullying. Many LGBTQ students feel unsafe at school and are more than three times as likely as other students to have missed class or an entire day of school because of feeling unsafe or uncomfortable. LGBTQ students are at risk of truancy and dropping out of school and are more frequently socially isolated, depressed, and suicidal; and compared to their peers, there's a smaller proportion of LGBTQ students that plan to complete high school or attend college (D'Augelli, 2002).

Analysing bullying prevention through student engagement can be validated as a strategy in promoting an anti-bullying culture in schools, as well as a school climate that protects students from victimisation and dropout. Becoming aware and understanding the phenomenon of bullying is crucial for school leaders and counsellors to effectively foster an anti-bullying culture.

Some school strategies can involve:

- Create a culture that does not tolerate bullying
- Teach staff how to address bullying
- Bring in law enforcement officials to deliver staff workshops
- Identify bully "hotspots" in the school by conducting a school bullying audit
- Reduce the time students spend unsupervised
- Create a "third ear" position of a faculty - and student-trusted individual to hear reports of student bullying
- Inform students that bullying is subject to discipline
- Respond quickly to bullying incidents

- Invite parents to open a line of communication with their child and teach them how to and how not to respond to bullies
- Understand how to identify bullying's "warning signs."

Section #.2: Personal factors

Title of practical activity	Diversity month
Suggested timing	2h00
Learning outcomes	Recognize diversity in your classroom
Description/methodology	Create a diversity month in your classroom. During that time students will be encouraged to identify the different cultures present in the classroom and important issues (e.g. holidays, languages, traditions, flags, etc.)
Guidelines for assessment	Take some time to discuss the importance of inclusion and consequences of discrimination between peers. Include bullying prevention materials and LGBTQ awareness information.

Section #.3: Family factors

Section Overview:	In this section are presented some of the factors related to the family household that has impact on school success and dropout.
Section Objectives:	Understand the family factors that have impact on the child's development and school dropout.
Household	The family environment, economic status, socio-educational status of parents influences the different milestones of child development. Statistical and empirical research indicate that children from positive households are more likely to remain in school, whilst those who are

more negative are more likely to dropout (Hunt, 2008). Evidence shows that school dropout have significant negative correlation with the family environment, namely, the type of the family, monthly income, parental education, education of mother large family, size place of residence and educational infrastructure (Brown & Park, 2002)

- ✓ Literacy and educational level - The literacy level and education status of parents are important factors that affects child's schooling and successful completion, since when literacy level is very low there is a tendency of vicious circle of intergenerational illiteracy. Additionally, the parents who are educated are more aware regarding the importance and needs of education, thus, are more successful in making a positive environment for getting quality education to their children. A mother's education level often influences length of access for girl's education, i.e., girls whose mothers have some sort of formal schooling are less likely to dropout from school. On the other hand, father's education has a greater influence on boy's primary schooling (Lloyd, Mete & Grant, 2009). Duryea and Ersado (2003) stated that parental education is one of the most consistent determinants of students' education, since higher parental education is associated with increased access to education, higher attendance rates and lower dropout rates (Chugh, 2011). Parents, who have attained or certain educational level, might want their children to achieve at least the same level. Parents with low levels of education are more likely to have children who do not attend school and tend to drop out in greater numbers and engage in more income generating activities than children of parents with high levels of education (Duryea & Ersado, 2003).
- ✓ Family structure - The type of family structure also is an essential factor. Divorce, separation, or death in the family/parents signifies change in the family structure, which can be disruptive for the child. Studies have concluded that children from single-parent households are more likely to drop out than are children who live

in two-parent families. Single-mother families, for example, frequently suffer financially. Children living with stepparents are also more likely to drop out of school than children in a two-parent family household. The separation or divorce of the parents may by a change in family structure that is detrimental to a child and can increase the child's chances of dropping out of school, since it's linked to loss of a parent's income. Family size is another factor that influences students' schooling, for example, comparison to students with fewer siblings, students with more siblings tend to enrol later and drop out of school earlier. Enyegue (2000) study for example shows that with larger family size, the financial burden and the workload is greater, therefore, students are less likely to attend school and often drop out. Big families can signify not having enough family monthly income to sustain children in school.

- ✓ Child-parent relationship - A the child-parent relationship can affect their chances of dropping out of high school, since the relationship may suffer from the physical absence of adults in the household, the limited amount of time parents and children spend together, and the parental inattention to children's activities such as monitoring school performance or inculcating educational values (Pong & Ju, 2000). Studies suggest that the major familiar factor of dropout are parents who are not interested in studies, unable to cope, work for wages, salary, participation in other economic activities, attend to domestic duties and financial constraints. Also, number of children in the family is important determinant of school dropout, where the families with multiple children can struggle socially and financially, and that don't have opportunity to spend quality time with their children. Motivation and emotional support from family members, especially from parents is also an essential factor that creates engagement and interest on the child to continue in school (Chugh, 2011). Indeed, when parents monitor and regulate their children activities, provide emotional support, encourage independent decision-making and

are generally involved in their schooling, children are less likely to drop out of school (Liu, 2004).

Section #.3: Family factors

Title of practical activity	Diversity month II
Suggested timing	1h00
Learning outcomes	Understanding and raising awareness of the importance of parent participation in the student academic life.
Description/methodology	Include the parents and family members in the diversity month Do a brainstorming activity with your students and ask them how they would like to involve their parents in the diversity month.
Guidelines for assessment	Discuss the results of the brainstorming activity with your students and with other teachers in your school to create an action plan to involve family members in the diversity month 'activities.

Section #.4: Community and Social Factors

Section Overview:	In this section, the community factors linked to the dropout are summarized, including the socioeconomic status, academic tracking, peer rejection, unemployment and disadvantaged geographical location.
Section Objectives:	Understand the community and social factors behind school dropout.
Socioeconomic Status	Poverty remains as one of the significant causes of children dropping out of school. Family's social and demographic circumstances are the central factors within the community factors that impacts on school dropout. Among these factors and related to the family factors

explored above, social class or socioeconomic status (SES) is the most frequently cited in literature. Students from low-income families present a high rate of dropping out, what points out to the family's social-economic background as a major factor that affect students' continuation in school (Chugh, 2011). Studies show that the high parental income means more resources to sustain children's education, including access to better quality schools, tuitions, and more support for learning within home. Students from low SES families drop out more often than students from high SES families (Christle et al., 2007), since in some cases children may be called to improve household income by working or by taking on other household responsibilities to free up other household members for work (Chugh, 2011). Lack of money to buy essential school materials may cause lack of enrolment and potentially high dropout at a larger stage. In the other hand, high parental income provides more resources to support children's education, including access to better quality schools, private tuitions and more support for learning within home.

Linked to the SES another factor that must be mentioned in unemployment. Parental job loss has long-term harmful effects on children's future income and human capital, and it affects children's education outcomes in short-term (Hilger, 2016). Research shows that children exposed to parental job loss have higher probability of grade repetition, lower grade-point average and lower likelihood of enrolling at the university (Ost & Pan, 2014).

Settlement and the living area

The size of the settlement and the living area has an strong impact on the school dropout tendency and the research shows that the most vulnerable children in this regard are those living in rural areas, particularly living in small and remote localities. This is due to the fact in rural areas families find limited employment opportunities, (e.g. long-term unemployment), inadequate social, living and housing conditions, limited cultural opportunities and educational

opportunities, as well as the lack of convenient transport options, decline of social capital, social services, and community resources (Bayer & McMillian, 2005).

Disadvantaged and poor neighbourhoods located in unfavourable locations that are associated with other social problems such as high crime rates also are linked to high levels of dropout. Children from these neighbourhoods often have fewer resources and present a conjunction of risk factors at the individual, institutional, familiar and social levels. Studies have found that students in rural areas have lower levels of educational achievement and higher levels of dropout than those in urban areas. The lack of resources and economic distress may be aggravated by rural youth being at a bigger risk to be involved in substance abuse and criminal behaviour because of poverty and psychological issues. Indeed, there is an enhanced risk of poor mental health because of limited access to services (Collins et al., 2008), which have a negative effect on the educational outcomes and performance.

In low-income neighbourhoods, children may attend schools with lack of adequate funding and resources and be exposed to violence. Gottfried (2014) for example showed that higher levels of neighbour poverty, higher number of average neighbour household size and neighbour home ownership are strong predictors of student dropout. Students exposed to areas of high levels of poverty may have difficulty on seeing the value of education, resulting in low expectations and achievement. In other hand, students from affluent communities have more access to support systems and resources. For example, increased homeownership may directly decrease neighbourhood crime rates, leading to improved schooling outcomes (Sharkey, 2010).

Peer influence

Peer influence has been demonstrated to affect directly and indirectly the school attendance and performance, since peers have a significant influence on a child's behaviour. Li and colleagues (2011) studied the role of peer support, relationship with problematic friends, and bullying on school engagement and found out that peer support positively predicted both behavioural and emotional engagement in school. Also, the association with problematic friends and being involved in bullying were associated, negatively, with both. As a consequence of the negative peer influence, students may experience academic failure, school alienation and loss of self-esteem. Uninterested and alienated students are likely to be viewed negatively by teachers and other students and be further selected into peer groups of other alienated and antisocial students that sometimes behold values that support delinquent antisocial behaviour.

- ✓ Academic tracking. Indeed, school is the setting that can provide a lot of opportunities for contact with deviant peers, particularly in schools that use tracking. Due to the academic difficulties school use a method in which teachers group students with similar capabilities together to create more homogeneous groups of students. Sometimes alienated students, minorities and low SES students are disproportionately placed in lower tracks. In this way, schools that track students based on academic abilities may find themselves grouping anti-social peers, providing opportunity for delinquent peer grouping, making them 60% more likely to drop out than other students (Weblow, Urlick & Duesbery, 2013).
- ✓ Peer rejection. Another factor that affects school engagement and attendance, particularly low SES students is peer rejection. Studies show for example that 82% from high SES family's students that were peer-rejected graduated and only 55%

from low SES family's students that were peer-rejected graduate. That suggest that students from more advantaged families are better suited to cope with negative social interactions, such as peer rejection (French & Conrad, 2001).

Section #.4: Community and social factors

Title of practical activity	What we have in common?
Suggested timing	30min
Learning outcomes	Reduce the peer-rejection phenomenon in your classroom and promote friendship and positive relationships.
Description/methodology	<p>For this activity you will need to make some space in your classroom or even go outside. Draw a line with a tape for example on the floor and divide randomly your class in two. Ask students to position on each side of the tape.</p> <p>*Previously to the activity, create a list of things and quotes can represent the interest of your students. The aim is that most of the students can relate to the quotes so it can be evident that although they are different and come from different family and social backgrounds, they have a lot of things in common. Include some funny and some more serious topics. E.g.: "Last week I forgot to do my homework at least once"; "I love to watch *insert popular tv series* on this weekend", "I was/am being bullied in this school", etc.</p> <p>Start the activity explaining that you will read some quotes and the students that agree with the quote must approach the tape on the ground.</p>

	Feel free to stop between quotes to make some question on why a student approached or not the tape.
Guidelines for assessment	Discuss the game with the students and ask them what they felt during the activity.

Section #.5: After Identification

Section Overview:	Having in mind the factors that lead to school dropout, we list some suggestions of best practices at student and institutional level.
Section Objectives:	Recognize some strategies that can be useful during and after the identification of students at risk
Suggestions of best practices	<p>Determining which students are most at risk for dropping out should be a priority for schools. Once you know to identify the risk factors behind school dropout you can identify the students at risk and implement some strategies to combat the tendency.</p> <p>Suggestions on what to do after identification of a potential problem are covered in the next modules of this training course. Nevertheless, we include some strategies and best practices based on what we covered in this module:</p> <p>Student level:</p> <p>Monitor all students' performance. This will systematically support schools in identifying at-risk students early as students enter a phase of withdrawal or disengagement.</p> <p>Identify students at risk of dropping out using data on grade retention, student absences, academic achievement, disengagement,</p>

and behavioural infractions. Accurate and ongoing identification of at-risk students can help schools properly distribute resources.

Collect and document accurate information from multiple sources when students are absent for an extended period.

Develop a student database to verify if students are on or off track to graduate or to dropout, including student failures in any course, grades, attendance, etc. It is especially critical to track this information during most the most critical and transitional times.

Institutional level

Promote a positive institutional climate and continuous training and learning among teachers and staff

Cultivate institutional responsibility in terms of student monitoring, counselling, and mentoring systems as well as from structures to socially and academically integrate students.

Consider to publishing key institutional indicators linked to school success on your webpages to assist future parents and students and sustain institutional awareness of success.

Invest in institutional research on the specific patterns underlying dropout and completion. This will enable them to formulate adequate measures to address study success within their own context.

Module 3

Course Outline (modules)	Duration	Responsible Partner(s)	Reviewing Partner(s)
1.			
2.			
3. Communication	2h	FyG Consultores	
4.			
5.			
6.			

(Approximately 1000 words of text per 1 hour)

Module #3:	
Synopsis:	<p>This module will give an approach to communication before cases of school drop-out. We will go through the different stages that should be followed; the preventive measures, the early detection and the intervention. In the different sections of this module, it will be developed content related with examples of ways to avoid school drop-out as well as techniques to both prepare and then communicate better with students and families in the early stages of the truancy.</p>
Module Objectives:	<p>Upon completion of this Module, trainees should:</p> <ul style="list-style-type: none"> ▪ Be able to implement new strategies of communication to prevent drop-out. ▪ Recognize the first signs of early drop-out. ▪ Understand the soft skills for a better communication with students and families. ▪ Know that the integration is one of the key factors to present and approach the first stages of truancy. ▪ Learn how to approach a conversation with pupils and parents. ▪ Know how to behave after the conversation.
Units of content	<p>Section #.1: Prevention: Ways to avoid truancy and drop out</p> <p>Introduction</p> <p>Specific recommendations</p> <p>Practical activity 1: Creating a safe and friendly environment</p> <p>Section #.2: Early intervention: Reacting to first signs of absenteeism</p>

Introduction to the first signs of absenteeism

The first signs of absenteeism

How to react as an educator

Practical activity 2: How to give positive feedback

Section #.3: Preparing for conversations with pupils and parents.

Basic principles of communication

Tools for communication

Practical activity 3: Practising active listening

Section #.4: Carrying out conversations with pupils and parents

Introduction

Conversation with the parents

Conversation with the students

Conversation with parents and students

Section #.5: After the conversation

Section #.1: Prevention: Ways to avoid truancy and drop out

Section Overview:	In this section, specific recommendations to avoid truancy and drop-out will be explained. These recommendations will be useful for educators to be able to learn or take into account particular situations that can help to prevent this phenomenon.
Section Objectives:	<ul style="list-style-type: none"> ▶ Acquire new skills to be able to prevent the school drop-out. ▶ Understand the integration as a key factor for the prevention of truancy. ▶ Apply a flexible approach to take preventive measures against early drop-out.
Introduction:	<p>The first step of the plan that will help to prevent and control the school drop-out will be the prevention. Specific measures should be taken into account and implemented in order to guarantee the continuity of the students in the educational path.</p> <p>Before continuing with the recommendations and proposals to avoid truancy and drop out, it should be kept in mind that there's not a unique solution for all the different situations, but some recommendations will be given to be able to notify the school absenteeism in the first stages. All the recommendations will have as a connecting factor the presence of the integration as a base. Having this aspect clear, we will go through some specific recommendations (Vaello Orts, 2011).</p>
Specific recommendations:	<p>In the following lines, some of the most important specific recommendations for educators will be summarized. Some of these recommendations have been extracted from the European Commission <i>Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures</i>, published in 2019.</p> <p>First recommendation: Organize welcome activities. These activities can be done at the beginning of the academic year or even some days before the official starting, in order to officially welcome the new students and to provide a friendly and informal environment for them to connect and start the integration process with the veteran ones. Moreover, it will be a good opportunity for the educational team (teachers, school staff and other professionals working in the institution) to know better the students, both the newcomers and the older ones also. You can find</p>

some ideas about welcome activities in the following link:
<https://www.prodigygame.com/blog/first-day-of-school-activities/>

Being able to create this casual environment aside from the classes and learning moments it's a key feature to boost the relationship between students and teachers, transmitting a message of being in a safe and open place, where they can count with the help of the educators, friends, be themselves and learn also.



Second recommendation: Facilitate the integration of late-access students. The late access into the school of a student is a happening can create uncertainty for the student and have a negative impact on his or her behaviour. Anxiety, lack of integration or problems with the official learning schedule can arise, and the educators must be prepared for these possibilities.

Reducing the academic load at the beginning, additional and individualized classes and sessions and trying to know more about the personal situation of the student, can help the newcomer to feel less stressed about the new reality (IES Noreña, 2016).

Some forms of boosting integration could be to explore the bullying prevention strategies, implement techniques to reduce anxiety (workshops with the kids and giving them techniques to improve, etc.), raise awareness on diversity (chats with the students about diversity and equality, etc.) and importance of inclusion, activities to promote positive relationships between classmates, etc.

Third recommendation: Additional support. The extra classes and activities when a student start having problems with the learning contents are very important to ensure a uniform and homogeneous group.

Fourth recommendation: Educational speeches. The educators will explain to the students the relevance of studying and assisting to the classes in periodic speeches. This is essential for the encouragement and motivation of the student along the academic course. Moreover, career opportunities can be shown (i.e., courses at VET schools, university bachelors, the relevance of different professional paths, etc.) Being able to explain all the information in a way in which they can feel reflected and establish short, medium and long-term goals for the students to keep engaged will be one of the keys to maintaining their attention and predisposition towards studying.



Source: [Pexels](#)

Fifth recommendation: Talk with other colleagues. This could be highly beneficial, as you as an educator could learn from other educators' best practices that have worked in similar cases (Domínguez Martínez, 2010).

Section #.1: Prevention: Ways to avoid truancy and drop out

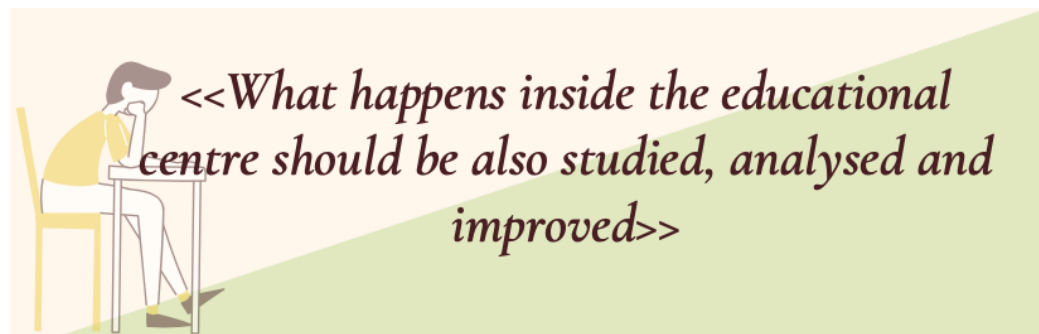
Title of practical activity	Creating a safe and friendly environment
Suggested timing	10 minutes
Learning outcomes	<ul style="list-style-type: none"> ▪ Be able to create a safe and open atmosphere. ▪ Understand the differences between students.
Materials and resources needed	Nothing is needed, only being sat in a circle with the students.
Description/methodology	Each of the students will have to talk about a topic that loves for 2 minutes. This will help the student in expressing himself and will make him feel safer, in a friendly environment.
Guidelines for assessment	The teacher will allow the rest of the classmates to give feedback to the student that has talked, letting them connect and intervening as well in the conversation. Moreover, the educator will also explain something about his personal background that is important or passionate for him or her, letting the students know that he or she feels, loves and has interests as them.

Section #.2: Early intervention: Reacting to first signs of absenteeism

Section Overview:	Be able to react when the first signs of early drop-out appear is essential for approaching the events from the beginning. In this section, examples of the main first signs of absenteeism will be reviewed, providing a better understanding of the early signals of drop-out. Moreover, advice will be given to the teachers to be able to react when the signs appear.
Section Objectives:	<p>Recognize the firsts signs of early drop-out.</p> <p>Be able to act to the first signs of absenteeism.</p>

Introduction to first signs of absenteeism:

When talking about early drop-out, there is not a usual storyline that it's repeated all the situations. Each student will have his or her personal beliefs and opinion about schooling, and the personal background will highly influence his or her decisions, as it had to be explained in the previous section. The rationale behind the elections of the students can be diverse, but in this analysis, we will focus ourselves on the factors that can be controlled by the teachers and can be adopted as best practices. The external elements affect and influence the students, but what happens inside the educational centre should be studied also, analysed and improved. In the following point of this section, some early signs of school drop-out will be explained.



The first signs of absenteeism:

The signs of school drop-out can be diverse. The external factors that can influence the students can be educational, personal, family or even social factors.

However, there are some pieces of evidence that a teacher should be looking at, to check that they don't evolve and become school early leaving (Gil, M., Botía, Ma.J. y Molina, 2014 and Domínguez Martínez S, 2010).


Sometimes, situations that are taken as normal or common can have a deeper meaning. This is the reason why educators should always take into account minor signals that can become an early drop-out.

It is a common report of the teachers when penalizing the students that they <<do not want to do anything>>, <<do not have the homework ready>>, <<do not bring the books or materials>>, etc. Sometimes, even

it is said that they <<can stay in the class as long as they do not disturb other students>> and other similar statements.

The behaviours are taken as a problem of discipline, and a sanction is imposed. Very few times the happenings are investigated in-depth and taken as the initial stage of early drop-out, not considering them as evidence or sign enough. These situations should be taken as possible early signs of drop out, as the students start losing the interest for the school (Domínguez Martínez, 2010).

- ▶ The teachers should have special care with the cases in which the students obtain low grades with regularity. Depending on how this information is transmitted to the student, it can create insecurities and have a negative impact, discouraging the students and even making him lose the interest in learning.
- ▶ Other situations to take a look at are the one involving the social behaviour of the students. Students that are not able to integrate themselves in a group, that seem stressed and anxious about just being in the school, etc. can be showing attitudes that may turn into school drop-out. These situations can include having arguments, being the centre of the jokes, sitting alone, etc. All these events in which the student does not seem engaged with the school should be tackled and noticed by the educators. Starting with an informal chat with the student to ask him if something is happening as well as sharing the concern with the rest of educators could be the first step to deal with the happening.
- A problematic familiar background in which the student has been in contact with cases of school drop-out, for example in siblings, can constitute a fact to concern about and have into account too. Teenagers are usually influenceable and can be impacted by these negative examples. Having an immigrant background can also have

	<p>a negative impact on school leaving, as the PISA report highlights (Hippe, R. & Jakubowski, M., 2018).</p> <p>The foreseen signals and any other with the potential of being a characteristic of early drop out must be taken into account by the educational team in order to take the adequate measures to prevent it to continue growing.</p>
<p>How to react as an educator:</p>	<p>Evaluation of the students' profile. After having created a friendly atmosphere and tried to know a little about the life of the students, the students' profile should be created. When the educator notifies that something is happening with a student, the profile should be defined to know which will be the technique that will have to be applied to try to help him or her. Knowing if the person is shy or extrovert, silent or talks a lot, will help the educator in the selection of the adequate approach for the following step, to talk with him/her and his/her, family.</p>  <p>Source: Pexels</p> <p>Try to establish a relationship with the student. Obtaining the confidence of the student can consist of a very good strategy to help him. The feeling of being listened, integrated and helped can have a very positive impact on their future decisions. Being able to balance a relationship with a student and not being only an educator, can be hard but can be achieved. As many European and third-country studies point out (SAGE Journals, European Journal of Psychology of Education study, Arizona State University, etc.), the good relation between teachers and students is crucial for the students' development.</p> <p>Positive feedback. This is essential for the development of the student. A low grade does not mean failure, and the students should not receive the message as if it is. This is the reason why the grades should be always accompanied by positive and constructive feedback that helps and</p>

encourages the student to improve the next time that has to take an exam or paper. As many studies have evidences, the positive, constructive and extensive feedback can make the difference for the children (Quarterly Journal of Experimental Psychology, 2018).

Any action that the educational team takes to try to prevent the situation to keep growing must be always supported with a comprehensive and flexible approach and tendency.

Section #.2: Early intervention: Reacting to first signs of absenteeism

Title of practical activity	Learning how to give a positive feedback
Suggested timing	30 minutes
Learning outcomes	<p>Learn tips to be able to give positive feedback.</p> <p>Identify the aspects in which giving positive feedback is needed.</p>
Description/methodology	<p>Through this exercise, the ability to give positive feedback will be practised. The feedback should be always accompanying the grade, even the work done by the student has been remarkable. The feedback should be always given by the educator to highlight the strengths and weaknesses of the activity done by the student.</p> <p>The educator should keep in mind the positive and constructive feedback. In order to do that, he can take into account the following aspects and recommendations:</p> <ul style="list-style-type: none"> ▪ Sincereness, but using a positive wording. ▪ Be focused on the positive aspects and work that has been well-done. ▪ Combine positiveness with corrections. ▪ Consider the personal needs and background of the student. <p>Together with the student, try to answer these questions:</p> <ol style="list-style-type: none"> 1. What can the student do? 2. What can't the student do? 3. How could the student do it better?

Guidelines for assessment

The educator will have to try to explain the reasons why the activity has been done in the wrong way but only using positive and constructive feedback.

Section #.3: Preparing for conversations with pupils and parents

Section Overview:

Through this section, the basic soft skills that are needed before having a conversation with students and parents will be explained. The educator will be before a situation in which a student has been showing diverse signals that can include not demonstrating interest in the school, having unjustified lacks of class attendance, bad behaviours, etc.

The relevance of the section relies upon the preparation of the educator before having this conversation, that is a delicate moment for all the involved parts; the school, the family of the student and the student himself.

Section Objectives:

- Understand the relevance of soft skills when talking with students and families.
- Be able to prepare yourself to have a difficult conversation with students and families.
- Learn how to be prepared for difficult conversations.

Basic principles of communication

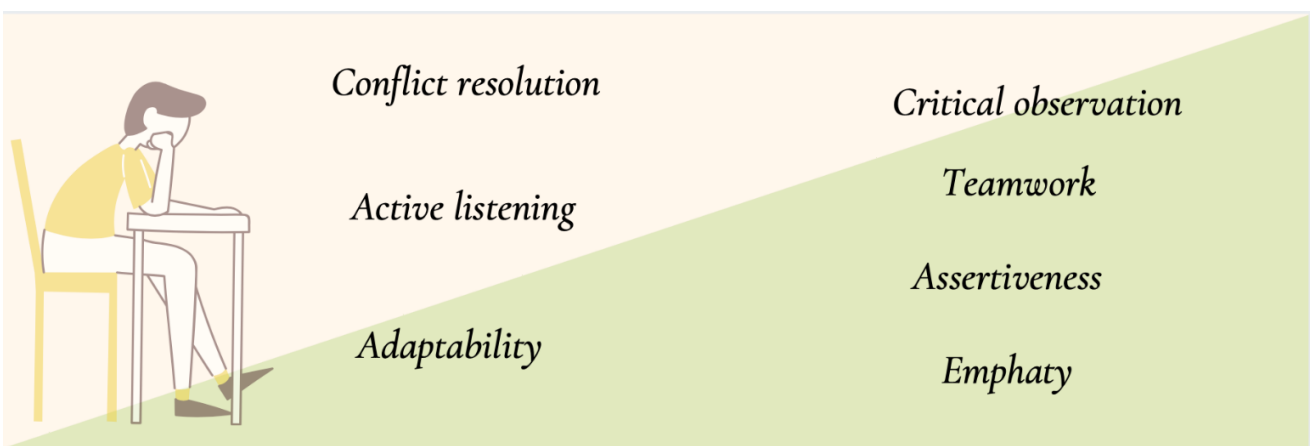
The soft skills are essential, as they allow an improvement in communication with the students and families. They help to express better what we need to say and to be understood as well. The soft or interpersonal skills include a set of behaviours and habits necessary to guarantee a correct interaction, improve the

	<p>relationships and achieve the main goals of the communication process (European Commission/EACEA/Eurydice, 2019).</p> <p>Being able to transmit correctly the adequate message may make the difference between a good and a great educational speech.</p>
<p>Communication tools</p>	<p>Despite the amount of existing soft skills, the most relevant ones for the communication in the educational area will be the reviewed ones in the following lines (European Commission/EACEA/Eurydice, 2019).</p> <p>Active listening. Active listening is an essential soft skill for educators. Being able to 'listen' instead of 'hear' what the other part of the conversation is saying is crucial for a mutual understanding in any conversation. This is even more important when the conversations are delicate, as in this case.</p> <p>Critical observation. This will allow the teacher to define clearly the problem or circumstance that needs attention. Moreover, it will be also useful to analyse the reaction of the parents and student in the conversation.</p> <p>Conflict and problem resolution. This will be needed in case of a complicated situation in the conversation. It can happen that the parents or the pupil don't agree with the perspective of you as an educator. In that case, you will have to show your abilities to solve the situation peacefully.</p> <p>Adaptability. This will be also very important, especially if you don't have previous knowledge about the family and their background. Flexibility will be needed to adapt to the circumstances or discrepancies that may arise in the flow of the conversation.</p>

Assertiveness. Assertiveness is the ability to talk clearly. This should be always done for a better understanding of the happening, taking into account the positive and constructive approach. This skill is linked to the ability of effectively communicate with others.

Teamwork. The agreed measured should be implemented between the family and the educational team as well. Knowing that this will be done jointly will entail the necessity of working in a team with the parents of the student. This should be transmitted to the family as well.

Empathy: Understanding the students and be able to transmit them that they are being understood can be difficult but necessary to create the aforementioned friendly and positive atmosphere. Flexibility will work also together with empathy, as the avoidance of rigid procedures in certain circumstances will allow creating a better relationship teacher-student.



Section #.3: Preparing for conversations with pupils and parents

Title of practical activity	Practising the active listening
Suggested timing	20 minutes
Learning outcomes	Understand the relevance of active listening Learn how to improve your active listening with your students
Materials and resources needed	No.
Description/methodology	<p>In this exercise, the teacher will ask the students to talk about three things. They will have to name an object, a colour and an animal that represents them or they feel reflected at. The teacher will give an example, talking in the first place (i.e., colour: white because it gives me peace, object: my diary because it keeps all my experiences and animal: the cat because they reflect my quiet personality). After every student has talked, the teacher will ask each of them to explain the three choices of another student, explaining also the reasons why he or she, chose those specific items.</p> <p>By asking students to do this, we will find that many students do not remember what their peers have said, or that the explanation they give is not the same as the other people's previously given, but that they adapt their own thoughts or perceptions and apply them to the peer's response (e.g., 'my teacher has chosen the cat because it is an intelligent animal'. This would reflect that the student speaker remembers that the teacher has chosen the cat as an animal, but the justification for the choice has been invented by the student. This reflects a lack of active listening).</p> <p>The final comment to be given to students should focus on highlighting the importance of active listening, explaining how our 'own glasses' affect the way we perceive the experiences and</p>

	discourses of others, sometimes causing us to mix our own beliefs and thoughts with those of others, altering them.
Guidelines for assessment	The assessment given to the students will be to highlight the relevance of active listening, explaining how our 'own glasses' effect the way in which we perceive the experiences and speeches of the others. This can have negative consequences on communication with others, making active listening an essential interpersonal skill.

Section #.4: Carrying out conversations with pupils and parents

Section Overview:	In this section, the basic procedure to carry out the conversation with the pupils and parents will be examined. The division will be done according to the conversations with the parents, with the students and with the both parts.
Section Objectives:	Learn the basic aspects to take into account when a conversation with the pupils and parents takes place. Learn how to approach difficult conversations.
Introduction	After having practised the soft skills that will be needed to carry on the conversation with parents and students, the moment in which the conversation will take place, arrives. As it has been explained in previous sections, there is not a common procedure or structure that can be applied to all the situations and conversations. Attending to the specific case, the conversation will take place only with the student, together with the student and the parents or only with the parents. This will depend on the gravity of the situation that the educator is going to report, the profile of the student and family and the purpose of the conversation as well.



<<Attending to the specific case, the conversation will take place only with the student, together with the student and the parents or only with the parents.>>

Conversations with the parents

Communication with the family can be sometimes a barrier for the educator. It may be difficult to talk with them about the causes that have created the situation, depending on the attitude of the family towards the school and the student as well.

To try to overcome these barriers, the attitude of the teacher towards the situation should be always positive. The conversation should start exposing the reasons why the parents have been called in a detailed form. The message should be transmitted clearly, in order to guarantee the correct understanding.

Then, the educator should let the parents talk, explaining their opinion about the situation. This can help the teacher to understand the behaviour that the student has towards the classes, teachers, classmates and school in general.

Negotiation and conflict management with parents play also an important role. This can entail avoiding statements about what is 'the truth' for the teacher regarding the behaviour of the student, as can differ from the point of view of the parents. The teachers should work as a mediator, looking for the best interest of the student.

Finally, the teacher should, jointly with the parents, establish an action plan and specific milestones (Uruñuella, P. 2019).

Conversations with the students

Other times, the conversation with the students is the most appropriate mean of communication to try to improve the situation. In this case, the teacher should ask the student for the reasons for the problem, to know his or her perspective. Active listening and flexibility have an important role in this conversation (Gil, M., Botía, Ma.J. y Molina, P.N., 2014).



Source: [Pexels](#)

Create a comfortable environment without an aggressive speech, looking into the eyes of the student and showing a predisposition to talk and help him or her, will impact positively.

One of the main objectives of the conversation will be to show the student that a school is an open place where he or she can find much more than classes and theoretical learning. This will be directed to avoid a negative perception of the school. The opportunity to work in personal growth as well as in a competitive future should be clearly perceived by the student as added values that the school offers.

Achieving a common point, in which the student wants to make changes and reflect about what has been happening will be the main goal and the most desirable outcome.

Conversation with parents and students

In the case in which the conversation takes place with the parents and the student as well, the educator will have to combine aspects from the previous points. To listen to the parents but to the student as well it's important because every party should be listened actively and the final outcome and action plan should be agreed. Moreover, it's essential not to create an argument between the parents and the student. In order to try to avoid this situation, the educator should act as a mediator, giving constructive recommendations (Hagenauer, G., Hascher, T., Volet, S., 2015).

Section #.5: After the conversation

Section Overview:

In this last section, the steps that the educator should follow will be listed and explained. This step after the conversation has taken place is essential to monitor the results.

Section Objectives:

Know how to behave after the conversation with pupils and parents.

After the conversation

After the conversation with the student and/or parents has taken place, the teacher should observe if the action plan that was proposed in the meeting, is being followed. The acknowledgement of changes in the behaviour of the students it's essential to assess the effectivity of the speech and to decide if a stronger measure, will be needed.



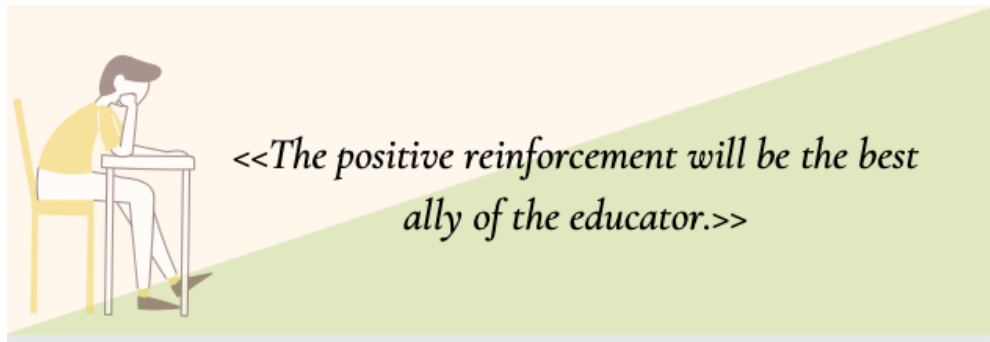
Source: [Pexels](#)

To have a better perspective, effective coordination amongst all the teachers and educational team is essential. This will guarantee a common and transversal procedure and be able to monitor the changes in the student's attitude (IES Noreña, 2016).

Finally, independently of the evolution of the student, another conversation, at least with him or her, should be carried out to establish further paths for improvement or congratulate the student.

The positive reinforcement will be the best ally of the educator, after the conversation to try to keep the student engaged with the school, showing him the great possibilities that he or she, has if continues with the

educational path (Verburg, M., Snellings, P., Titia Zeguers, M., Huizenga, H., 2018).



Module 4

Course Outline (modules)	Duration	Responsible Partner(s)	Reviewing Partner(s)
1.			
2.			
3.			
4. Teaching methods	30 minutes	CPIP	
5.			
6.			

(Approximately 1000 words of text per 1 hour)

Module 4:	
Synopsis:	Young people at risk of school dropout are experiencing what can be called a “significant distance to learning and education”. Their distance to learning & education may vary according to several factors (as detailed in Module 2.) and teachers can support their students to overcome their educational barriers. The quality of teaching and the teaching methods especially, have a big influence in reducing student’s distance to learning and re-engage them with the educational process.
Module Objectives:	<p>Upon completion of this Module, trainees should:</p> <p>Understand “why” and “how” the quality of their teaching can influence students’ engagement with learning.</p> <p>Be capable to apply different, student-centred teaching methods to help students re-engage with learning</p> <p>Recognise early signs of disengagement with learning and take the appropriate course of action to support their students</p>
Units of content	<p>This module is designed from a student focused approach of teaching, emphasising the importance of adapting teaching methods to the particular needs of the learner.</p> <p>When working with young people who are at risk of dropout, a student-centred approach aspires to achieve the following in respect to the learners:</p> <p>Motivation: Inspiring interest and motivation for learning</p>

Recognising their own opportunities: Making learners aware of the opportunities available to them to further their learning and change their life.

Recognising their own potential and competences: Helping learners recognize and acknowledge their existing resources and strengths and develop ideas as to how they can enhance them and acquire new ones.

Taking their own responsibilities: Promoting learner's re-engagement with learning, in order to overcome personal, social, economic barriers

Acquiring skills: Supporting learners to upgrade their skills and be given the opportunity to experiment with new skills and behaviours in the protected environment of the educational process.

Self – worth: The teaching aspires to support learners' sense of self-worth and install the feeling of self-efficacy, which is a fundamental precondition for the remainder of the learning process.

Empowerment on the learning process: Empowering learners to plan and implement their own individual learning process independently and on their own authority.

Within a student-centred approach, the learners are enabled to take control of their learning and become more responsible for their own learning. When thinking in terms of competences acquired by learners, as a corpus of knowledge, skills and attitudes, there are several developmental dimensions to keep in mind:

The learners will become aware of the importance of learning

The learners will understand the process of learning

The learners will be able to measure their progress with learning

The learners will develop positive attitudes towards learning

The learners will become motivated to continuously engage in learning activities

For teachers working with young people at risk of dropout adapting their teaching methods to a more student-centred approach can surely influence positively the level of their students' engagement with learning. Negative school experiences have a big impact on how students perceive learning and this module provides a few tools and how to address this issue:

Section #1. Reflection on students' previous experience with schooling

Section #2. Empowering students to become autonomous learners

Section #3. Tools to develop the learners' self-reflection strategies on learning

Section #.1: Reflection on students' previous experience with schooling

Title of practical activity	My school experience
Suggested timing	15 minutes
Learning outcomes	At the end of this activity learners will:

	<ul style="list-style-type: none"> ✓ Clarify their ideas of learning and studying ✓ Clarify the roles of teacher and learner ✓ Become aware of any barriers they may have to learning ✓ Become motivated to develop new study methods
Materials and resources needed	<p>Large sheets of drawing paper</p> <p>Coloured pens</p>
Description/methodology	<p>The teacher gives the following task:</p> <ul style="list-style-type: none"> ▶ Think of the word "SCHOOL" ▶ What does it bring to mind? ▶ What do you see? ▶ What do you hear? ▶ What do you feel? <p>Learners take paper and coloured pens and draw some of their school time memories</p> <p>(about 10 minutes to do this).</p> <p>When they have finished drawing, they are encouraged to discuss the following questions within the group:</p> <ul style="list-style-type: none"> ▶ If you are studying something new, what do you expect from the teacher? ▶ What do you expect to be responsible for? ▶ What did you learn at school that is of use to you now? ▶ Did you have any school experiences which you now feel prevented you from learning or developing? If so, what were they? ▶ Do you feel more, or less, able to study now? Can you explain why?

	<p>Learners take a large sheet of paper and write the words <i>I can do</i> in the middle. Afterwards they should write down things that they feel able to do. Start with basic skills such as reading, budgeting, talking to people, riding a bike, driving, etc. Include things that they do because they have to as well as things that they enjoy doing. Learners keep adding things as they occur to them and their mind opens up to the task.</p> <p>Take about 5 minutes to complete this.</p> <p>Eventually learners take turns in the group to present what they have written and discuss the various skills each person has.</p>
Guidelines for assessment	<p>Evaluation questions</p> <ul style="list-style-type: none"> ▶ How did you feel doing this activity? ▶ What have you learned about yourself?

Section #.2: Empowering students to become autonomous learners	
Title of practical activity:	I want to learn
Suggested timing:	15 minutes
Learning outcomes:	<p>In this section learners will:</p> <ul style="list-style-type: none"> ▶ Consider their personal goals and put them in order of importance ▶ Use a study group to plan common work and goals
Materials and resources needed:	<p>Paper</p> <p>Coloured pens</p>

Description/Methodology:

Everyone in the group is provided with five small pieces of coloured paper and has to write down one learning task on each piece of paper. The learning tasks doesn't have to be connected with study or any particular course content but can be anything learners want to learn (e.g., driving a car, swimming, cooking, a new language, getting along with other people etc). Key words or short sentences are used.

Once learners have written their learning tasks, they arrange them in order of importance.

Activity

Learners write *I Want to Learn* in the middle of a large piece of paper. The learners are suggested to make a yellow circle in the middle, just like the sun. The group then makes the sun rays by attaching their pieces of paper, with the most important learning goals nearest to the centre. Learners take it in turn to tell the rest of the group what they have written.

They look at the sun together and discuss the following questions:

1. What type of learning tasks are there?

- ▶ skills
- ▶ knowledge
- ▶ personal development

2. Which tasks could be carried out in the group you are working with just now?

	<p>3. Are there any common goals? These could provide a starting point for planning group work.</p> <p>4. Write down any comments. If there are decisions to be made, these can be used in the next phase of the group activities.</p> <p>5. If you included personal goals, which cannot be achieved within the group activities, think about how you can achieve them.</p>
Guidelines for assessment:	<p>Evaluation questions</p> <ul style="list-style-type: none"> ▶ Which parts were you most pleased with? ▶ What problems did you have? ▶ What have you learned from this experience that you can use again?

Section #.3: Tools to develop the learners' self-reflection strategies on learning

Section Overview:	Learning diary
Section Objectives:	Teachers can support learners by using the learning diaries after each learning activity. Encourage learners to reflect on their learning, in a way that is understandable for them and help them written down their thoughts if they have poor writing skills. Consolidation of learning achieved is important, therefore you should allocate the appropriate time for this activity.
WHAT	Learners make brief notes of what they did during the activity
WHY	Learners make brief analytical notes after completing the learning activity. Emphasis should be put on the usefulness of their learning activity and measurement of learning outcomes. Knowing why one is doing something will help learners moving from being a passive to an active learner.
REACTION	<p>Learners make brief notes on their emotional response to the activity: the effect on them as a learner should be noticed. This will allow them to build a picture of themselves as a learner and as a student.</p> <p>This reflection allows learners to notice what and how they like to learn: the subjects and topics they enjoy – and the ones they do not like so much; whether they like lectures or reading, whether they enjoy group work or independent study.</p>
LEARNED	Learners make brief notes on all they think they have learned from the activity. This is the part where learners make their learning conscious, which improves both the quantity and quality of their learning.
GOAL SETTING	Learners make brief notes of what they will do next in respect with their learning.

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Module 5

Course Outline (modules)	Duration	Responsible Partner(s)	Reviewing Partner(s)
1.			
2.			
3.			
4.			
5. External Support & Co-operation Module	2 h	KMOP: Kokoliou Panagiota CWC: Andrikopoulou Melina	
6.			

(Approximately 1000 words of text per 1 hour)

Module #: 5	External Support & Co-operation
Synopsis:	<p>The module 'External Support and Cooperation' encourages trainees to examine causes and supports teachers and other educational professionals to address and prevent early school leaving. The module includes the interactive description of one scenario for reflection, an exploration of teachers' possible responses to a student in danger of leaving school early due to bullying. It is a partly "interactive module" inviting trainees to engage with a possible case of early school leaving explore the causes, consequences, bad practices and the supports in tackling the phenomenon.</p> <p>Taking into consideration that school responses are dependent on the culture of each school unit and the specificities of the national educational systems, the module will be one of exploration. It encourages the trainees to explore the particular situation in the particular country.</p>
Module Objectives:	<p>Upon completion of this Module, trainees will:</p> <ul style="list-style-type: none"> ▶ Be assisted to identify students at risk of early school leaving ▶ Explore the reality for the teacher and the student at the school environment. ▶ Be encouraged to explore internal and external supports that assist in the prevention of early school leaving, by giving particular attention to the social phenomenon of "bullying "
Units of content	<p>Section #.1: Interactive Scenario</p> <p>The short "role play" scenario has a non- conclusive outcome, but instead it gives the trainees/educators the opportunity to get involved in the dialectical relation between bullying in the school environment and early school leaving. The related causes of bullying at school that could be traced in the scenario are the following: lack of integration in class group, personal issues, from "teasing" to</p>

harassment from a group of peers, low education level of parents and lack of communication and trust within the family network

Section #.2: External Support and Co-operation: Case of Bullying

There is evidence showing that the co-operation between institutions is one of the most effective tools to reduce dropout rates¹. The Flow Chart below is adapted from the German National Report and produced as one of the outputs of the Lifelong Learning Project - School Inclusion - Preventing Early School Leaving funded by European Commission. The chart indicates the interaction of the main support agents in dealing with the phenomenon of social exclusion and early school leaving. This resource has been designed to fit in all international educational institutions. It, therefore, does not indicate particular levels of low, medium or high-risk situations and it may apply to all national educational systems.

Section #.3: Risk Flag System

The presentation of the Risk Flag System offers the opportunity to schools, colleges, educators etc., to use it efficiently in a great number of cases. Schools or colleges can incorporate it to address early school leaving. The Risk Flag System outlines a series of actions that can be taken when a student is at low, medium or high risk of leaving school. The model can be standardized within any institution.

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- ¹ C.I.P.A.T. (n.d.). Prevention of Early School Leaving. Transnational Report. Retrieved from https://schoolinclusion.pixel-online.org/files/transnational_report/Transnational_Report_EN.pdf

Section #.1: INTERACTIVE SCENARIO to assist the teachers to identify the ESL and the students at risk to drop out.

Title of practical activity	<p>INTERACTIVE SCENARIO: Early School Leaving and Bullying (1)</p> <p>This scenario highlights a particular situation in which a student who used to be a high achiever, starts getting isolated and detached from school activities and homework, showing little interest in learning as well as socializing with peers at school. The chosen scenario is stemming from a pool of categories related to the causes of Early School Leaving across Europe. The short “role play” scenario has a non- conclusive outcome, but instead it gives the educators the opportunity to get involved in the dialectical relation between bullying in the school environment and early school leaving.</p>
Suggested timing	30 minutes
Learning outcomes	<p>The exercise offers an opportunity for teachers to consider their personal experiences encountered by students in any classroom. It contributes to the followings:</p> <p>Explore a variety of educators’ response to students in danger of Early School Leaving</p> <p>Be introduced to scenarios for reflection, response and “food for thought”.</p> <p>Identify students who are at high risk of Early School Leaving due to their early signs and profile characteristics</p> <p>Be able to examine a few possible external resources and supports for teachers and students</p>
Materials and resources needed	No

Description

Michael is a 16-year-old teenager, attending the second year of high school. He comes from a middle-class family and he is an only child. Michael, has been always a high-achieving student, until the first year of high school, from the very beginning of that particular new year at school he started to have several disputes with some of his peers, for no reason. There was an "innocent teasing" about his appearance and performance: "Why you dress up like this!", "You are such a nerd"...At the beginning he didn't pay much attention, however, as time went by, "teasing" became unbearable...In the classroom, some of his classmates were throwing objects at him, tearing his clothes and relentlessly bothering him. No matter how much he tried to deal with this situation, either by talking to the teacher who was present in class, or even to his peers, it was pointless...The teachers limited their actions to just change the position of his desk. During the lunch breaks, the "attacks" continued unabated resulting Michele to remain isolated in the classroom... On a day, the teacher assigned a collaborative writing task for Physics as a group essay. Michael, unfortunately, had to refuse to participate in this group essay since the teacher decided to engage to this group the kids of the clique who always "put him down" and make him feel rejected...The clique of peers was systematically blackmailing him to do their homework, otherwise they would tell the teacher several lies about negative behaviors of Michael. Michael, having no other

	<p>choice, did their homework, apart from his own share and never talked again to his teachers, nor to his parents about his everyday nightmare at school ...he was left ashamed, frightened and disheartened...</p>
Guidelines for assessment	<p>Teachers! Take time and reflect: Respond to the following questions...</p> <p>What is the situation for the student? How do you think the student feels at school and at home? How would you describe the student's family background (middle-class, only child) and environment (lack of sharing and trust)?</p> <ul style="list-style-type: none"> ▶ What do you imagine the student's experience is in relation to schoolwork and homework? ▶ What might be the longer-term outcomes for the student? (personal, emotional, educational, social etc.) ▶ Why do his classmates bully him? ▶ What are the underlying reasons for their behavior? ▶ How do you evaluate the teacher's response? ▶ What are the underlying reasons for the teacher 's response? ▶ How can the teacher help the student-victim? ▶ How can the teacher help the student-bullies? <p>What is the challenge for the teacher? What kind of support would help the student-victim? (family & external)</p> <p>What kind of support would help the students-bullies? (family & external)</p>

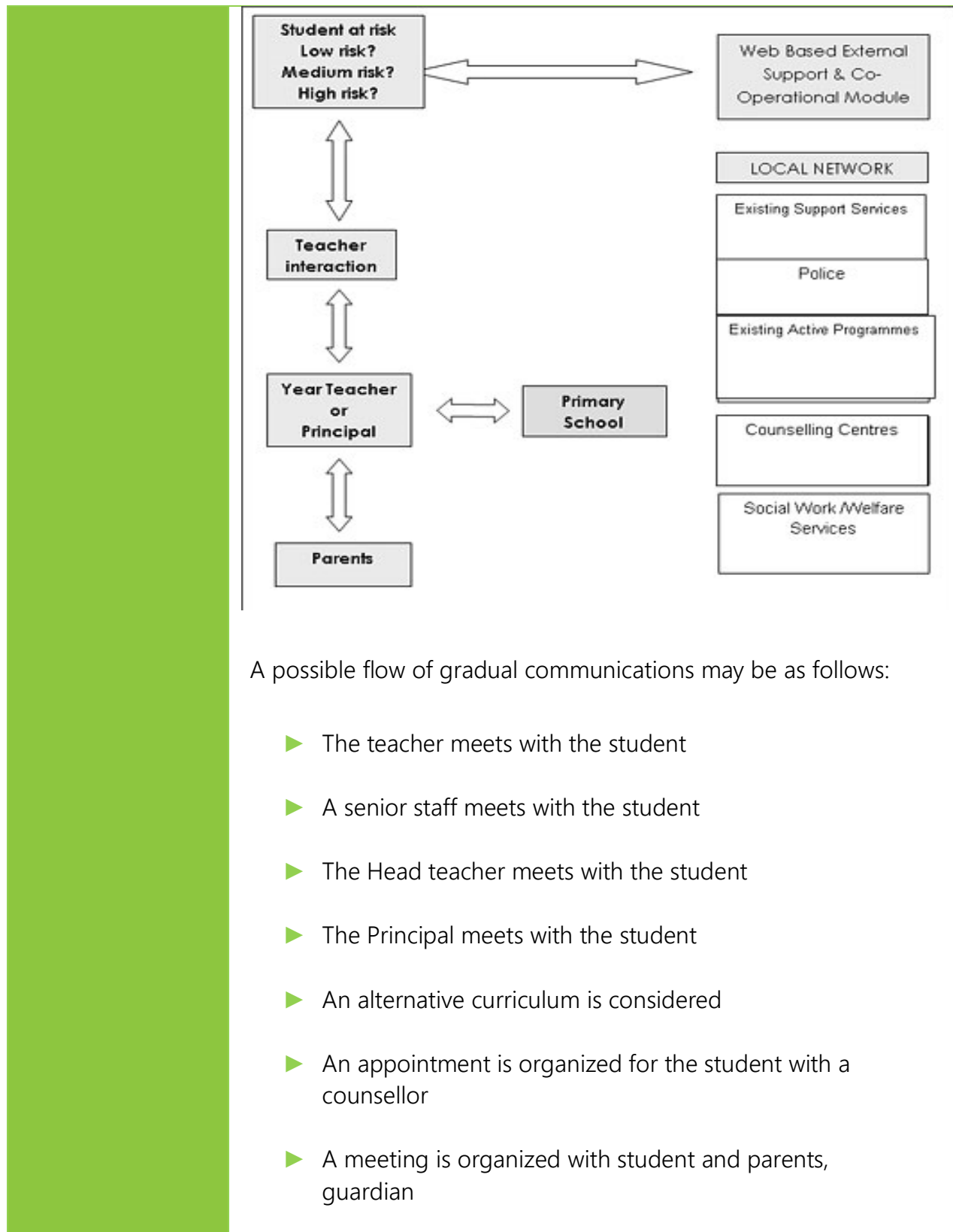
What kind of support would help the teacher?

Do you find the initiative Live without Bullying important to your efforts to help students at risk to drop out? ²

-
- ² Live without Bullying (KMOP) <https://www.livewithoutbullying.com/>

Section #.2: External Support and Co-operation i.e., Bullying

<p>Title of practical activity:</p>	<p>External Support and Co-operation plex Bullying</p> <p>The co-operation between institutions is proven to be the most effective tool to reduce dropout rates. The Flow Chart produced as one of the outputs of the Lifelong Learning Project - School Inclusion - Preventing Early School Leaving funded by European Commission. The chart indicates the interaction of the main support agents in dealing with the phenomenon of social exclusion and early school leaving. This resource has been designed to meet the needs of all international educational institutions. It, therefore, does not indicate particular levels of low, medium or high-risk situations and it may apply to all national educational systems.</p>
<p>Suggested timing</p>	<p>45 minutes</p>
<p>Learning outcomes</p>	<ul style="list-style-type: none"> ▶ To explore the level of risk of particular students ▶ To highlight all the kinds/methods of support that can be engaged in responding to early school leaving ▶ To examine how we can suggest a strategy of measures that can be used at national level.
<p>Method</p> <p>Flow Chart</p>	<p>The Flow Chart below will help the trainees to do the following:</p> <ul style="list-style-type: none"> ▶ Recognize the teachers 'needs ▶ Recognize the students 'needs ▶ Explore the flow chart ▶ Apply the flow chart to a personal teaching environment, regional and national level. ▶ Exchange views with other teachers



	<ul style="list-style-type: none"> ▶ Outside agencies are involved, e.g. an Education Welfare Officer ▶ Communication with the local youth leaders or youth institutions is initiated ▶ The police & legal system are involved (Course on Prevention of School Early Leaving, n.d.)
Description	<p>Mary is a 10-year-old Roma student going to Primary School. In general, her school performance ranges from a low to a medium level and in general she tries to have good relations with the school staff and other classmates. She also sometimes takes a leading role among her peers in organizing school activities and events. Her school teacher was often praising her, because she knew that Mary made a great effort in order to manage to be like that.</p>
Guidelines for assessment	<p>Almost two months ago Mary 's school performance started deteriorating. Although she came daily to school, her cheerful spirit gradually disappeared, she did not want to go out at breaks and play with other children, she looked as if she wanted to be socially isolated and for one week, she did not come to school at all, without giving any excuse. The teacher of the class tried to call the parents several times but nobody answered the calls. The headmaster of the school was also aware of the situation. When Mary came back to school, her physical appearance had also changed. She was untidy, and her clothes were dirty. She refused to say to her friends at school what was going on.</p> <p>It was that time that her teacher decided to devote some private time to her and invited her to talk alone with her in an empty classroom. Mary then burst into tears and confessed to the teacher that her father had lost his job, the family couldn't pay the bills and there was not food at home most of the times. Both her</p>

	<p>father and mother were in bad relations and the father became violent to the mother several times. The mother had to go out to look for some kind of part time job as a cleaner, therefore Mary had to stay at home to look after her 3 years old brother, since there was no one else to do so.</p> <p>Apply the Flow Chart and indicate a possible flow of relevant communication for the case of Mary.</p>
<p>Additional Best Practices “LIVE WITHOUT BULLYING”</p> <p>IntegratEd project³</p>	<p>Below, we can see some cases of good practice examples for tackling the phenomenon of early school leaving, especially for children who come from unfavorable and minority backgrounds</p> <p>The "Live without bullying" project aims at preventing and dealing with incidents of school and cyberbullying and was created in 2015 by KMOP in the context of searching for modern ways of immediate support of children facing bullying problems. Through the <i>online platform</i>, children and adults have access to separate counseling, information services, tailored to their specific needs, provided anonymously and free of charge. LWB has signed a Memorandum of Collaboration with the Ministry of Education</p> <p>LINK: https://www.livewithoutbullying.com/</p> <p>REGISTER and A specially trained counselor will listen to you anonymously and free of charge</p> <p>https://www.livewithoutbullying.com/login/chat-index</p> <p>Among all interested parties: students, teachers, mentors and parents. Regular meetings between mentors-mentees, teachers and</p>

³ <https://www.integrated-project.eu/>

mentors, as well as, what might prove to be very helpful, in order to combat early school leaving for third country National children, is to provide them with academic support as well as to promote parental and intercultural involvement. As far as academic support is concerned, a good practice would be to implement a mentoring program involving older/university students who would actively engage with students on a mentor-mentee relationship. Such a program matches mentors with mentees and promotes meaningful communication for teachers and parents to take place, in order to exchange ideas and opinions on how to better support the students, including specific strategies that could be applied to deal with particular difficulties. Apart from parent-teacher meetings to inform parents on school procedures, rules and expectations, parental involvement could be enhanced via the provision of booklets providing information as well as via the organization of workshops to increase initiative and inclusion IntegratEd. (n.d.).

Section #.3: The Risk Flag System

Title of practical activity:	This Risk Flag System (Course on Prevention of School Early Leaving. n.d.) offers a model that schools or colleges can incorporate to address early school leaving. It outlines a series of actions that can be taken when a student is at low, medium or high risk of leaving school. The model can be standardized within any institution and is also available in the Greek language.
Suggested timing:	15 minutes
Learning Outcomes:	A flag is raised when a teacher identifies a student at low, medium or high risk and measures may be identified to deal with each case of potential drop outs across Europe.
Methodology	<p>Explanation of Color Co-ordinated Risk Flag System</p> <p>➤ LEVEL 1 Yellow Flag - Identification of Potential Low Risk</p> <p>The Year Teacher or Principal is informed of potential Risk factor.</p> <ul style="list-style-type: none"> ▪ The relevant partner is informed / contacted via Online External Support Unit & Collaboration, using preformed reporting request with unique Detailed Reports and additional content ▪ The teacher and the principal are informed by collaborating members / partners / student communication groups and activities. ▪ The teacher and the principal are informed by collaborating members / partners / student communication groups and activities

- The teacher who writes the report is informed from the collaborating members / collaborators / student groups communication and activities by the teacher and the principal
- Students' parents get in touch and are informed by the collaborating members / collaborators / students communication groups or the teacher and principal

► LEVEL 2 Green flag - Recognition of possible medium risk
(Green Flag - Potential Medium Risk Identification)

This flag is "raised" when the Master recognizes the student as medium risk.

- The teacher or Principal is informed about any potential risk factor.
- The relevant partner is informed / contacted through the Online External Support & Cooperation Unit, using preformed reference request with unique Detailed Reports and additional content, as this is required.
- The teacher and the Principal are informed by collaborating members / partners / student communication groups and take action.
- The teacher is writing the report based upon the information of the collaborating members / collaborators / student groups communication and activities by the teacher and the principal
- Students' parents get in touch and are informed by the collaborating members collaborators / students communication and activity groups and if necessary, by the teacher and the principal

- ▶ LEVEL 3 Red Flag - Identification of Potential High Risk (Red Flag - Potential High-Risk Identification)
 - The teacher or Principal is informed about the potential risk factor.
 - The relevant partner is informed / contacted through the Online External Support & Cooperation Unit, using preformed reference request with unique Detailed Reports and additional content.
 - The teacher and the principal are informed by collaborating members / partners / student communication groups and activities
 - Students' parents get in touch and are informed by the collaborating members collaborators / students communication and activity groups, if necessary, by the teacher and the principal
 - All existing Procedures & Communications relevant to High-Risk identification (per National procedures) are adhered to (Important)

Course Outline (modules)	Duration	Responsible Partner(s)	Reviewing Partner(s)
1.			
2.			
3.			
4.			
5.			
6. Teachers Experience: Case Studies		CWC & CPIP	

(Approximately 1000 words of text per 1 hour)

Module #:6	Teachers Experience: Case Studies
Synopsis:	<p>A stimulating and conducive learning climate, which sets high expectations for all learners, is essential. The school should provide all learners with an environment that caters for their diversity, maximises their learning potential and is aligned with their learning needs. On the other hand, teachers are the key factor of children's and young people's learning at school and one of the major agents for educational success. Research shows that a supportive relationship between the teacher and learner is the strongest predictor of school engagement and achievement. It is essential that teachers understand that they are crucial resource persons for learner, who can make a real difference in their educational trajectory; it is equally important that they are aware that helping all learners fulfil their potential is a shared responsibility of all teachers and of the school community as a whole.</p>
Module Objectives:	<p>Upon completion of this Module, trainees should gain a deeper knowledge and understanding of the following:</p> <ul style="list-style-type: none"> ▶ How school can support learner's well being ▶ How-to set-in place early detection mechanisms ▶ How to give learners a voice and allow them to participate in school life ▶ How teachers should gain a better understanding of early school leaving ▶ How teachers' competences can impact their learners' level of achievement

Section #.1: Case study

Title of practical activity	Case study – Andy’s and Brendan’s school leaving
Suggested timing	60 minutes
Learning outcomes	Upon completion of this module, trainees should be able to evaluate the importance of analysing the various elements of each case of potential drop outs.
Materials and resources needed	No
Description of the case /methodology:	<p>Background</p> <p>1) Andy’s family has always been a low-income one. His father was unemployed, and parents separated before he started school. He grew up with his mother as a sole parent. His father died when he was young.</p> <p>At the age 6 he had started school but was missing days because of health problems.</p> <p>At the age of 12 his health was good and he was doing well at school and participated an accelerated class. His mother described him as easy-going and enthusiastic.</p> <p>At the age of 15, he disliked school, was in conflict with some teachers, truanting often although, the school described him as a „capable student “. He wanted to do engineering or IT.</p> <p>He left school, aged 16 in the middle of Year 11, after a conflict with Principals.</p>

2) Brendan's parents separated before he started school, and he grew up with his mother as a sole parent, with continuing support from his father as a medium-income family.

At the age of 6 he enjoyed school and was 'quite an academic'.

At the age of 12 he was having a range of problems including asthma, headaches and attention difficulties. He said he wanted to be a mechanic.

At the age of 15 he left school during Year 10 at a Catholic college. He had been unhappy at school and not doing well

Leaving school

1) *The main reason ...*

„There were a number of contributing factors. I guess it was partly to do with my own laziness, but a bit of harassment at school from my teachers, the principal. He was just hassling me, giving me a hard time, pulling me out of class for unknown reasons. He'd stop me in the playground and want to check up on me and ... he had nothing, no reason whatsoever, no suspicion or anything, just because he'd like to pull me out in front of my friends to make an example of me. I thought it was a bit of prejudice, or discrimination. I don't know what you'd call it. My mum's attitude? Annoyance, with despair. A clash of emotions. On the one hand she knew that the principal was being really harsh on me but at the same time she knew I shouldn't be leaving school "

2) *„I left school in the middle of the year, last year. I hated it there. I hated the kids. The kids were all snobs. And the teachers, they didn't really listen to what I was saying at all. They just couldn't be bothered. After a couple of years, I thought about it and I just decided. It took a*

	<p><i>while to convince my parents. But they usually support me in every decision I make, so yeah they were OK with it “.</i></p>
Guidelines for assessment	<p>Points for reflection. What is schools’ and teachers’ role in supporting students like Andy and Brendan?</p> <p>The learners' well-being: While keeping a strong focus on teaching and learning, the well-being of learners should be nurtured. In addition to creating a safe and welcoming environment, schools can also play an important role in detecting situations of bullying, victimisation, violence or abuse happening within and outside school. Developing strategies to deal with bullying prevention are essential in this respect. A wide range of activities, support and counselling, including emotional and psychological support to address mental health issues (including distress, depression, post-traumatic disorders), should be available to learners in the school and where applicable, in connection with local agencies and services.</p> <p>Early detection mechanisms: It is important that early signals of disengagement, including school absenteeism and inappropriate behaviour, are detected rapidly and that quick responses are in place. Early warning systems could be established, based on recommendations from national or local authorities, as appropriate.</p> <p>The learners' voice and participation in school life: Learners need to feel ownership of their learning and be given the possibility to voice their views. Being part of the life and activity of the school increases motivation and sense of belonging. There should be sufficient time for dialogue in classrooms, through student councils or consultations, to enable learners to raise issues related to their learning experience. Interactive teaching and dialogic learning (for example in small groups) could increase opportunities for learners to talk with greater ease about issues impacting on their learning;</p>

internal/external methods of consultation could also be used to seek the views of learners.

Understanding early school leaving: A focus on understanding school drop-out mechanisms and educational disadvantage, including possible risk and protective factors, should become a core element of both ITE and CPD programmes. It is essential that all teachers understand their key role in supporting the continuity of children's development and learning: Teachers are in an advantaged position to detect school disengagement and the existence of learning difficulties at a very early stage and thus can help take immediate action to address the situation. They need to be aware that their expectations, attitudes and language may have a significant impact and influence on pupils and families; they need to acknowledge the role which parents and families play in the learning process and be enticed to reap the benefits of parental involvement.

Teachers' competences: Measures and support structures (ideally available at local levels) should be in place to facilitate the lifelong career development of teachers. Initial teacher education and continuous professional development with a focus on drop-out prevention should help teachers practice differentiation and active learning. It should prepare them to effectively use competence-oriented teaching and formative assessment, and to apply more project-based and cooperative teaching and learning. It should reinforce relational and communication expertise (including techniques/methods to engage with parents and external partners), and provide teachers with classroom management strategies, diversity management strategies, relationship building, conflict resolution and bullying prevention techniques.

3.4 Training practicalities

Version 1: In each country there will be 3-4 hour one-day training that will take place online or face to face in schools. A minimum of 5 to 15 educators should be trained in each training session.

3.4 Evaluation of the CB Seminar

In the beginning of the training sessions, the educators will fill out the Needs Assessment (pre training) questionnaire, in Appendix I (a), concerns the knowledge before the Capacity Building Seminar. It should be completed before the training and it will be compared with their score post-training on the Formative post training Assessment to evaluate the knowledge gained.

At the end of the training sessions, a Formative Assessment (post-training) questionnaire, in Appendix I (b) will be filled out by the participants. They will be distributed to the attendees, in order to give their feedback on the training they received.

In Appendix I there are templates for such a questionnaire, although it should be adapted by those who will develop the CBP to the needs of the training they will deliver.

It is of great importance to receive feedback from the teachers, to record their view on how these methods may assist them address and prevent the phenomenon in the school environment. It is also vital to understand any ineffectiveness, so that the training, tools and methods are modified in the future.

3.5 Continuous support

At the end of the training sessions, a list of useful references should be distributed. It is suggested that educators are sent the material with the training manual that was used, in order for them to study the exercises, or select other training exercises that may consider more effective for their school environment.

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Appendix I: Training Evaluation

All participants will need to give their evaluation of the training. I have developed two options:

- The first one, is divided into two parts: The Formative part (Formative Assessment which is regarding the practicalities of the training and the Needs Assessment (Pre-training) / Summative Assessment (Post-training) which concerns the learning acquired. The Formative Assessment questionnaire can be used as it is or can be extended.
- The second option provides the more generic Evaluation Assessment of the session (Appendix I(c)) and the Summative Assessment questionnaire of the whole (Training Appendix I(d))

Appendix I(a): Needs' Assessment

Please circle the response that best matches your opinion:

The Needs Assessment (Pre-training) concerns the knowledge of the educators before the Capacity Building Seminar. It should be completed before the training and it will be compared with their score post-training on the Summative Assessment to evaluate the knowledge gained.

1. What do you understand by the term Early School Leaving/ Drop out?

2. What do you understand by the term student at Risk to Drop out?

3. Do you think that there is an Early School Leaving issue in schools in your country?
Yes | No

4. Could you give us an example of a young person who have dropped out school in your country? Are you able to explain why?

5. Which are the main factors affecting the Early School Leaving in your country? (choose more than
- ✓ Psychological Factors
 - ✓ Disabilities
 - ✓ Gender

- ✓ Educational Factors
- ✓ Personal Factors
- ✓ Family Influences
- ✓ Community and Social Factors
- ✓ Other

If you selected "Other", please elaborate:

6. Do you believe young people with minority background are mostly affected?
Yes | No | Not only

7. If you selected yes/not only please elaborate:

8. For each statement, please tick one answer

	not true all	rather not true	rather true	letely true
The majority of students that I usually have contact with present early signs of early dropping out				
I can identify strategies to avoid truancy				
I think good communication and the well-trained teachers and educational staff are able to divert the phenomenon				
I think we need to focus on creating strategies to deal with disruptive behaviour				
I think peer to peer sharing of best practices and representative experiences is really useful tool				

9. Do you believe that the existing initiatives in the national educational framework are successful in identifying, preventing and dealing with Early School Leaving phenomenon?

Yes | No | Not only

- 10.** Do you believe such means can be used to combat this social phenomenon?

Yes | No

11. If yes, please give an example:

12. What do you understand by the term Early School Leaving/ Drop out?

Appendix I(b): Formative Assessment

Please circle the response that best matches your opinion:

1. Overall, how would you rate the training?

Unsatisfying 1 2 3 4 5 *Very satisfying*

2. How would you rate the duration of each training session?

Unsatisfying 1 2 3 4 5 *Very satisfying*

3. I would like the training to have been:

1. Shorter

2. Exactly as it were

3. Longer

4. How did you find the methods used during the training?

Unsatisfying 1 2 3 4 5 *Very satisfying*

5. Do you believe that the training sessions should have been more interactive?

Yes | No

Any comments?

6. How would you rate the trainer?

Unsatisfying 1 2 3 4 5 *Very satisfying*

Any comments?

7. How did you find the part of the training that took place online?

Unsatisfying 1 2 3 4 5 *Very satisfying*

8. Would you prefer that more aspects of the training were practiced online (theory etc)?

Yes | No

9. Was there enough time for questions?

Yes | No

10. Do you believe the training was relevant to you and your practice?

Yes | No

11. Do you believe this training will help you deal with specific situations in your everyday working environment?

Yes | No

12. In what way will the training help you deal with everyday situations in your working environment?

13. To what extent has the training contributed to enhancing your skills and overall capacity in

It didn't contribute at all 1 2 3 4 5 *It contribute very much*

- ✓ Identifying students at risk to drop out
- ✓ Identifying decisive factors leading to ESL
- ✓ Addressing inequalities at schools
- ✓ Combating ESL
- ✓ Preventing ESL incidents
- ✓ Developing tools and means to prevent and combat ESL
- ✓ Understanding the impact of training on the preventing and combating ESL in students' lives

14. What did you like most in this training?

15. What did you like least in this training?

16. Anything else you'd like to tell us about the training

Thank you very much for your time!

