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Cooperation - Innovation - Coaching - Opportunities

102

GUIDE FOR INTERVENTION MODEL (draft)



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CEPAE PROJECT

Coaching Education: Dropout Prevention (CEPAE)

CEPAE is a two-year European project designed and implemented by organizations from Italy, Spain, Germany, and Turkey under the Erasmus + Programme - Strategic Partnerships in Adult Education, funded by the European Commission and aimed at reducing as much as possible the Early School Leaving (ESL) rate in the partner countries.

CEPAE has been developed in a context of difficulties among the different European educational systems which are trying to overcome the phenomenon that is affecting negatively the European early leavers at personal and professional background.

Looking at the partner countries, three of them have high Early Leaving Rate (ESL) rate (Italy, Turkey and Spain), whereas the partnership is also participated by Germany in which the educative system is working in a good way given that it has enviable indicators related to ESL rates.

Moreover, the fight against ESL phenomenon is one of the main objectives for the Erasmus + programme. The general improvement of education in all of the EU regions is an obligation for all state members, as mechanism to increase the levels of social conditions that provide to have a good training and educative background.

The general objective of this project has been developing and testing innovative tools and activities to reduce, as much as possible, the ESL rate, initially in the country partners of CEPAE and, lately, in all over European Regions thanks to the disseminating activities foresee that will have a strong impact.

Within the framework of the project several reports have been prepared to tackle various dimensions of the thematic.

The report on the state of Art IO1-Report has focused on the theoretical analysis of risk factors that explain the ESL phenomenon in the partner countries. Analysis of available statistics and elaboration of the students profile which have a tendency to become early leaver in partner countries.



The major aim of the report “Best Practices Country Reports” has been to carry out a Best Practice review of the measures done in the schools in partner countries in order to tackle ESL. It provides a selection of models of national or European projects in partner countries. A comparison of the results of such selected projects would yield an overview and insights in order to increase the efficiency of the projects and initiatives planned in other European Countries. It highlights experiences and particularly positive effects of the measures for tackling ESL.

According to CEPAE’s research, early school leavers throughout Europe share a similar profile. Generally, they have a migrant or socially disadvantaged background. Geographical provenience of students and parents’ level of education represent additional discriminants in the identification of early school leavers in the partner countries.

The CEPAE-Work on the subject has highlighted the need for a comprehensive approach taking into account not only the school context, but also the social, cultural and free time context at large. In this context, it is important to identify ESL’s profile in order to design appropriate intervention activities and tailored actions.

This Coaching guide aims at supporting the educators with tools to identify potential early leavers and it can be a guide to be used by other institutions for adopting and implementing the model, as well as containing a set of best practices that target to improve the availability of tools and ideas that could be helpful in the fight against ESL at European Scope.

Within the framework of the project, an intervention model has been developed and implemented by the Italian, Turkish and Spanish partners with the aim of testing its efficiency and sharing it, through the disseminating tools proposed, for all European Educative institutions. It contains the main guidelines to adopt the model which can be used as tools that will be useful and transferable to the frame of the fight against ESL. The German partner was responsible for developing and adapting the methodology of the intervention model, the design and development of questionnaires for the assessment and evaluation of the impact and, as last step, for the statistical analysis of the questionnaires.

The intervention model was content-aware, with the recommended measures primarily directed at the target group of teachers, principals and parents. The authors and commissioners of the document are aware that structural changes to the school system would be necessary for the successful implementation of some of these recommendations. Therefore, the proposed measures are also addressed to the appropriate European school authorities.



Furthermore, this report gives an overview of the activities conducted in three partner countries with major findings and recommendations. Using evaluation questionnaires both for teachers and students, a general assessment of the activities have been analysed. The major findings are presented and the questionnaires are added to the annex.

The suggested recommendations are based on the pilot testi findings and provide support for you as policy maker, teachers and principals. Some recommendations are directed explicitly to parents or legal guardians, without whose involvement effective ESL prevention is difficult to initiate.



PARTNERS

- “Fundación CV Pacto Empleo Valencia (FCVPE), Spain (coordinator)
- Institut Arbeit und Technik (IAT), Germany
- Sinergia s.c.s., Italy
- Generalitat Valenciana, Spain
- ANKARA PROVINCIAL DIRECTORATE OF FAMILY AND SOCIAL POLICIES, Turkey

The project’s website is now online and fully accessible. Visit cepae.eu!

Further Reports and outputs of the project:

- Best Practices
- State of Art
- Country Reports for Piloting Projects
 - Italy
 - Turkey
 - Spain

All interesting information of the project can also be found on our [Facebook Page](#).

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1. INTRODUCTION: INTERVENTION MODEL

The intervention model is based on the analysis of the existing situation and detailed measures. They will address preliminary at teachers, coaching personal and mentors who are in contact with the risk groups in question. Developing a guide in the frame of the project is explicitly considered as proposal of prevention and intervention measures to tackle early school leaving.

Strategies directed to Early School Leavers can be classified in three groups

Table 1: Strategies directed to Early School Leavers

| Prevention | Intervention | Compensation |
|---|--|---|
| <ul style="list-style-type: none"> • Early childhood education and care • Measures at system level • Target specific measures to sensitize about risks for early school leaving... | <ul style="list-style-type: none"> • Measures at school level • Student based measures • tailored activities and actions • improvement of communication strategies between parents, pupils and schools | <ul style="list-style-type: none"> • Second change opportunities • Re-entry measures • Comprehensive support • Labour market specific activities and measures • transition measures from school to training activities |

Source: Adopted from "A strategic plan for the prevention of Early School Leaving in Malta, 2014.

- **Prevention:** based on strategies even before first symptoms are visible. Prevention measures look at pre-conditions for successful schooling and the design of education and training systems. Preventive strategies centre on early childhood education and care and structural features within education and training systems.
- **Intervention:** aim at improving the quality of education and training and providing targeted support to pupils or groups of pupils at risk. They focus on early warning systems and networks with outside actors to support the work of the school and particularly of the learners.



- **Compensation:** such strategies seek to create opportunities for those who left education and training prematurely, but want to gain the qualification at a later life stage. The aim is also to re-integrate young adults in danger of social exclusion by offering a range of tailor made education and training opportunities.

The main question to be clarified before intervention measures are related to choose the **target group**. There are two possibilities:

1. **School leavers:** who already left the school and education system. Those persons may or not be covered by social security systems and not a part of any vocational qualification programs. Those groups were not major target group in the CEPAE-Project. Such measures would focus on second-change education programs or at the point where students re-enter mainstream education, which would be out of scope in the CEPAE-Project.
2. **Students and young people** who are in a formal education program, however, are regarded as risky group. **Being at risk** will be defined by using research based findings in former studies as well as based on the evaluation and remarks of the teachers and other guidance counselors and mentors at the schools.

The main objectives of guidance include providing students with support, informing them about the choices open to them and developing skills they need to make decisions about future education and work.

In sum: the main focus in the framework of the CEPAE will be the design, development and implementation of **intervention measures** to tackle Early School Leavers. Nevertheless, some preventive measures through Schoolwide activities addressing all pupils, would be also beneficial to those at risk of dropping-out. So the main strategy in the CEPAE will contain elements of prevention and intervention measures, whereas intervention strategies will be main focus.

The **central questions** will be:

1. How to improve mentoring and coaching activities for individual promotion of young people being at incipient risk of not achieving an education qualification or vocational education?
2. How to increase awareness of the parents about such a risk and incorporate them into intervention model?
3. How to facilitate targeted support for longer learning periods?
4. How to develop individual support plans and implement special assistance for young people at risk with the participation of other professionals?
5. How to incorporate such measures into school programs and initiate and establish cooperation with various actors (companies, research and education institutions,

6. How education and career guidance can be integrated and embedded in the curriculum in education institution?
7. How to develop guidelines for the school staff in charge of education and career guidance?

The issue of early leaving from education and training is highly complex. In fact, there is no single factor that can explain the variations of countries' rates of early leavers in Europa.

In general, studies and reports on early-leavers in European countries point out large disparities between early leaving rates of migrant and non-migrant students as well as male and female students and socio-economic status has a strong impact.

Several other **factors** are related to implementation and generalization of VET programs in secondary education, the identification of schools needing priority intervention, the extension of compulsory education and the creation of a national expectation that young people should finish school ([Tackling Early Leaving from Education and Training in Europa, EU-Commission 2012](#)).

Reasons and causes for Leaving Education:

- School failure of children is closely related to the employment status or better unemployment of their parents
- Socio-economic and educational status of the parents is influencing educational achievement, if not determining the educational career and success of their children
- High rates among pupils with migration background: missing language skills and attending low level special schools.
- Geographical provenance (regions with higher level of unemployment rates)
- Gender
- Perception of parents on their children' future.

The key characteristics that lead to Early School Leaving can be categorized in **three** categories:

- **The Education System and the Labour Market**
 - Length of the Compulsory age of education: may result low motivation to finish the school.
 - Pupil-Teacher Ratio and Class Size:
 - Curriculum is too theoretical and less practical oriented
 - Missing orientation measures for future career of pupils
 - Less individual support of pupils
- **Individual Characteristics**
 - Demographic



- Cognitive Abilities
- Vulnerable Groups
- High Achievers
- Young Mothers
- **Family Related Factors**
 - Economic Status of a Student's Family
 - Human Capital of a Student's Family
 - Cultural Capital of a Student's Family
 - Social Capital of a Student's Family
 - Internal problems within the family



2. Overview of Actions within the Intervention Modell

Main focus of the Guide is addressed on the early support and prevention in schools: Key aim is to support of pupils in schools is to prevent early drop-outs (by individual case support and remediation) and attract attention and increase awareness of further education and vocational orientation possibilities (traineeships or in practical oriented classes)

Major steps consist of following stages:

1. Target Group Definition

- a. Check-List for Risk Group Definition
- b. Questionary Design with Students
- c. Identification of Risk Groups

2. Design and Adjustment of Intervention Model

- a. Measures and Activities at Group Level
- b. Measures and Activities at Individual Level

Due to country and region specific structure of education and training systems, it is necessary to adjust the check-lists and measures to the risks groups and participating local actors. Within the CEPAE-Project, the participating countries Italy, Spain and Turkey has adjusted those check-lists and activities in accordance with local circumstances.

2.1 Target Group Definition

Starting point within the framework of the CEPAE will be an appropriate definition of the target group.

Table 2: Target Group Definiton

| STEP 1 | STEP 2 | STEP 3 |
|--|---|--|
| <ul style="list-style-type: none"> • Interview with the Teachers • Interview with the Social Workers(If any) • Interview with the Parents • Interview with the school leaders | <ul style="list-style-type: none"> • Interview with the Students • Questionary: Students (self-assessment) • Individual and/or Group discussions | <ul style="list-style-type: none"> • Evaluation and Review of Target group definition • Identification and Adjustment of Intervention measures |

2.2 Check-List for Target Group Definition

Starting point for target group definition is the identification of risk category and risk factors. Interviews with students/parents/teachers and other actors involved would build the first step.

| Risk Category and Risk Factors: STUDENTS | Remarks |
|--|----------------|
| <i>Family Background Characteristics</i> | |
| Low socioeconomic Status | |
| High family mobility | |
| Low educational level of parents | |
| Not living with both natural parents | |
| Current Employmentstatus of Parents | |
| Family distrubtion | |
| | |
| <i>Family Engagement/Committment to Education</i> | |
| Low educational expectations | |
| Low contact with school | |
| Lack of conversation about school | |
| | |
| <i>School performance</i> | |
| Low acheivement | |
| Retention/ovr-age for grade | |
| Has learning disability or emotional disturbance | |
| | |
| <i>School Engagement</i> | |
| Poor attendence | |
| Low educational expectations | |
| Low committment to school | |
| No extracurricular participation | |
| Lack of effort | |

| Social Attitudes, Values & Behaviour | |
|--|--|
| High-risk peer group | |
| High-risk social behavior | |
| Missbehaviour | |
| Highly socially active outside of school | |
| Early Aggression | |
| | |
| Overuse of media, mobile phones, internet | |
| Has to support family | |
| To care for a member of family | |
| Became a father/mother of a baby | |
| Married or planned to get married | |

INTERVIEWS WITH THE TEACHERS



THE REST INTERVIEWS WITH THE STUDENTS AND PARENTS

EVT. WITH THE SOCIAL WORKERS ETC.

Source: Adjusted from "Doll, J.J. at all "Understanding why students drop out of high school", Sage open, Oct.-Dec. 2013 1-15"

2.3 Questionnaire Design with Students

| Risk Category and Risk Factors | Remarks |
|--|---------|
| Family-Related reasons | |
| Has to support family | |
| To care for a member of family | |
| Became a father/mother of a baby | |
| Married or planned to get married | |
| Financial problems at home | |
| Employment-related reasons | |
| Got a job | |
| Could not work at same time | |
| | |
| School-related reasons | |
| Missed too many school days | |
| Was getting poor grades/failing school | |
| Did not like school | |
| Could not keep up with schoolwork | |
| Not able to complete course requirements | |
| Not getting along with teachers | |
| Did not feel belonged there | |
| Was suspended | |
| Changed schools and did not like new one | |
| Failed competency test | |
| Did not feel safe | |
| Was expelled | |
| | |
| Other Reasons | |
| Poor health or disability | |
| Moved to other city | |
| Wanted to travel | |
| Drug/Alcohol problems | |

| Peer related | |
|--------------------------------|--|
| could not get along with peers | |
| Friends were dropping out | |
| Peer pressure | |
| Student tardiness | |

Source: Adjusted from "Doll, J.J. at all "Understanding why students drop out of high school", Sage open, Oct.-Dec. 2013 1-15"

2.4 Identification of Risk Groups

In this stage of the work (Step 3), the results of the work in steps one and two will be finalized and pupils and students will be identified if they belong to the risky drop-out group, either short-term or middle-term.

In cooperation with the teachers in charge and coaches of the project team the type and scope of the intervention measures will be discussed and time plan and content will be defined.

Main outputs:

- Check-List of Risk Factors in the Target group
- Questionnaire
- Individual Assessment for involving within Intervention Measures (PILOT PROJECT)
- Building a Typology of School Leavers at Risk
 - Typical Characteristics (Gender, Minority Group, Social Status etc.)
 - Defining and Choosing appropriate Intervention Model
- The steps should be well documented and the minutes of the interviews as well as questionnaires should be kept for project reports.

3. Design and Adjustment of Intervention Model

The project approach to reduce early school leaving will be connected with an inclusive learner vision of education offering all pupils accessible learning path which motivate them to learn. The approach will support the Education and Training 2020 - School policy strategy developed by the European Commission Directorate General for Education and culture.

In the following part we will propose some concrete measures of prevention to be considered in the further work at the school.

Prevention measures

- Relevant and motivating curriculum
- Continuous education of teachers
- Flexible education ways
- Cooperation with companies and assuring practical work
- Better integration of migrant and refugees children
- Whole inclusive school approaches
- Motivating VET programmes
- Involving learners and parents in decision making
- Existing a good school guidance career system

Starting point is the **Early School Leaving**, and the aim at conducting an intervention model is to see if such an intervention delivers expected results and lead to reducing the risk of Early School Leaving within the target group participating in the project.

The intervention model has been implemented in Italy, Spain and Turkey in the form of pilot project.

3.1 Measures and Activities at Group Level

Coacher and class teacher can organise following activities:

| Measure | |
|--|--|
| Questionnaire | |
| Formal mentoring hold by a mentor for a group of mentees | Formal mentoring programs is connected to the group objective, has established goals, planned time and duration of discussions, determined mentoring period (i.e. 2 hours, 2 weeks) |
| Breakfast or Lunch programme | Teacher, Learners, parents could organise a Breakfast or a Lunch together in the class |
| A short culture oriented project with the group | i.e. organisation of a cultural evening and inviting also parents and other colleagues |
| A social project i.e in a kindergarten or a retire home | Learners can see if they would like to work in a kindergarten or retire home later and the inhabitants of such institutions like such activities |
| Build a teamwork for solving a task i.e. developing a Web-site | It is known that young people like computer. Such a task can be leaded by a informatics teacher of the school |
| Organising some days of practice in the school or in a company | Such an activity can help learners to orientate to a career |
| Listen to group opinion about the school program and take into consideration the proposed improvements | The coacher (teacher/mentor should organise such discussions in this context |
| Support a particular group i.e. refugees, people with disabilities | Such groups have common difficulties and they could be helped by a mentor |

3.2 Measures and Activities at Individual Level

| Measure | |
|---|---|
| Individual discussions | |
| Informal mentoring (peer to peer P2P) by a colleague or a social worker as mentor and a learner as mentee | This should be applied in difficult cases. At the beginning the outcomes are not known. It could take a long time. Meeting between mentor and mentee could be often not planned at the beginning of mentoring process. The mentee can help i.e. the mentor by home work |
| Contact the family of the learner if this is necessary and/or the learner wish it | Discuss with parents or other family member, learner and teacher/mentor |
| Support individual to establish an objective corresponding wishes and skills, to take the responsibility and to learn to achieve it | I.e. to learn a new computer programme |
| Help the learner to find a path for future career and to make the transition to work | A mentor who is/was entrepreneur or a staff from a company which has positions liked by the learner can help him/her |

Before implementing the intervention model, some crucial aspects should be clarified with respect to country specific issues as well as personal resources and competencies.

1. Time plan:

- a. Definition of time plan for starting and finishing the measures
- b. Time plan can vary depending on country specific semester and school periods
- c. Decision about the place of the activities: in the school or in external facilities.

2. Selection of Schools, Target group: During 1-4 weeks: Target group definition, Contact with Teachers and other stakeholders.

- a. **Target group definition** (Use of list of questions defined and proposed in the first section)
- b. **Discussion and Decision** about possible Intervention Methodology, as proposed in this Guide in the following pages, and adjustment to country specific particularities



and special conditions (Each partner is free on own selection, but the procedure must be transparent and all other partners must be informed about such decisions)

- c. **Assignment of own personal** to the Coaching process during the life time of the pilot stage. Cooperation with external stakeholders, social workers etc.
- d. **Selection between group level and individual level:**
- e. Decision about the type of the activity : Organizing courses, visits, individual coaching and mentoring (see the list in the next pages)

3. .Documentation of all project steps; interviews, questionnaires, mass-media etc.

4 CEPAE-EXPERIENCE: INTERVENTION MODEL

4.1 ITALY: OVERVIEW OF IMPLEMENTATION STRATEGY

| Target Group/School/Organisation | Activities | Major Finding |
|---|---|---|
| ITALY: PILOT PROJECT I; Time Period: Sep. 2016-Dez. 2017 | | |
| <p>According to the national and regional data about early school leaving, Sinergia s.c.s. selected as school for the implementation of the first intervention to test the coaching guide in Italy, a vocational institute based in Bitonto, in Bari' Province in Puglia' region, "ITE VITALE GIORDANO"</p> <p>The selection process of the first and second intervention in Italy was opened after specific agreement with school director. After the completion of the administrative procedures, the main steps were: profiling of participants, Intervention.</p> | <p>The FIRST Intervention methodology in Italy planned, after the selection of the beneficiaries, 3 main steps:</p> <ol style="list-style-type: none"> 1. Identification of the target group needs and profiles through the submission of questionnaires and through interviews with: <ol style="list-style-type: none"> a. Teachers b. Parents 2. Identification of the target group needs and expectations for the intervention through a focus group with the beneficiaries 3. Implementation of group workshops with the beneficiaries. <p>The Coaching Intervention was aimed to develop intervention measures through workshop activities focused on: Listening to group opinion about the school programme and taking into consideration the proposed improvements, Building teamwork for developing a video with mobile phones on ESL debate and prevention aimed to:</p> <ul style="list-style-type: none"> - Promote the motivation for study - Enhance students' skills | <p>The impact of the meeting with the coach, a person with a profile and an approach different from the teachers, was very positive, as the implementation of the activities in spaces other than the classroom: the classroom is generally seen as the space where the meeting (with school friends, with teachers, with the school staff) does not take place.</p> <p>But it was very negative the fact that the school authorities and the school staff stigmatise the fact that these guys are lost, as he fact that the students attended the coaching programme in a group formed by pupils "like them" out of the classroom context. It is crucial to create moment of discussion and debate with teachers and other students of their classes. It is strongly recommended to work with students at risk of ESL involving their class group with the aim to create sense of belonging to a community; otherwise there will be the same effect of the punishment, putting them out of their</p> |



| | | |
|--|---|----------|
| | <ul style="list-style-type: none">- Strengthen the self-esteem of students- Increase their ability to overcome difficulties at school. | context. |
|--|---|----------|



| Target Group/School/Organisation | Activities | Major Finding |
|---|--|--|
| ITALY: PILOT PROJECT II; Time Period: Feb. 2017-May 2017 | | |
| <p>The second project was implemented with the group of the new 20 students identified as at risk of ESL, involved in a call for ideas to improve the school climate.</p> <p>Considering the issues faced in the first intervention, the second one started working with teachers, in order to create an environment more positive for the Coaching intervention.</p> | <p>The SECOND Intervention methodology in Italy planned, after the evaluation of the results of the previous programme, 2 main steps:</p> <ol style="list-style-type: none"> 1. Participants' Profiling through the submission of questionnaires and through interviews with Teachers 2. Intervention: <ul style="list-style-type: none"> • Teachers training • Identification of the group for the implementation of a group program which mixed students at risk of ESL with other students • Identification of students at risk of ESL for the second proposed program. <p>If at the beginning teachers had the idea that the students wanted to condemn them or blame them for their own failure or behaviour at school, when they tested directly life situations of conflictual relationship they started to understand how to a conflictual communication (as between teacher and student at risk of ESL) has 2 channels of</p> | <p>Analysing the results of both interventions and the different methodologies used, the active participation of students in the school community and the sense of belonging to a community can be considered the crucial action points to work effectively in ESL prevention.</p> |



| | | |
|--|---|--|
| | <p>communication, and 2 roles of responsibility.</p> <p>With the students, we decided to work in 2 different ways: The first activity was implemented in a class in which there are some of the students who attended the first intervention, working on the class climate, the relation between students and between students and teachers, reflecting on ESL phenomenon and causes, dealing with relationship difficulties in the group class, developing new tools for social cohesion of the school group.</p> <p>They worked on 3 ideas, each group worked with the coaches in order to develop the project proposal, the action plan and the presentation of their idea for the school meeting.</p> | |
|--|---|--|



4.2 TURKEY: OVERVIEW OF IMPLEMENTATION STRATEGY

| Target Group/School/Organisation | Activities | Major Finding |
|--|--|--|
| TURKEY: PILOT PROJECT I; Time Period: Sep. 2016-Dez. 2017 | | |
| <p>The first stage of the intervention consisted on a selection of 20 children, between the ages of 12 and 16 from children, living in homes depends on Children's Home Coordination Center, questionnaires, interviews and activities within the intervention methodology were applied to children by coaches with the participation of children's teachers and parents in Turkey.</p> <p>Children's Home Coordination Center contained within the Provincial Directorate of Social Services was established and started service in Bahçelievler District of Ankara in 2009. Then, it</p> | <p>Intervention methodology was determined in 3 steps:</p> <ol style="list-style-type: none"> 1. After selection of target group was completed, needs and profiles were determined by the interviews and questionnaires applied to teachers and parents of children. 2. Identification of the focus group needs and expectations for intervention were determined through studying with a focus group 3. Activities within the intervention work plan were done with selected children. | <p>The school board and teachers found the intervention quite positive</p> <p>The atmosphere for students was positive, they were able to express their feelings and thoughts easily</p> <p>The self-esteem of those students at risk increased</p> <p>The intervention encouraged the students participation</p> <p>The intervention created awareness among teachers</p> |



| | | |
|--|---|---|
| <p>was opened with the name of Directorate of Children's Home Coordination Center in 2012 in Ulus District of Ankara. The intervention took place in this institution.</p> | <p>Activities focused on determining factors that affects children's motivation to continue their school, changing children's negative beliefs and thoughts about themselves and their futures, increasing children's awareness about their positive sides, developing their skills, especially communication skills, helping them to increase their self-esteem and self-confidence by increasing their beliefs to themselves to achieve if they want.</p> | <p>and parents</p> <p>New educational programs, methodologies and tools were introduced within the school</p> <p>Visiting parents at home by the side of teachers increases the level of cooperation</p> <p>The intervention achieved to involve parents in the academic life of students</p> |
|--|---|---|



| Target Group/School/Organisation | Activities | Major Finding |
|--|---|---|
| TURKEY: PILOT PROJECT II; Time Period: Feb. 2017-May 2017 | | |
| <p>In the first phase of the project, 20 children at risk of ESL had been selected for the focus group. After analyzing the data we had in this phase, we made an assessment of the results. According to the results we had in the first phase, we determined the needs of the focus group and decided to study with the same focus group for meeting their needs. Thus, we studied with the same children in the second phase of the project.</p> <p>The focus group consist of children between the ages of 12 and 16 who are living in homes in Children’s Home Coordination Center were selected in the direction of determined criteria.The target group was 20 children between the ages of 12 and 16 from children living in homes in Children’s Home Coordination Center.</p> | <p>Implementation and evaluation of “school climate and atmosphere questionnaire”, we developed a questionnaire which consisted of the items about perceptions of the children on teachers, school, peers, authority figures and lessons. Children in the target group were implemented The Questionnaire and the implementations were carried on by the coaches. The findings of the The Questionnaire are explained in detail in the “Results” section.</p> <p>Training of “behaviour method” and “strategic therapy method” to the teachers in the school. Behavioral Therapy Method trainings consisted of the following subjects:</p> <ul style="list-style-type: none"> • basic concepts of classical conditioning • basic concepts of operant conditioning • principles of reinforcement and punishment | <ul style="list-style-type: none"> • Positive approach of school authorities and teachers • Create a positive atmosphere for students to express their feelings and thoughts, easily • Increase self-esteem and self-confidence of the students at risk • Encouraging the students’ participation • Increase awareness of teachers, parents and friends to prevent ESL. • Learning new education programs, methods and tools for these children • Parents involvement in academic life of student |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • principles of using reinforcement schedules • how to make extinction of a problem behavior • how to get benefit from the context of a behavior • how to get benefit from the discriminative stimuli for controlling the behavior <p>Strategic Therapy Method trainings consisted of the following subjects:</p> <ul style="list-style-type: none"> • The family as a system: the concept of homeostasis • Concept of “balance” in a family system • Concept of “problem circle” • Basic techniques for manipulating of a behavior: “Reframing” of a problem behavior, “paradoxical intervention”, “projection to the future”, using metaphors for the change. <p>Implementation of creative drama activities in order to increase children’s self-esteem, motivation and</p> | |
|--|---|--|

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| | <p>participation. A training program consisting of a total of 6 values -responsibility, leadership, friendship, patience, respect and self-regulation- has been constructed.</p> <ul style="list-style-type: none"> • Trainings were given in the form of 2 hours per week and Saturday as the children have weekday schools. • After the theoretical value education, reinforcement of every value ensured by drama activity. • Drama technique facilitated the adoption of value judgments by playing and empathizing children. • In drama lessons to be gave by expert trainers, every value applied using creative drama methods such as completing the story, taking role, using body language and imagining. • As a permanent and effective educational model, drama lessons contributed to children's active work and learning by | |
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| | <p>experiencing values.</p> <p>Workshop meeting on the use of ICT methods in education with the participation of parents and teachers. Training consisted of the following issues:</p> <ul style="list-style-type: none">• Using simulation models• Using educational games• Using virtual reality environment• Using video modelling• Using multimedia tools• Using technologically enriched books | |
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4.3 SPAIN: OVERVIEW OF IMPLEMENTATION STRATEGY

| Target Group/School/Organisation | Activities | Major Finding |
|---|--|---|
| SPAIN PILOT PROJECT I; Time Period: Sep. 2016-Dez. 2017 | | |
| <p>IES Cabanyal was selected for the implementation of the CEPAE project because it has the optimal characteristics for the development of the project.</p> <p>The public institute has approximately 1200 students and offers training including Compulsory Secondary Education as well as Baccalaureate and Vocational Training (from different professions: Electrician and Electronics, personal image consultant, Facilities and Maintenance and Transportation and Vehicle Maintenance).</p> <p>The selection process was conducted jointly with the educational guidance team, because after our first meeting with the director and head of the research institute we decided to work with this department.</p> | <p>Participation contract: With the signature of this document, agreed on between the students and the educator, they have committed to behaviours and attitudes conducive to the correct and harmonious development of the project (see Annex 2).</p> <p>Presentation activities: This activity involved first contact with the students in a general manner to understand the characteristics and necessities of each student.</p> <p>The wheel of life: An activity based on the tool with the same name of the GROW model of coaching. Through this exercise each student has reviewed and analyzed their personal situation in different aspects of their life and the interrelationship between them. They determined the goals they would like to achieve by the end of the contract.</p> <p>How should I organize my time? Through this activity</p> | <p>Before discussing the results of the intervention, it should be noted that certain limitations influenced the implementation of the first phase:</p> <ul style="list-style-type: none"> • Delay in the start of the intervention due to an administrative problem (a delay in the official document authorizing the school's participation in the project). • The moment at which the intervention finished: since the project began at the end of the academic year, the project's implementation interfered with final exams and final course excursions. <p>Due to the briefness of this intervention phase, we did not notice significant changes in the academic standings of the students. However, we noticed some improvements in two aspects:</p> <ul style="list-style-type: none"> • The communication between students, teachers, |



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| <p>The steps we took in selection the student are as follows:</p> <ul style="list-style-type: none"> • Meeting with the counselors of the institute: in this meeting we made a list of possible students/participants in the project following the above-mentioned indicators. • Meeting with the teacher: in the second meeting, with the teacher we reviewed the specific cases of the students suggested by the team of counselors. • Contact with the families: in the last phase of the selection process, we contacted the families of the selected students to explain the project and requested permission for their child to participate. <p>As a result, we selected 11 male and 9 female students between the ages of 14 and 16 in their second and third year of secondary school and in the first year of Vocational Training. We also created a reserve list of 6 students to use if</p> | <p>the students analyzed—through graphic tools—the organization of their activities throughout their day (basic needs, productive time, leisure and free time...) in order to reflect upon their time-management skills.</p> <p>Prospective exercises + SWOT education: with this activity the students visualized their future (how they want it to be) and then analyzed which aspects require change in their lives in order to achieve their dreams, keeping in mind: strengths, weaknesses, opportunities, and threats (SWOT). To finish this activity, each student defended their chances of success—to achieve their dreams—to other colleagues.</p> <p>My ideal institute: In this exercise the students thought about what their ideal educational centre would be, and then after analyzed in a group the viability their ideas and to make realistic proposals. This activity aimed to teach the student to be critical in a constructive and informed manner in order to positively transform their reality.</p> <p>Mental map: With this tool we aimed to help the students to organize their ideas related to specific themes regarding academic ambition in order to</p> | <p>management team and the counsellor: during the intervention process they noticed certain communication problems between the different agents of the educational community and they intervened to improve this.</p> <ul style="list-style-type: none"> • The students felt comfortable during the development of the activities. The profile of the coacher, external staff to the school, facilitated to build trusting between her and the students. They didn't feel judged by the coacher. • Some other students who were not included in the intervention group asked to join since they had a good feed-back from colleagues who were included. • Teachers preferred to let some students leave the normal school's schedule of classes since these students didn't pay attention to the teacher and were almost to leave the school • Some teachers detected improvements in some students. |
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| <p>necessary.</p> | <p>practice a tool which can help them in decision-making and as a study technique.</p> <p>Unhealthy relationships: This activity is based on the analysis of relationship stories of adolescents.</p> <p>Conflict resolution: Through this exercise the students worked to change aggressive responses to assertive ones in situations of conflict in order to improve their social and relational skills.</p> <p>My school history: Through this activity the students explained the details of their history in school up until the present and proposed new outcomes for their history, analyzing which elements need to be modified in order to achieve this.</p> <p>Learning techniques: scribbling as a studying technique: By completing a test based on the VAK model, the students could compare their learning styled with ones which are better defined in order to find new strategies they could use to study more effectively. This activity was complimented by an exercise for learning new studying strategies based on the use of drawing as a mnemonic tool.</p> | |
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| Target Group/School/Organisation | Activities | Major Finding |
|---|---|--|
| SPAIN: PILOT PROJECT II; Time Period: Feb. 2017-May 2017 | | |
| <p>24 individual interviews were implemented with the participants. 3 participants declined the invitation to join in the intervention and one participant's parents didn't allow him to participate. The rest of the participants joined, aged between 14-17, from compulsory education and first year of upper secondary education.</p> <p>For elaborating the participant list, the next indicators were taken into account: Age: participants aged between 14-17. Three of the students that participated in the intervention didn't meet this age interval but the coacher alongside the Orientation Department of the School considered that it was interesting to include these students since they were a risk of ESL. So we decided to include them in the intervention.</p> | <p>The activities developed during the second intervention were:</p> <ul style="list-style-type: none"> • My backpack: “Yesterday is history, tomorrow is a mystery, today is a present, so that it is called present”, which meant the starting point of the workgroup sessions. Here the students signed the agreement with the coacher, in which all students declare their commitment with the proposed activities (annex III). In this session, a self-introduction part was organized to get on with each other. By other side, once the objectives were defined, the students watched a video in which the path to achieve these final objectives was described. Students answered | <p>A strong positive finding has been the good relationship established between the CEPAE coacher and the Orientation Department, working together to improve the performance of the students. Some of the students were already supported by the Orientation Department and they combined both activities. By other side, the principal and the rest of the teachers cooperated in a positive direction with the coacher and the Project. They provided us with good facilities, Net access and classrooms for developing the activities.</p> <p>Concerning the difficulties faced during the implementation of the intervention, we have to point out that the adaptation to the methodology of the normal school activity was a big challenge: Schedule and communication with teachers. Specially difficult was managing the communication</p> |

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| <p>Quantitative data: academic grade points and number of failures. This parameter was crucial for being able to elaborate the participant list.</p> <p>Qualitative data: attitude in the school (absences, behavior, relationship with teachers and other students) as much as the opinion of teachers. This last indicator has been obtained through the already developed interventions implemented by the Orientation Department with some students as much as through the inputs provided by tutors. Following the recommendations of school' staff, some participants were included in the intervention.</p> <p>Finally, the selected school was the same than for the first intervention: IES Cabanyal, in Valencia.</p> | <p>different questions individually and in groups: What am I doing for achieving my targets? What kind of difficulties am I facing to? Wha are the elements that can support me in order to achieve the objectives?</p> <ul style="list-style-type: none"> • Time management: “tic tac. The time is flying so let’s fly with it”. The participants identified the activities that they carried out during a normal day, divided according the next structure: sleeping, basic needs (eating, shower, etc), free time, out-of-school activities, studying, school time. • “My Great Self”. In this activity, the participants drew their own shape in a big sheet. Then, they were asked to think about important persons in their lifes and extract and write down the aspects of these important persons that | <p>with teachers since the CEPAE project intervention was not long enough and we had to organize it in short period. Another difficulty was gathering the parents’ consents since we had to ask the parents for permission to be able to work with the students.</p> <p>At the beginning of the intervention, some participants didn’t want to join or follow the Project but step by step they have adapted to the Project, with a nice attitude and ready to participate with the rest of the students. Some teachers indicated that the behavior of these students changed a little bit. Some students reduce their absences to some classes. Before the intervention was finished, the number of absences was reduced.</p> <p>Some teachers have pointed out: “in my class, some of the students participating within the intervention have changed. Something positive has happend from the beginning of the academic year until now</p> <p>Some students that can’t attend the school for some days for different reasons and ask the teacher for</p> |
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| | <p>they liked most, following the line of their shape. Inside this draw, they could write down things that they liked most about themselves. This was a self-reflection activity. How often do we tell the others the things that we like most about them? How often do we think about the things that we like most about ourselves? Do we accept the positive things that others address us? Why do we have problems to say the others positive thing?, Why do we have problems to tell ourselves such positive things?</p> <ul style="list-style-type: none"> • My ideal school. Through this activity, the participants were able to think about the ideal school taking into account the staff: caretaker, guidance practitioners, teachers, facilities and students. The participants enjoyed a lot with this activity. They dreamed about | <p>the materials and homework to avoid losing lessons. A student told the coacher: "I haven't done this before".</p> |
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| | <p>how they liked things to be. They realized that they can develop positive actions for achieving this ideal school.</p> <ul style="list-style-type: none"> • Communication. This activity was designed addressing the needs that the coacher detected from the students. Two workgroup sessions were carried out to create awareness about the importance of making questions when something is not clear, or what we are trying to explain through non-verbal communication. • Educational SWOT. This activity was used within the individual sessions part with students who were not able to take decisions at academic level. A state of art analysis was developed by each student, being able thus to identify the most important aspects to be improved. | |
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| | <ul style="list-style-type: none"> • Stres. Through this activity, the participants learned what stress is and how/when it appear. A short text was provided to them in order to detect the non-verbal reactions that they have once the stress appear. • Planning the study. The students were provided with a short text that contained advices to design a study plan. From the Orientation Department of the School, we received different tools for improving the quality of this activity. <p>To know supporting resources in your city for youth. This activity consisted on providing the students with websites about leisure, free time, academic information and labour information.</p> | |
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5 RECOMMENDATIONS

5.1 Italy

Students Profiling:

Topic 1: Profiling runs the risk of stigmatizing and stereotyping students and endangering their civil rights, especially the rights of those students who are viewed more "different" than "normal."

Findings: It is strongly recommended to involve the students in the whole process of profiling, investigating their expectations, listening to their opinion about the school programme and taking into consideration the proposed improvements

Topic 2: Two crucial aspects on which is important to work in the ESL prevention programs are motivation and sense of belonging.

Findings: When the coaching program is based on group activities, it is important the implementation of coaching activities involving teachers and other students of the group: this will produce relevant effects in the students at risk of ESL's sense of belonging to a community.

Coaching programs must have not only the aim to reinforce their school knowledge and skills, but also to assist them in recognizing an active role in their school.

Recommendations for school administration and teaching staff

Topic 1: Mapping the main difficulties that teachers and school staff have working with students "at risk".

Findings: For the implementation of a successful program for ESL prevention it is necessary to identify the needs of teachers and school staff in terms of difficulties faced and in terms of support they need (other professionals' contribution, continuous training, etc.)

Topic 2: Experts contribution

Findings: the involvement of professionals other than school staff (coaches) is more effective because there are no constraints in the relation with the students.

Implementation of coaching activities in non formal ways and in spaces other than the classroom

Topic 3: Non formal learning activities

Findings: Non formal and informal training activities are recommended because students can change the perception of the school and their Predisposition to learning and personal and school development



Recommendations for parents and legal guardians

Topic 1: Parents contribution

Findings: It is crucial the identification and implementation of practical and effective activities to increase the commitment of the families tu Education, in order to remove some critical aspects that have a negative effects on the student: Low educational expectations, Low contact with school, Lack of conversation about school.

5.2 Turkey

Students Profiling:

Since the Early School Leaving phenomenon is different in Turkey comparing with any other EU country, it is recommended to pay attention to gender issues since female teenagers have higher ESL rate.

Also, ESL in Turkey is related to poor economic conditions and low educational level of parents, things to be taken into account when implementing any kind of intervention like CEPAE's one.

It is recommended to rebuild all life experiences of students before starting the intervention.

Recommendations for school administration and teaching staff

Organizing social and sport activities during the implementation of the intervention. Some students who are living in the centre are missing to contact other contexts.

Since some students showed displeasure with teachers, it is recommended to develop activities with and without teachers in order to make students much more comfortable with the coacher.

It is recommended that the teachers' negative perspective about students changes through organizing drama activities to increase their awareness about the effect of positive approach on school engagement of the students.

Many of the teachers had prejudgments about using technology in education at the beginning of the session, but at the end of the meeting, they asked a lot of questions about how to get these tools and had a great interest in new educational methods. Teachers have a difficulty about contacting with the students at risk and they do not know any special methods and techniques for these students. It was recommended that teachers should improve their skills and learn educational methods and tools to prevent ESL.

Many of the teachers have difficulties about controlling problem behaviors of the children. It was observed that the interest to the strategic therapy method was greater than to behavioral method. Teachers expressed the ideas of training of strategic therapy can be practiced in a short time, can provide practical solutions and has the flexibility to be applied in the classroom environment. It was recommended that teachers should improve their communication skills through basic therapeutic approaches.



Recommendations for parents and legal guardians

Early School Leavers are a difficult target group to work with. It is necessary to keep in touch with the school frequently, with teachers and even following the evolution of the son/daughter day by day. Specially thinking about the students we were working with: isolated from the family because of the impossibility of affording their education. Low economic resources level.

Participating in some activities during the intervention is recommended for parents. So that, the students can develop non-formal education in context in which the networking is the basis.



5.3 Spain

Students Profiling:

Including students who are not joining the intervention in activities with those included. When the participants of the intervention leave the classroom, the rest of the students think: “something strange is happening here”. So that, it would be interesting to include, at least once, the rest of the students (or some) in the workgroup sessions. This is especially useful for creating networking among students supporting the integration of those who are at ESL risk or at risk of being excluded from the classroom. Exclusion from the normal functioning of the classroom creates the perfect atmosphere for the appearance of the ESL phenomenon. Sometimes, students joining the same classroom don’t know some of the rest and that is not normal at all. Therefore, it could be interesting developing activities indoor as much as outdoor with all the students, during the normal school Schedule as much as out of it.

Recommendations for school administration and teaching staff

It could be interesting to work with teachers/tutors because they provide with additional and valuable info to the intervention, about their perceptions in the classroom as much as the feed-back that they receive from the students. Some students point out that they recognize the important role of the teachers. They say that some days, the teachers look like if they were tired, not interesting in teaching. They detect this behavior.

Within the individual interviews, the coacher detected that the most popular teachers among the students are those who support them daily (“you can”, “don’t give up”, etc).

Meeting teachers at least once a month is needed to analyze: behavior of students in the classroom, homework, absences, and actions to be adopted in order to personalize the support to each student.

Another recommendation is expanding the intervention Schedule (mínimum of six months). It is needed to expand the intervention. If possible, for the whole academic year. The ESL doesn’t start and/or stop in a concrete month of the year but it is a continuous phenomenon. Supporting the students all the time is needed.

Finally, it is important to avoid the use of “early school leaving” term when implementing activities. Some parents can be bothered when using a scornful concept of their sons/daughters. “Improving the student’s performance” title is recommended.

Recommendations for parents and legal guardians

It could be interesting to work with parents since the family is educating the student at home. The family plays an important role in the educational process and excluding the parents from the intervention limits the capacity of improving the quality of final results.

In Spain, there is not a clear connection between families and schools. It seems that the family doesn’t play the role of a complementary “educational tool”, which is affecting the performance of the students within the school.

6 EVALUATION OF IMPACT: MAJOR FINDINGS

The intervention model has been applied in Italy, Turkey and Spain in two piloting stages. Based on the findings and experiences of the first stage, the intervention model had been adjusted and modified in the second piloting stage in order to account for country and case specific peculiarities.

After conducting and finalizing the second stage, it was of crucial importance to find out if the intervention model and activities within its framework had shown any impact on students as well as teachers/coachers. For this purpose, two separate questionnaires had been designed to evaluate such effects, which are added into annex of this report.

6.1 Evaluation of Student's questionnaire

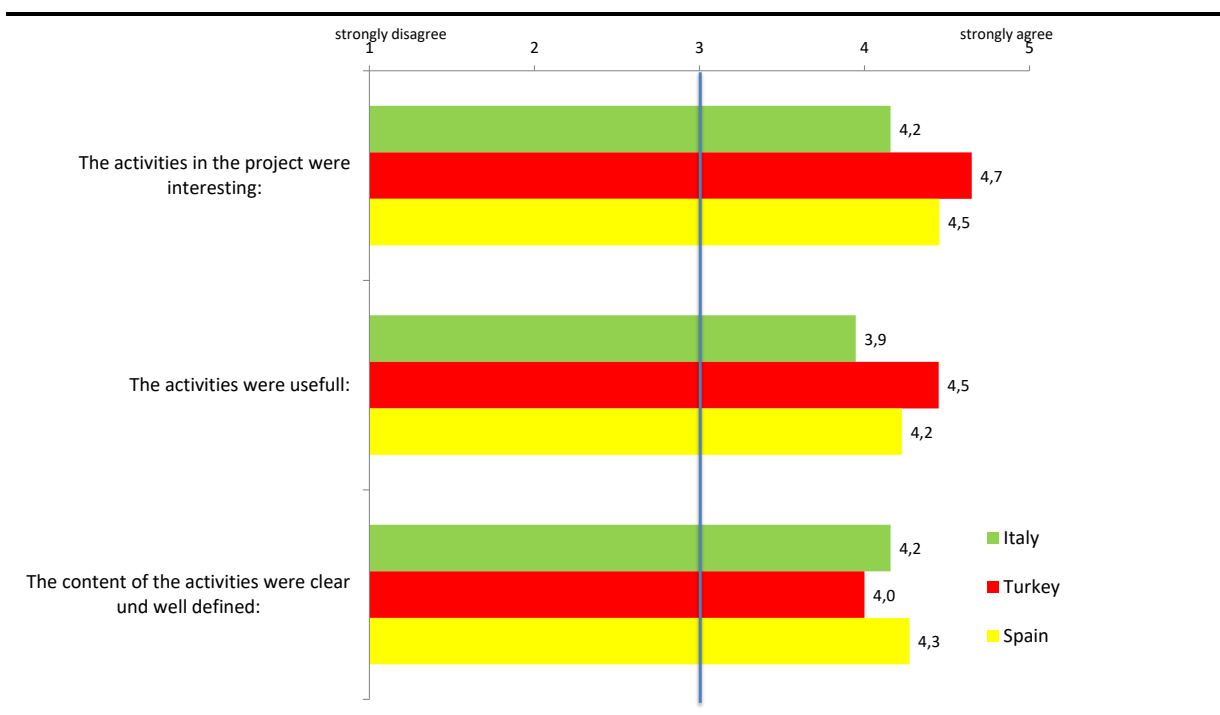
Table 6.1: Gender structure of the participants

| | Italy | | Turkey | | Spain | |
|---------------|-------|-------|--------|-------|-------|-------|
| | N= | in % | N= | in % | N= | in % |
| Female | 9 | 47,4% | 4 | 20,0% | 12 | 54,5% |
| Male | 10 | 52,6% | 16 | 80,0% | 10 | 45,5% |
| Total | 19 | 100% | 20 | 100% | 22 | 100% |

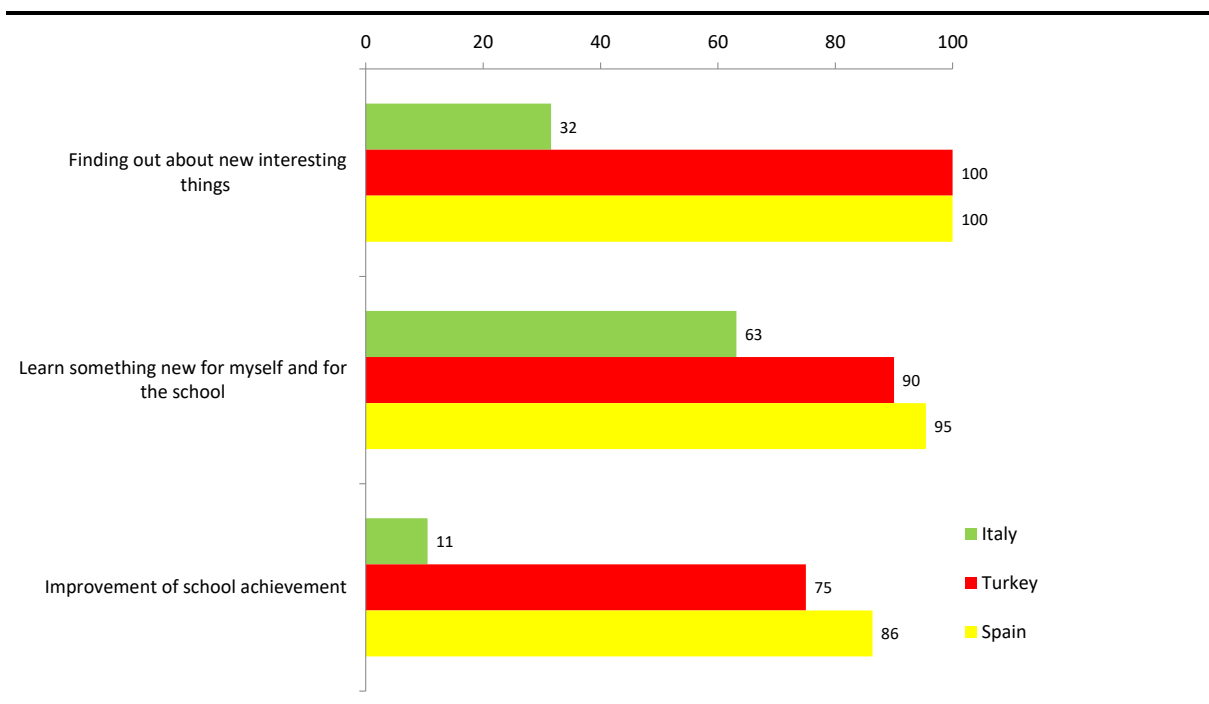
As shown in the table 6.1, as a total 61 students have fulfilled the questionnaires in three countries. In Turkey, the majority had been male, whereas in two other countries the ratio of male and female seem to be similar. The average age of the participants had been in Italy, 14 in Turkey and 15 in Spain.

The graph 6.1 shows the general assessment of the project activities. It can be stated that the participants have emphasized that the activities had been interesting and useful. The content of the activities have been regarded as clear and well defined. In all three countries, we could observe similar assessment.

Graph 6.1 How do you assess the project activities in general:



Graph 6.2 What were your expectations in the project? (in %)



With respect to expectations prior to activities, there are, however, huge differences among countries. Participants in Italy seem not to be too enthusiastic about activities. They, apparently, didn't expect to find out about new interesting things as well as any improvement of school achievements. Turkey and Spain had in all three questions rather overwhelmingly positive expectations.

Table 6.2 How do you rate the use of participating on Project activities?

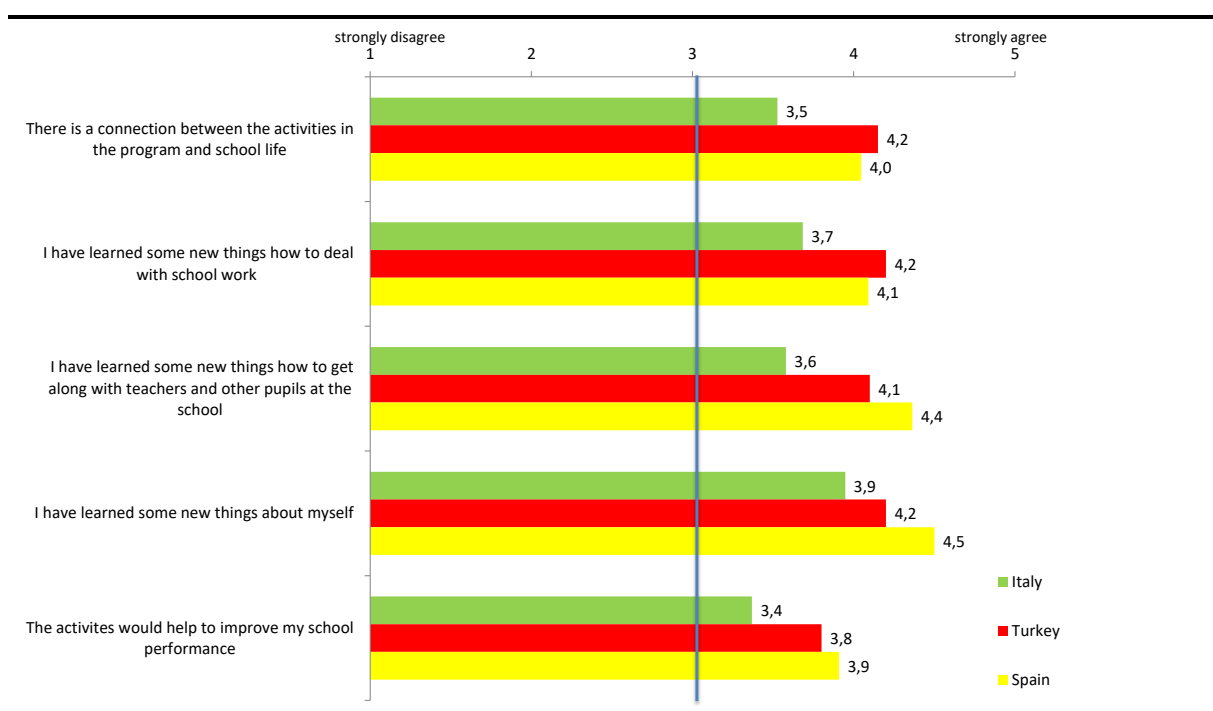
| | | Italy | | Turkey | | Spain | |
|---|------------|-------|-------|--------|--------|-------|------|
| | | N= | in % | N= | in % | N= | in % |
| I was interested. I think it was useful. | No | 1 | 5,3% | 1 | 5,0% | 0 | 0,0% |
| | Yes | 18 | 94,7% | 19 | 95,0% | 22 | 100% |
| | Don't know | 0 | 0,0% | 0 | 0,0% | 0 | 0,0% |
| I was not interested but I had to do it | No | 14 | 73,7% | 19 | 95,0% | 22 | 100% |
| | Yes | 2 | 10,5% | 1 | 5,0% | 0 | 0,0% |
| | Don't know | 3 | 15,8% | 0 | 0,0% | 0 | 0,0% |
| I was not interested and it was not useful for me | No | 16 | 84,2% | 20 | 100,0% | 22 | 100% |
| | Yes | 2 | 10,5% | 0 | 0,0% | 0 | 0,0% |
| | Don't know | 1 | 5,3% | 0 | 0,0% | 0 | 0,0% |

The majority of the participants had high interest and found the activities useful.

The positive assessment of the project activities is demonstrated in the graph 6.3 as well.

The participants have rated positively the connection of activities and the challenges they encounter in their own learning activities as well as school life in general.

Graph 6.3 How do you rate the effects of project activities?



Compared with other two countries, the participants in Italy have still positive but less impressed rate in all questions.

Table 6.3 The activities contributed to any changes in your motivation/behaviour/school attendance?

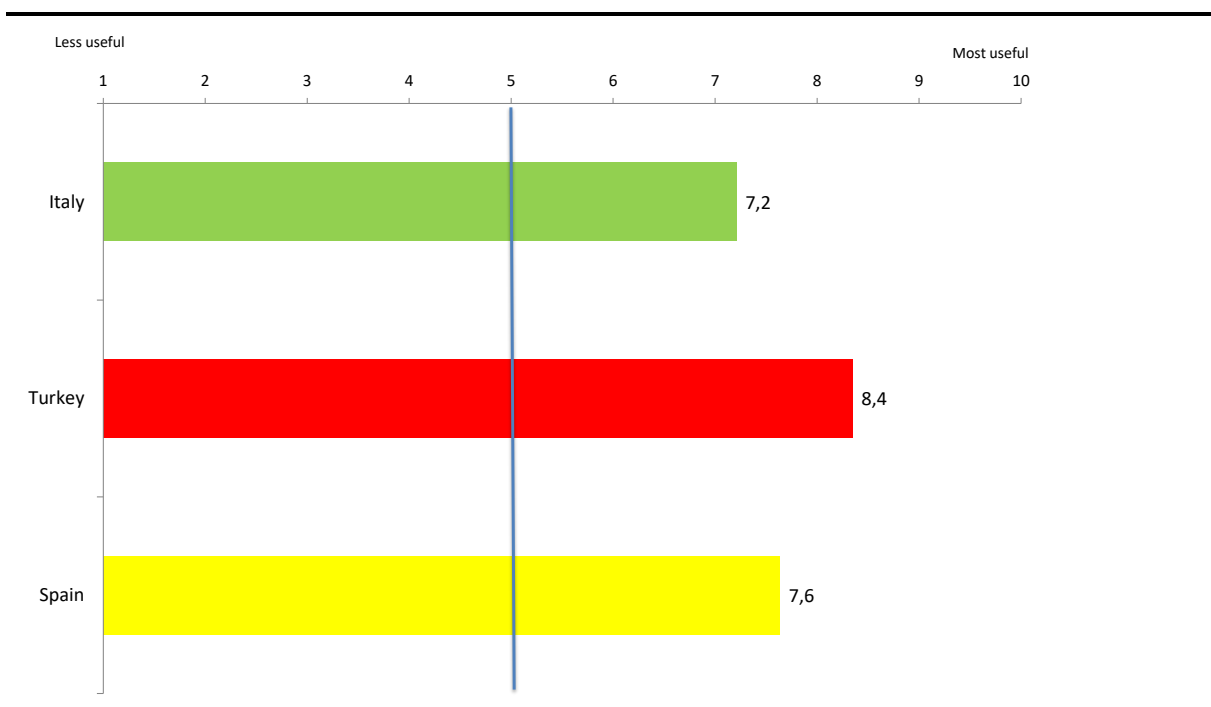
| | | Italy | | Turkey | | Spain | |
|---|--------------|-----------|-------------|-----------|-------------|-----------|-------------|
| | | N= | in % | N= | in % | N= | in % |
| Improve learning | No | 1 | 5,3% | 0 | 0,0% | 2 | 9,1% |
| | Yes | 9 | 47,4% | 18 | 90,0% | 19 | 86,4% |
| | Don't know | 9 | 47,4% | 2 | 10,0% | 1 | 4,5% |
| | Total | 19 | 100% | 20 | 100% | 22 | 100% |
| Increase my self-esteem | No | 1 | 5,3% | 0 | 0,0% | 0 | 0,0% |
| | Yes | 17 | 89,5% | 18 | 90,0% | 17 | 77,3% |
| | Don't know | 1 | 5,3% | 2 | 10,0% | 5 | 22,7% |
| | Total | 19 | 100% | 20 | 100% | 22 | 100% |
| Better school attendance | No | 4 | 21,1% | 0 | 0,0% | 0 | 0,0% |
| | Yes | 10 | 52,6% | 18 | 90,0% | 22 | 100,0% |
| | Don't know | 5 | 26,3% | 2 | 10,0% | 0 | 0,0% |
| | Total | 19 | 100% | 20 | 100% | 22 | 100% |
| Feeling more appreciated | No | 3 | 15,8% | 0 | 0,0% | 1 | 4,5% |
| | Yes | 12 | 63,2% | 19 | 95,0% | 18 | 81,8% |
| | Don't know | 4 | 21,1% | 1 | 5,0% | 3 | 13,6% |
| | Total | 19 | 100% | 20 | 100% | 22 | 100% |
| Better relationships with classmates and teachers | No | 2 | 10,5% | 0 | 0,0% | 0 | 0,0% |
| | Yes | 14 | 73,7% | 16 | 80,0% | 22 | 100,0% |
| | Don't know | 3 | 15,8% | 4 | 20,0% | 0 | 0,0% |
| | Total | 19 | 100% | 20 | 100% | 22 | 100% |
| Feeling better at school | No | 1 | 5,3% | 0 | 0,0% | 0 | 0,0% |
| | Yes | 15 | 78,9% | 19 | 95,0% | 22 | 100,0% |
| | Don't know | 3 | 15,8% | 1 | 5,0% | 0 | 0,0% |
| | Total | 19 | 100% | 20 | 100% | 22 | 100% |

The set of items in the question block were related to the general impact of the activities. Are there any changes with respect to motivation/behavior/school attendance or relationships with classmates and teachers? In Turkey, the range of “yes” answers varies between 80% and 95%. In Spain, between 77% and 100%. In Italy, on the other hand, higher rates have been given on the items about increase of self-esteem and feeling better at school. Improvement in learning have been rated rather on moderate level with 47,7%.

In general, the participants assess positive impact, though varying levels across countries. Due to structure and nature of activities in these three countries as well as due to participant background

and structure, any comparative analysis in current form has some limitations. Nevertheless, it delivers an overview of evaluation results, which requires careful interpretation.

Graph 6.4 How would you assess the general use of the activities for your personal development and school-success?

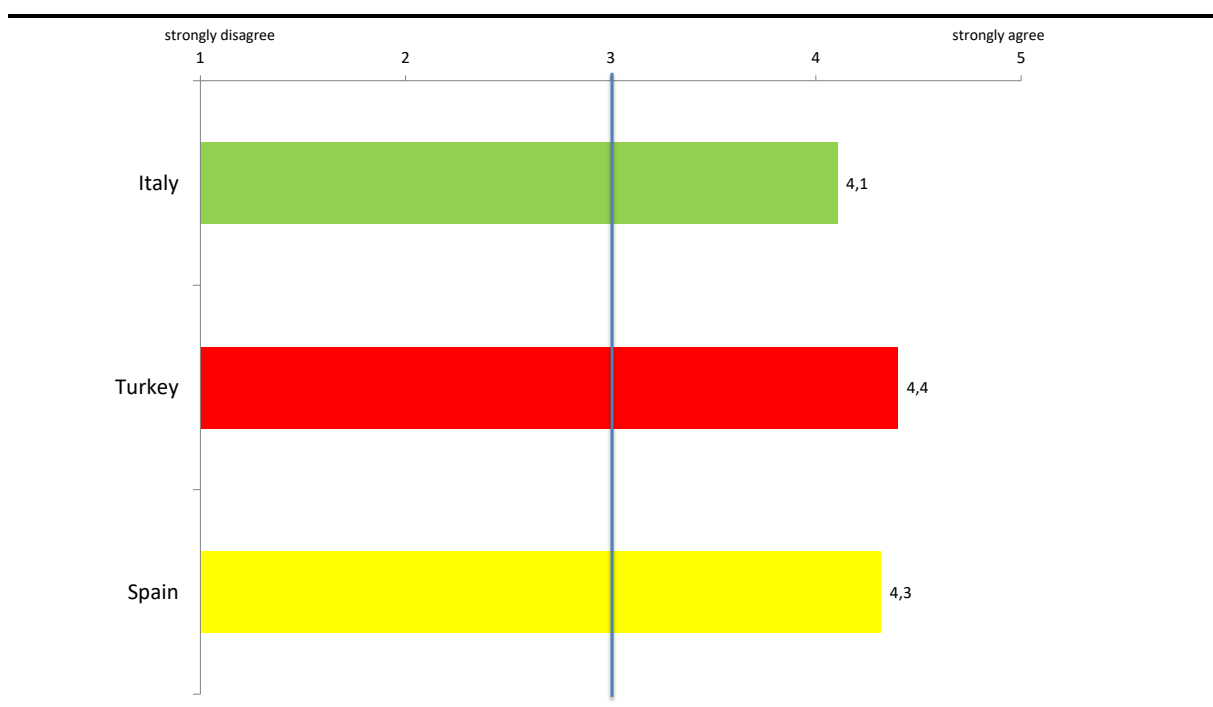


An additional open question gave the participants the opportunity to express their rate about strongest and weakest points of the program activities. The majority of the participants have stated that they have enjoyed the activities and had fun. The relationship with other participants was regarded as positive so they could learn that others would have similar problems. Team working, discussion and exchange of opinions with others had been regarded as positive. One student have stated “It was useful for me to recognize my own skills”, another one “I got an idea what I want to do in the future. I feel more confident with myself”, and “I have corrected my misclassifications”.

In another open question, the students were asked to state weakest points as well. One fourth of the students have stated that there were no weakest point at all and everything was OK. The half of them complained about duration as the weakest point in the program. They have complained that it

should have been longer. Many of them have asked if such a program would be offered once again in the coming year. They request a clear coordination and organization of such activities with the current school program.

Graph 6.5 The activities and program can be recommended to other classmates:



Both final questions show a general positive assessment of activities for personal development as well as for school-success. The activities are strongly recommended in all three countries.

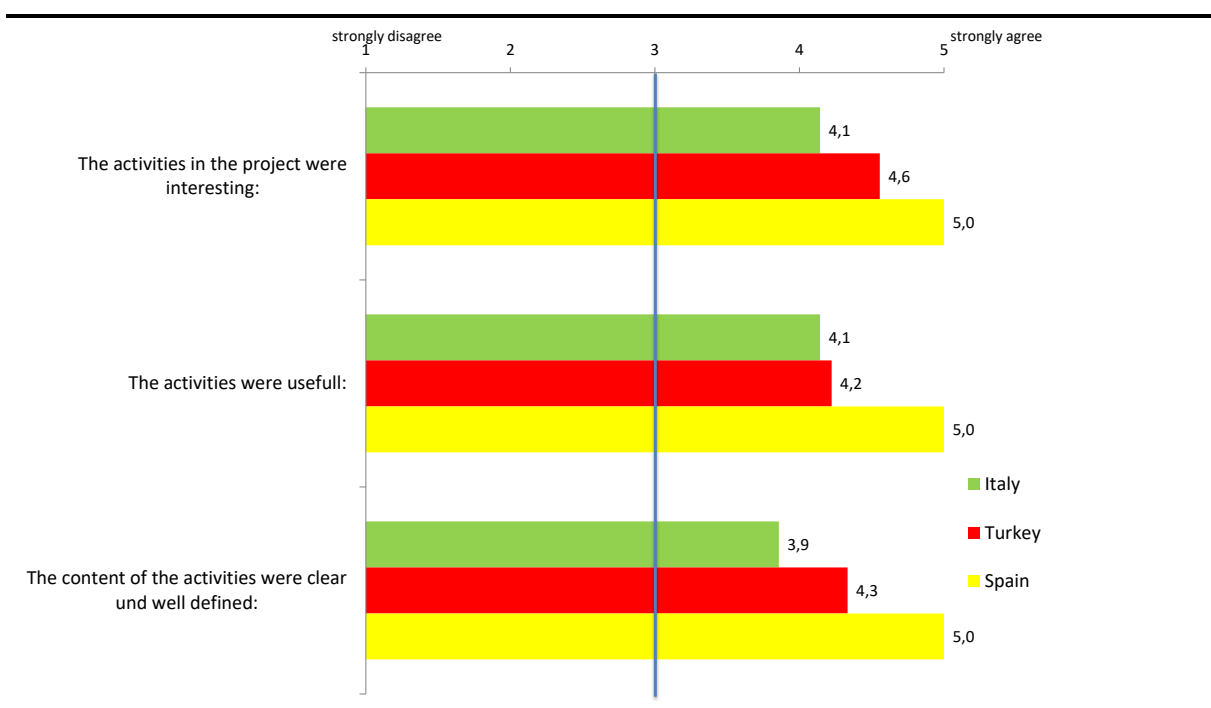
6.2 Evaluation of Teacher's questionnaire

The number of teachers/coachers are naturally small and in general, it doesn't allow any quantitative analysis. Nevertheless, it is necessary, for the sake of overview, to describe major aspects and key figures.

In Italy, there were seven questionnaires fulfilled by teachers. Four of them were women and three men. In Turkey, a total of nine have delivered a questionnaire, six men and three women. In Spain there was only one questionnaire, which was fulfilled by a female teacher. With respect to roles of the persons in charge of conducting activities, in Italy, they were all teacher, the same as in Spain. In Turkey, however, there were six teacher and three advisor/social worker.

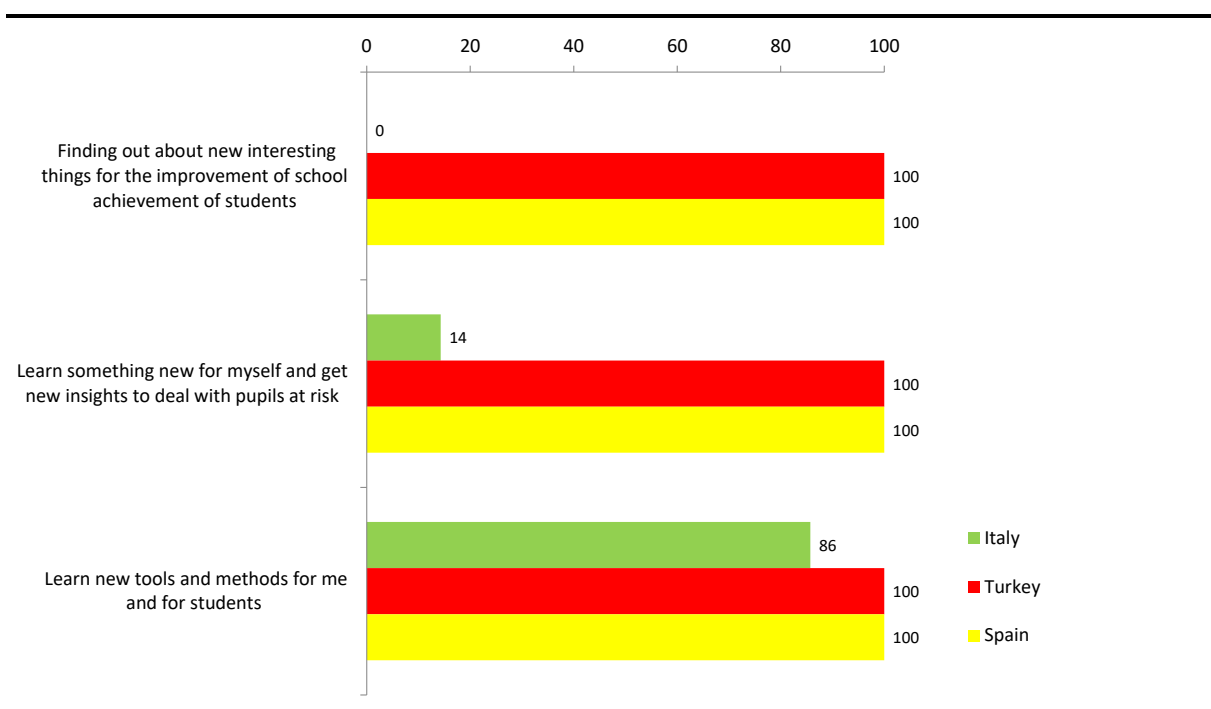
The average age of teachers/coachers was 49 in Italy, 35 in Turkey and 53 in Spain.

Graph 6.6 How do you assess the project activities in general:



The participants have found the activities interesting and had to a great extend a positive opinion about the content and usefulness. In Spain case, there was highest confirmation on the each item. In Italy, the assessment appears moderate, still highly positive, with respect to two other countries.

Graph 6.7 What were your expectations in the project? (in %)



With respect to expectations prior to activities, there are no differences between Turkey and Spain. None of the teachers in Italy affirmed the expectations regarding finding out new things for the improvement of school achievements of students. This has apparently something to do with the target group of the participants attending activities. Less approval showed the teachers in Italy about learning something new about themselves and getting new insights to deal with pupils at risk.

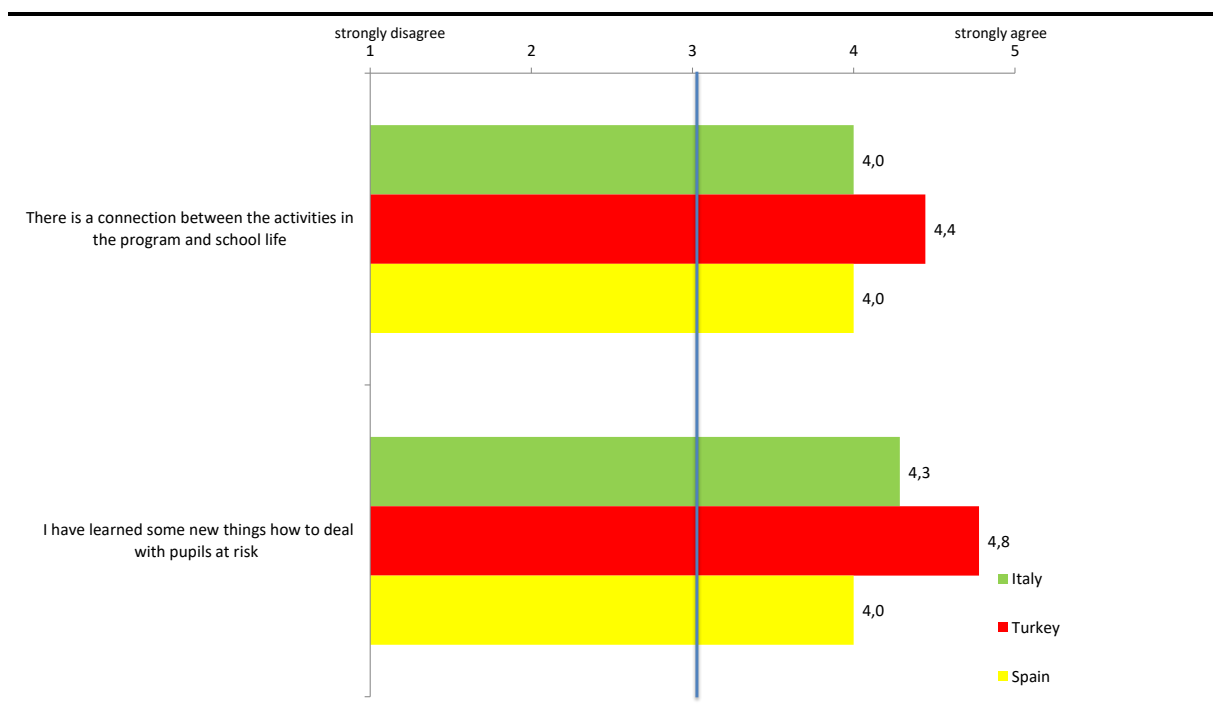
Turkey and Spain had in all three questions rather overwhelmingly positive expectations.

Table 6.4 How do you rate the use of participating on Project activities?

| | | Italy | | Turkey | | Spain | |
|--|------------|-------|-------|--------|------|-------|------|
| | | N= | in % | N= | in % | N= | in % |
| They were interested. I think it was useful. | No | 1 | 14,3% | 0 | 0% | 0 | 0% |
| | Yes | 6 | 85,7% | 9 | 100% | 1 | 100% |
| | Total | 7 | 100% | 9 | 100% | 1 | 100% |
| They were not interested but they had to do it | Yes | 0 | 0% | 0 | 0% | 0 | 0% |
| | No | 5 | 71,4% | 9 | 100% | 1 | 100% |
| | Don't know | 2 | 28,6% | 0 | 0% | 0 | 0% |
| | Total | 7 | 100% | 9 | 100% | 1 | 100% |
| They were not interested and they didn't do what they were asked to do | No | 5 | 71,4% | 9 | 100% | 1 | 100% |
| | Yes | 1 | 14,3% | 0 | 0% | 0 | 0% |
| | Don't know | 1 | 14,3% | 0 | 0% | 0 | 0% |
| | Total | 7 | 100% | 9 | 100% | 1 | 100% |

The majority of the participants had high interest and found the activities useful. The positive assessment of the project activities is demonstrated in the graph 6.8 as well.

Graph 6.8 How do you rate the effects of project activities?



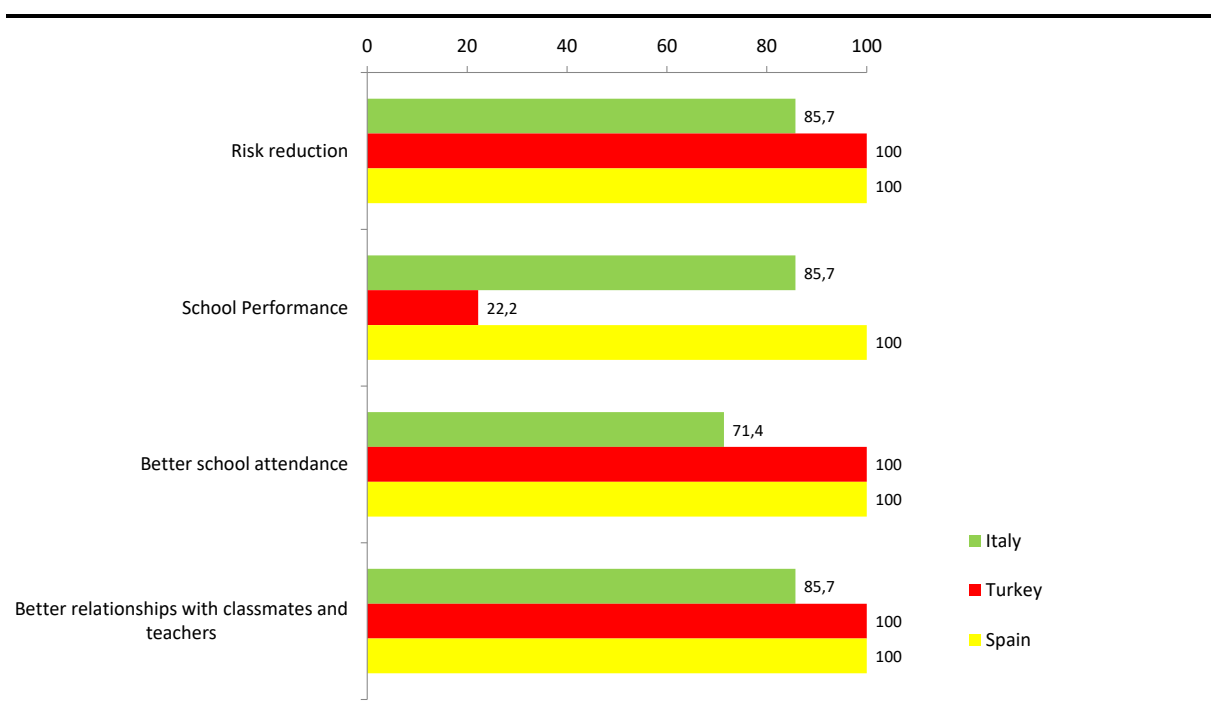
The participants have rated positively the connection of activities in the program and the school life. They agree with the statement that they had learned some new things to deal with pupils at risk. In Turkey, such positive assessment is, however, slightly higher in other partner countries.

Table 6.5 The activities contributed to any changes in students' motivation to learn/behavior/school attendance?

| | | Italy | | Turkey | | Spain | |
|---|---------------|----------|-------------|----------|-------------|----------|-------------|
| | | N= | in % | N= | in % | N= | in % |
| Improve learning | No | 1 | 14,3% | 0 | 0,0% | 0 | 0,0% |
| | Yes | 6 | 85,7% | 9 | 100,0% | 1 | 100,0% |
| | Total | 7 | 100% | 9 | 100% | 1 | 100% |
| Increase self-esteem | No | 1 | 14,3% | 0 | 0,0% | 0 | 0,0% |
| | Yes | 5 | 71,4% | 9 | 100,0% | 1 | 100,0% |
| | 2 Don't know | 1 | 14,3% | 0 | 0,0% | 0 | 0,0% |
| | Total | 7 | 100% | 9 | 100% | 1 | 100% |
| Better school attendance | No | 1 | 14,3% | 0 | 0,0% | 0 | 0,0% |
| | Yes | 4 | 57,1% | 9 | 100,0% | 1 | 100,0% |
| | Don't know | 2 | 28,6% | 0 | 0,0% | 0 | 0,0% |
| | Total | 7 | 100% | 9 | 100% | 1 | 100% |
| Feeling more appreciated | No | 1 | 14,3% | 0 | 0,0% | 0 | 0,0% |
| | Yes | 5 | 71,4% | 9 | 100,0% | 1 | 100,0% |
| | Don't know | 1 | 14,3% | 0 | 0,0% | 0 | 0,0% |
| | Total | 7 | 100% | 9 | 100% | 1 | 100% |
| Better relationships with classmates and teachers | Yes | 7 | 100,0% | 8 | 88,9% | 1 | 100,0% |
| | Don't know | 0 | 0,0% | 1 | 11,1% | 0 | 0,0% |
| | Gesamt | 7 | 100% | 9 | 100% | 1 | 100% |
| Feeling better at school | 1 Yes | 7 | 100% | 9 | 100% | 1 | 100% |

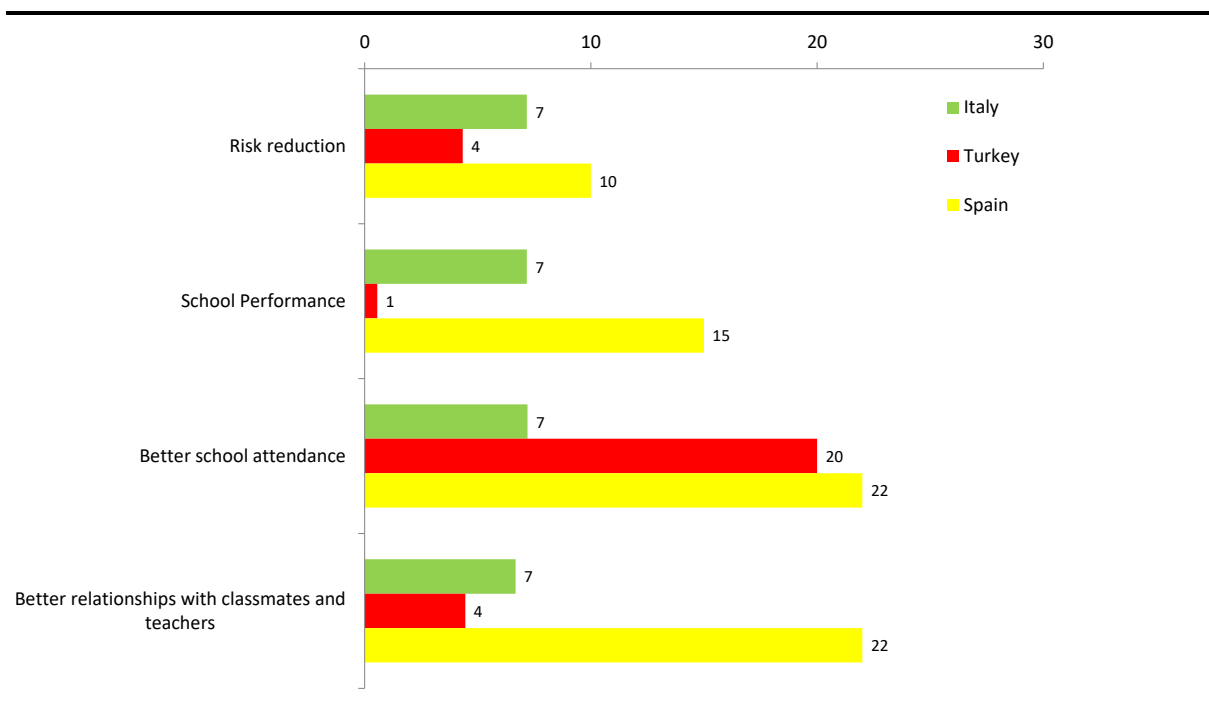
The data allows only in Italian case a detailed overview on individual items relating to contribution of activities to changes in behaviors of pupils. Lowest rate in Italy was given with 57,1% to the item "Better school attendance". Highest rate was related to "Better relationships with classmates and teachers" as well as to "Feeling better at school". In Turkey and Spain, the assessments for all items were all positive.

Graph 6.9 As far as you have observed, is there any improvements after students' participating in activities, with respect to:



To the open question where the teachers could write free, there were ten statements about improvements: *“Behaviour and interest for learning different educational pathways. Their opinions on their own life got changed in a positive way. Their self-confidence, motivation, willingness to the academic activities increased. They got a new perspective on school and their own future life. They have been able to express their feelings in a positive way to their peers and also to the teachers. They want to go to school, There were changes in their negative attitude”*.

Graph 6.10 How many participants in the programs have showed any improvements?



Graph 6.10 highlights the assessment of the improvements and effects which would be eventually traced back to the project implementation activities.

In Spain, almost all participants had been able to develop and maintain better relationships with classmates and teachers. School attendance has improved to a great extent as well. From a total of 22 students in Spain 15 of them could improve school performance. The positive effects on “Risk reduction” has been rated relatively at low level. In Spain case, the teacher who fulfilled the questionnaire had stated that only for ten of them one can speak of somehow risk reduction for early school leaving.

In Turkey, all 20 participants could improve school attendance. But with respect to school performance, risk reduction as well as to relationships with classmates and teachers there were only small effects of activities during piloting stage. This may be related to extraordinary character of the school chosen for the intervention activities. The structure and composition of participants differs from Italy and Spain.

In Italy, only small effects could be estimated by teachers. From 19 participants, positive effects could be attested only for seven students. Positive effects had been noticed for those students in all aspects.

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In all countries, the participants have attended all activities to a great extent. In Italy, it was reported that only one pupil has left the school.

Table 6.6 The effects of activities on daily work?

| | | Italy | | Turkey | | Spain | |
|--|-------|-------|------|--------|------|-------|------|
| | | N= | in % | N= | in % | N= | in % |
| Has your participation in the activities contributed to any changes in your daily work, at school program? | No | 2 | 29% | 0 | 0% | 1 | 100% |
| | Yes | 5 | 71% | 9 | 100% | 0 | 0% |
| | Total | 7 | 100% | 9 | 100% | 1 | 100% |

In Italy, five out of seven teachers have reported that their own participations in the activities had contributed to some changes in their work or on school program. In Turkey, all assess this as positive. In Spain, such effects had been negated totally.

In an open question if there were any effects in the daily work, following statements have been typed in:

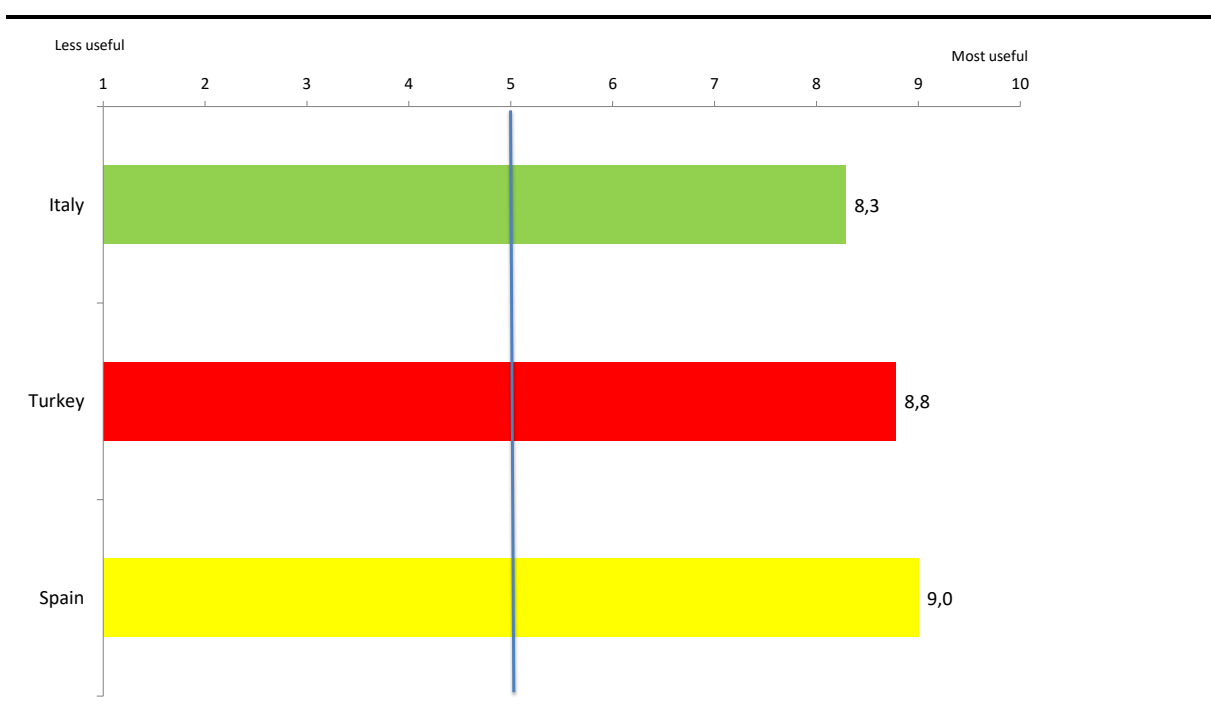
- *I can add some game at my school program, the student can learn new things by the games.*
- *I changed my teaching style in a creative way through the gamification tools.*
- *I established a better relationship with children that I work with.*
- *I have been able to communicate with my students better*
- *Learning new teaching methods made me more confident with my job skills.*
- *Reduction of the disciplinary program*
- *relational and didactic*
- *Students established a closer relationship with us*
- *The program provided me to get achievements of communication skills such as expressing my negative feelings.*
- *We got a close relationship with students.*

Another question was related to application or use of certain parts of activities at the school program. The participant teachers and advisors have given following statements.

- *“All aspects of the activities could be use in the school with an effective time planing.*
- *Every school should use these tools in their curriculum.*
- *I learned useful techniques to communicate with children at risk.*
- *I liked the most the gamification techniques as a teaching tool. We should use it in our studies with children at risk.*
- *innovative methodologies*
- *multimedia teaching methods*
- *My organisation should use the activities in rehabilitation of children under protection or children at risk.*
- *The games were very effective to make students motivated to the lessons. Thus, we should use this methodology in the school program.*
- *The lack of flexibility of our educational system doesn't allow us to implement such activities in the normal school life but some of the activities ar*
- *The student can learn new things by the games.*
- *theater*
- *we can continue this activities not to lose the motivation of students*
- *We use the activites (especially the games) of the project regularly in the school program. Maybe once a week, and so on..*
- *Workshops”*

As shown, in the graph 6.11, all participating teachers/coachers have assessed positively the general use of activities for student's personal development and school success.

Graph 6.11 How would you assess the general use of the activities for students' personal development and school success :



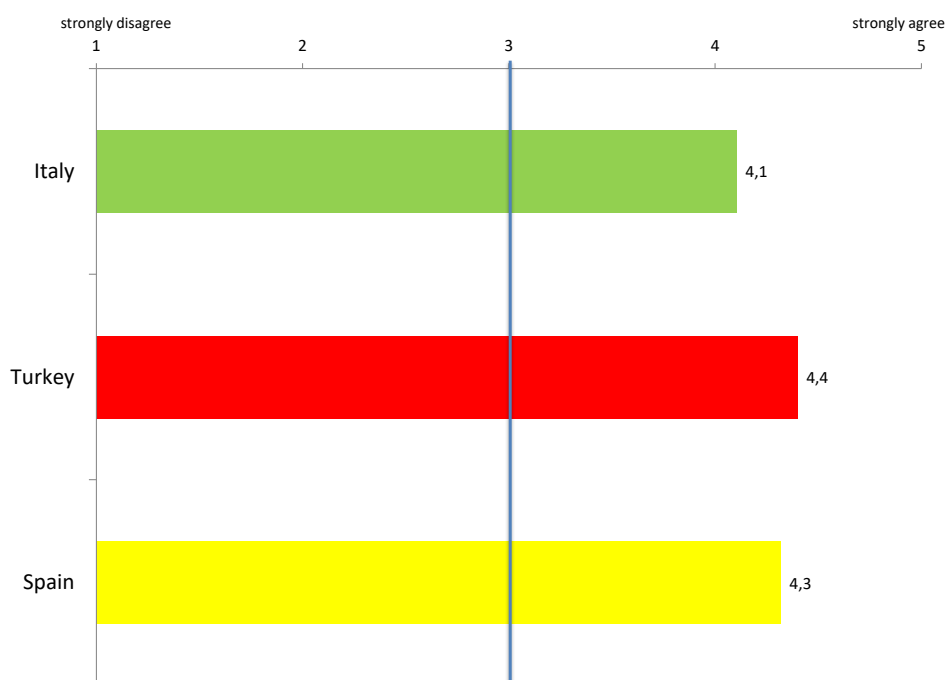
All teachers would recommend the activities and the program to a great extent. A comparative look at partner countries shows, in this respect, no significant differences. Some impression on the assessments of the teachers have been given in the open question related to strongest and weakest aspects of the program. As weak have been rated the duration and too much bureaucracy. One teacher has stressed the importance of communication between teachers.

With respect to strongest points there were, however, highly positive appraisal:

- *active involvement of students*
- *Completely yes. I got a new perspective on teaching methods.*
- *cooperation*
- *Encourage less busy students*

- *It was very interesting that children were curiously asking for the activity days of the project.*
- *Motivation*
- *preparation of final output*
- *specific training for school inclusion*
- *I got a new perspective and extraordinary experiences in my daily work with children at risk.*
- *Yes, they asked more questions, Students were curious, curious is very important to learn new things.*
- *I gained new skills related to observation and rehabilitation of the children at risk.*
- *I have learned lots of techniques.*
- *I like the most tools and methodology of gamification.*
- *My students were very interested to the activities-especially to the games.*
- *The capacity of building new relationships, especially during the workshops. They try to cooperate and they involved themselves with the same try”*

Graph 6.12 The activities and program can be recommended to other schools and organizations



A final open question was about future use of tools/activities/instruments with the students:

- *I can use the gamification method in establishing close relationships with children.*
- *I will use the gamification method to in providing students to express their thoughts and emotions*
- *I have planned to use all of the tools in my daily work with children.*
- *If could use some of the tools, working in groups to plan the week with objectives.*
- *inserting this module in each school subject*
- *supporting motivation through multimedia teaching*
- *the involvement of really interested students*
- *we can use the tools in our lesson to know students better and to make students curious about the topics.*
- *we can use the tools in our studies to get students more voluntary to do their responsibilities.*

7 CONCLUSION AND FINAL REMARKS

The intervention model has been applied in two piloting stages in three countries. The selection of schools and target group had been different as well as the country specific experiences. Nevertheless, some general remarks could be gained with respect to intervention model and its applicability in order to tackle with Early School Leaving.

In Turkey, the general remarks are summarized as follows.

- There were a negative attitude towards these students by their teachers and school authorities. It was recommended that their negative perspective should be changed through organizing drama activities to increase their awareness about the effect of positive approach on school engagement of the students.
- Many of the students in the focus group have low self-esteem and self-confidence which affect ESL. It was advised for these students that their negative perception about themselves should be changed into positive through drama activities.
- Teachers have a difficulty about contacting with the students at risk and they do not know any special methods and techniques for these students. It was recommended that teachers should improve their skills and learn educational methods and tools to prevent ESL. It was recommended that teachers should improve their communication skills through basic therapeutic approaches.

In Italy:

- It was very difficult to reach the teachers and the parents and many of them did not accept to cooperate. There is lack of communication and cooperation between family and school, from both parties. It is strongly recommended to implement effective activities to open the dialogue and the discussion between the school and the family, alternative to the official ways of communication.
- The impact of the meeting with the coach, a person with a profile and an approach different from the teachers, is very positive. It is very negative the fact that the school authorities and the school staff stigmatise the fact that these guys are lost. It is strongly recommended to change the perception that these students have of the school authorities and the school staff. For this reason, a general awareness raising campaign of the school institution about the relevance of a positive approach with students who have difficulties that determine a high risk of early school leaving is recommended.
- Generally, the initiatives to prevent ESL are managed by organizations other than schools (training centres, NGOs, etc.) but the school hasn't internally the competences to work daily with the students at risk. It is strongly recommended to implement a fully training programme for teachers and school staff in order to develop their skills and educational methods and tools working with students at risk of ESL

- It was very positive the implementation of the activities in spaces other than the classroom: the classroom is generally seen as the space where the meeting (with school friends, with teachers, with the school staff) does not take place.
- It is strongly recommended to implement the coaching intervention in this way.
- It was very negative the fact that the students attended the coaching programme in a group formed by pupils “like them” out of the classroom context. It is crucial to create moment of discussion and debate with teachers and other students of their classes. It is strongly recommended to work with students at risk of ESL involving their class group with the aim to create sense of belonging to a community; otherwise there will be the same effect of the punishment, putting them out of their context.
- It was very positive that students at risk of ESL were involved in initiatives where they had an active role in developing proposals for the school. The presentation of their proposal during the monthly school meeting with all the teachers and students surprised everyone: they are generally students who do not participate, they do not show themselves; bringing their ideas and proposals which found consensus in school was positive for themselves, for the fellow students and teachers who have seen from a different point of view these guys. . It is strongly recommended to work with students at risk of ESL not only with initiatives to reinforce their school knowledge and skills, but also with initiatives that aim to develop for them an active role in their school. The sense of being part of a community can be very positive to motivate them in working at school.

In SPAIN:

- Including students who are not joining the intervention in activities with those included. When the participants of the intervention leave the classroom, the rest of the students think: “something strange is happening here”. So that, it would be interesting to include, at least once, the rest of the students (or some) in the 17 workgroup sessions. This is especially useful for creating networking among students supporting the integration of those who are at ESL risk or at risk of being excluded from the classroom. Exclusion from the normal functioning of the classroom creates the perfect atmosphere for the appearance of the ESL phenomenon. Sometimes, students joining the same classroom don’t know some of the rest and that is not normal at all. Therefore, it could be interesting developing activities indoor as much as outdoor with all the students, during the normal school Schedule as much as out of it.
- Expanding the intervention Schedule (mínimum of six months). It is needed to expand the intervention. If possible, for the whole academic year. The ESL doesn’t start and/or stop in a concrete month of the year but it is a continuous phenomenon. Supporting the students all the time is needed.
- More meetings with teachers/tutors. It could be interesting to work with teachers/tutors because they provide with additional and valuable info to the intervention, about their perceptions in the classroom as much as the feed-back that they receive from the students.

Some students point out that they recognize the important role of the teachers. They say that some days, the teachers look like if they were tired, not interesting in teaching. They detect this behavior.

- Within the individual interviews, the coacher detected that the most popular teachers among the students are those who support them daily (“you can”, “don’t give up”, etc) .
- Meeting teachers at least once a month is needed to analyze: behavior of students in the classroom, homework, absences, and actions to be adopted in order to personalize the support to each student.
- More meetings with families. Meeting the families is needed in order to improve the connection between them and the school.
- Monitoring the evolution of the students. When an intervention is carried out, a plan for monitoring the evolution of the student is needed in order to consolidate the already developed activities.
- If the intervention takes only three months, it is advisable to start it during the second evaluation period of the school since the coacher has the opportunity to have a feed-back from the first evaluation period. This supports the coacher for developing the intervention since he/she is able to detect students’ problems and attitude. Anyway, the desirable schedule for developing the intervention is a full academic year. Even the students have reported that the intervention is short and should be expanded.
- This kind of interventions should be developed in every school to provide the teachers/tutors/principals with an alternative to the expulsion/ESL of students.

In conclusion, the key words for the implementation of the coaching intervention to prevent early school leaving are:

- **The need for a positive approach** of school authorities and teachers
- **Creation of a positive atmosphere** for students to express themselves
- **Increase self-esteem and self-confidence** of the students at risk
- **Encouraging** the students’ participation
- **Learning new education programs, methods and tools** for these children
- **parents’ involvement** in academic life of student as well as in non-formal activities with school staff
- **the coaching intervention** is more effective if implemented by a coach other than a member of the school staff, because there are no constraints in the relation
- **awareness raising campaign** and training of the teachers and the school staff about the relevance of a positive approach with students at risk of ESL-implementation of coaching activities in non-formal ways and in spaces other than the classroom.
- **Increase awareness** parents and friends
- **implementation** of coaching activities involving teachers and other students of the group in order to improve in the students at risk of ESL the sense of belonging to a community.



- **implementation** of coaching activities involving students at risk of ESL with initiatives that aim to develop for them an active role in their school.
- **The initiatives** to prevent the early school leaving need to be planned in the school at the beginning of the school year as curricular activities, in order to not have too many activities for the students that can lose meaning and especially effectiveness.

8 ANNEX

STUDENTS' Questionnaire

GENDER

| | |
|--------|--------------------------|
| Female | <input type="checkbox"/> |
| Male | <input type="checkbox"/> |

My Age

| |
|-----------|
| ____ Year |
|-----------|

The activities in the project were interesting:

(Please tick on of the boxes below)

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The activities were usefull:

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The content of the activities were clear und well defined:

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What were your expectations for participating in the project

| | |
|---|--------------------------|
| Finding out about new interesting things | <input type="checkbox"/> |
| Learn something new for myself and for the school | <input type="checkbox"/> |
| Improvement of school achievement | <input type="checkbox"/> |
| Others: ----- ----- | |

How do you rate the use of participating on Project activities?

| | Yes | No | Don't know |
|---|--------------------------|--------------------------|--------------------------|
| I was interested. I think it was useful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was not interested but I had to do it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I was not interested and it was not useful for me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

There is a connection between the activities in the program and school life

| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I have learned some new things how to deal with school work

| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I have learned some new things how to get along with teachers and other pupils at the school

| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I have learned some new things about myself

| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



The activities would help to improve my school performance

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The activities contributed to any changes in your motivation to learn/behavior/school attendance?

| | Yes | No | Don't know |
|---|--------------------------|--------------------------|--------------------------|
| Improve learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Increase my self-esteem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Better school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feeling more appreciated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Better relationships with classmates and teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feeling better at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other:..... | | | |
| | | | |
| | | | |
| | | | |

Did the program meet your expectations?

What were the strongest points?

| |
|-------|
| |
| |
| |
| |

What were the weakest points?

| |
|--|
| |
| |
| |
| |

How would you assess the general use of the activities for your personal development and school-success :

(Please tick one box below: where 1 "less useful" and 10 "most useful".

| | | | | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Less useful | | | | | | | | | | | most useful |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The activities and program can be recommended to other classmates

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TEACHERS' Questionnaire

GENDER

| | |
|--------|--------------------------|
| Female | <input type="checkbox"/> |
| Male | <input type="checkbox"/> |

My Age

____ Year

Role

| | |
|-----------------------|--------------------------|
| Teacher | <input type="checkbox"/> |
| School Conselor | <input type="checkbox"/> |
| Advisor/Social Worker | <input type="checkbox"/> |
| Other: _____ | |

The activities in the project were interesting:

(Please tick on of the boxes below)

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The activities were usefull:

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The content of the activities were clear und well defined:

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What were your expectations for participating in the project

| | |
|--|--------------------------|
| Finding out about new interesting things for the improvement of school achievement of students | <input type="checkbox"/> |
| Learn something new for myself and get new insights to deal with pupils at risk | <input type="checkbox"/> |
| Learn new tools and methods for me and for students | <input type="checkbox"/> |
| Others: _____ | |

How do you rate the use of activities by the students?

| | Yes | No | Don't know |
|--|--------------------------|--------------------------|--------------------------|
| They were interested. I think it was useful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| They were not interested but they had to do it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| They were not interested and they didn't do what they were asked to do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

There is a connection between the activities in the program and school life

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I have learned some new things how to deal with pupils at risk

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



The activities contributed to any changes in students' motivation to learn/behavior/school attendance?

| | Yes | No | Don't know |
|---|--------------------------|--------------------------|--------------------------|
| Improve learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Increase self-esteem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Better school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feeling more appreciated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Better relationships with classmates and teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feeling better at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other:..... | | | |
| ----- | | | |

As far as you have observed, is there any improvements after students' participating in activities, with respect to:

| | No | Yes | If Yes, How many Students |
|---|--------------------------|--------------------------|---------------------------|
| Risk reduction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| School Performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| Better school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| Better relationships with classmates and teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| Other Effects: | | | <input type="text"/> |
| | | | <input type="text"/> |
| ----- | | | <input type="text"/> |



Is there any students who have left the school/training after participating the activities?

| | |
|-----|--------------------------|
| No | <input type="checkbox"/> |
| Yes | <input type="checkbox"/> |

If yes, how many?

_____ Students

Has your participation in the activities contributed to any changes in your daily work, at school program?

| | |
|-----|--------------------------|
| No | <input type="checkbox"/> |
| Yes | <input type="checkbox"/> |

If yes, which aspect?

Do you think your school/organization would use and apply certain parts of activities at the school program?

| | |
|-----|--------------------------|
| No | <input type="checkbox"/> |
| Yes | <input type="checkbox"/> |

If yes, which aspect?

Did the program meet your expectations?

What were the strongest points?

What were the weakest points?

In Future, in which ways would you use the tools/activities/instruments with the students?

| |
|--|
| |
| |
| |
| |

How would you assess the general use of the activities for students' personal development and school-success :

(Please tick one box below: where 1 "less useful" and 10 "most useful".

| | | | | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------|
| Less useful | | | | | | | | | | | most useful |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

The activities and program can be recommended to other schools and organisations

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree | Disagree | Acceptable | Agree | Strongly Agree |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |