



EDDI

EARLY DIGITAL DIAGNOSIS & INTERVENTION (EDDI)

2020-1-UK01-KA201-079073

Needs Assessment Report With Summary of Findings

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Needs Analysis

EDDI (Early Digital Diagnosis and Intervention (EDDI) Erasmus + project, which we prepared in order to determine the factors that play a role in students' school leaving and their prevention strategies, is supported by the European Commission. The EDDI project aims to help teachers, families and students to better understand the causality and consequences of leaving education in order to find possible solutions to the ESL problem. We believe that only a comparative analysis of practices and interventions between countries which do well in the ESL statistics and those at the opposite end of the spectrum would deliver a sustainable solution to the ESL problem. Besides economic and social mobility impacts, ESL has been linked to bullying, violence or micro criminality. ESL is a threat to the successful future development of the workforce and community prospects.

This report summarizes the task performed under IO1-EDDI e-Platform led by MUSEV. Questionnaires, aimed at exploring the real factors that affect students' dropout and prevention strategies to fight against it, were developed by MUSEV and implemented with the target group of teachers, parents and students in four participating countries.

The evaluation of the questionnaires and development of the Needs Analysis Report were performed by 21.YY Egitimciler Dernegi.

Introduction

This part of the Research Report relates to the Needs Analysis survey report.

The main objective of this section of the data collection is to explore the real factors that affect students' drop-out and prevention strategies to fight against early school leaving in each partner country and the respective school systems.

Data Collection Instrument Design:

To achieve the objective, three questionnaires were designed to collect information from the three principal agents that, from the project point of view, were the most important: Teachers, Students and Parents.

Apart from the socio-demographic questions, the items included in the three questionnaires (depending on the agent) were principally related to:

- The Leading Factors In Students' Early School Leaving
- The Strategies to Tackle Drop-Out

The questionnaires consist of three (3) parts. In the first part, participants are asked to write or mark information about themselves. The second part is structured to determine the factors that affect the student's school dropout. In the third part, participants are asked to share their observations on prevention strategies for school dropout.

Questionnaires were validated in English as a Word Document and shared with the partners. It was suggested to use Google Forms while implementing the questionnaires.

The figure shows two pages of a questionnaire. The left page is the introduction and personal information section for teachers. It includes the EDDI logo and Erasmus+ logo, the title 'EDDI [Early Digital Diagnosis and Intervention] PROJECT FACTORS PLAYING A ROLE ON LEAVE OF SCHOOL AND PREVENTION STRATEGIES TEACHERS' SURVEY FORM', and a letter from the EDDI Project Steering Committee. The personal info section asks for country, age, and professional seniority.

The right page is titled 'PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING'. It contains a table with 8 rows of factors and 5 columns of Likert scale options. The factors are: 1. Uncontrolled absenteeism, 2. Failure in classes, 3. Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family, 4. Inadequate or inappropriate study habits, inadequate academic achievement, 5. Friendly relations with people outside of school, the attractiveness of life outside of school, 6. Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment, 7. Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school, 8. School violence, assault, threat, peer bullying, etc. factors.

Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. Indicate your degree of participation in these items by placing an (X) in the circle in front of the option that suits you.	Do not agree at all	I agree less	I agree a little	I mostly agree	I agree at all
1. Uncontrolled absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Failure in classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Inadequate or inappropriate study habits, inadequate academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Friendly relations with people outside of school, the attractiveness of life outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. School violence, assault, threat, peer bullying, etc. factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. Teacher Questionnaire

The figure shows two pages of a questionnaire. The left page is the introduction and personal information section for students. It includes the EDDI logo and Erasmus+ logo, the title 'EDDI [Early Digital Diagnosis and Intervention] PROJECT FACTORS PLAYING A ROLE ON LEAVE OF SCHOOL AND PREVENTION STRATEGIES STUDENT SURVEY FORM', and a letter from the EDDI Project Steering Committee. The personal info section asks for country of education, age, school leaving class, sex, and average revenue of parents.

The right page is titled 'PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING'. It contains a table with 8 rows of factors and 5 columns of Likert scale options. The factors are: 1. Uncontrolled absenteeism, 2. Failure in classes, 3. Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family, 4. Inadequate or inappropriate study habits, inadequate academic achievement, 5. Friendly relations with people outside of school, the attractiveness of life outside of school, 6. Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment, 7. Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school, 8. School violence, assault, threat, peer bullying, etc. factors.

Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. Indicate your degree of participation in these items by placing an (X) in the circle in front of the option that suits you.	Do not agree at all	I agree less	I agree a little	I mostly agree	I agree at all
1. Uncontrolled absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Failure in classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Inadequate or inappropriate study habits, inadequate academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Friendly relations with people outside of school, the attractiveness of life outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. School violence, assault, threat, peer bullying, etc. factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 2. Student Questionnaire

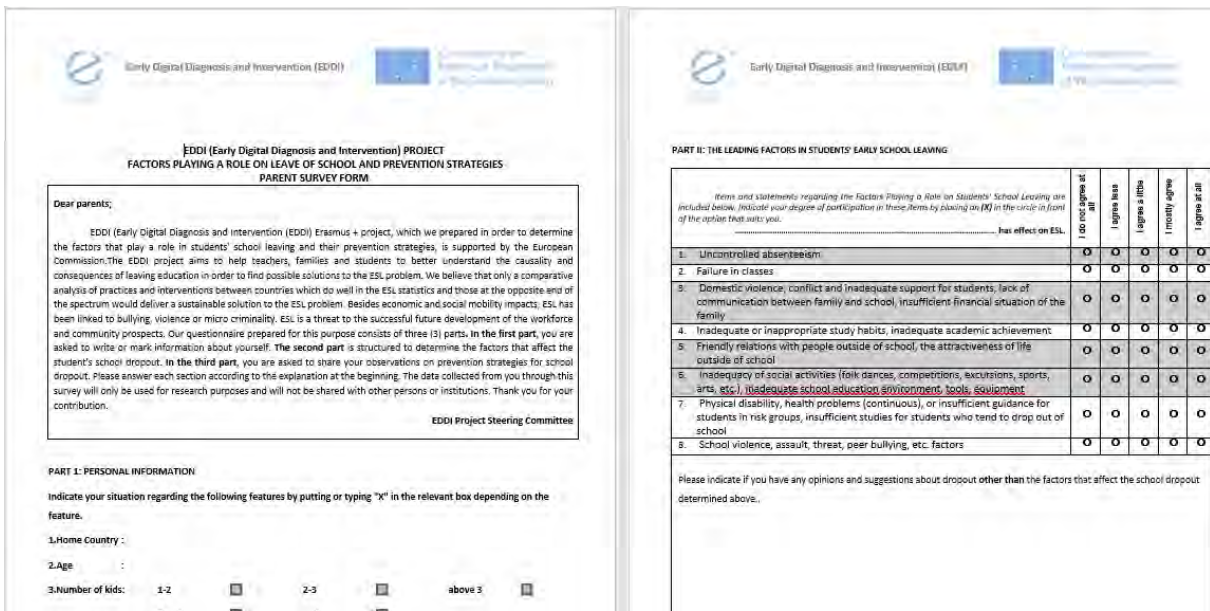


Figure 3. Parent Questionnaire

Data Collection Process:

Once the questionnaires in English were ready, each partner proceeded with the translation of the questionnaires into their native language. After this, each partner decided on the process to move to the data collection in the most convenient way for each context. Partners agreed on two minimum conditions for completing the process. First, each partner country had to guarantee a minimum number of surveys for each type of questionnaire (Teachers: 10, Students: 10, Parents: 10). Second, each partner country would change the collection data in the way they prefer, BUT the final data had to be included in English by each partner in order to guarantee the similarity of data to be analysed.

The data were collected between March and April of 2021.

- Final Sample.

The final sample collected was composed of 164 participants from four countries (TR,NL,EL,FR), distributed by questionnaires as follows:

- Teachers: 66
- Students: 52
- Parents: 46

The consortium has collected an important sample that is providing us with valuable results that would guide the EDDI process of development of IO1-EDDI e-Platform.

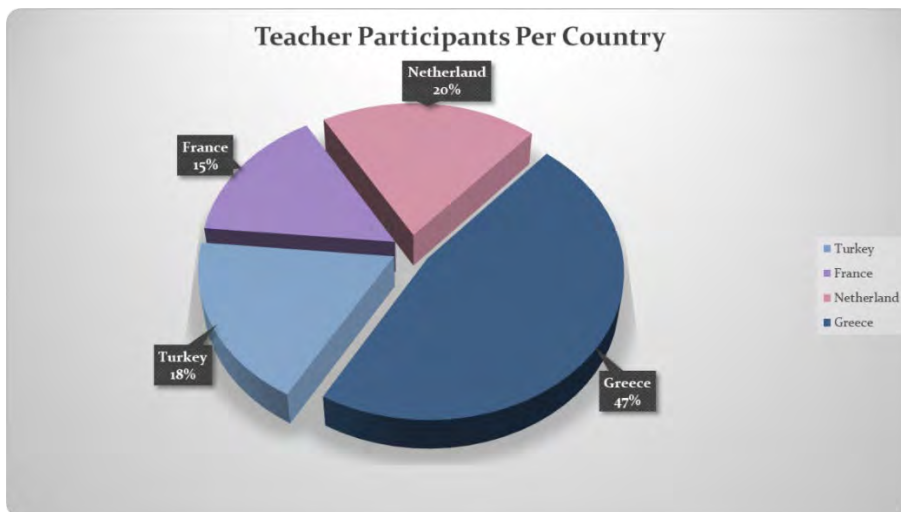
Next, we present the results of every questionnaire implemented by four participating countries.

Results of the Needs Analysis

Teachers:

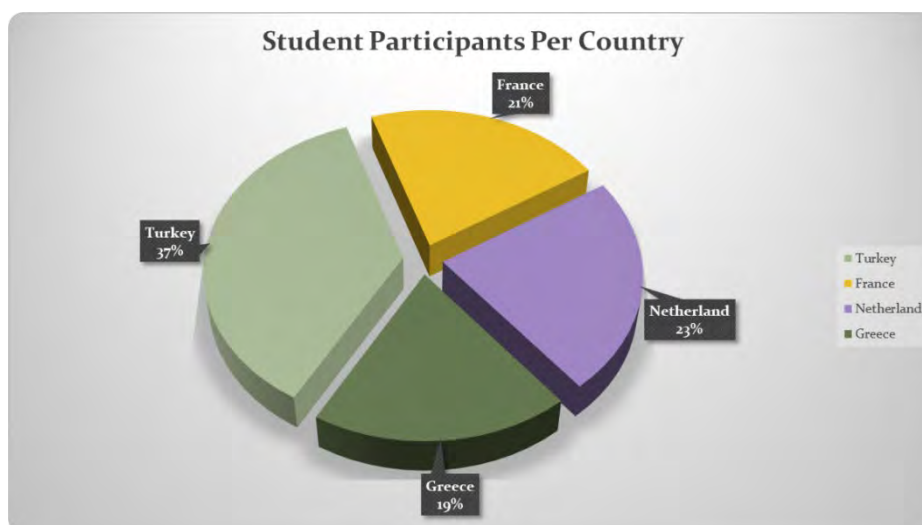
Teachers are key actors in fighting against early school leaving. This questionnaire was created with the aim of asking teachers about their experience and opinion regarding factors that affect students' dropout and prevention strategies to fight against it.

Distribution of the questionnaires of 68 teacher participants is shown in different percentages depending on the country:



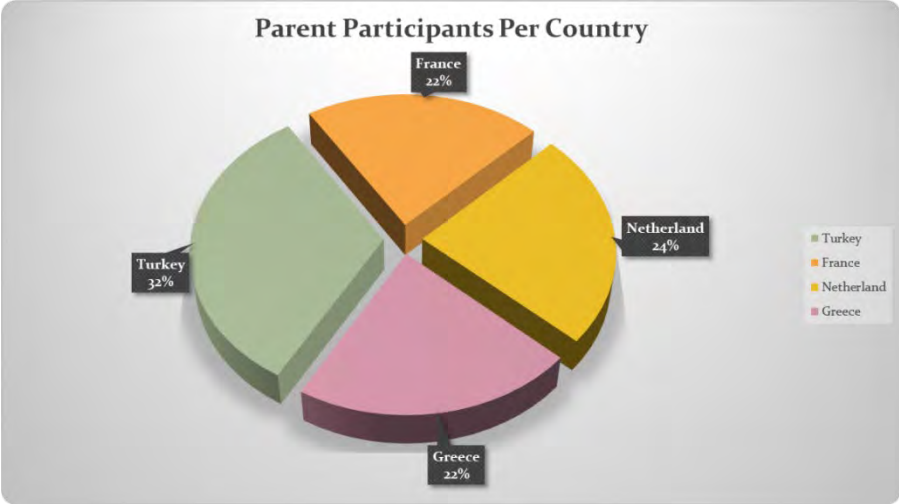
Students:

Students are the main agents of the ESL problem. The target group of the questionnaire is the students who left school early. Distribution of the questionnaires of 52 student participants is shown in different percentages depending on the country:



Parents :

The complete sample we used for this report is composed of 46 parents whose children left school early from 4 countries of the EDDI project consortium.



Data By Country:

TURKEY: TEACHER QUESTIONNAIRE RESULTS

PART 1 – PERSONAL INFO

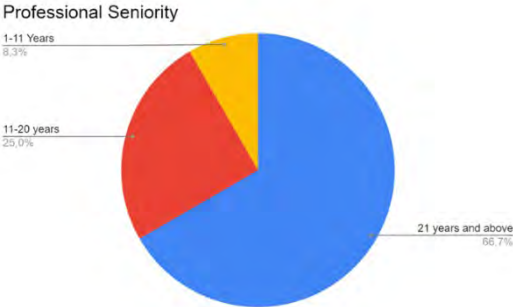
Questionnaires were implemented to 12 teachers in Turkey.

2.Age:

It was verified that 4 of the teachers are between 30-40,4 of the teachers are between 41-50 and 4 of the teachers are between 51-60.

3.Professional Seniority:

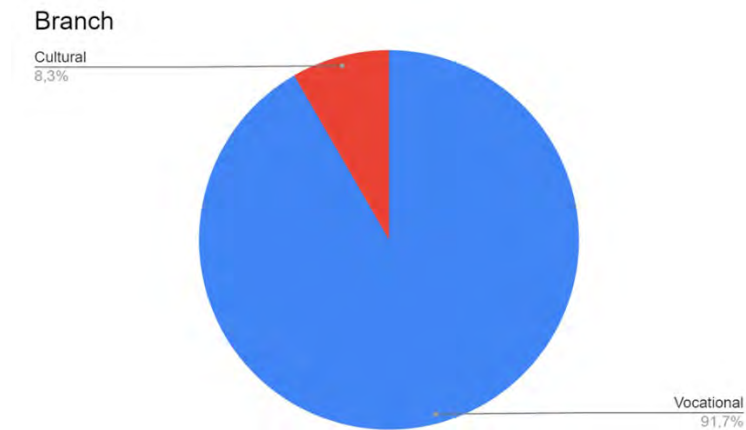
The majority of participants (66.7%) have more than 21 years of experience.



4. Gender:

All of the participants are male.

5. Branch:



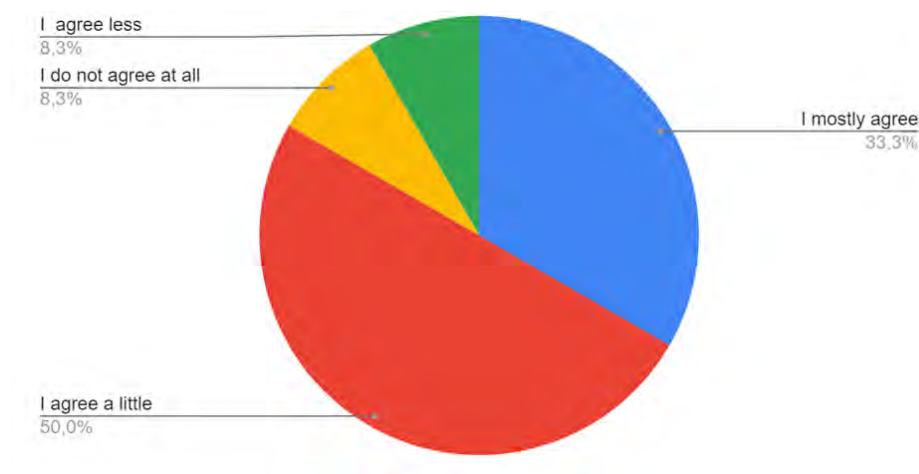
6. Education Status:

It was verified that 91.7% participants have a bachelor degree and 8.3% participants have a master degree.

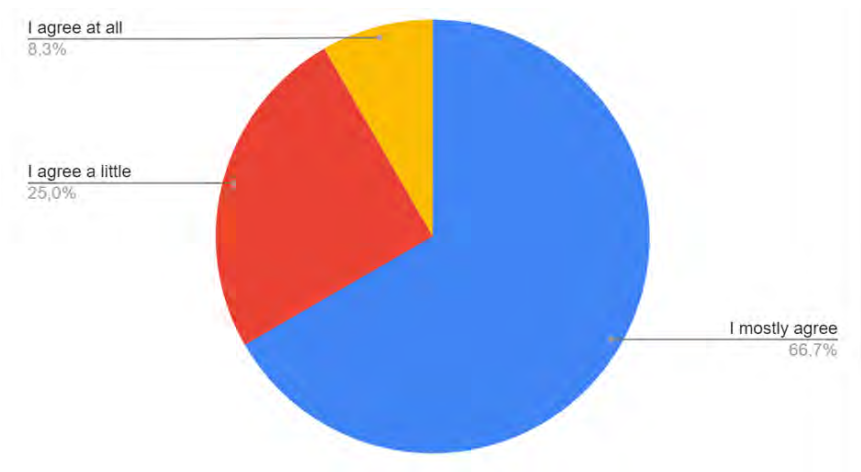
PART 2 – THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

Items and statements regarding the factors playing a role on students school leaving are included below. The degree of participation in these items are shown in graphs as below.

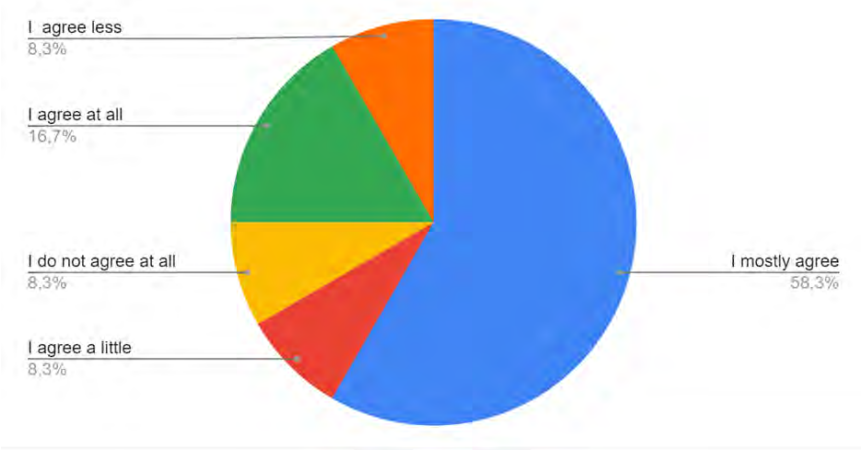
Question 1: Uncontrolled Absenteeism



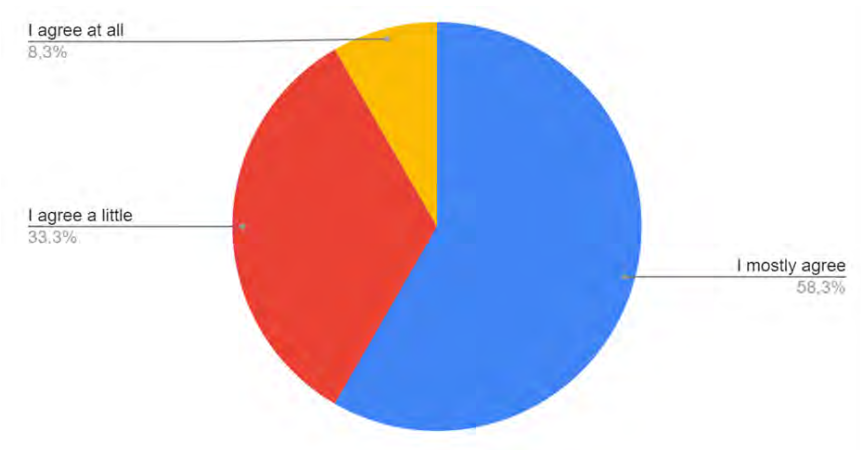
Question 2: Failure in Classes



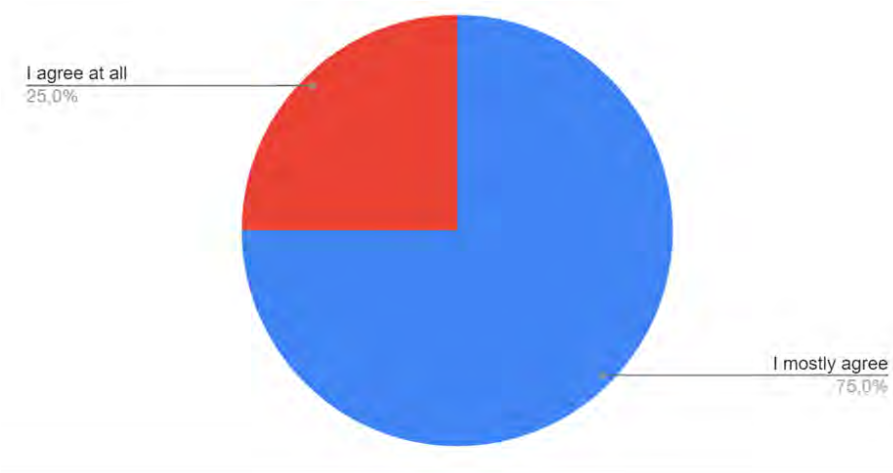
Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family



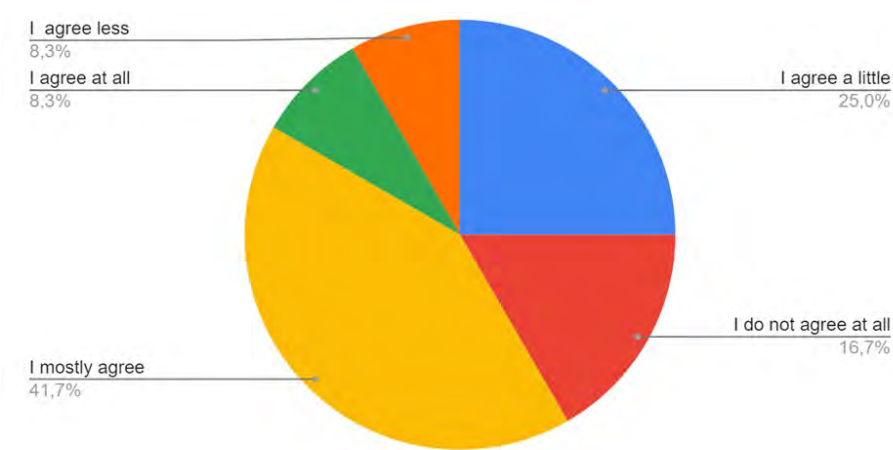
Question 4: Inadequate or inappropriate study habits, inadequate academic achievement



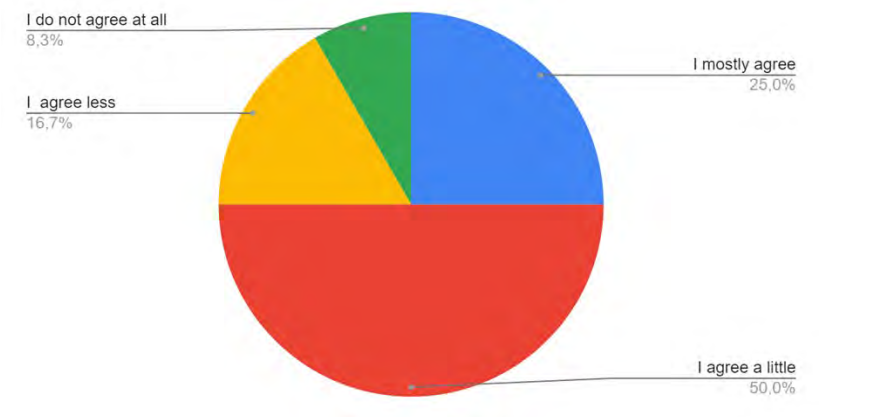
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school



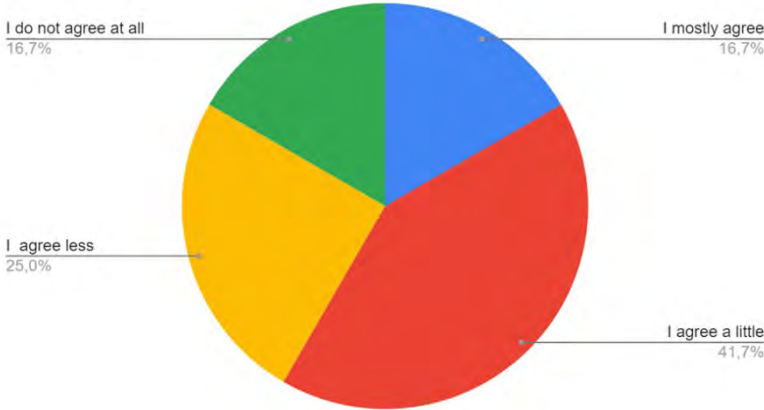
Question 6: Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment



Question 7: Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school



Question 8: School violence, assault, threat, peer bullying, etc. Factors



➤ **The participants were asked to give opinion and suggestions about school dropout other than the factors listed above. 5 of the participants answered that question as below:**

- ✓ Absenteetism
- ✓ Lack of theoretical knowledge
- ✓ Uncertainty of students and parents about the future employment after graduation
- ✓ Emotional and impulsive decisions taken due to the developmental period in which they are present
- ✓ Reluctance to education

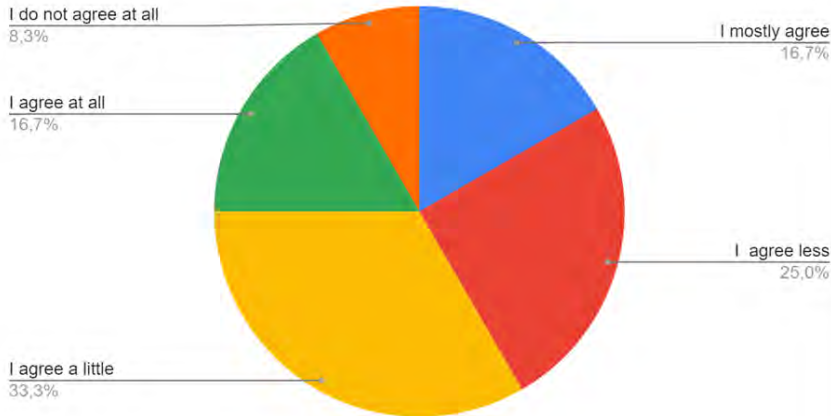
❖ **According to the graphics above the top 3 leading factors are:**

- ✓ Friendly relations with people outside of school, the attractiveness of life outside of school
- ✓ Failure in Classes
- ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family

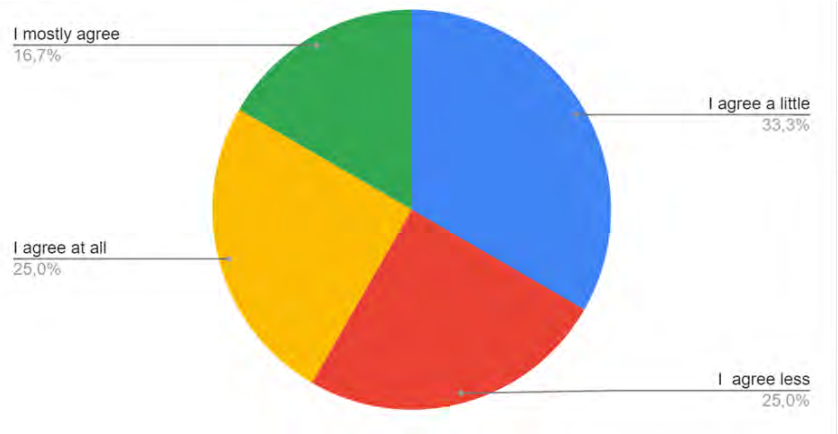
PART III: STRATEGIES TO TACKLE DROP-OUT

Below are the items and statements regarding the strategies and policies to prevent students from school dropout. The degree of participation in these items are shown in graphs as below.

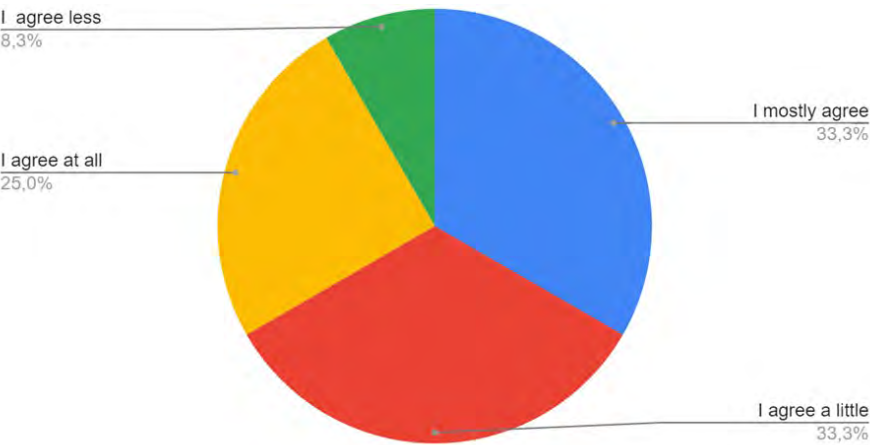
Question 1: Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services



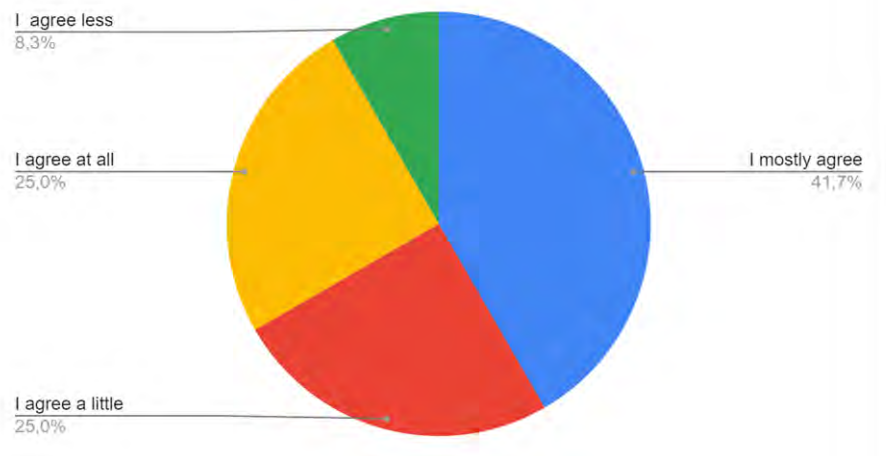
Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training



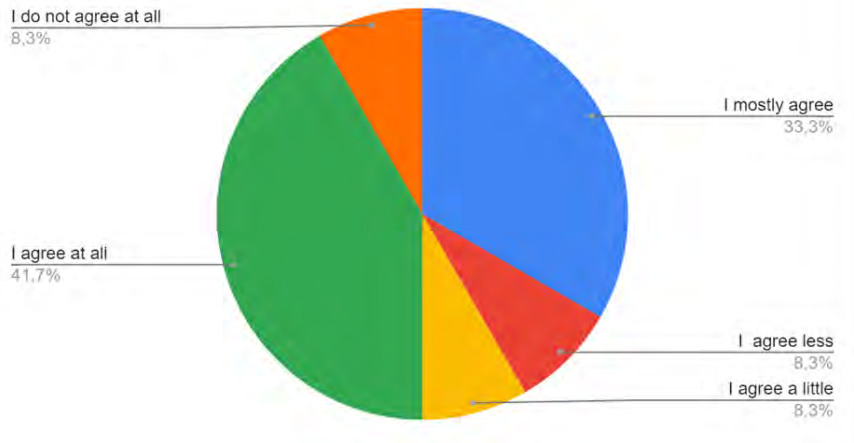
Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education



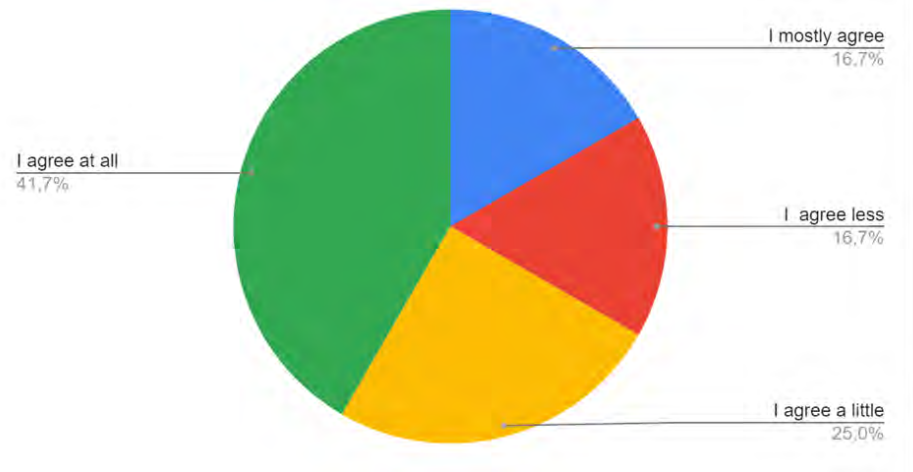
Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices



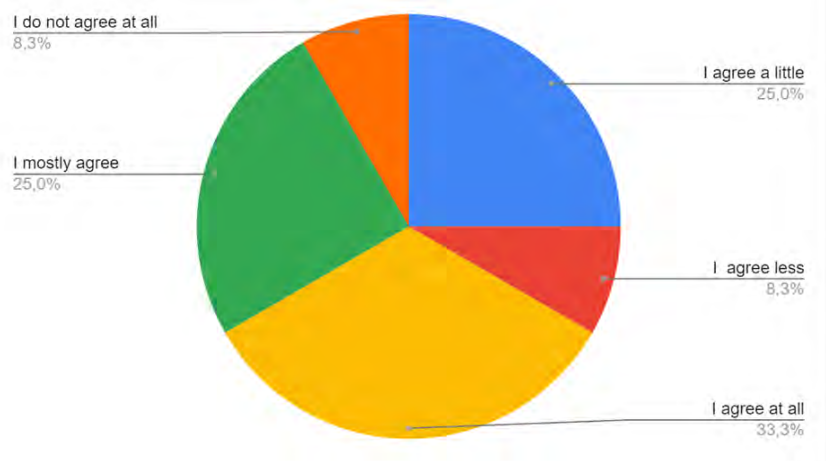
Question 5: Simplification of student courses and curricula in terms of content and duration



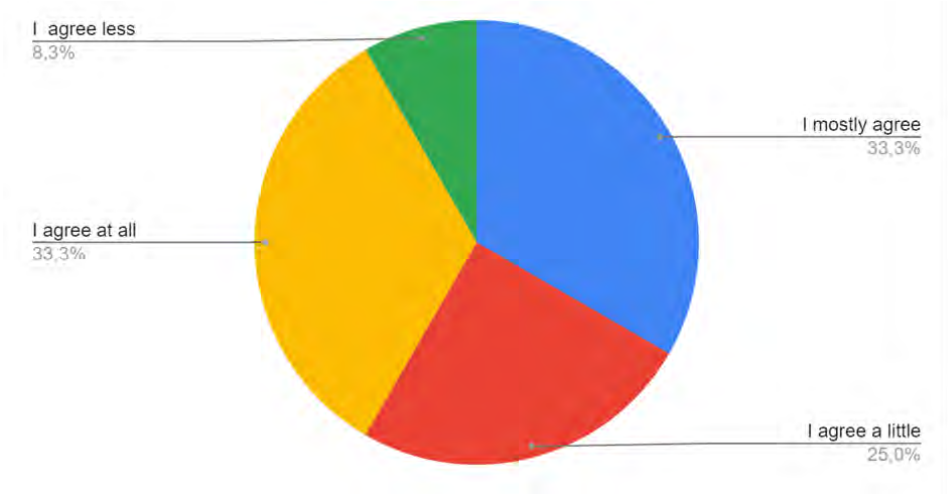
Question 6: Presenting courses supported by social and cultural activities



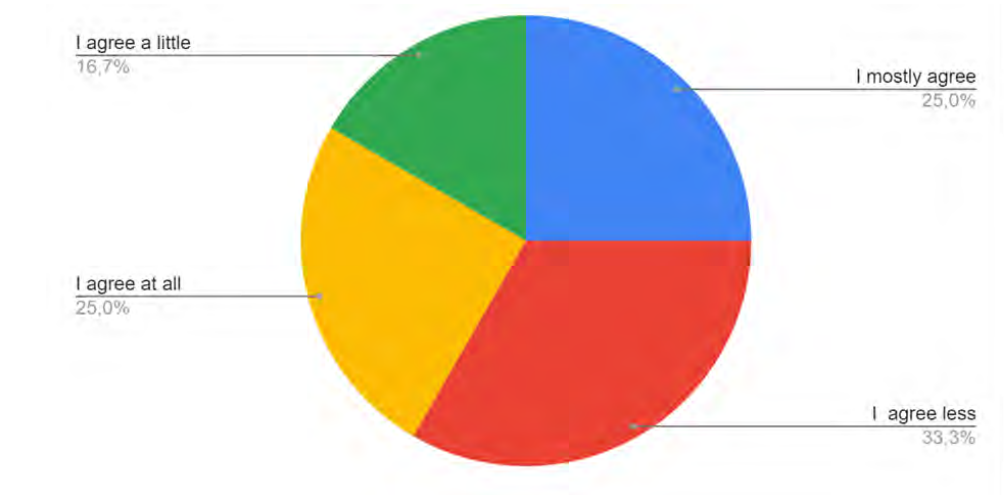
Question 7: Ensuring flexible transitions between classes



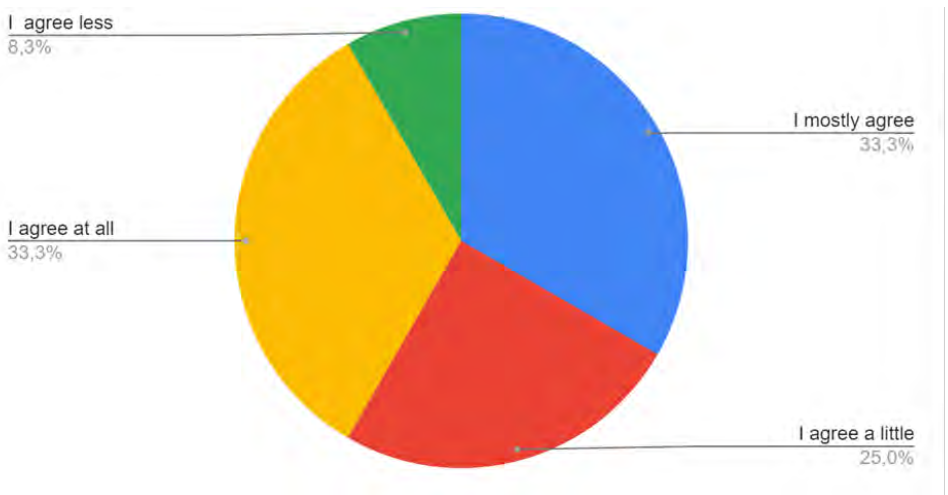
Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process



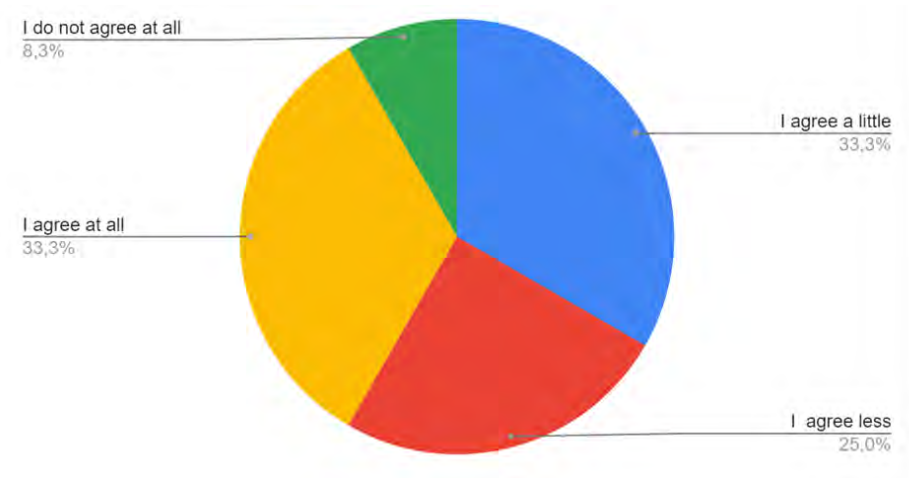
Question 9: Structuring the disciplinary board, rules and functioning to prevent dropout



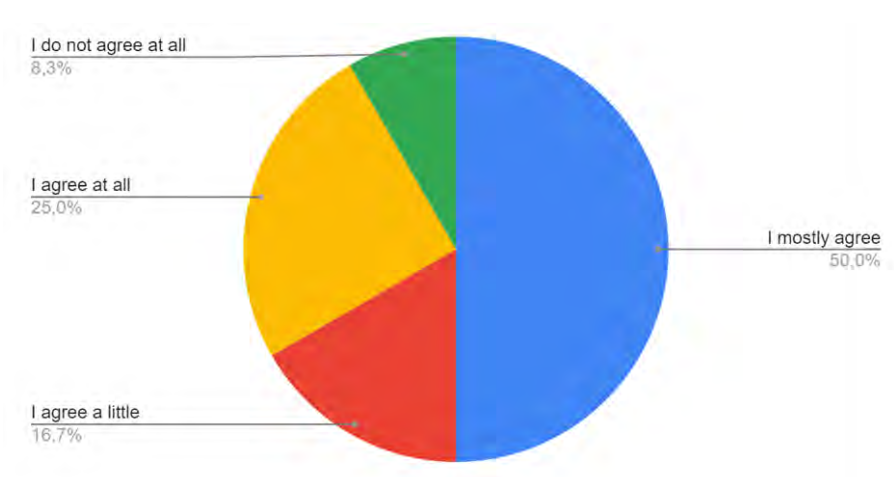
Question 10: Organizing study, compensation and guidance services for students at risk of school dropout.



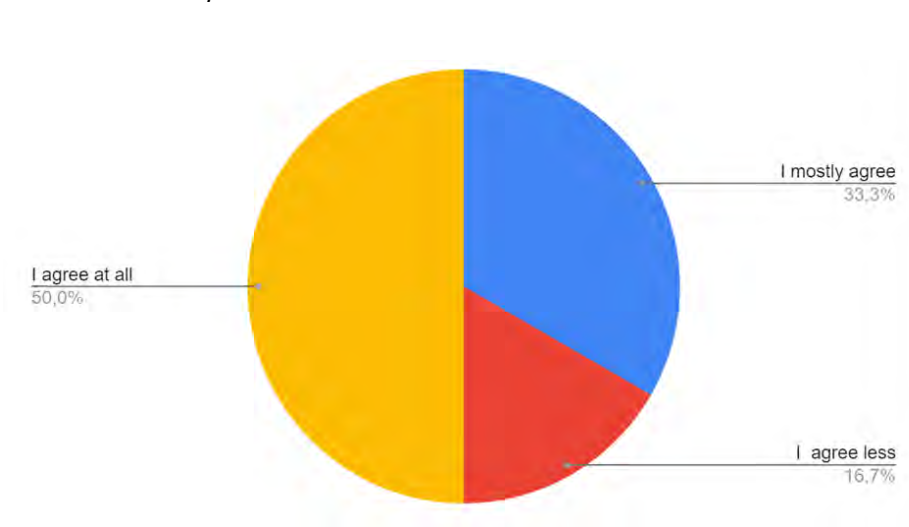
Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving



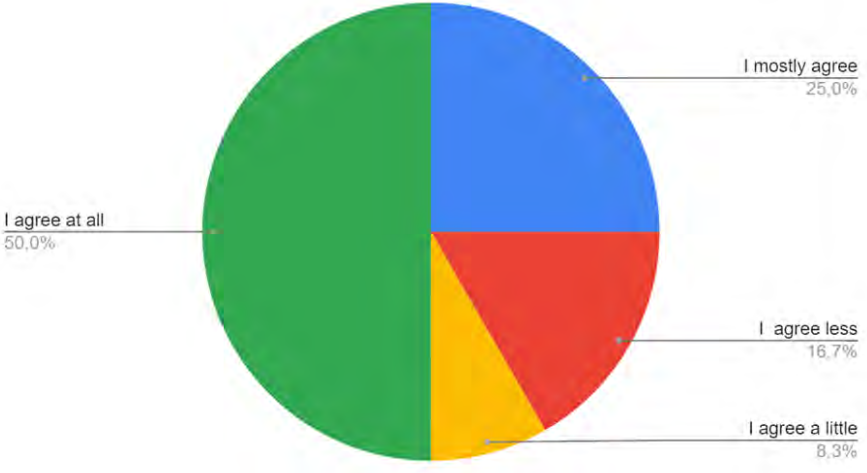
Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes.



Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.



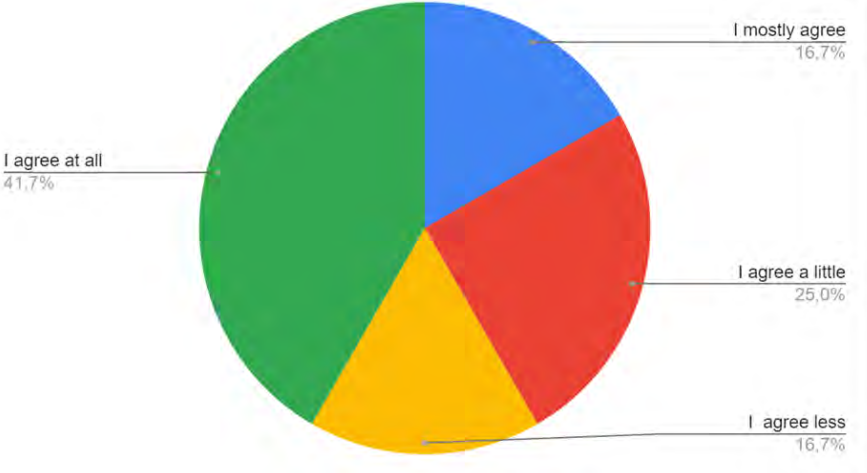
Question 14: Increasing school, family and teacher cooperation



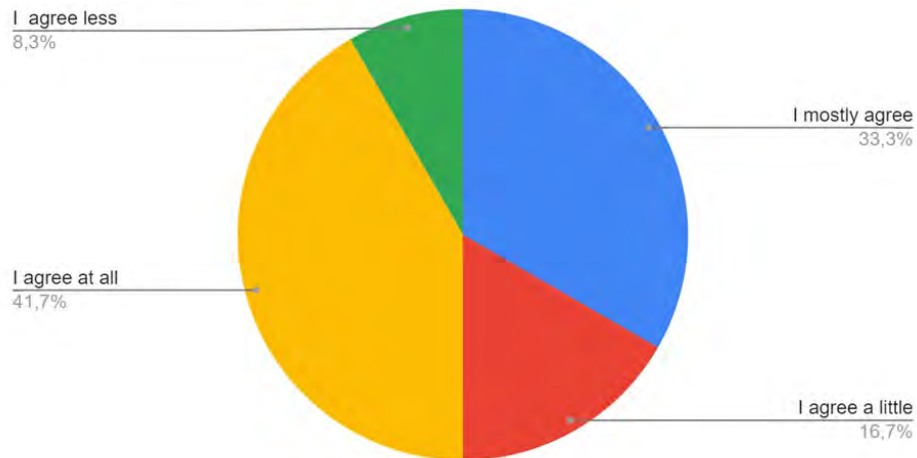
Question 15: Making family visits



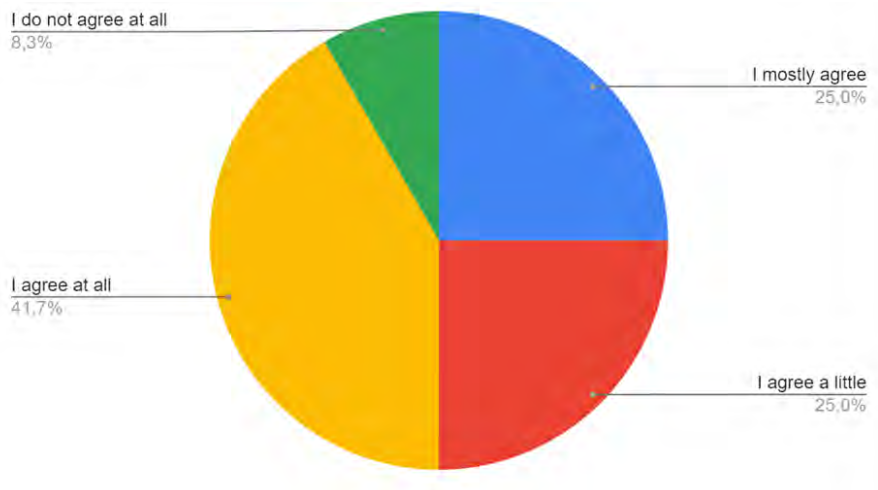
Question 16: Increasing social, cultural and sports activities



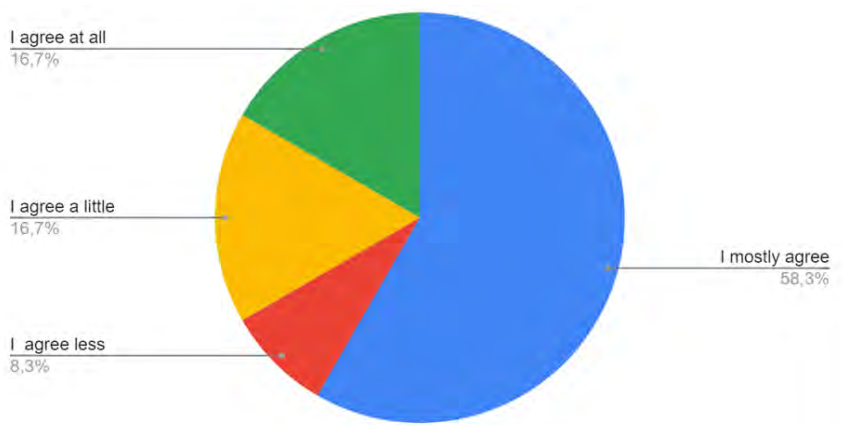
Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students.



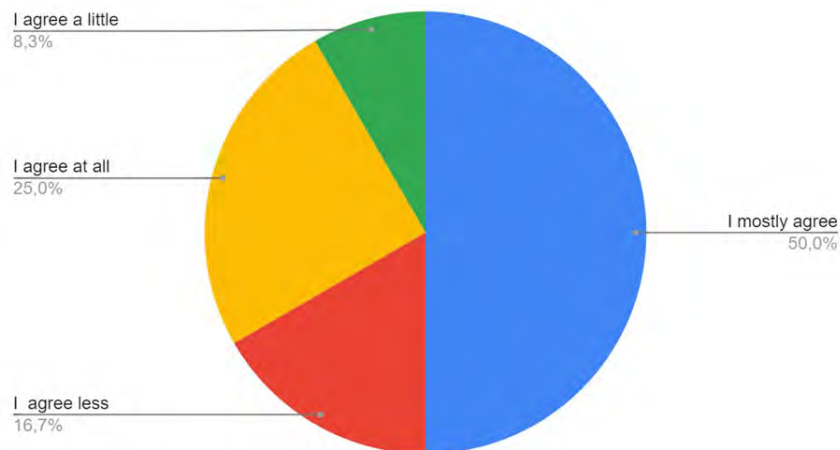
Question 18: Reorganization of the homework system



Question 19: Following the students at risk of school dropout by the teachers to be assigned



Question 20: Gaining self-learning skills



- The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 4 of the participants answered that question as below:
- ✓ Guidance
 - ✓ The duration of school hours
 - ✓ Organizing career days with the support of employers
 - ✓ Directing students to areas that can be employed according to their interests and skills with a system where their talents can be accurately determined.
- ❖ According to the graphics above the top 3 strategies to tackle dropout are:
- ✓ Ensuring that the student is guided to the profession and lessons he wants and is suitable for him
 - ✓ Providing peer support for the students who tend to drop out of school with the support of successful students.
 - ✓ Simplification of student courses and curricula in terms of content and duration

STUDENT QUESTIONNAIRE RESULTS

PART 1 – PERSONAL INFO

Questionnaires were implemented to 19 students in Turkey.

2.Age:

It was verified that 11 of the students are between 15-25 , 7 of the students are between 26-36 and just 1 of the student is 47 years old.

3.School Leaving Class:

It was verified that most of the students (68.4%) left education at the 9th grade.

4.Gender:

It was verified that 84.2% of the participants are male and 15.8% are female.

5.Average Revenue Of Your Parents:

It was verified that 73.7% of the parents have medium, 21.1% low and 5.3% of them have high revenue.

6.How Much of Your Absenteeism Right Did You Use On Average In a Semester:

The average rate of the absenteeism of the students is 49.5%.

State of your family:

84.2% of the students stated that their mother/father alive and together.15.8% of the students stated that their mother/father alive but live separately or divorce.

Where do you stay:

84.2% of the students stayed with their family.5.3% of the students live in a separate house.The rest selected the other option but didn't mention where they stayed.

Do you use computer at home:

52.6% of the students use computer at home.The rest don't use.

Do you have your own room:

68.4% of the students have their own room.The rest doesn't have.

Did you repeat a year during your education:

52.6% of the students repeated a year during their education and the rest didn't repeat a year.

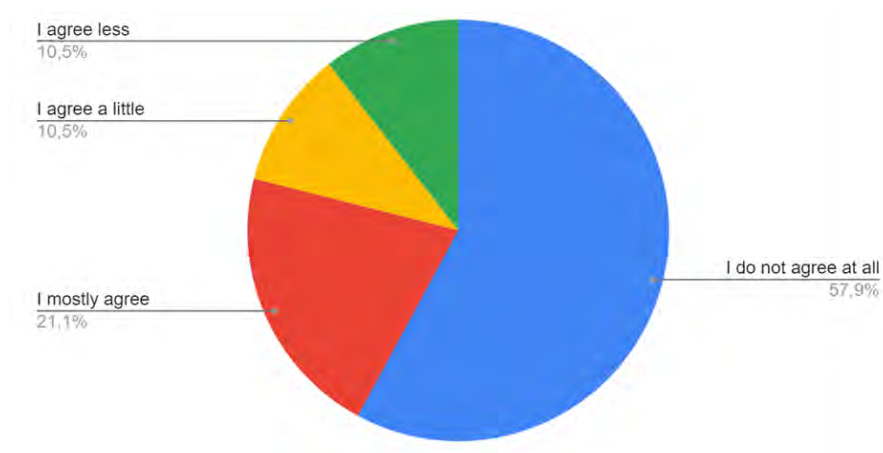
Have you ever been absent during your education:

73.7% of the students haven't been absent during their education and 26.3% of the students stated that they have been absent during their education.

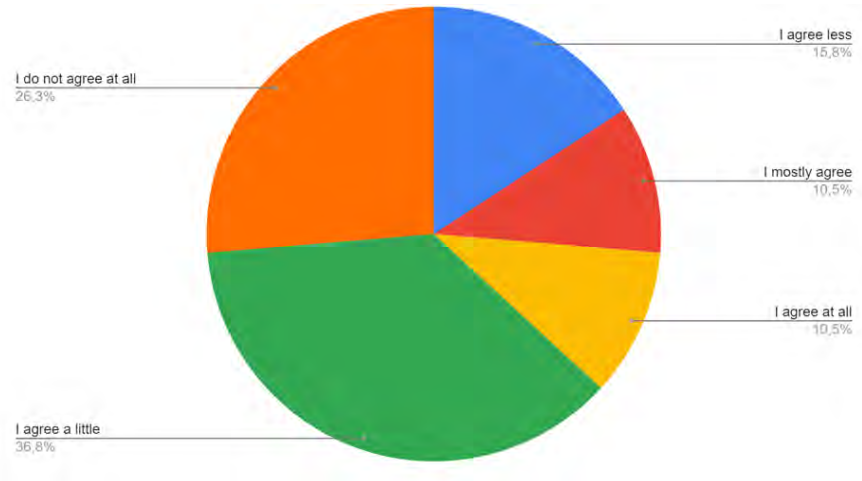
PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. The degree of participation in these items are shown in graphs as below.

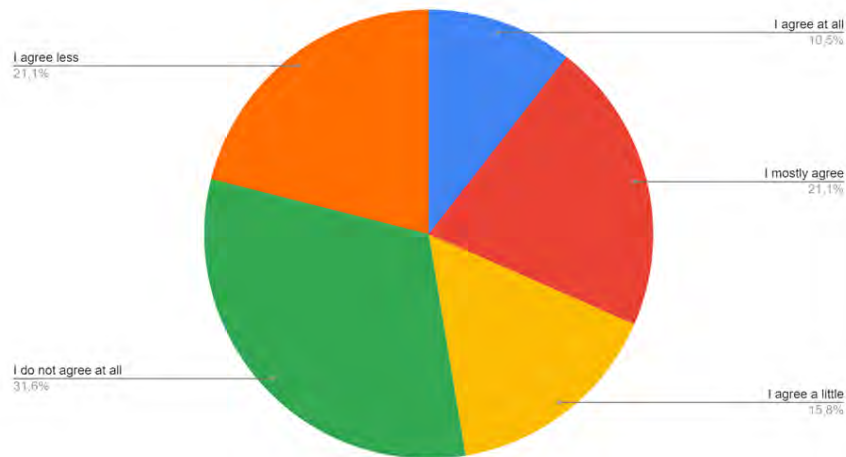
Question 1: Uncontrolled Absenteeism



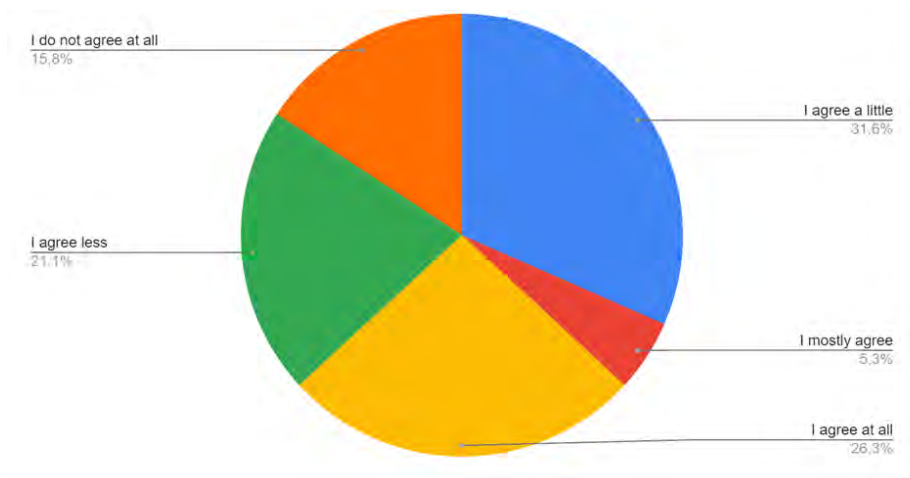
Question 2: Failure in Classes



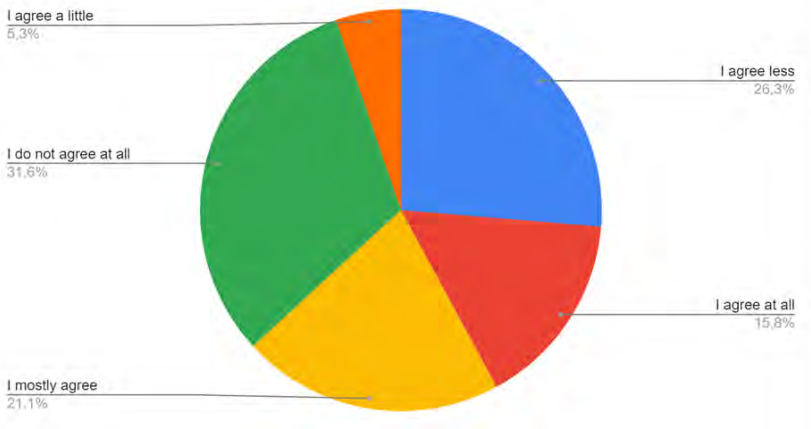
Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family



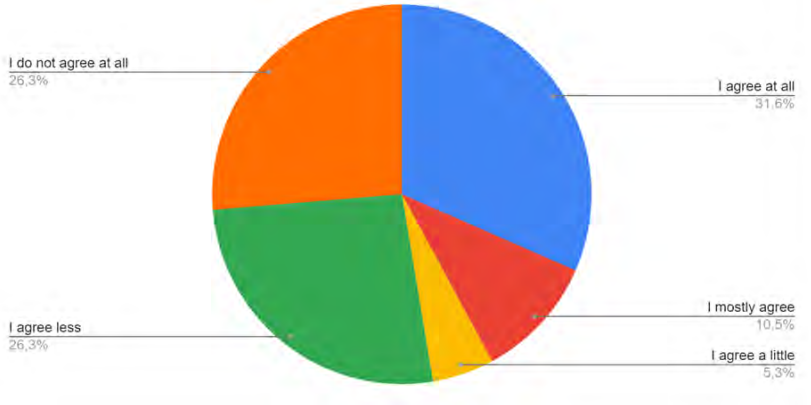
Question 4: Inadequate or inappropriate study habits, inadequate academic achievement



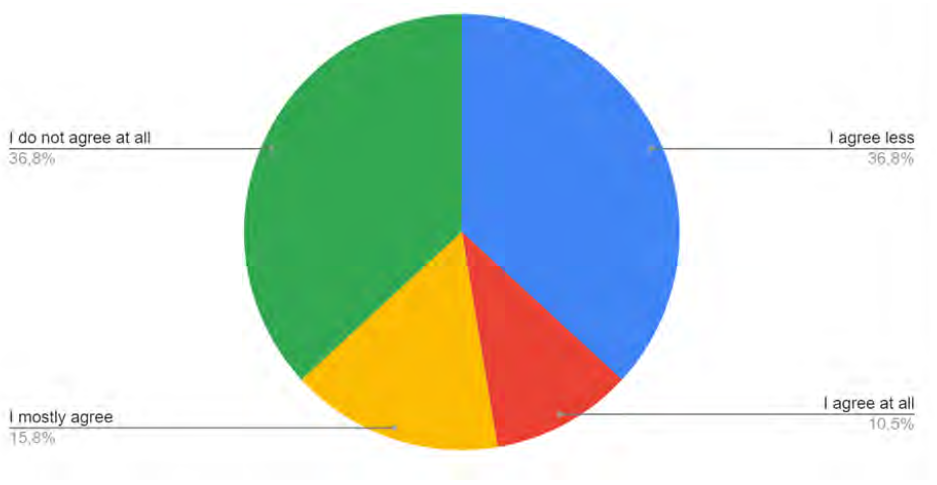
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school



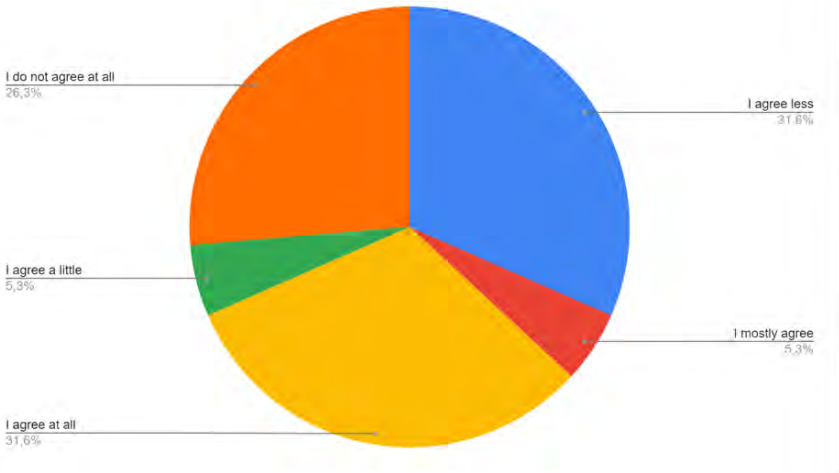
Question 6: Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment.



Question 7: Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school



Question 8: School violence, assault, threat, peer bullying, etc. Factors

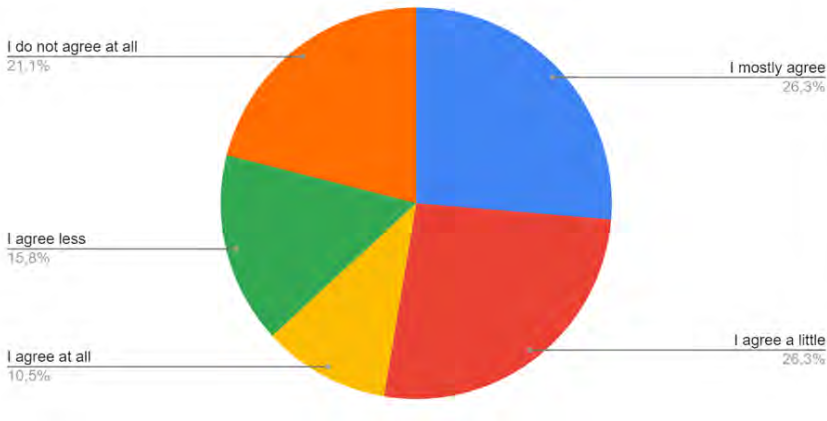


- The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 8 of the participants answered that question as below:
 - ✓ Family factors
 - ✓ Increased job opportunities
 - ✓ Increasing the social activities at school
 - ✓ The attractiveness of life outside of school
 - ✓ School environment and inadequate education
 - ✓ My family doesn't let me to go to school
- ❖ The graphics above shows us that the students couldn't meet on the common leading factors. The 2 factors that can stand out in general are:
 - ✓ Inadequate or inappropriate study habits, inadequate academic achievement
 - ✓ School violence, assault, threat, peer bullying, etc. Factors

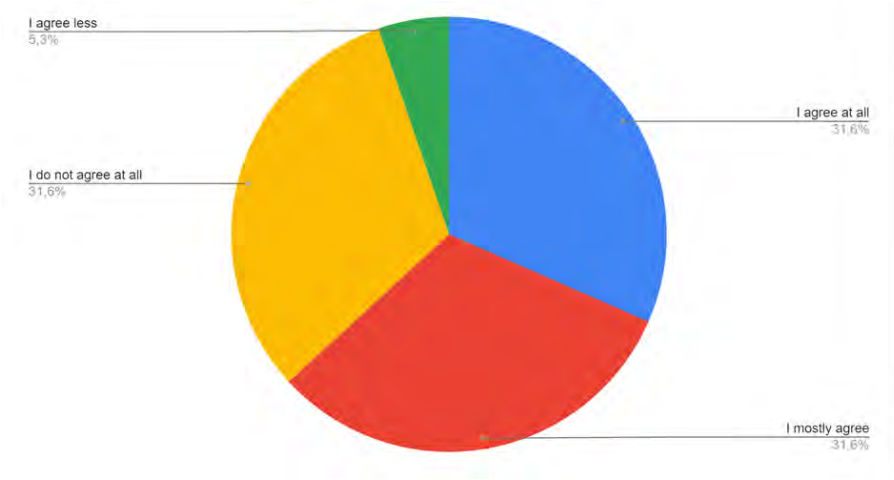
PART III: STRATEGIES TO TACKLE DROP-OUT

Below are the items and statements regarding the strategies and policies to prevent students from school dropout. The degree of participation in these items are shown in graphs as below.

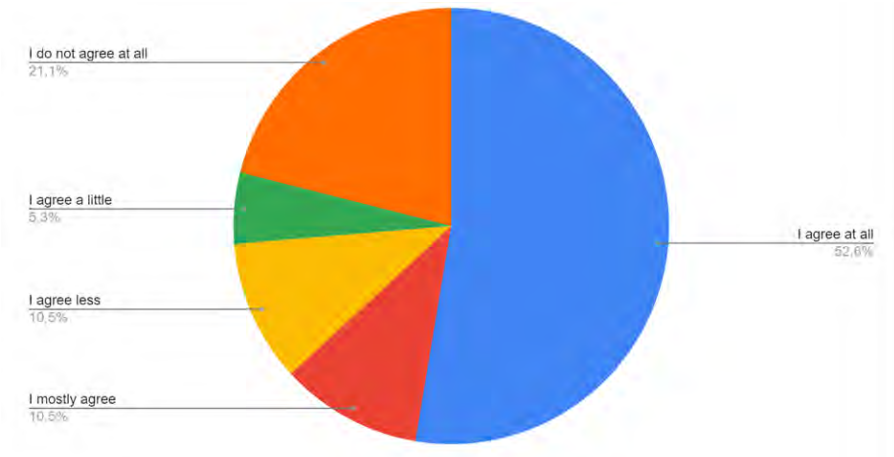
Question 1: Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services



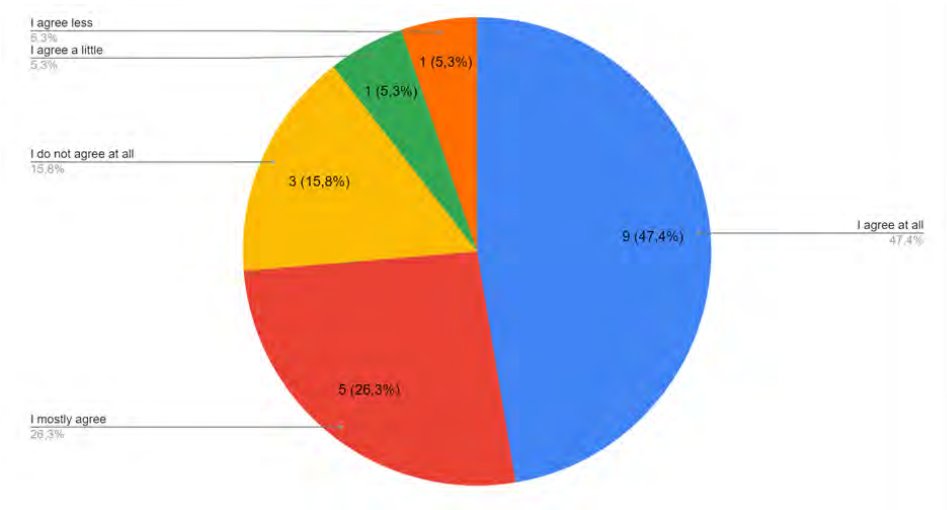
Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training



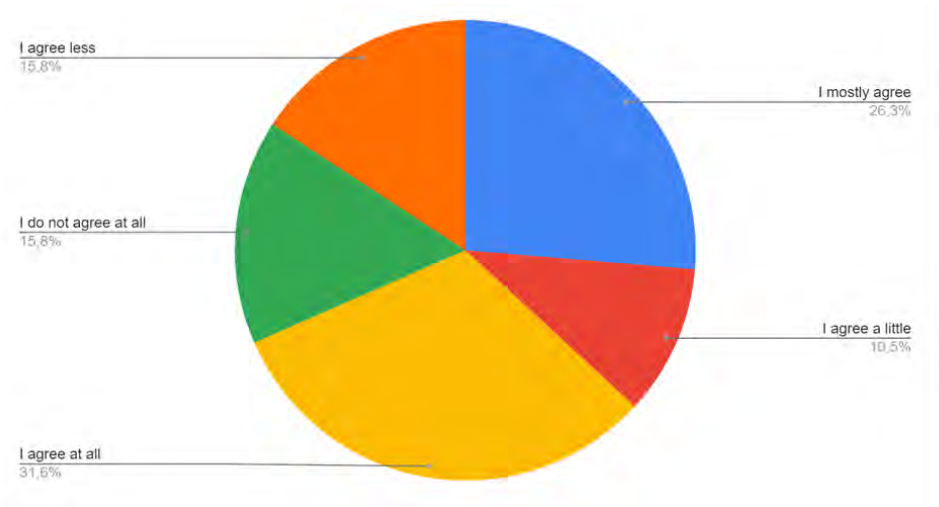
Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education



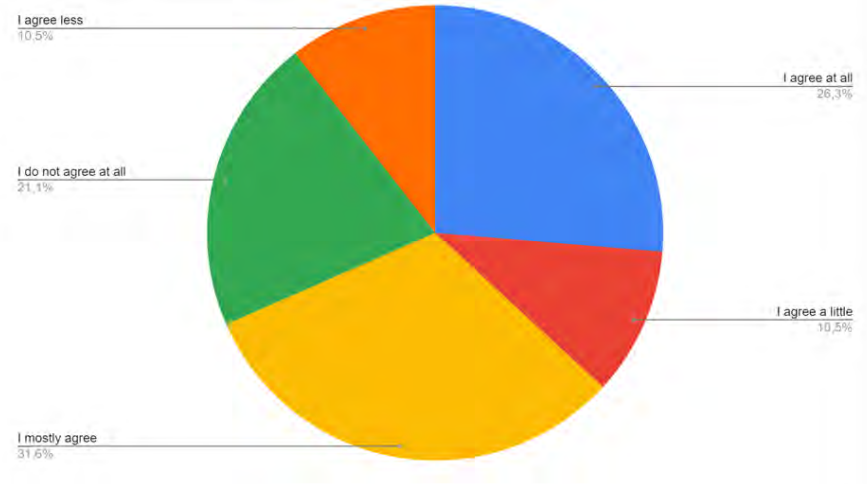
Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices



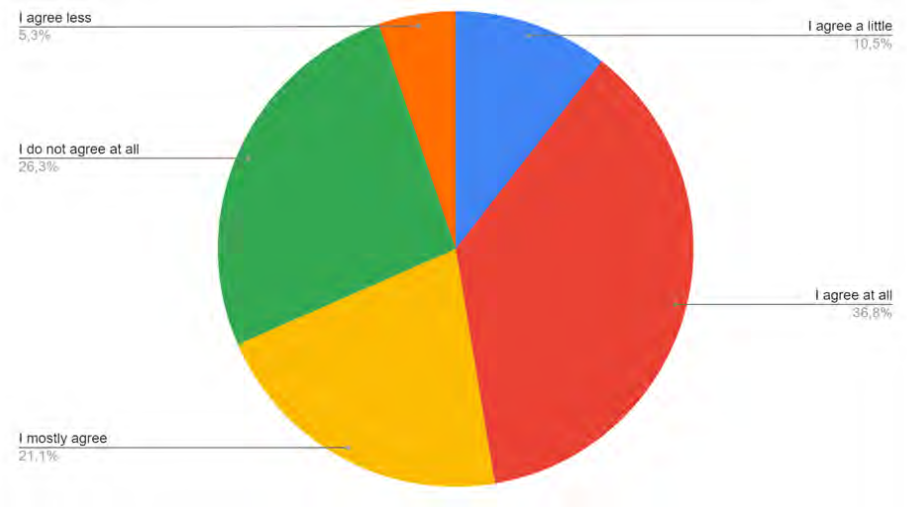
Question 5: Simplification of student courses and curricula in terms of content and duration



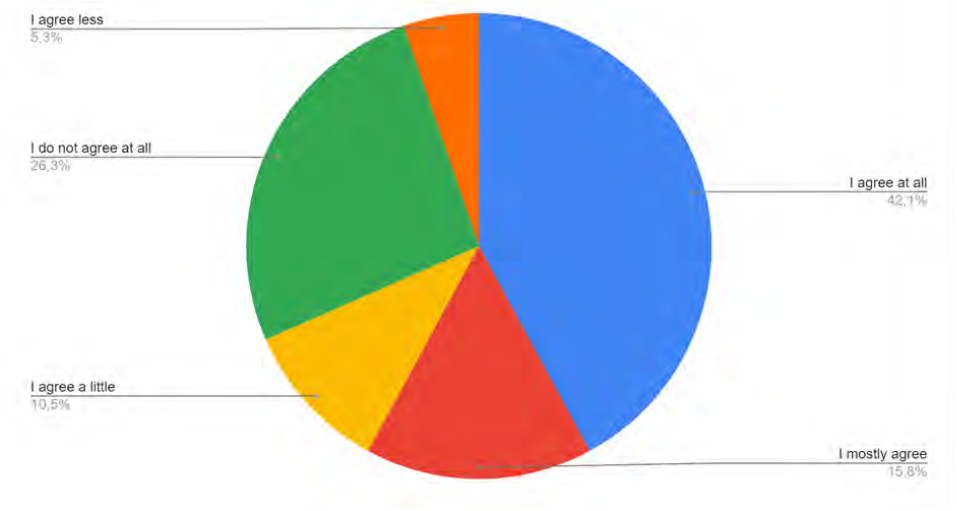
Question 6: Presenting courses supported by social and cultural activities



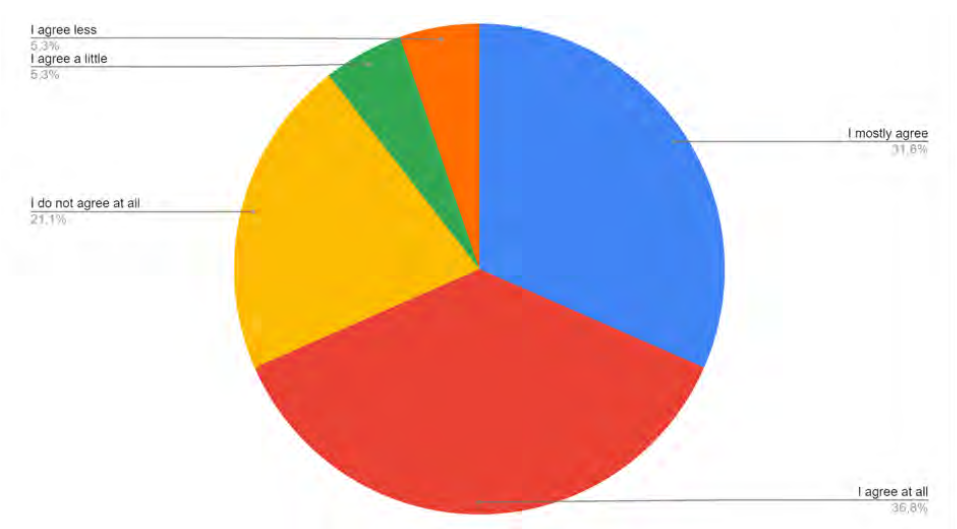
Question 7: Ensuring flexible transitions between classes



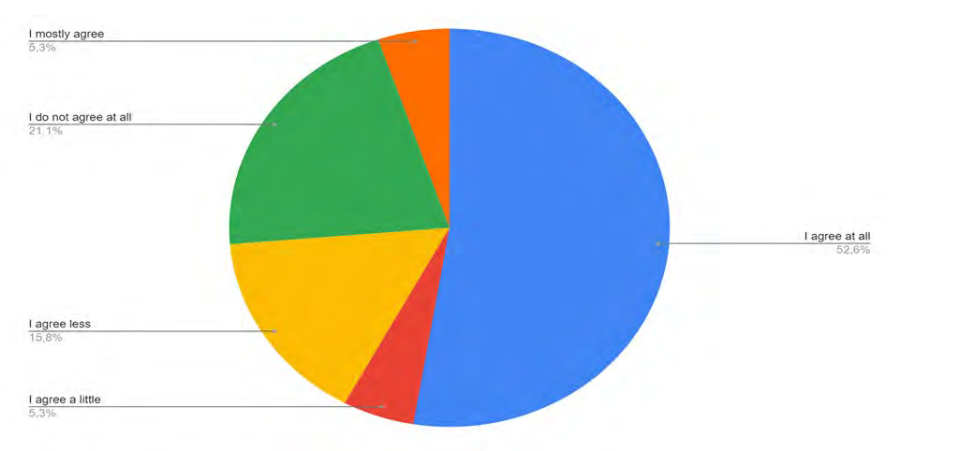
Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process



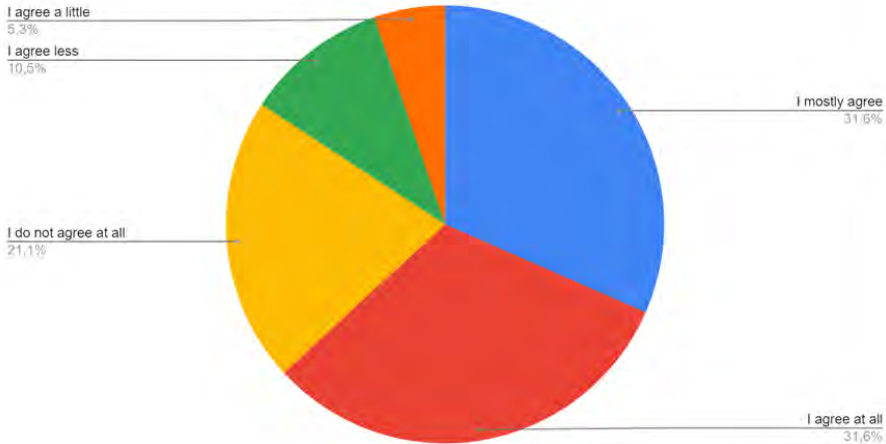
Question 9: Structuring the disciplinary board, rules and functioning to prevent dropout



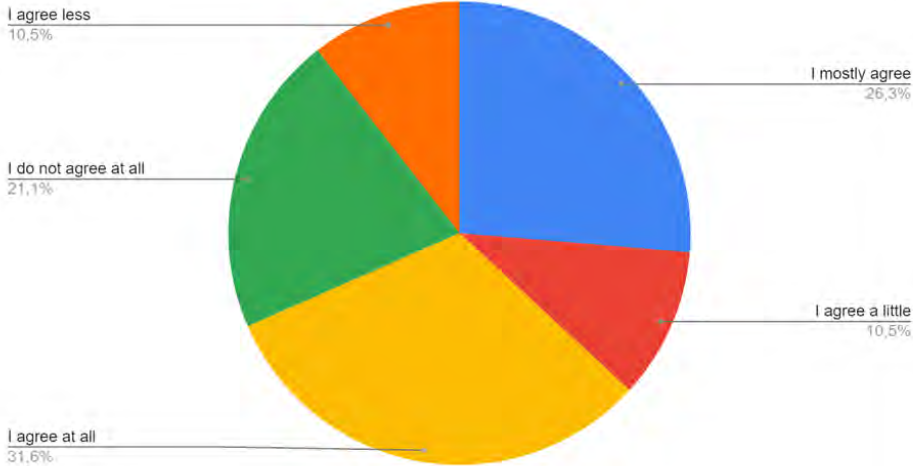
Question 10: Organizing study, compensation and guidance services for students at risk of school dropout.



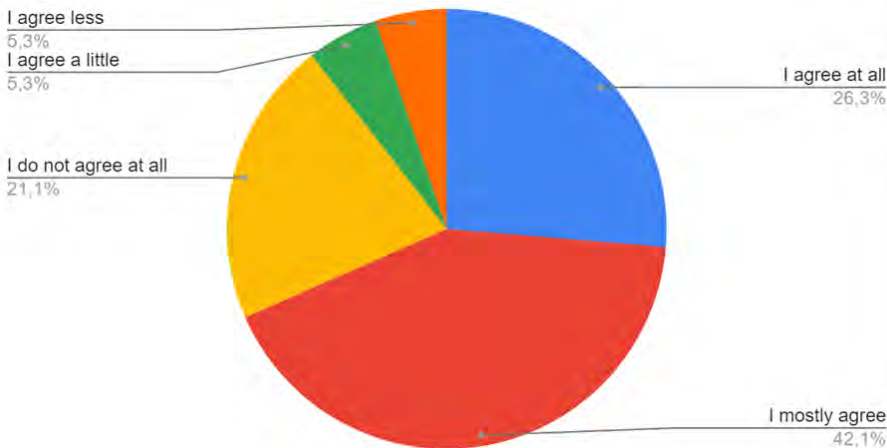
Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving



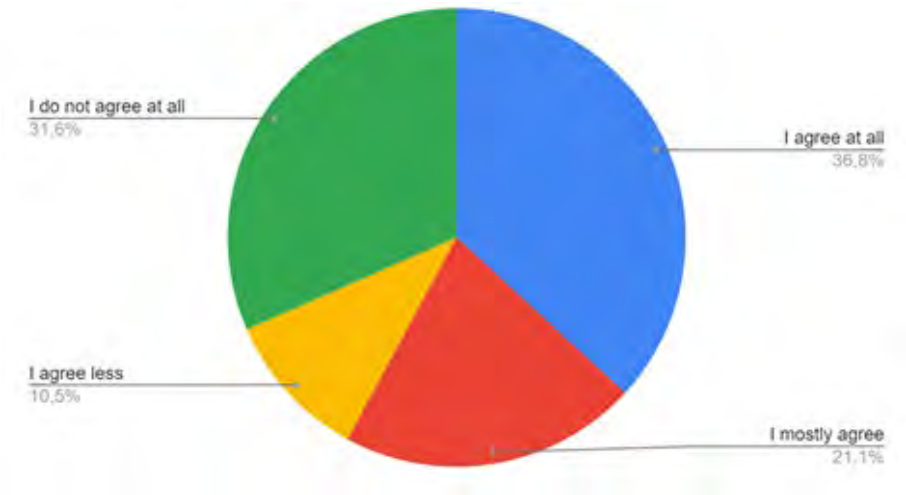
Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes.



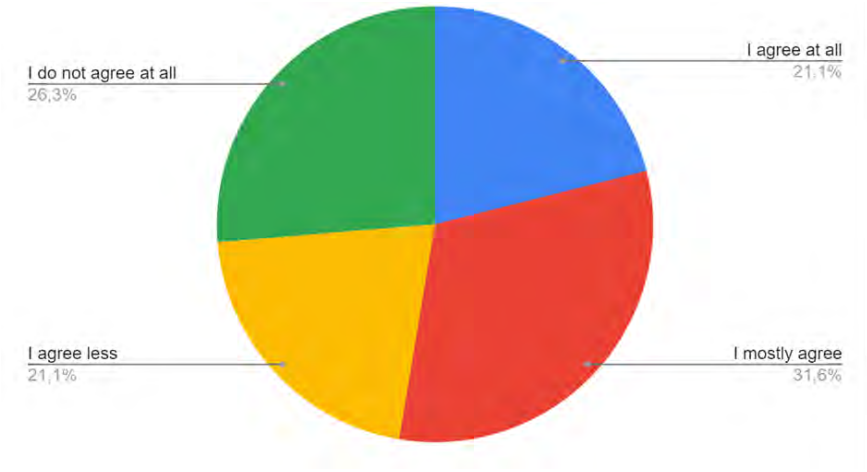
Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.



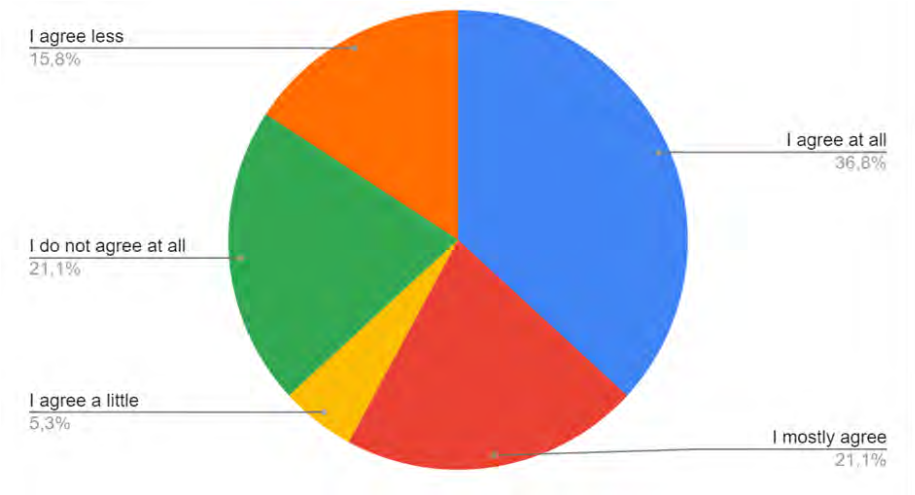
Question 14: Increasing school, family and teacher cooperation



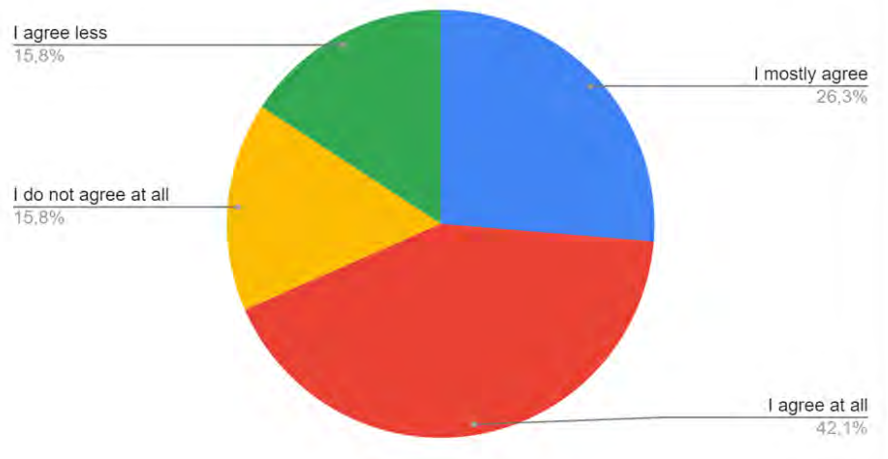
Question 15: Making family visits



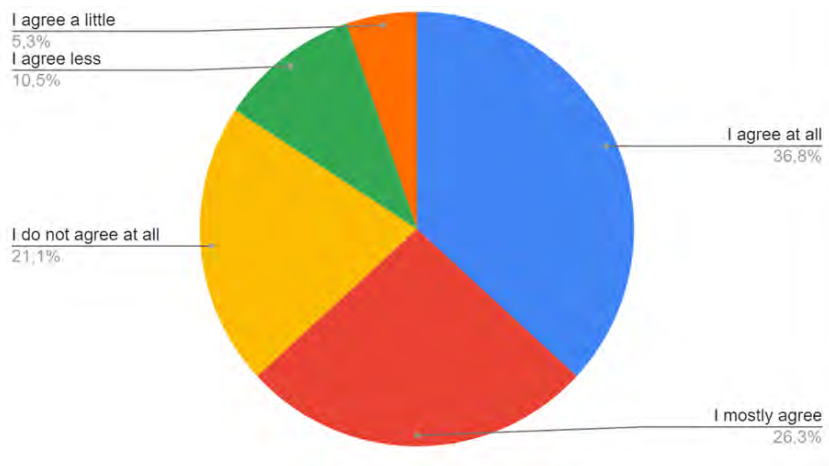
Question 16: Increasing social, cultural and sports activities



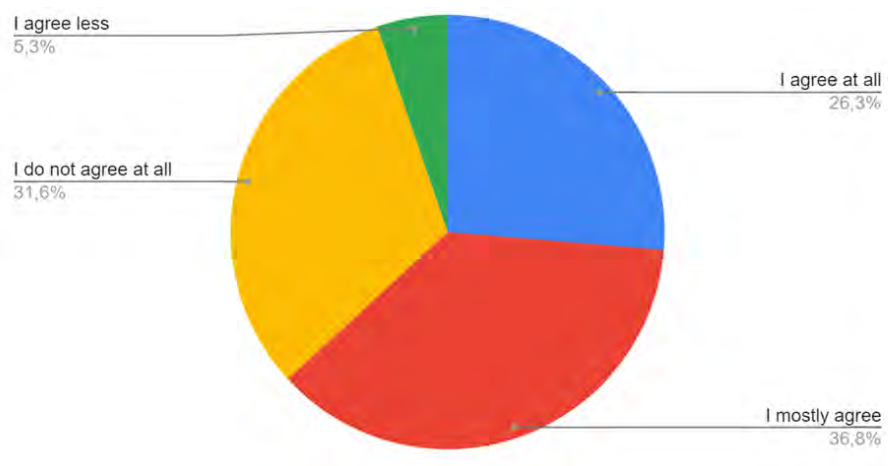
Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students



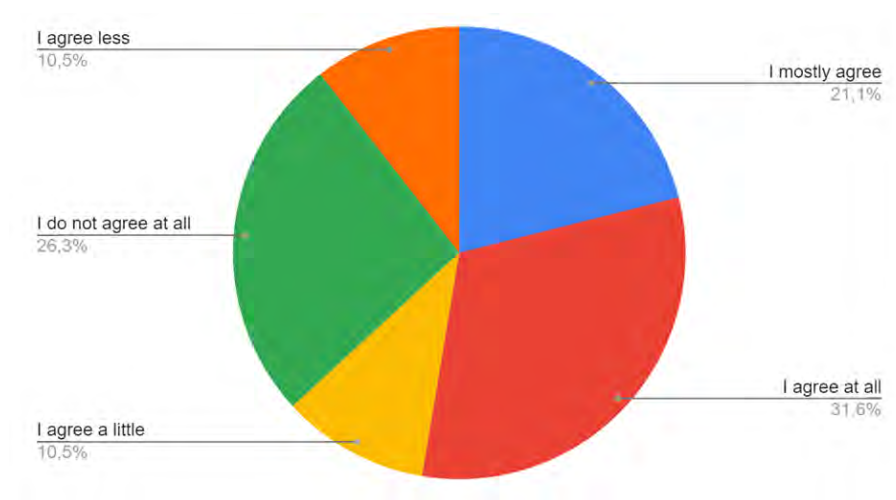
Question 18: Reorganization of the homework system



Question 19: Following the students at risk of school dropout by the teachers to be assigned



Question 20: Gaining self-learning skills



➤ **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 5 of the participants answered that question as below:**

- ✓ To increase the job opportunities
- ✓ The communication should be increased
- ✓ To increase the quality of education
- ✓ Increasing the support from the guidance service and students monitoring
- ✓ Family factors

❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

- ✓ Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices
- ✓ Organizing study, compensation and guidance services for students at risk of school dropout
- ✓ Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.

PARENT QUESTIONNAIRE RESULTS

PART 1 – PERSONAL INFO

Questionnaires were implemented to 15 parents in Turkey.

2.Age:

9 of the the participants are between 31-40, 4 of the participants are between 20-30 and 2 of the participants are between 41-50 years old.

3.Number of Kids:

60% of the participants have 1-2 kids, 40% of the participants have 2-3 kids.

4. Gender:

66.7% of the participants are male and 33.3% of the participants are female.

5. Level of Revenue:

60% of the participants have medium, 26.7% of them low and 13.3% of them have high level of revenue.

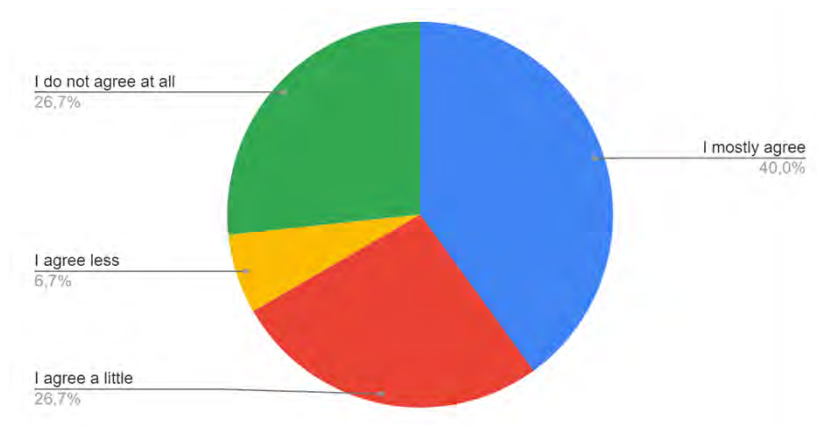
6. Education Status:

40% of the participants are Primary School graduate, 33.3% of them are High School graduate and 26.7% of them are undergraduate.

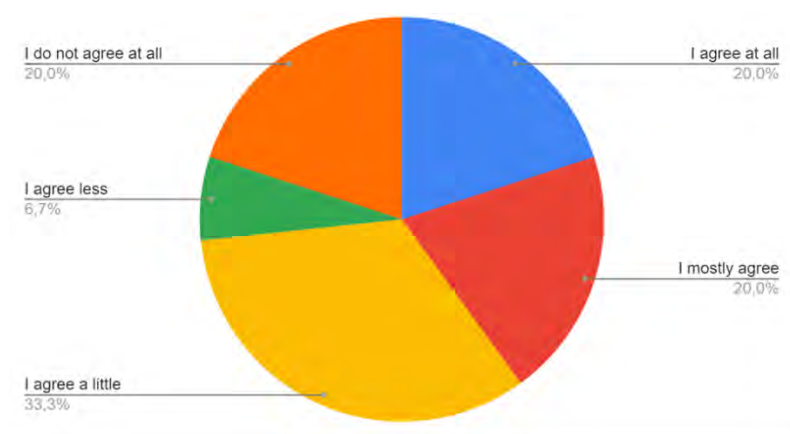
PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. The degree of participation in these items are shown in graphs as below.

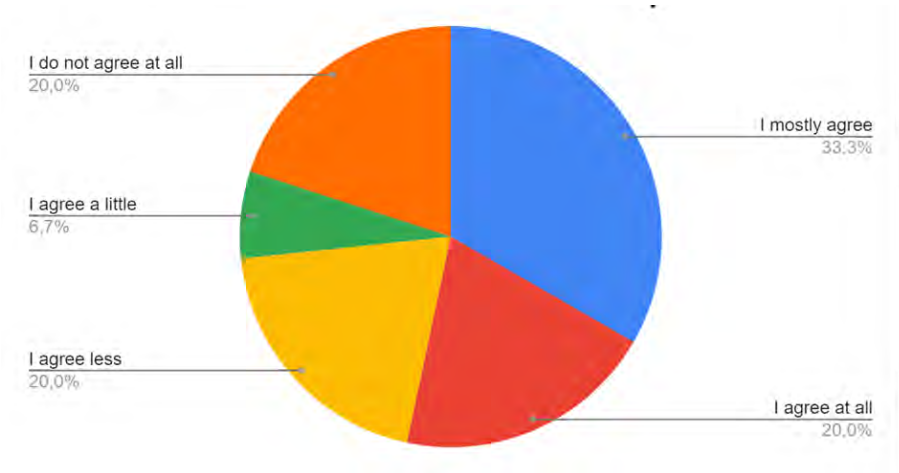
Question 1: Uncontrolled absenteeism



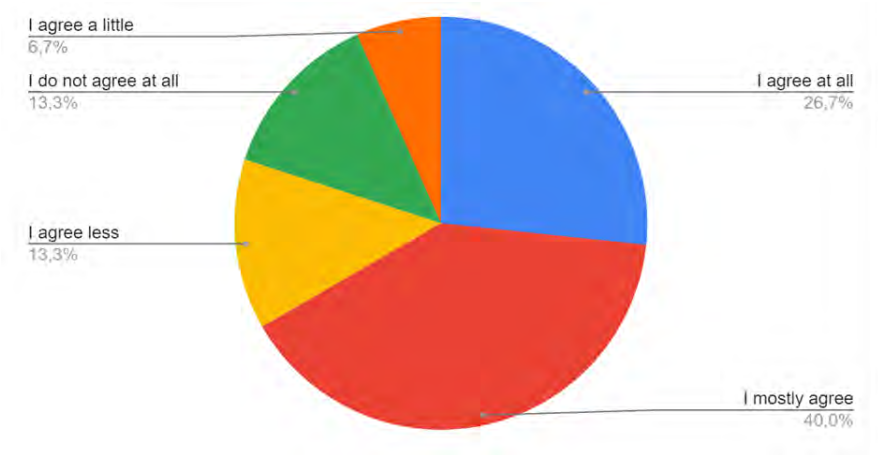
Question 2: Failure in classes



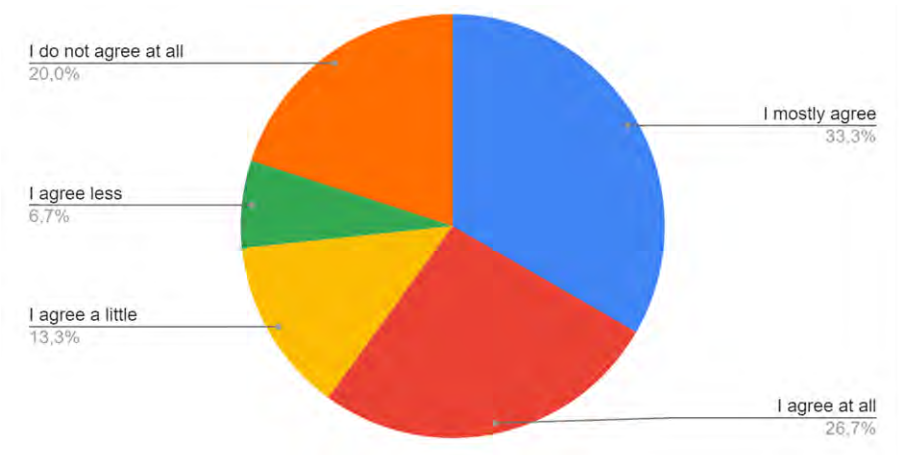
Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family



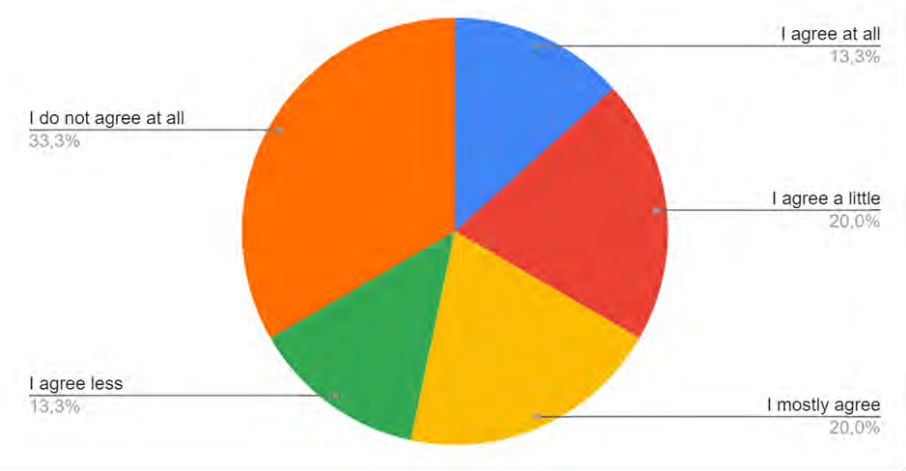
Question 4: Inadequate or inappropriate study habits, inadequate academic achievement



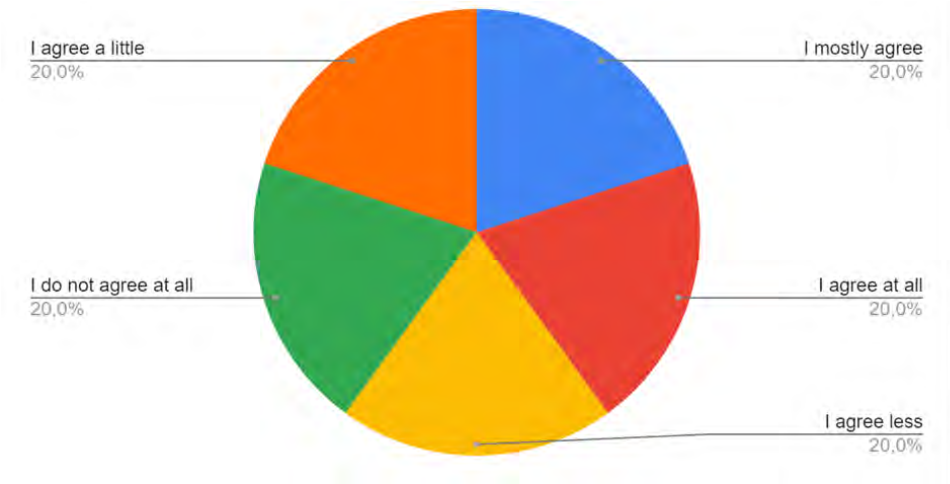
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school



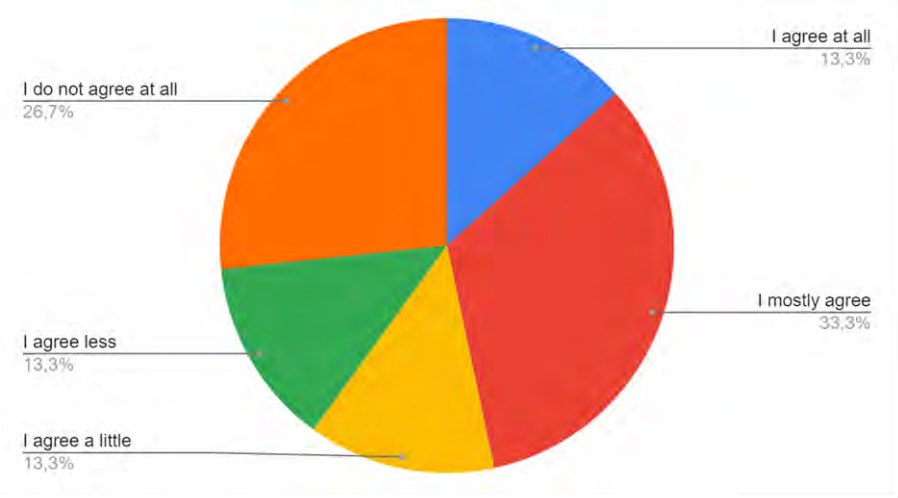
Question 6: Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment



Question 7: Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school



Question 8: School violence, assault, threat, peer bullying, etc. factors



➤ **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 4 of the participants answered that question as below:**

- ✓ Students have to work because of the low income of families
- ✓ Lack of practical training at schools
- ✓ Bullying at school
- ✓ Low income

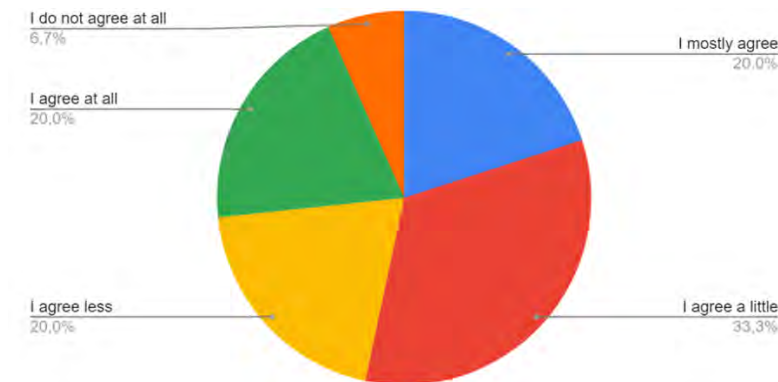
❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

- ✓ Failure in classes
- ✓ Inadequate or inappropriate study habits, inadequate academic achievement
- ✓ Friendly relations with people outside of school, the attractiveness of life outside of school

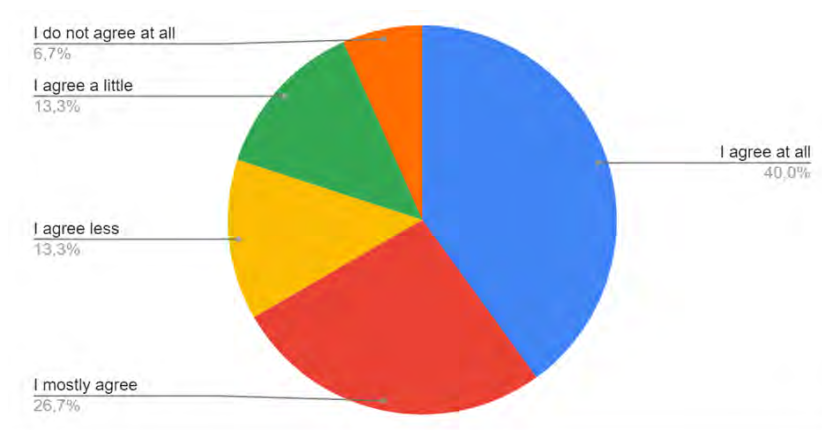
PART III: STRATEGIES TO TACKLE DROP-OUT

Below are the items and statements regarding the strategies and policies to prevent students from school dropout. Indicate your degree of participation in these items by placing an (X) in the circle in front of the option that suits you.

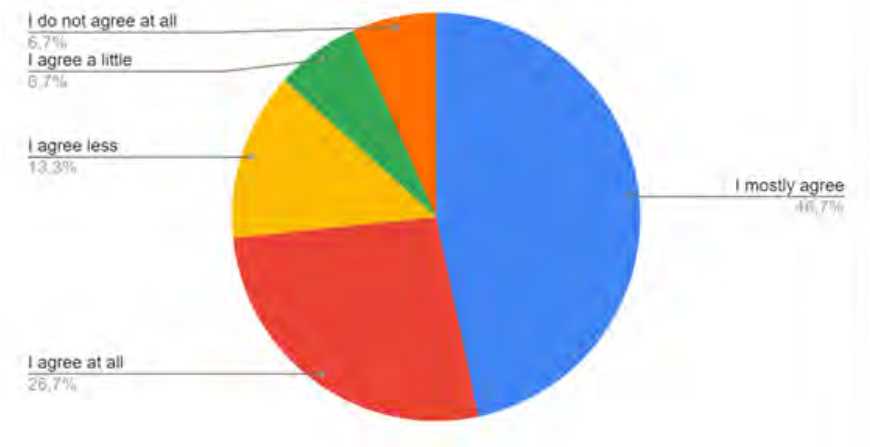
Question 1: Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services



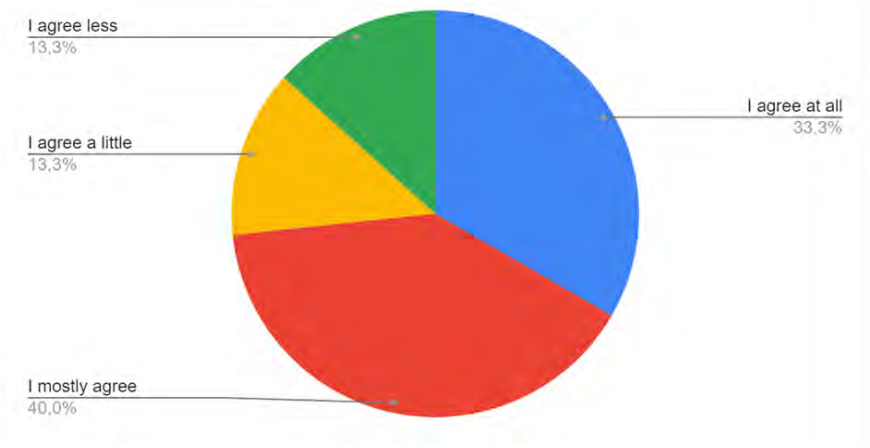
Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training



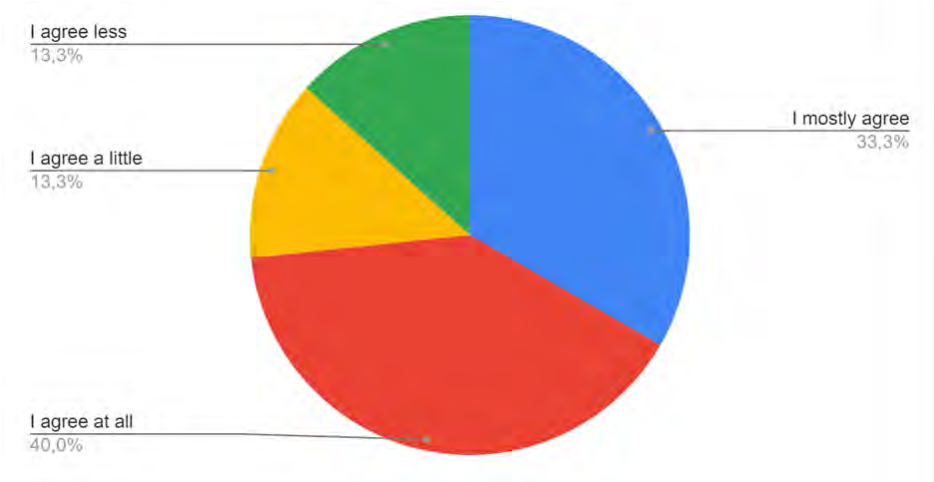
Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education



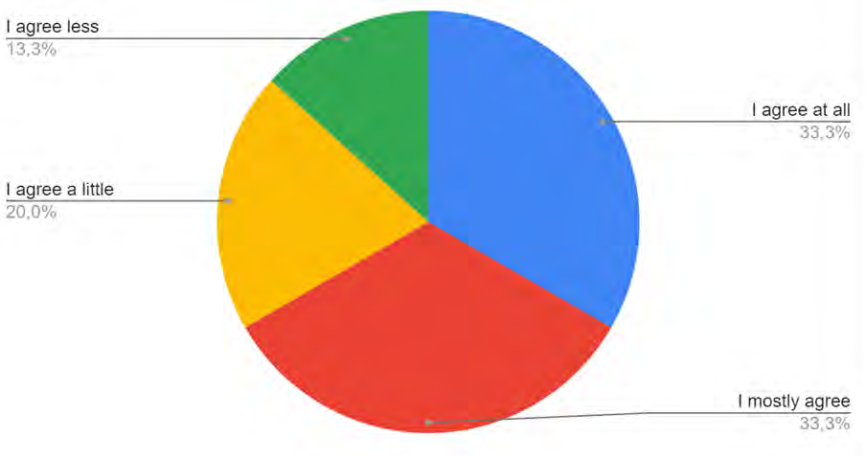
Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices



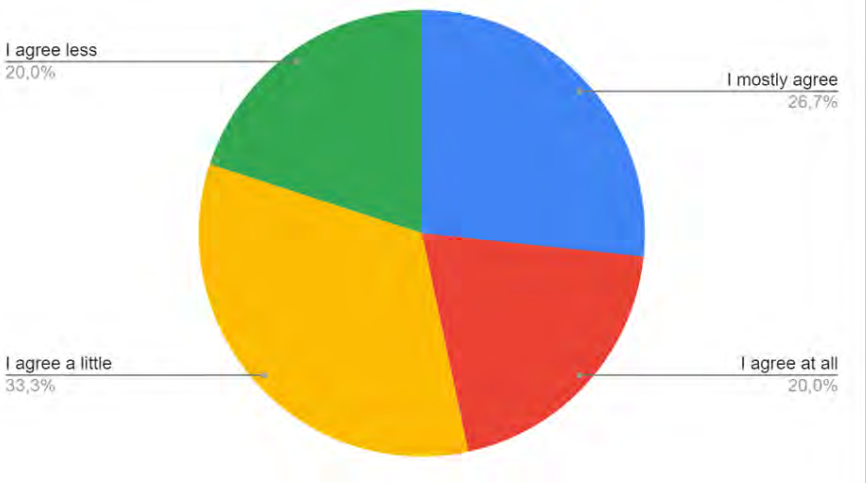
Question 5: Simplification of student courses and curricula in terms of content and duration



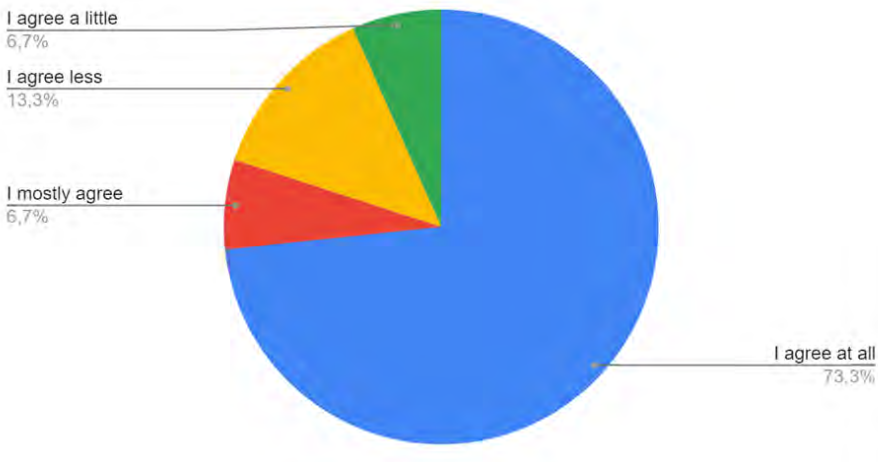
Question 6: Presenting courses supported by social and cultural activities



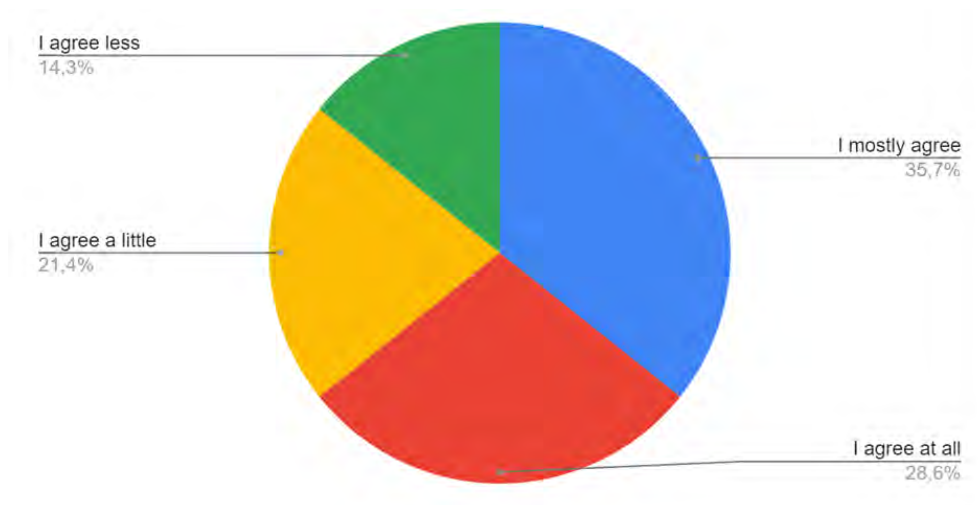
Question 7: Ensuring flexible transitions between classes



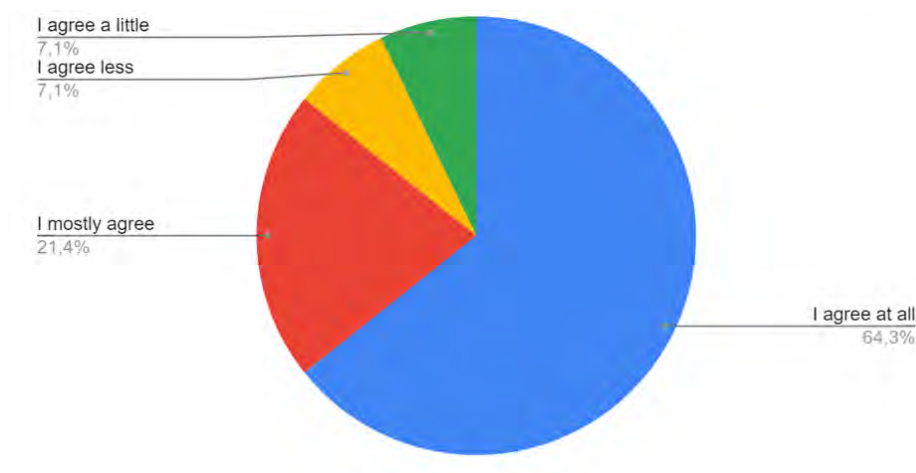
Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process



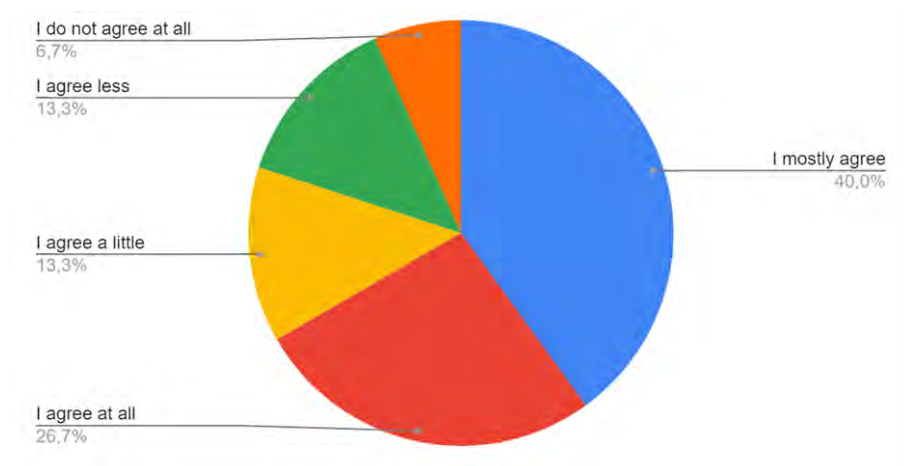
Question 9: Structuring the disciplinary board, rules and functioning to prevent dropout



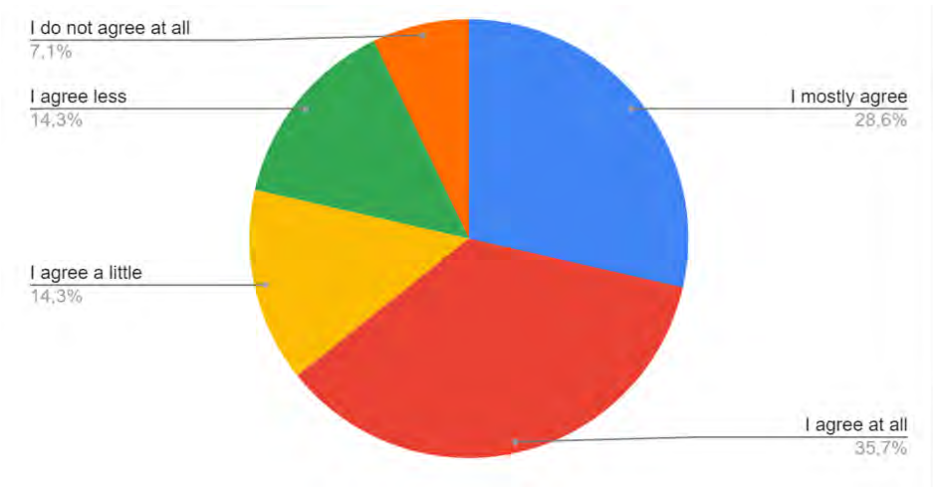
Question 10: Organizing study, compensation and guidance services for students at risk of school dropout



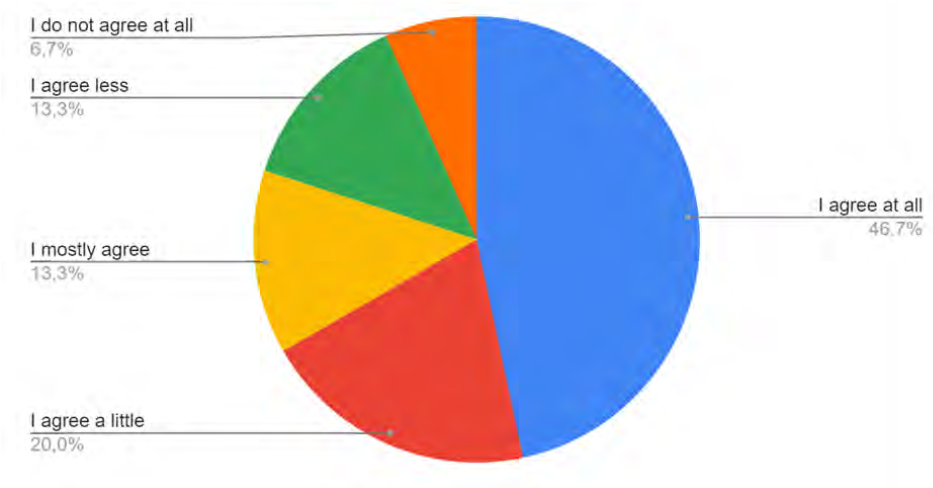
Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving



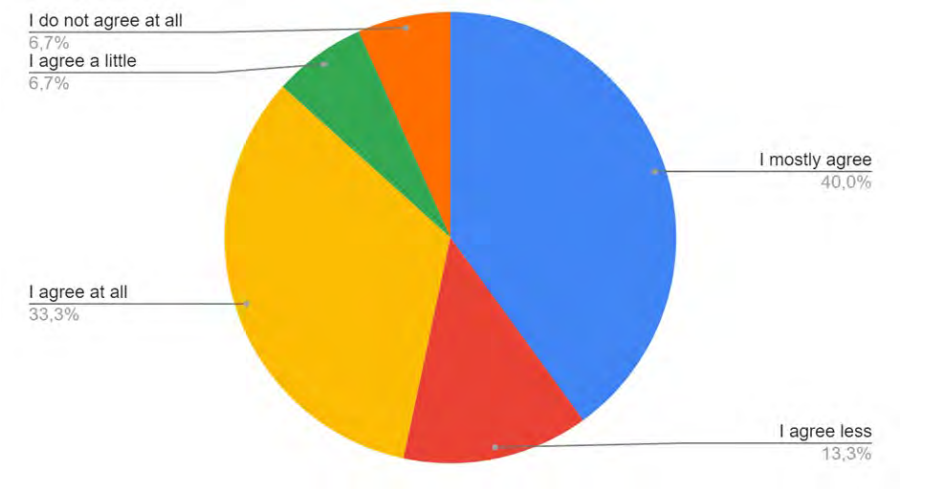
Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes



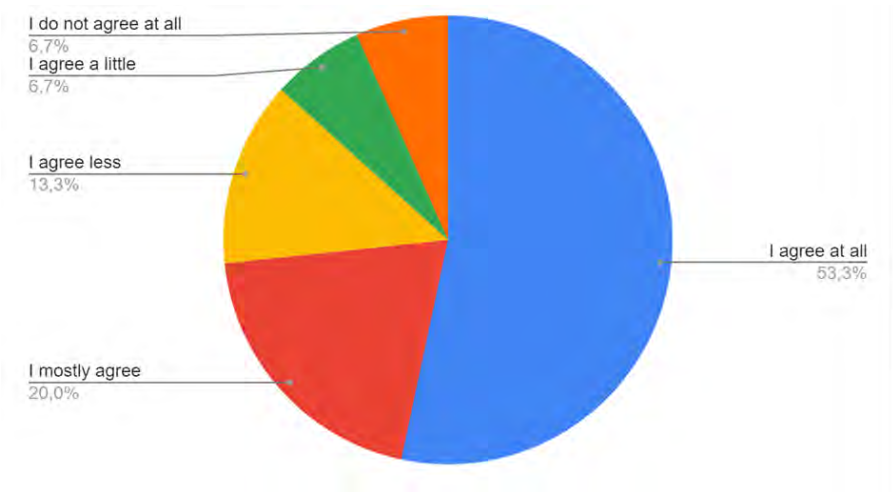
Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.



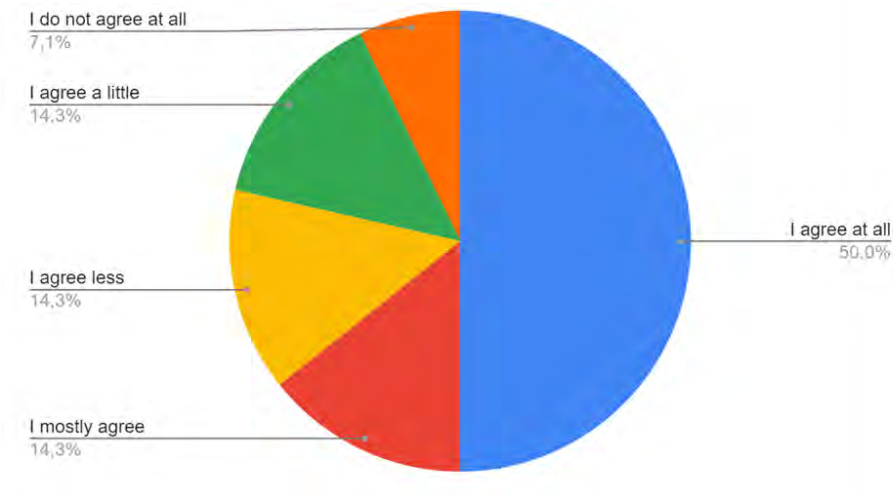
Question 14: Increasing school, family and teacher cooperation



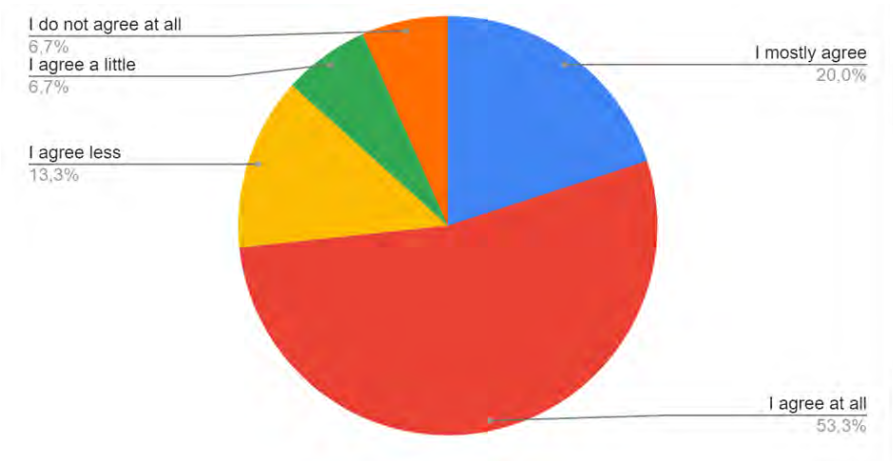
Question 15: Making family visits



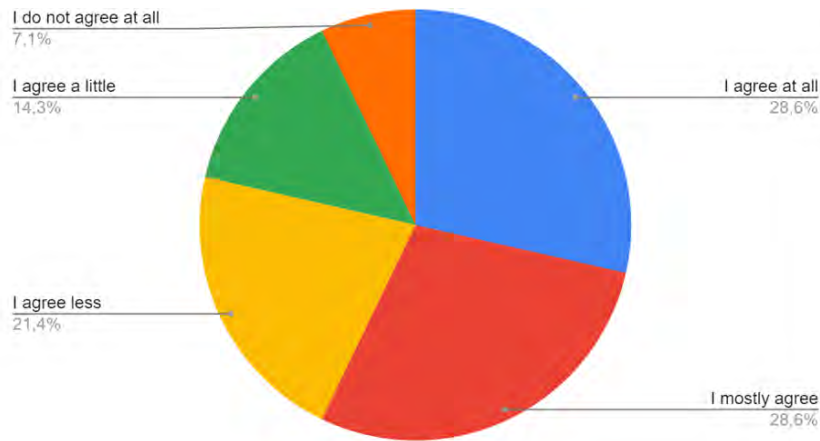
Question 16: Increasing social, cultural and sports activities



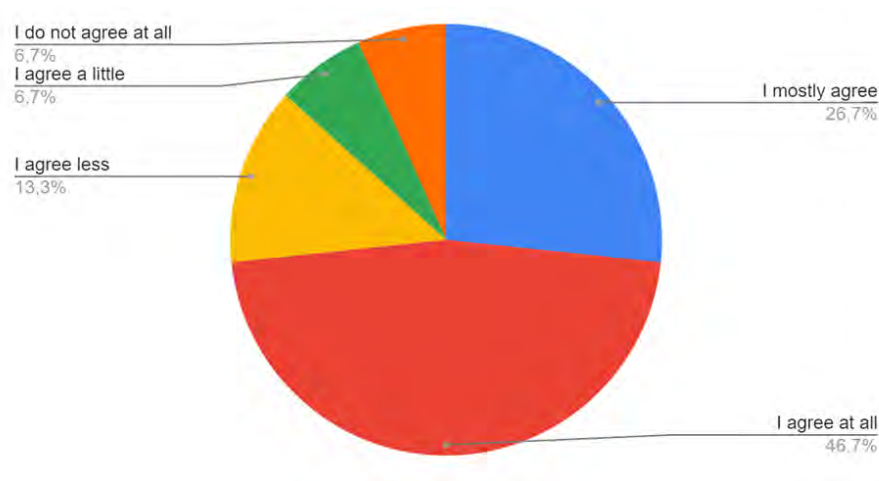
Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students



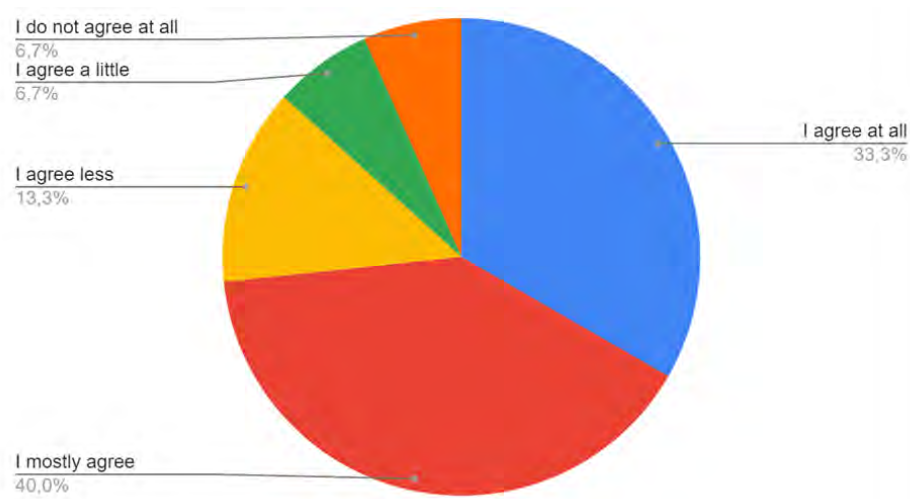
Question 18: Reorganization of the homework system



Question 19: Following the students at risk of school dropout by the teachers to be assigned



Question 20: Gaining self-learning skills



➤ **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 4 of the participants answered that question as below:**

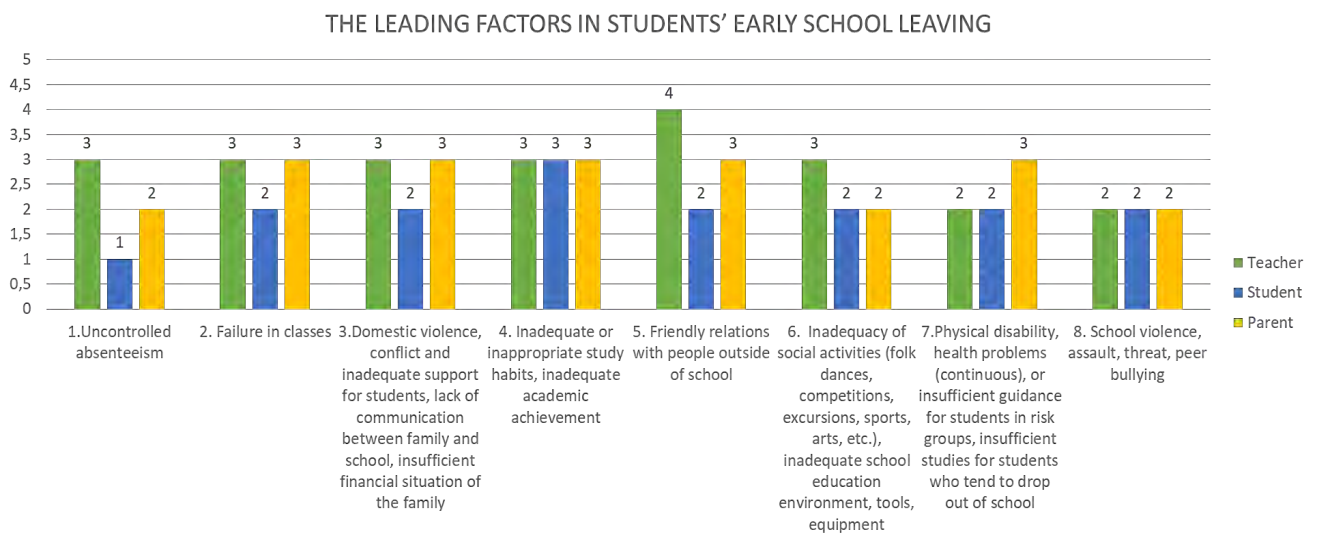
- ✓ Economical support to students
- ✓ Including students who are at risk of ESL in projects and extracurricular activities
- ✓ Make students feel that they are important
- ✓ Guidance

❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

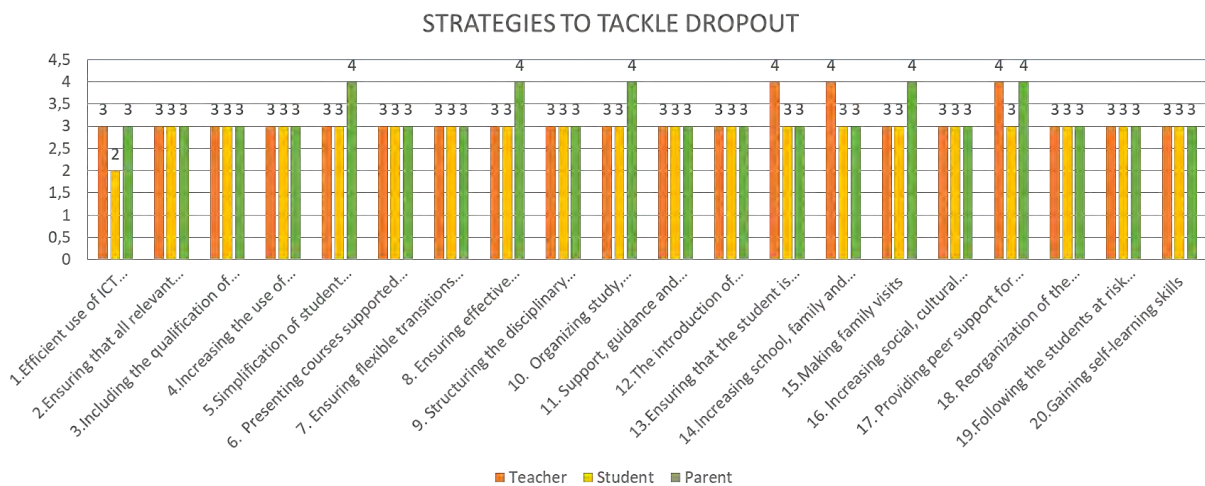
- ✓ Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process
- ✓ Organizing study, compensation and guidance services for students at risk of school dropout.
- ✓ Following the students at risk of school dropout by the teachers to be assigned

COMPARATIVE GRAPHS AMONG THE 3 GROUPS (Teacher/Student/Parent)

PART 2:



PART 3:



Conclusion:

According to the comparative graphs among the 3 groups;

Part 2: LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

It was concluded that:

- ✓ All 3 target groups agreed on "Inadequate or inappropriate study habits, inadequate academic achievement" is a leading factor in early school leaving.
- ✓ Teachers and parents thought that "Friendly relations with people outside the school, the attractiveness of life outside of school" is another leading factor in ESL unlike students.

Part 3: STRATEGIES TO TACKLE DROPOUT

It was concluded that:

- ✓ All target groups are agreed on the same strategies to tackle dropout.
- ✓ Teachers and parents mostly agree on "Providing peer support for the students who tend to drop out of school with the support of successful students" will be useful to tackle dropout.

Teacher Questionnaire Conclusions:

❖ According to the results of the teacher questionnaires the top 3 leading factors are:

- ✓ Friendly relations with people outside of school, the attractiveness of life outside of school
- ✓ Failure in Classes
- ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family

❖ According to the results of the teacher questionnaires the top 3 strategies to tackle dropout are:

- ✓ Ensuring that the student is guided to the profession and lessons he wants and is suitable for him
- ✓ Providing peer support for the students who tend to drop out of school with the support of successful students.
- ✓ Simplification of student courses and curricula in terms of content and duration

Student Questionnaire Conclusions:

❖ The results of the student questionnaires shows us that the students couldn't meet on the common leading factors. The 2 factors that can stand out in general are:

- ✓ Inadequate or inappropriate study habits, inadequate academic achievement
- ✓ School violence, assault, threat, peer bullying, etc. Factors

❖ **According to the results of the student questionnaires the top 3 strategies to tackle dropout are:**

- ✓ Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices
- ✓ Organizing study, compensation and guidance services for students at risk of school dropout
- ✓ Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.

Parent Questionnaire Conclusions:

❖ **According to the results of the parent questionnaires the top 3 strategies to tackle dropout are:**

- ✓ Failure in classes
- ✓ Inadequate or inappropriate study habits, inadequate academic achievement
- ✓ Friendly relations with people outside of school, the attractiveness of life outside of school

❖ **According to the results of the parent questionnaires the top 3 strategies to tackle dropout are:**

- ✓ Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process
- ✓ Organizing study, compensation and guidance services for students at risk of school dropout.
- ✓ Following the students at risk of school dropout by the teachers to be assigned

GREECE:

TEACHER QUESTIONNAIRE RESULTS

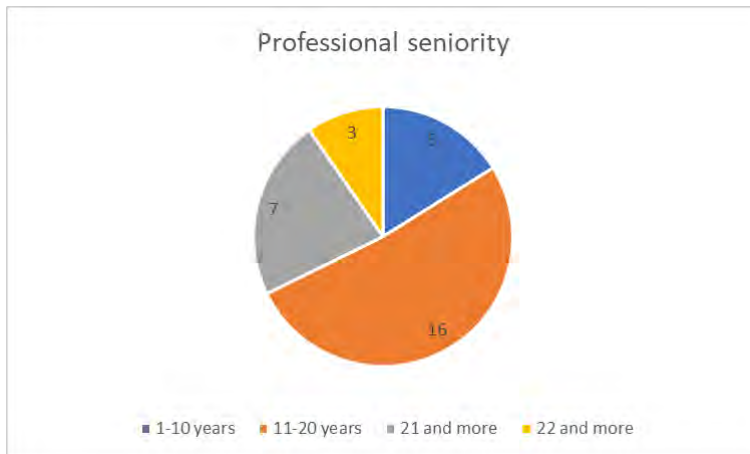
PART 1 – PERSONAL INFO

Questionnaires were implemented to 31 teachers in Greece.

2.Age:

It was verified that 4 of the teachers are between 25-35, 8 of the teachers are between 36-46 , 7 of the teachers are between 47-57 and just one of them is 58 years old.

3. Professional Seniority:



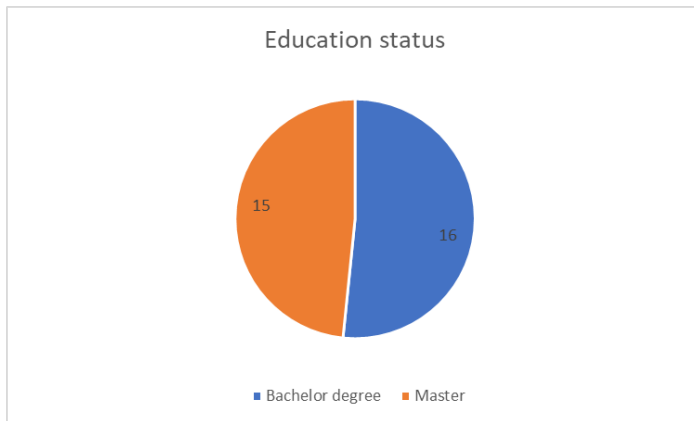
4. Gender:

21 of the participants are male and 10 of the participants are female.

5.Branch:



6. Education Status:

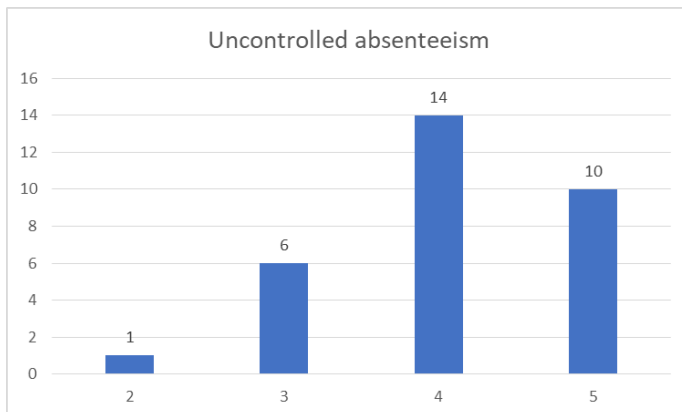


It was verified that 51.6% participants have bachelor degree and 48.3% participants have master degree.

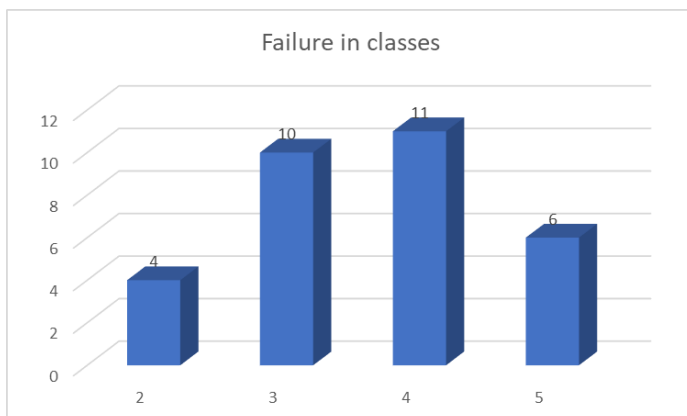
PART 2 – THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

Items and statements regarding the factors playing a role on students school leaving are included below. The degree of participation in these items are shown in graphs as below.

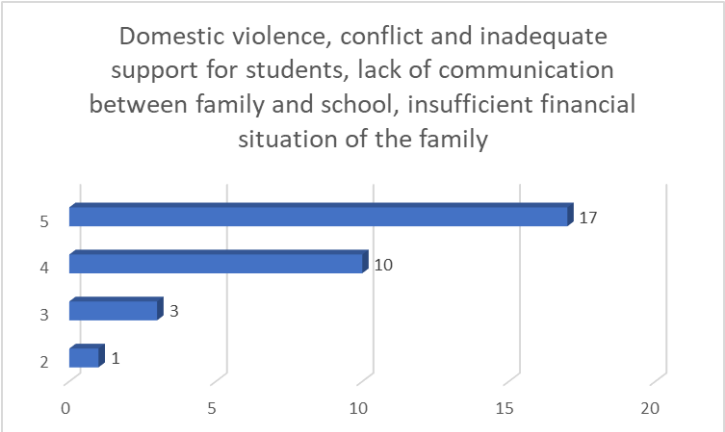
Question 1: Uncontrolled Absenteeism



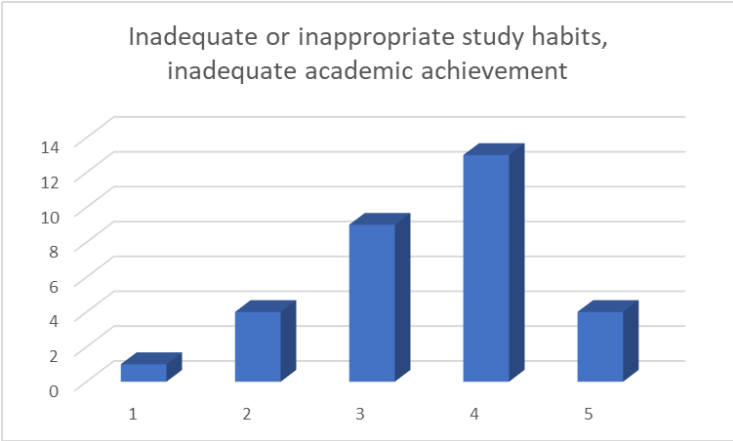
Question 2: Failure in Classes



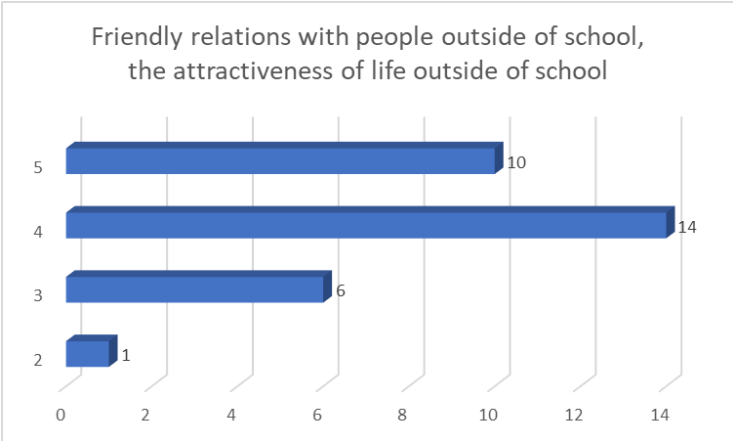
Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family



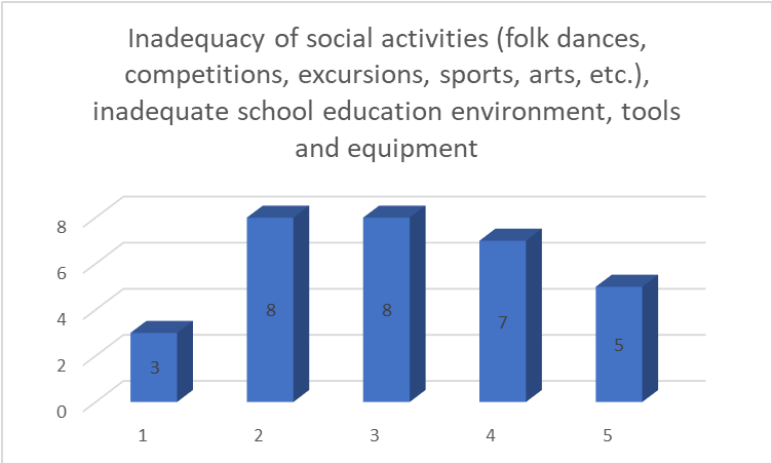
Question 4: Inadequate or inappropriate study habits, inadequate academic achievement



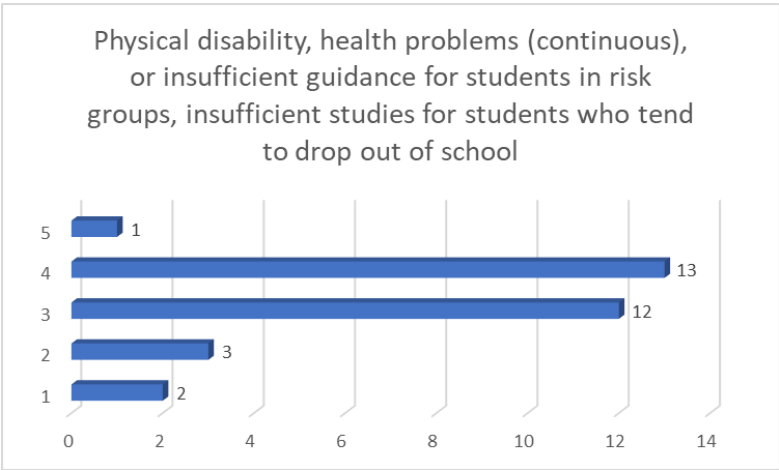
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school



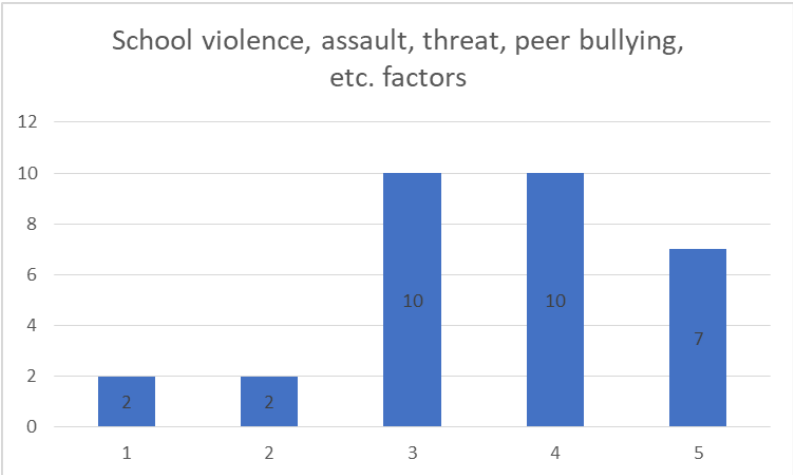
Question 6: Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment



Question 7: Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school



Question 8: School violence, assault, threat, peer bullying, etc. Factors



➤ **The participants were asked to give opinion and suggestions about school dropout other than the factors listed above. 8 of the participants answered that question as below:**

- ✓ School lost its value
- ✓ Cultural Mentality (Roma)
- ✓ An often change of school
- ✓ The level of books and tasks are higher than Roma children can handle
- ✓ Health Problems
- ✓ Lack of artistic and cultural activities

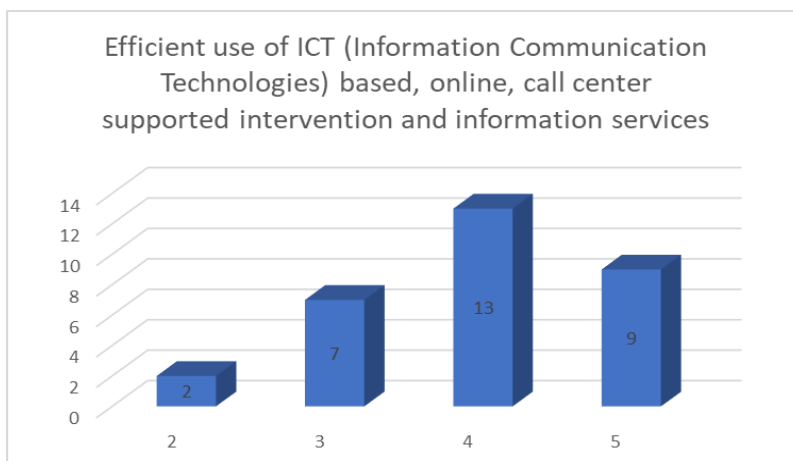
❖ **According to the graphics above the top 3 leading factors are:**

- ✓ Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school
- ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family
- ✓ Uncontrolled Absenteeism

PART III: STRATEGIES TO TACKLE DROP-OUT

Below are the items and statements regarding the strategies and policies to prevent students from school dropout. Indicate your degree of participation in these items by placing an (X) in the circle in front of the option that suits you.

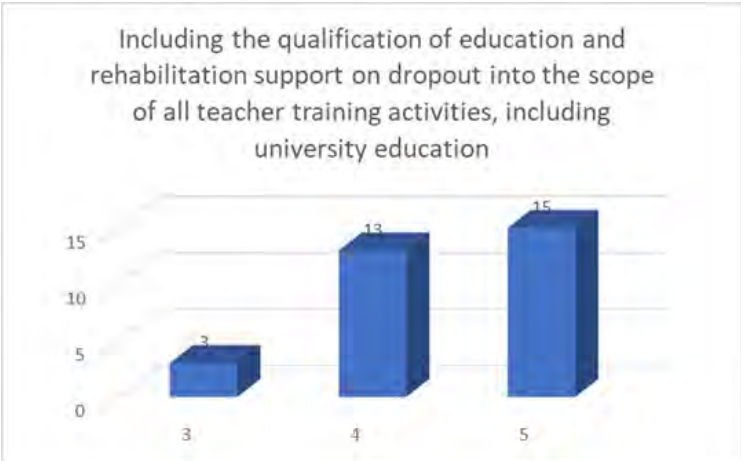
Question 1: Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services



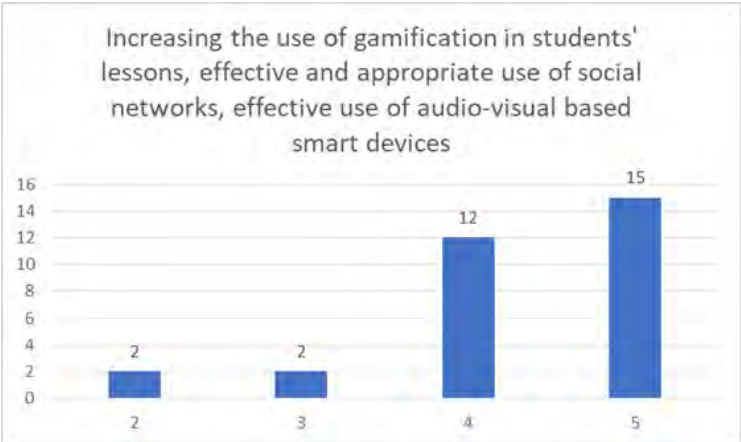
Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training



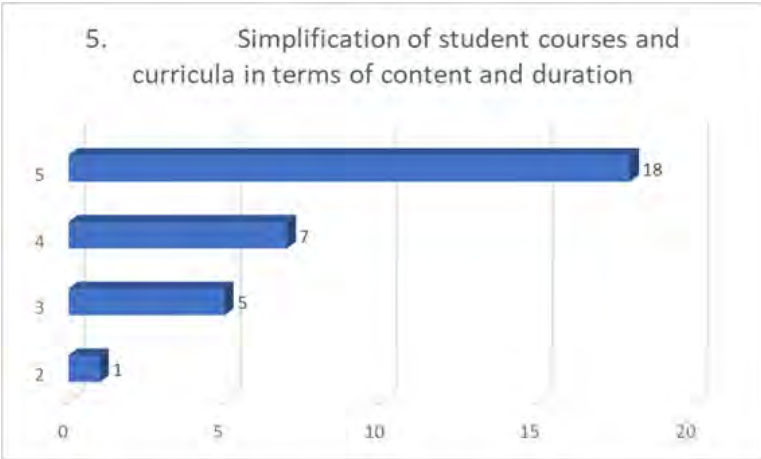
Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education



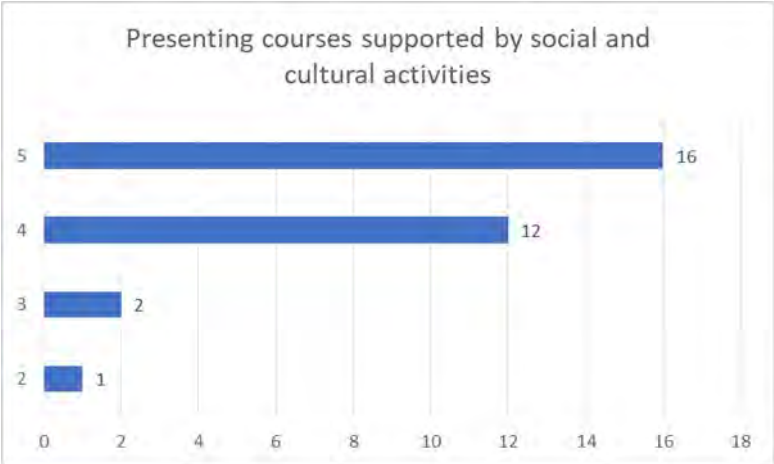
Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices



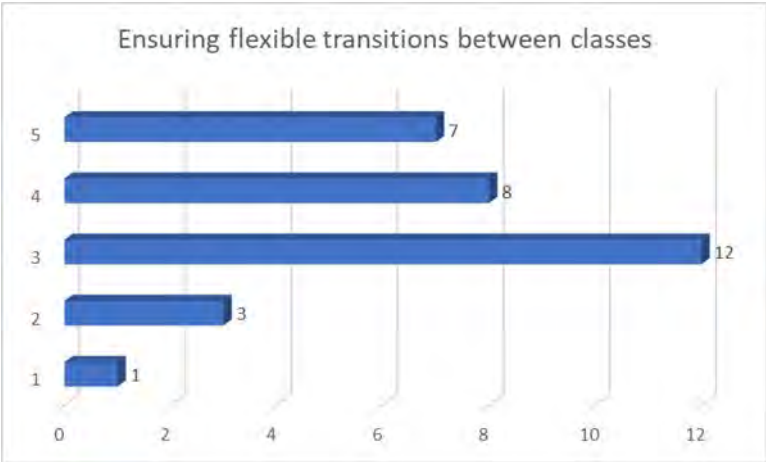
Question 5: Simplification of student courses and curricula in terms of content and duration



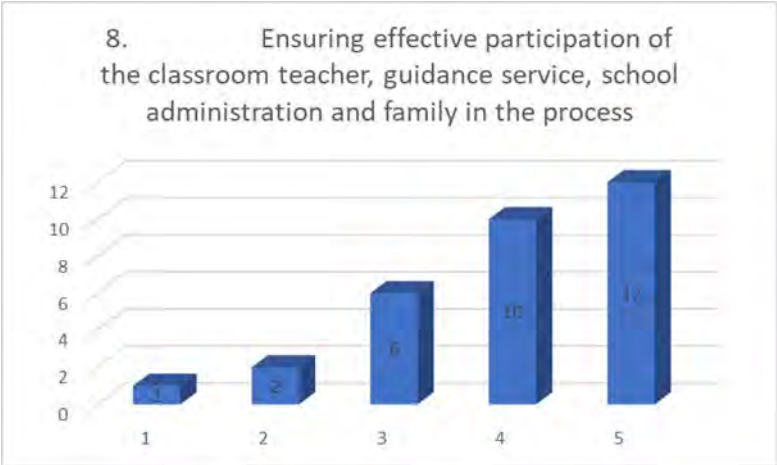
Question 6: Presenting courses supported by social and cultural activities



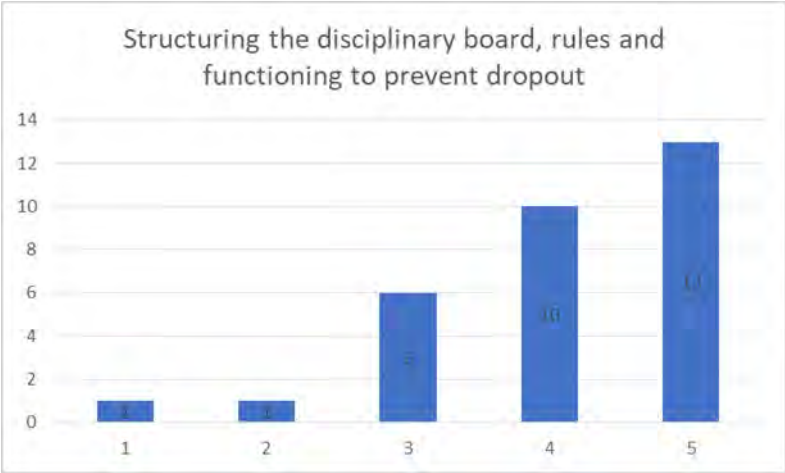
Question 7: Ensuring flexible transitions between classes



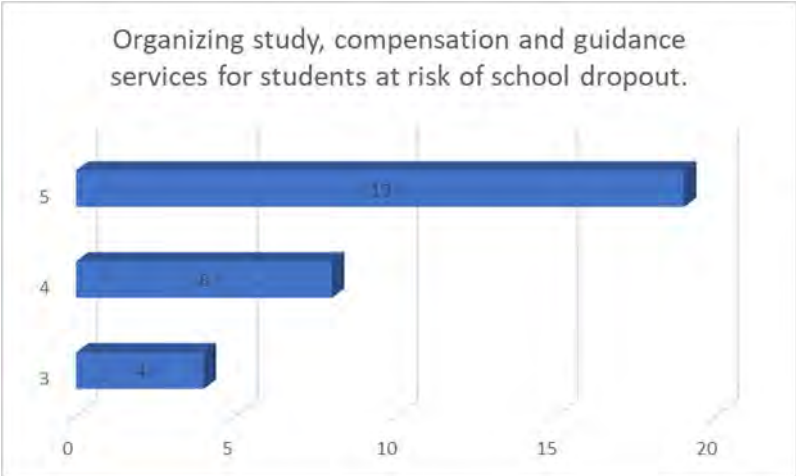
Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process



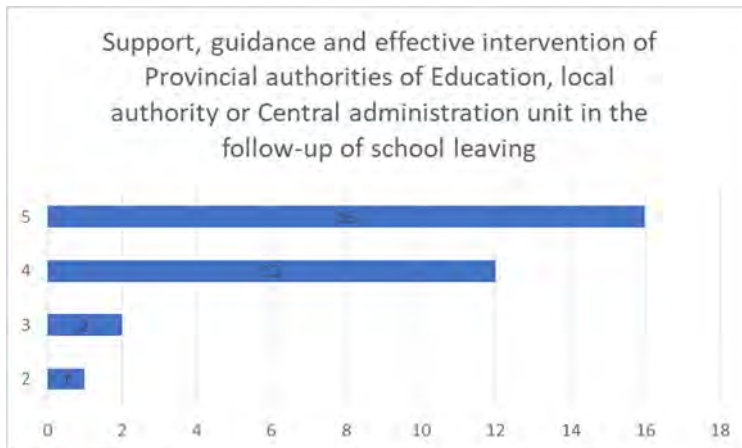
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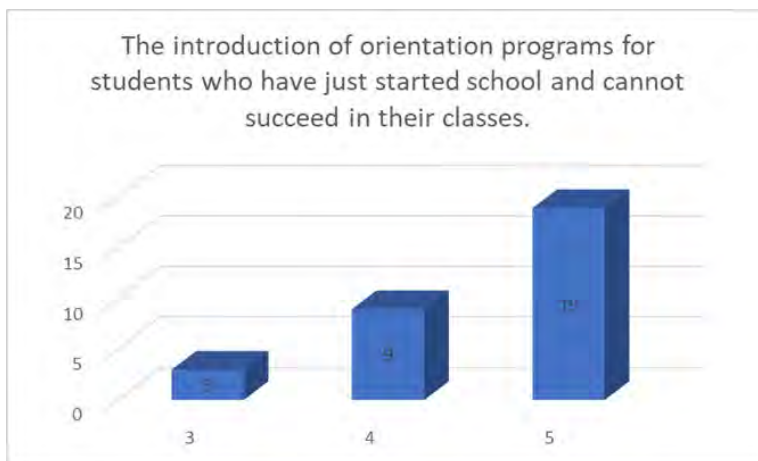
Question 10: Organizing study, compensation and guidance services for students at risk of school dropout.



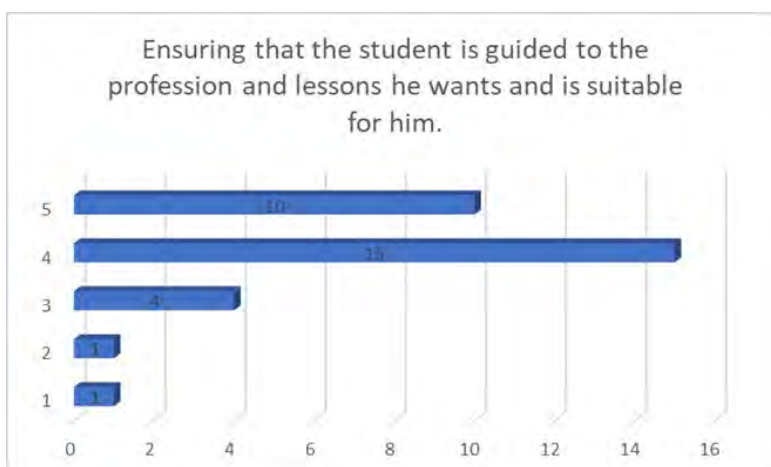
Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving



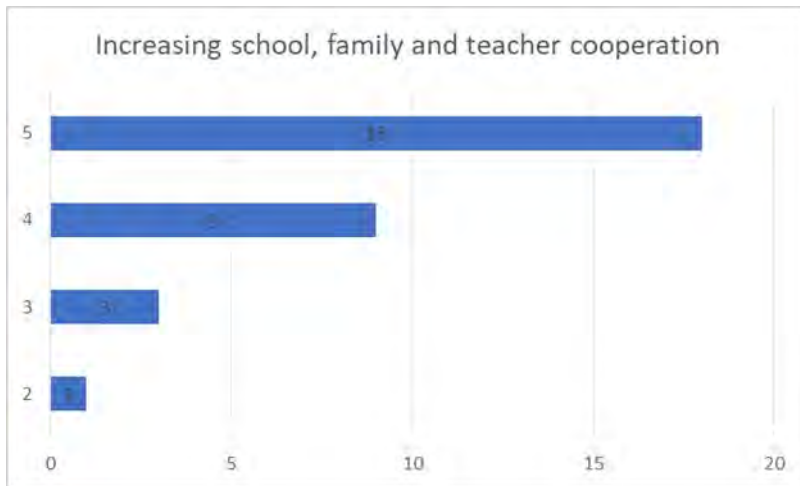
Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes.



Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.



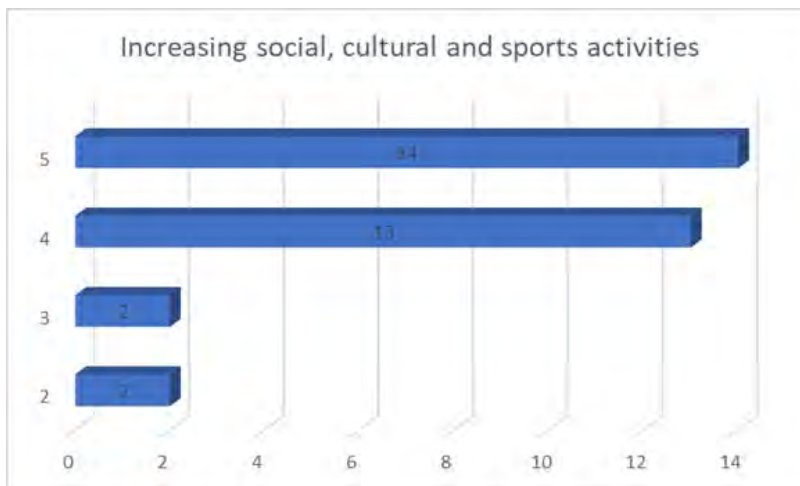
Question 14: Increasing school, family and teacher cooperation



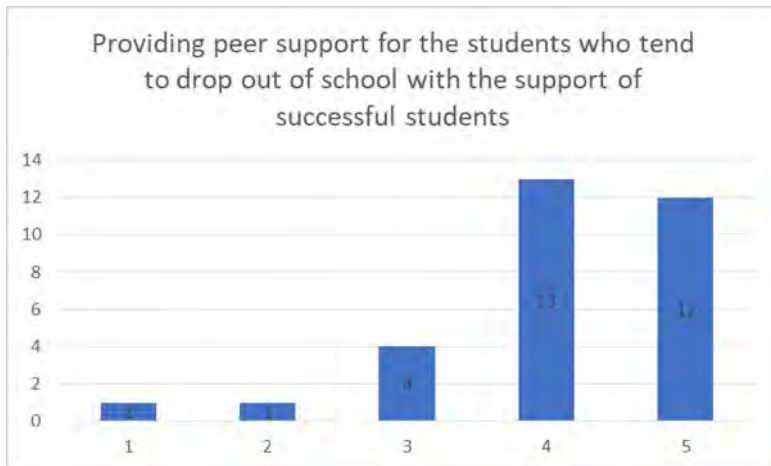
Question 15: Making family visits



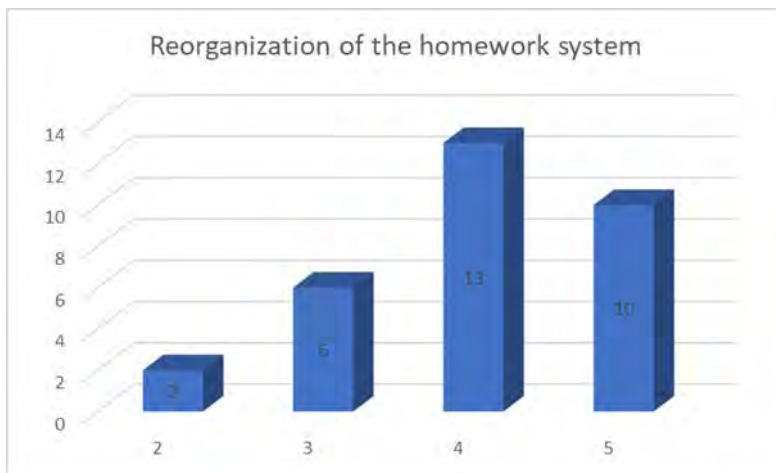
Question 16: Increasing social, cultural and sports activities



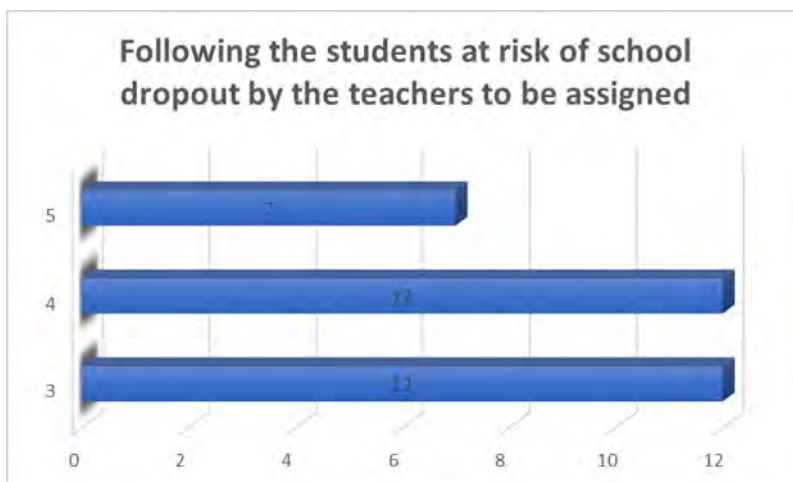
Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students.



Question 18: Reorganization of the homework system



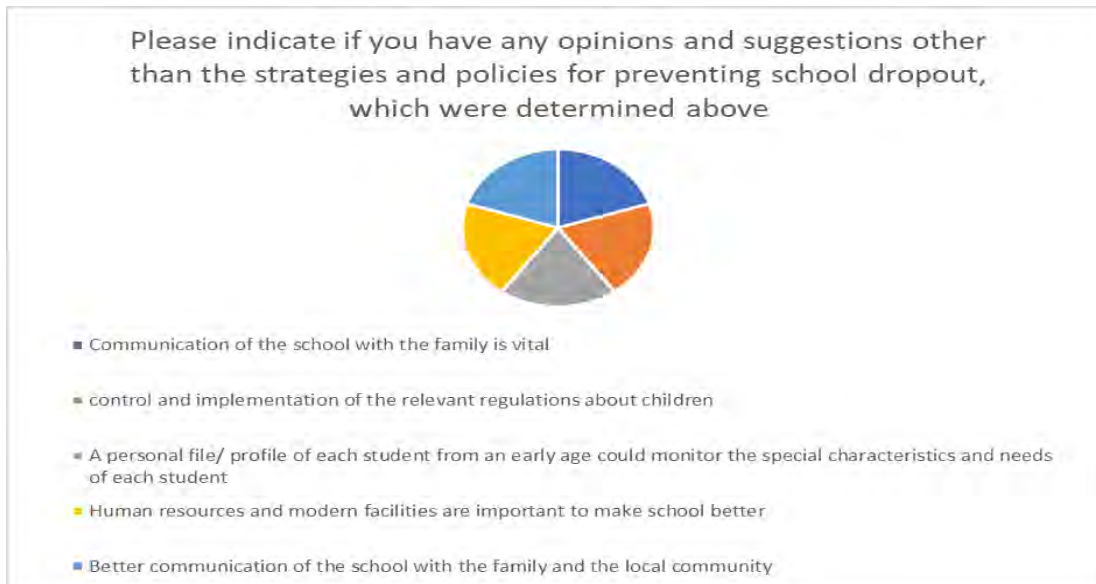
Question 19: Following the students at risk of school dropout by the teachers to be assigned



Question 20: Gaining self-learning skills



The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 5 of the participants answered that question as below:



❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

- ✓ Increasing school, family and teacher cooperation
- ✓ The introduction of orientation programs for students who have just started school and cannot succeed in their classes.
- ✓ Organizing study, compensation and guidance services for students at risk of school dropout.

STUDENT QUESTIONNAIRE RESULTS

PART 1 – PERSONAL INFO

Questionnaires were implemented to 10 students in Greece.

2.Age:

It was verified that 4 of the students are 14, 3 of the students are 16, 2 of them are 17 and just 1 of the student is 14 years old.

3.School Leaving Class:

It was verified that 8 of the students left education at the 9th grade and 2 of them at the 10th grade.

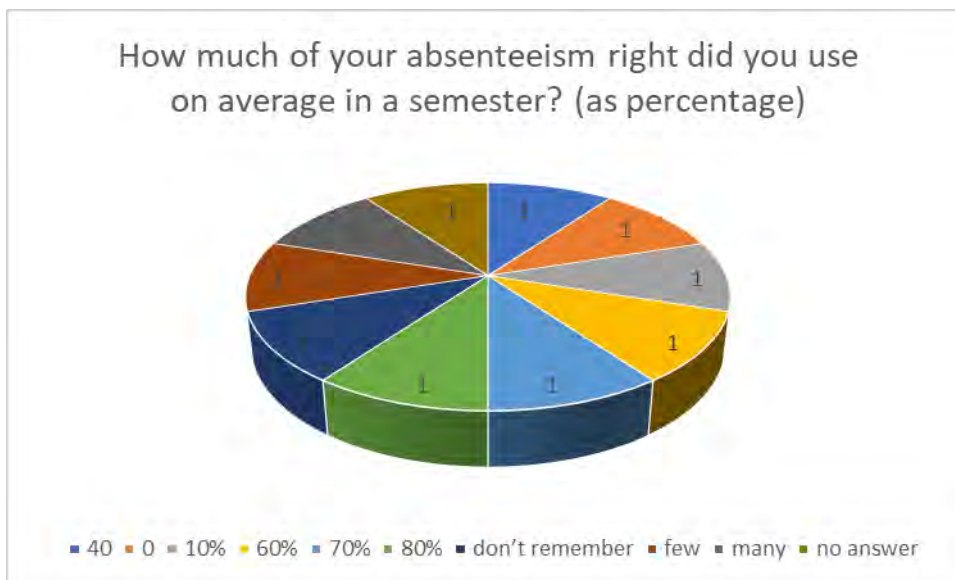
4.Gender:

It was verified that 6 of the participants are male, 3 are female and 1 is not mentioned.

5.Average Revenue Of Your Parents:

It was verified that 3 of the parents have medium, 5 low and 2 of them have high revenue.

6.How Much of Your Absenteeism Right Did You Use On Average In a Semester:



State of your family:

7 of the students stated that their mother/father alive and together. 3 of the students stated that their mother/father alive but live separately or divorce.

Where do you stay:

8 of the students stayed with their family, 1 of the students live in a separate house and 1 of them selected the other option but didn't mention where they stayed.

Do you use computer at home:

6 of the students use computer at home. The rest don't use.

Do you have your own room:

7 of the students have their own room. The rest doesn't have.

Did you repeat a year during your education:

7 of the students repeated a year during their education and the rest didn't repeat a year.

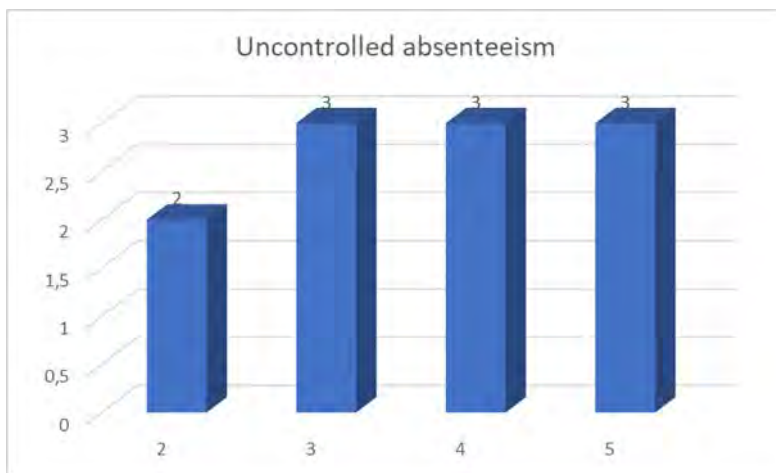
Have you ever been absent during your education:

All of the students have been absent during their education.

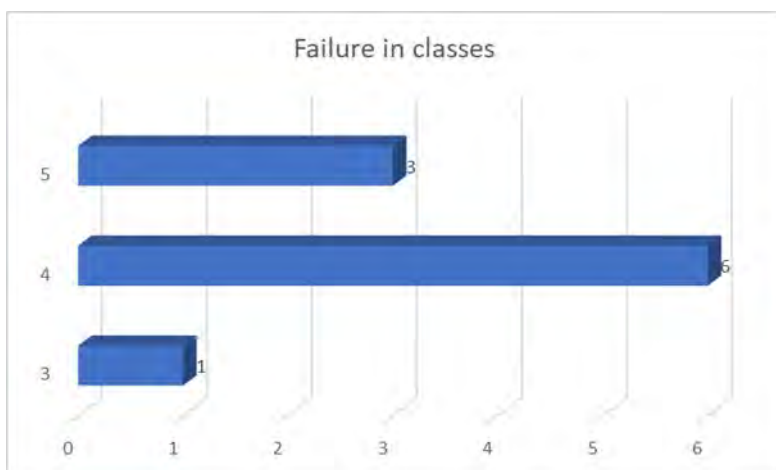
PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. Indicate your degree of participation in these items by placing an (X) in the circle in front of the option that suits you

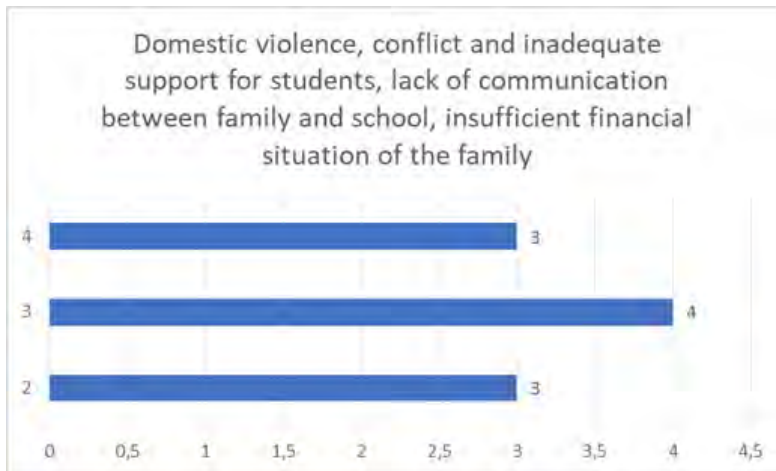
Question 1: Uncontrolled Absenteeism



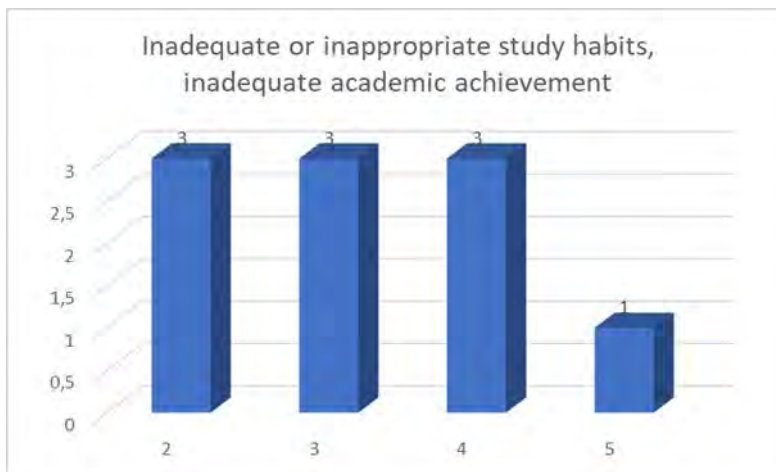
Question 2: Failure in Classes



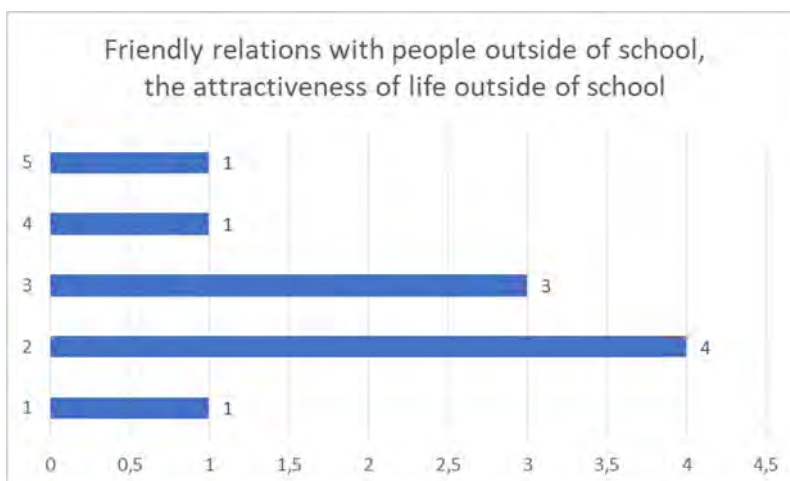
Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family



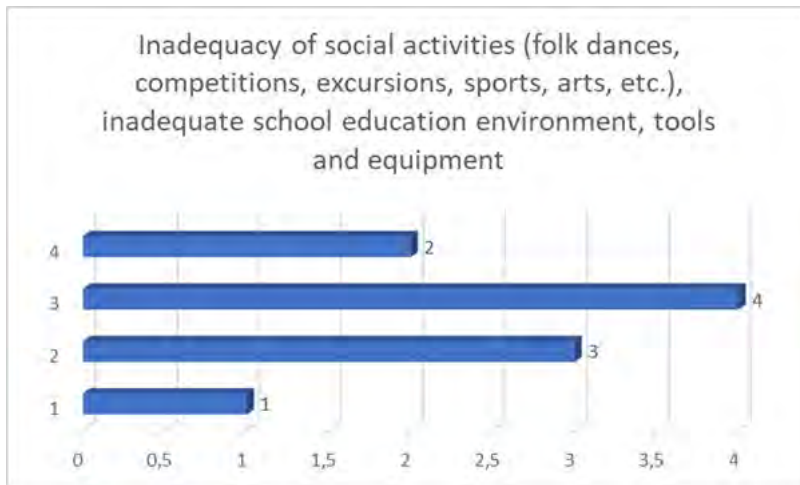
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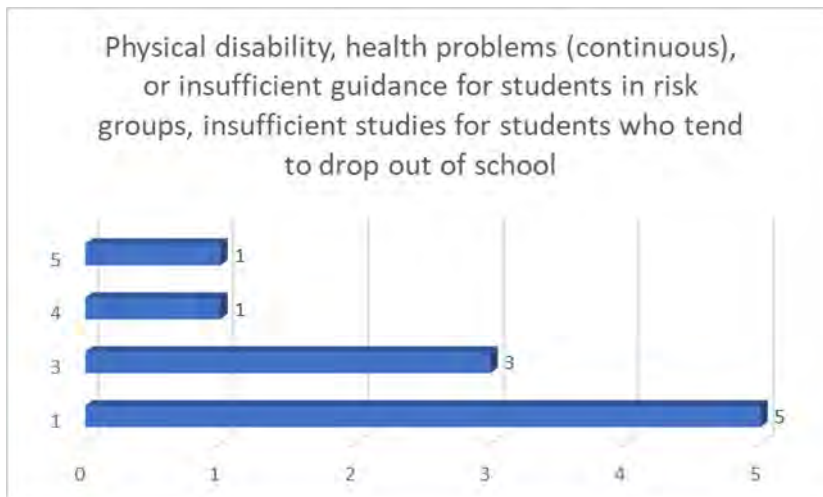
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school



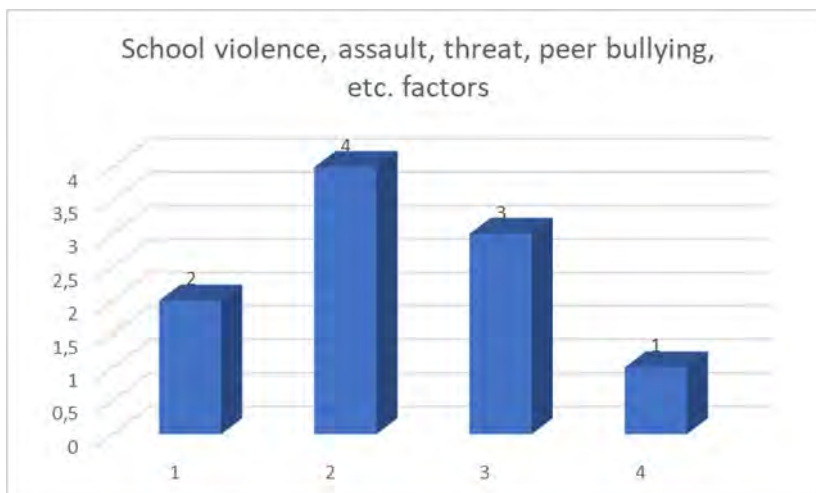
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Question 7: Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school



Question 8: School violence, assault, threat, peer bullying, etc. Factors



➤ The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above.5 of the participants answered that question as below:

- ✓ I am bored at school.I would like it to be more and interesting
- ✓ Classes are hard
- ✓ I am working
- ✓ I married last year
- ✓ I don't know

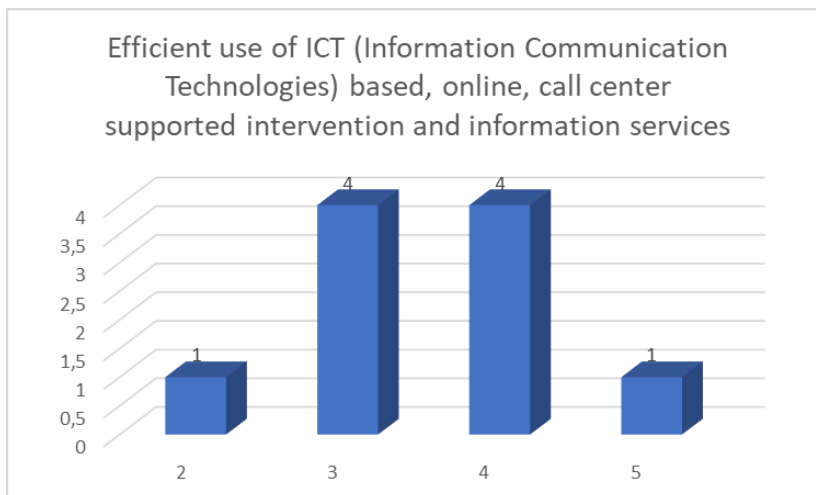
❖ **According to the graphics above the top 3 leading factors are:**

- ✓ Failure in Classes
- ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family
- ✓ Uncontrolled absenteeism

PART III: STRATEGIES TO TACKLE DROP-OUT

Below are the items and statements regarding the strategies and policies to prevent students from school dropout. The degree of participation in these items are shown in graphs as below.

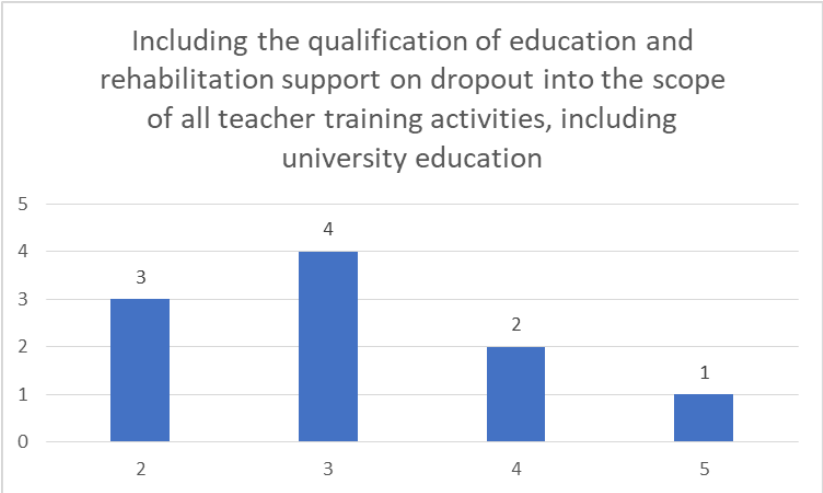
Question 1: Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services



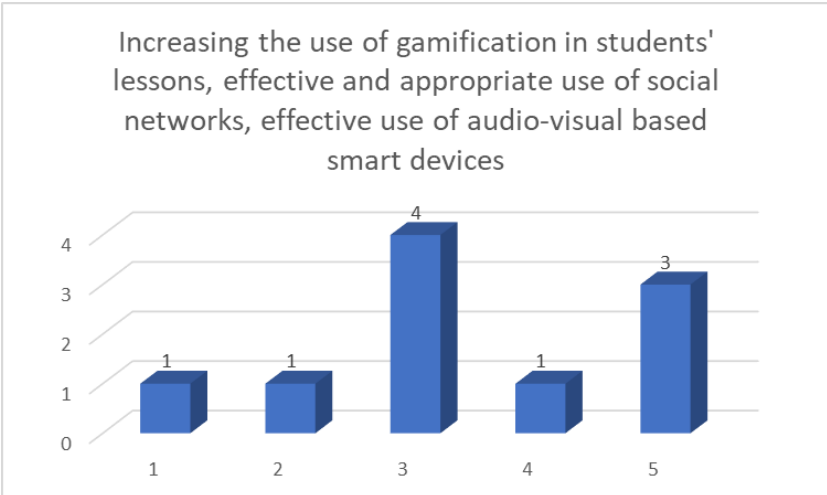
Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training



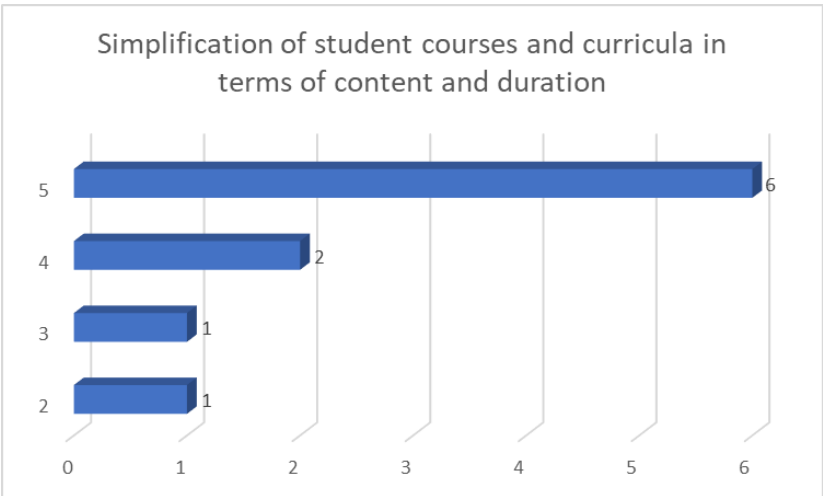
Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education



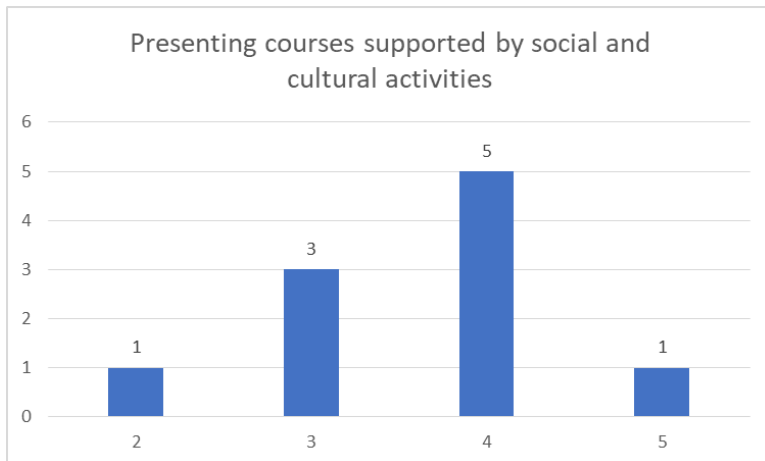
Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices



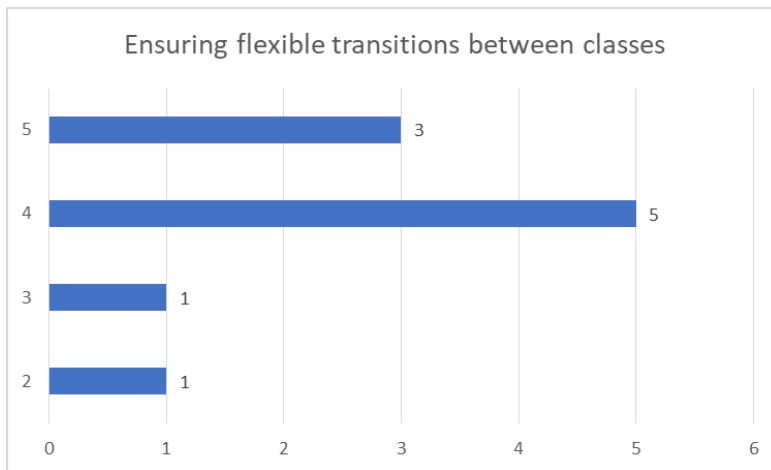
Question 5: Simplification of student courses and curricula in terms of content and duration



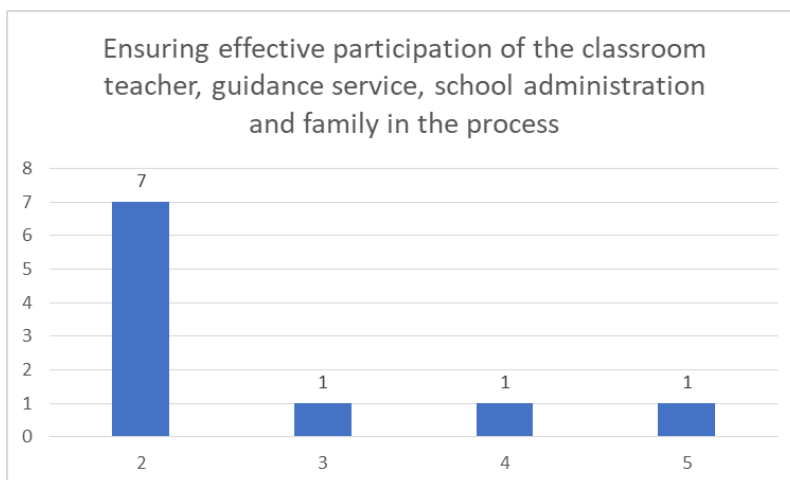
Question 6: Presenting courses supported by social and cultural activities



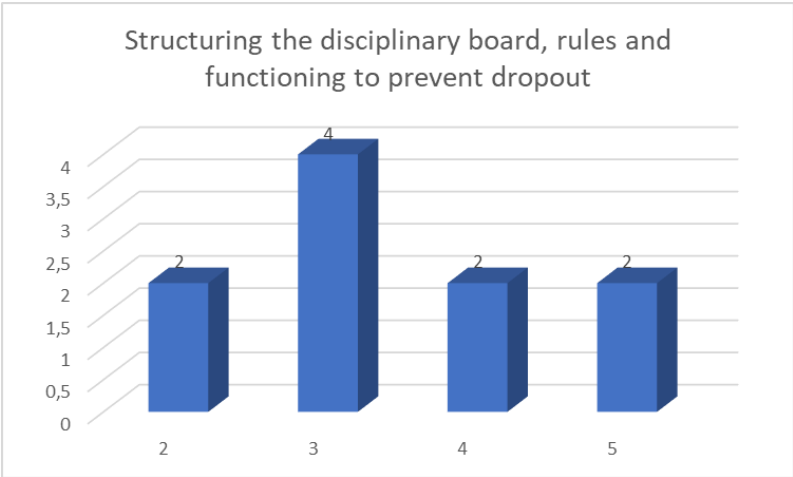
Question 7: Ensuring flexible transitions between classes



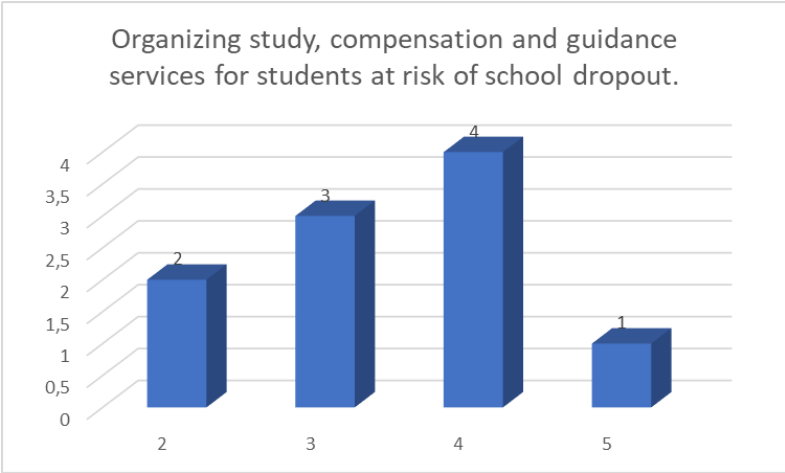
Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process



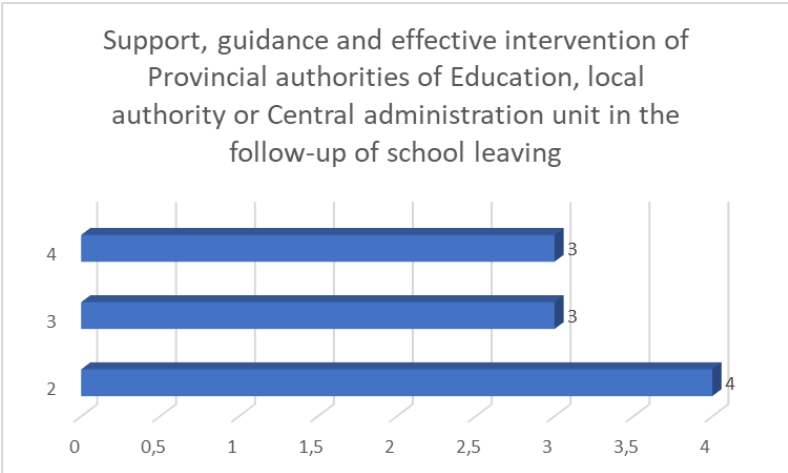
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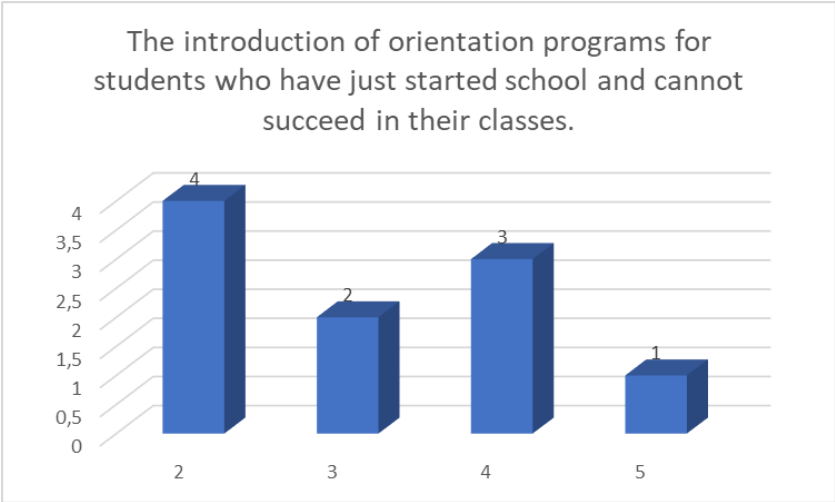
Question 10: Organizing study, compensation and guidance services for students at risk of school dropout.



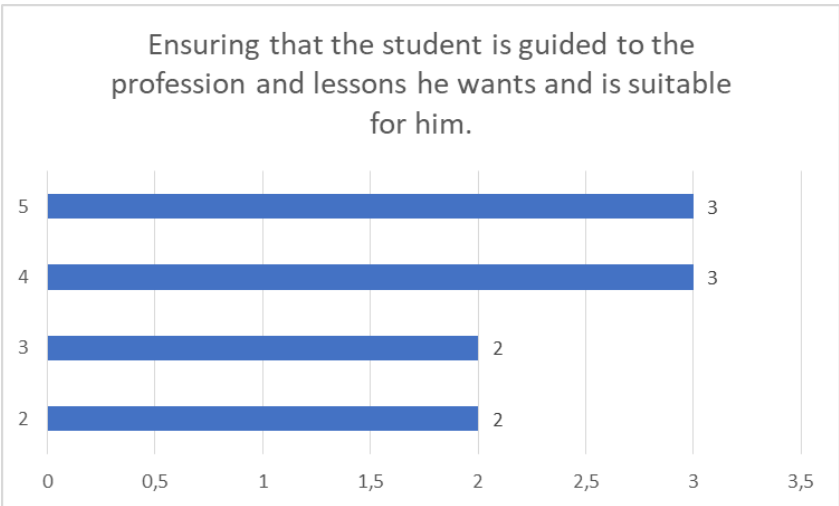
Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving



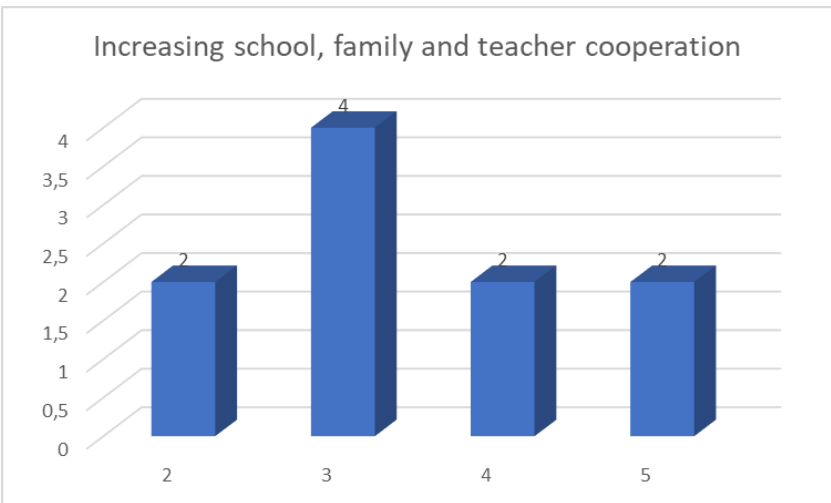
Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes.



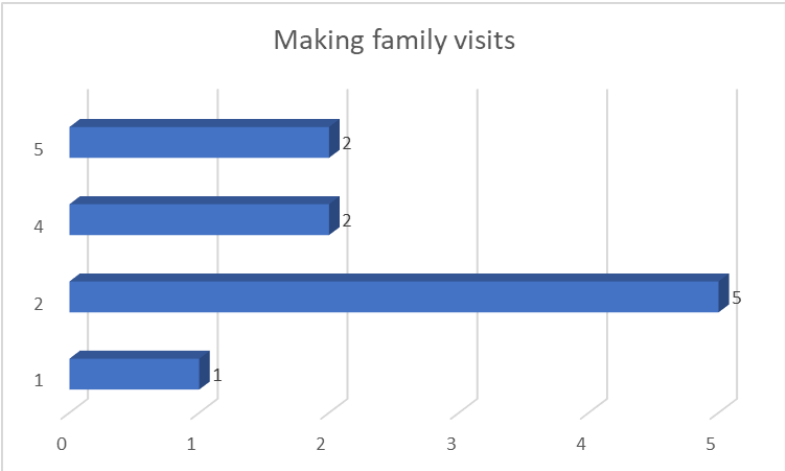
Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.



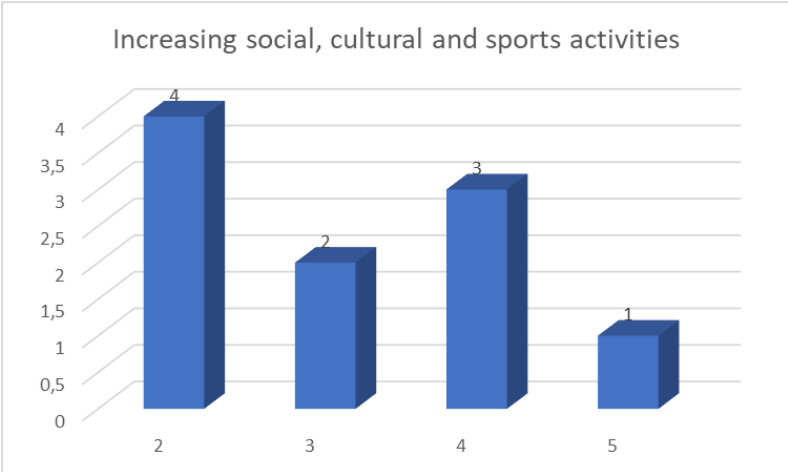
Question 14: Increasing school, family and teacher cooperation



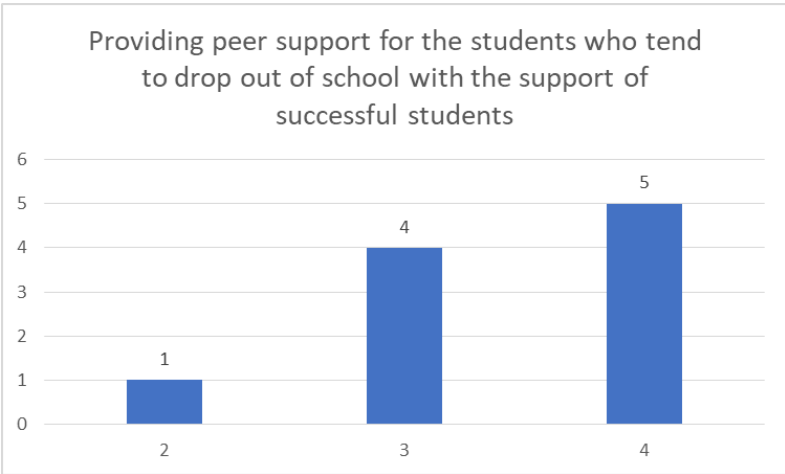
Question 15: Making family visits



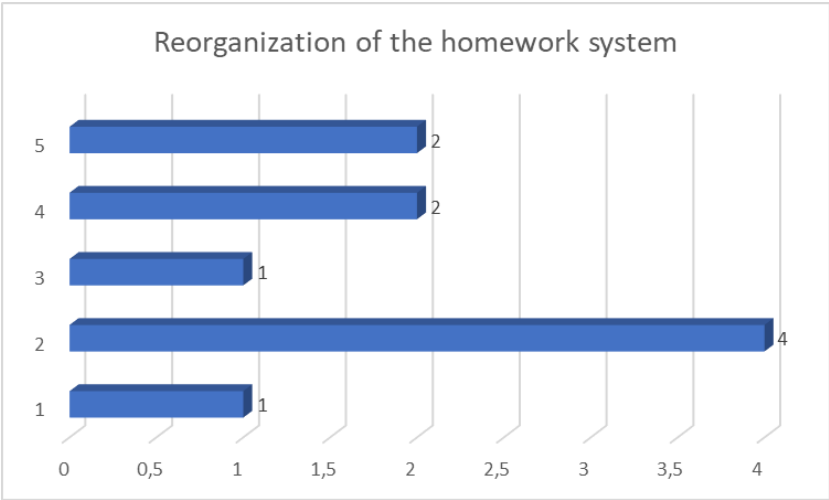
Question 16: Increasing social, cultural and sports activities



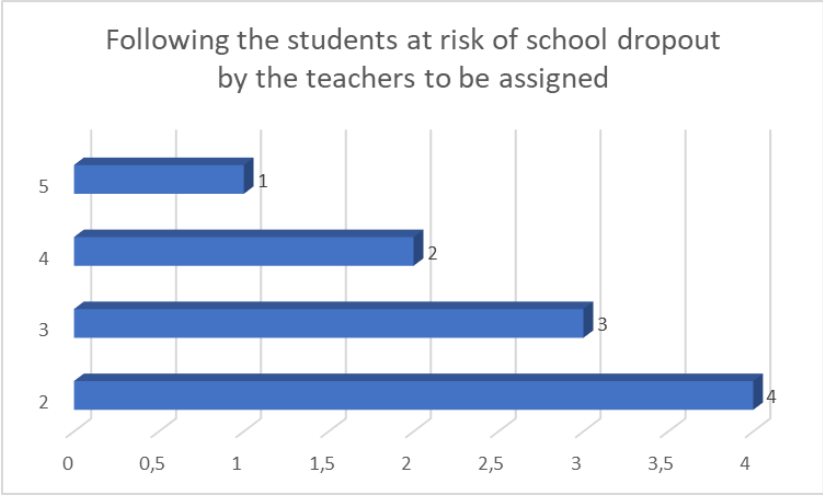
Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students



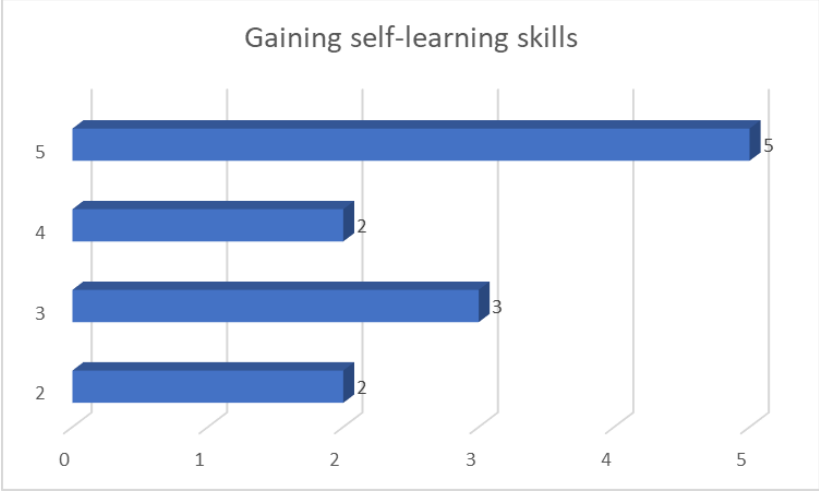
Question 18: Reorganization of the homework system



Question 19: Following the students at risk of school dropout by the teachers to be assigned



Question 20: Gaining self-learning skills



➤ **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 3 of the participants answered that question as below:**

- ✓ No classes in early mornings
- ✓ To wake up later
- ✓ No much homework

❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

- ✓ Simplification of student courses and curricula in terms of content and duration
- ✓ Gaining self-learning skills
- ✓ Ensuring flexible transitions between classes

PARENT QUESTIONNAIRE RESULTS

PART 1 – PERSONAL INFO

Questionnaires were implemented to 10 parents in Greece.

2.Age:

9 of the the participants are between 31-40 and 1 of the participant is 27 years old.

3.Number of Kids:

8 of the participants have 1-2 kids, 1 of the participants have 2-3 kids and 1 has more than 3 kids.

4.Gender:

1 of the participants are male and 9 of the participants are female.

5.Level of Revenue:

8 of the participants have medium and 2 of them have high level of revenue.

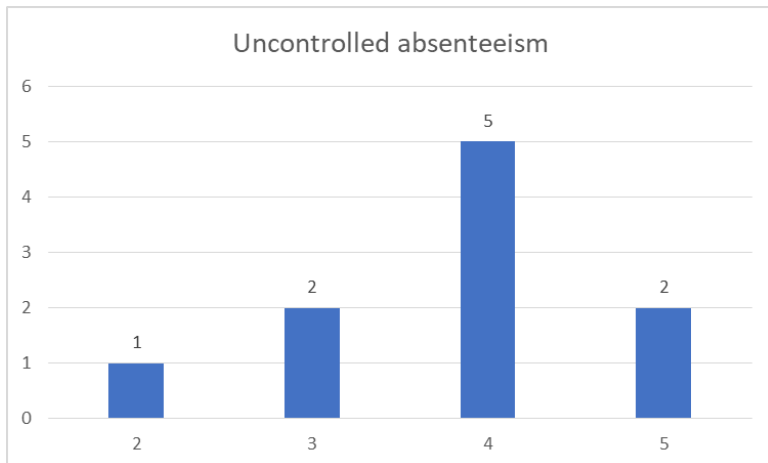
6.Education Status:

2 of the participants are Primary School graduate and 8 of them are undergraduate.

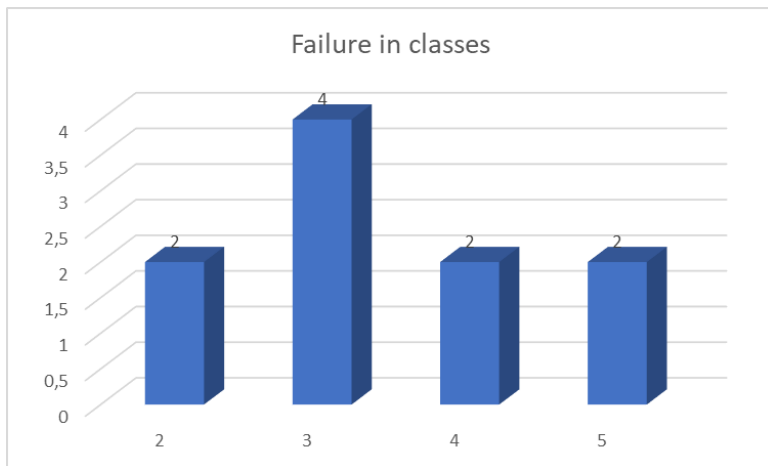
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Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. The degree of participation in these items are shown in graphs as below.

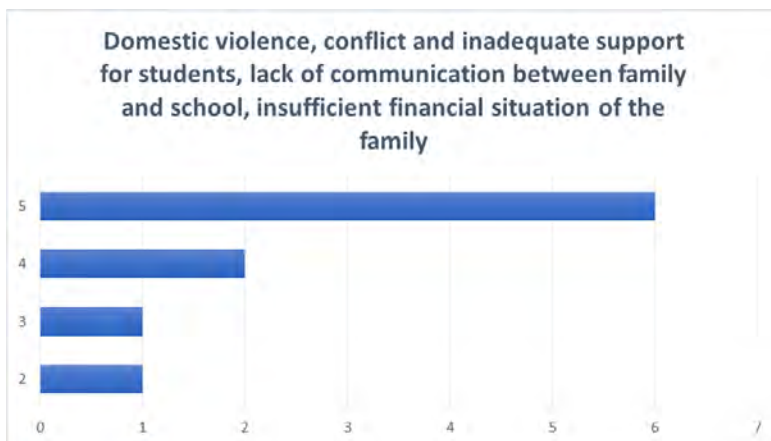
Question 1: Uncontrolled absenteeism



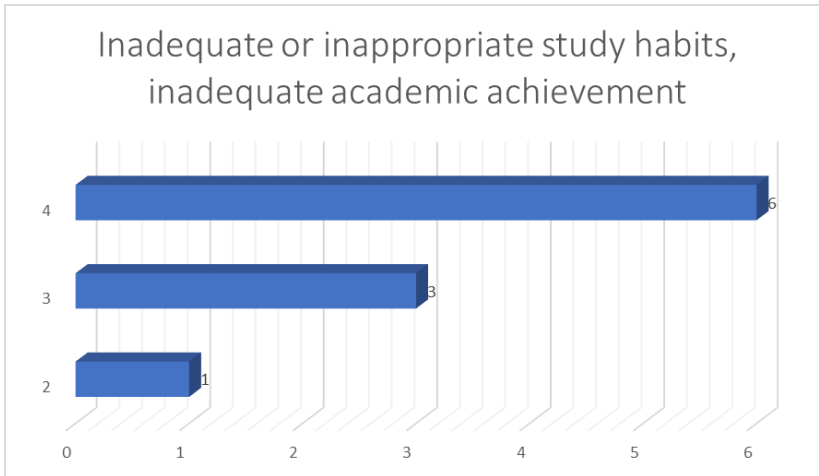
Question 2: Failure in classes



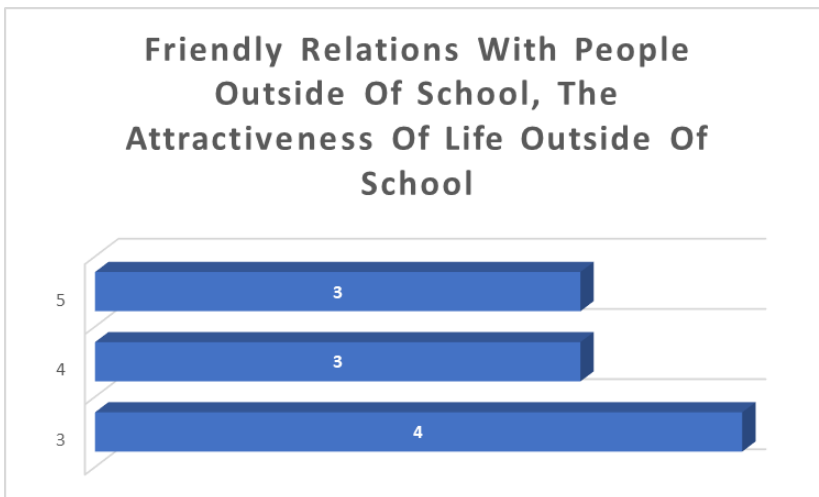
Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family



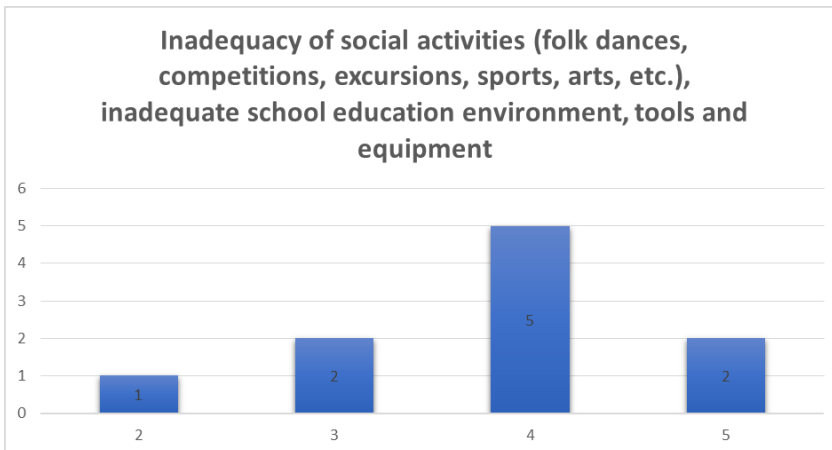
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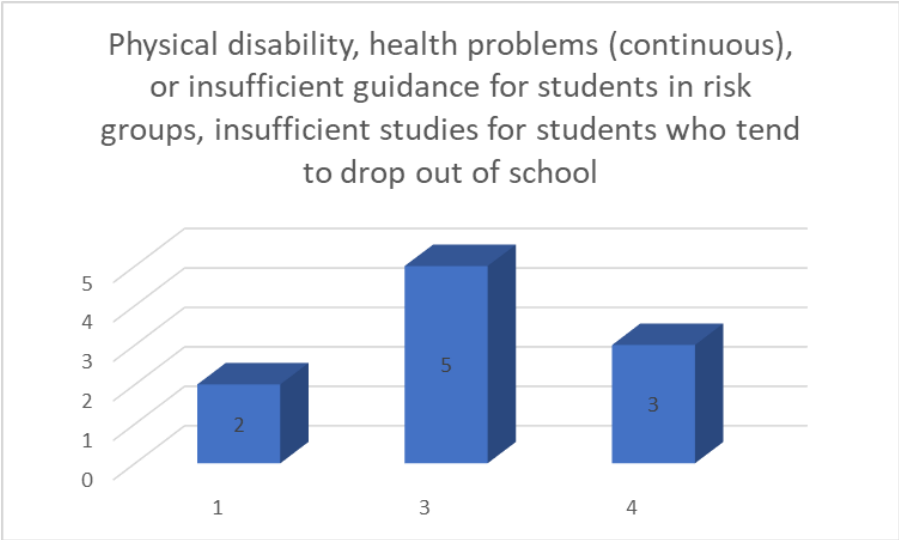
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school



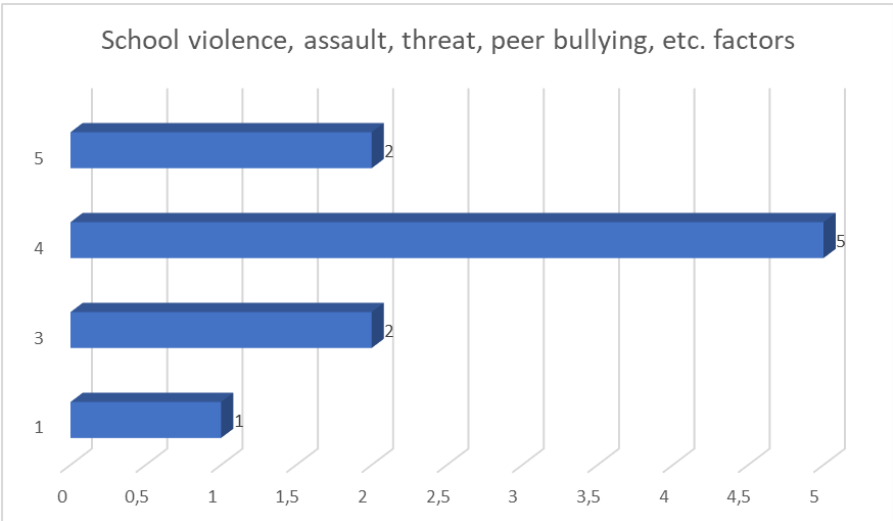
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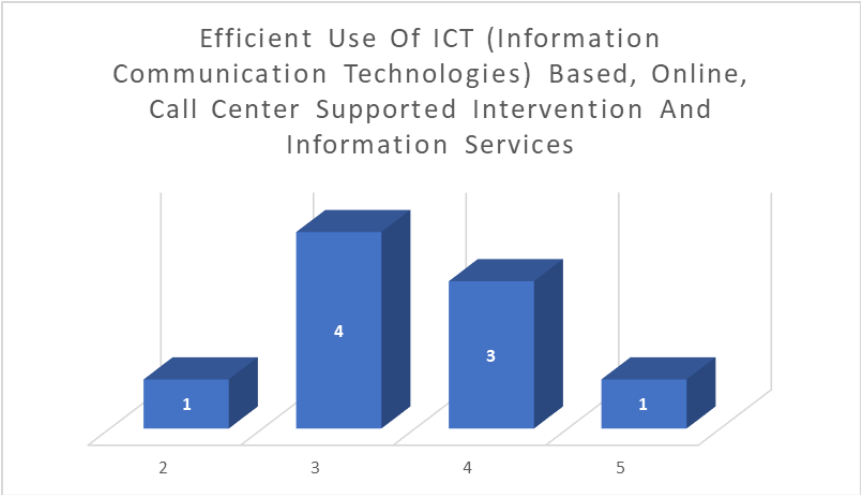


- **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 1 of the participants answered that question as below:**
 - ✓ Classes are boring and many teachers are indifferent
 - ❖ **According to the graphics above the top 3 leading factors are:**
 - ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family
 - ✓ School violence, assault, threat, peer bullying, etc. factors
 - ✓ Uncontrolled absenteeism

PART III: STRATEGIES TO TACKLE DROP-OUT

Below are the items and statements regarding the strategies and policies to prevent students from school dropout. The degree of participation in these items are shown in graphs as below.

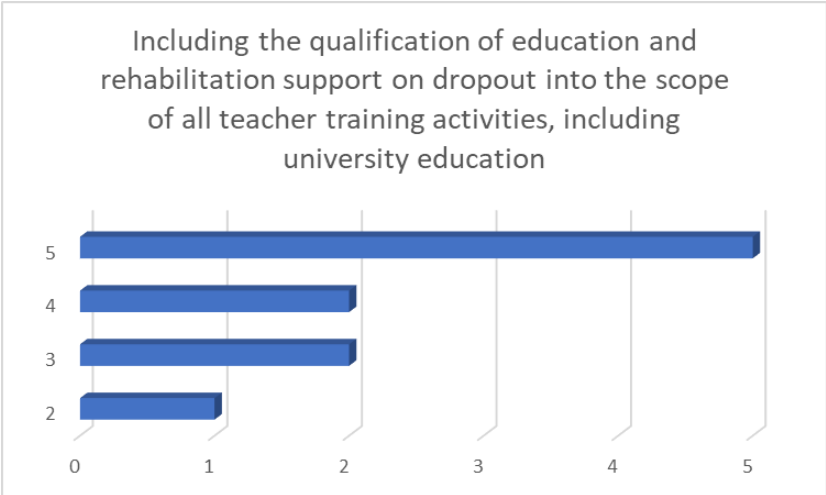
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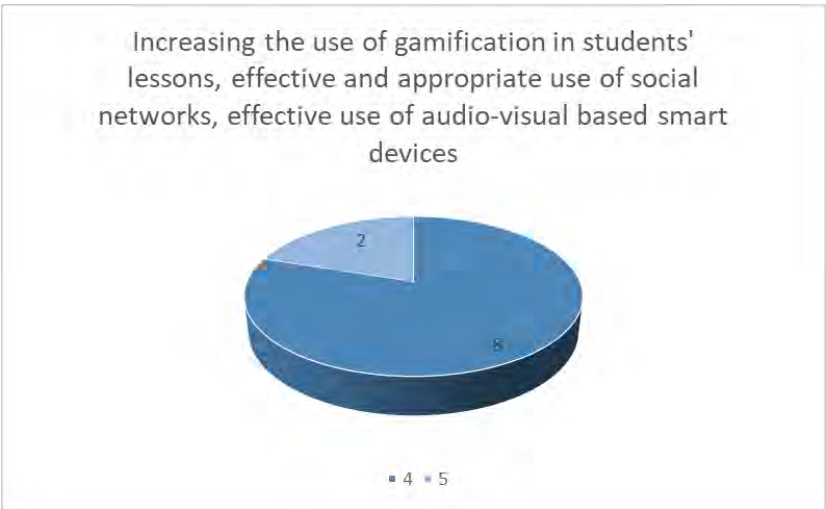
Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training



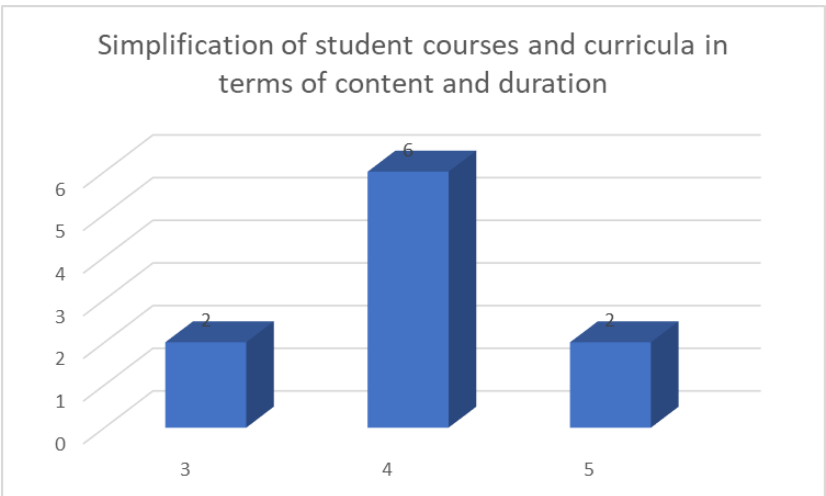
Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education



Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices



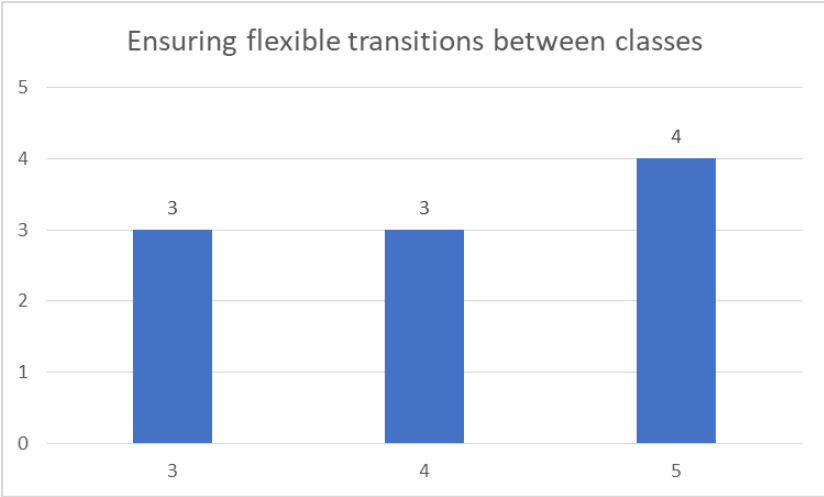
Question 5: Simplification of student courses and curricula in terms of content and duration



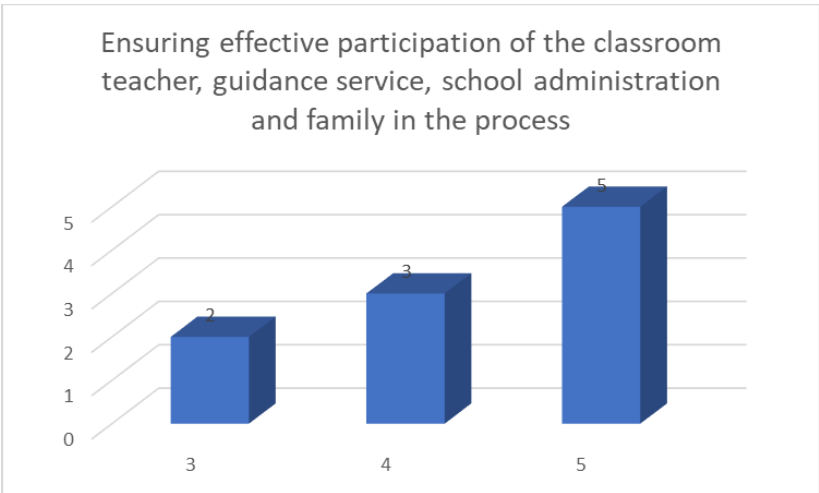
Question 6: Presenting courses supported by social and cultural activities



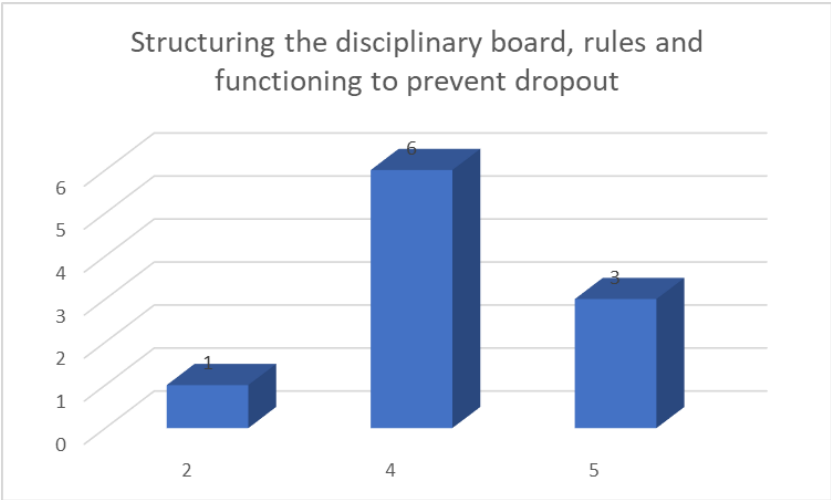
Question 7: Ensuring flexible transitions between classes



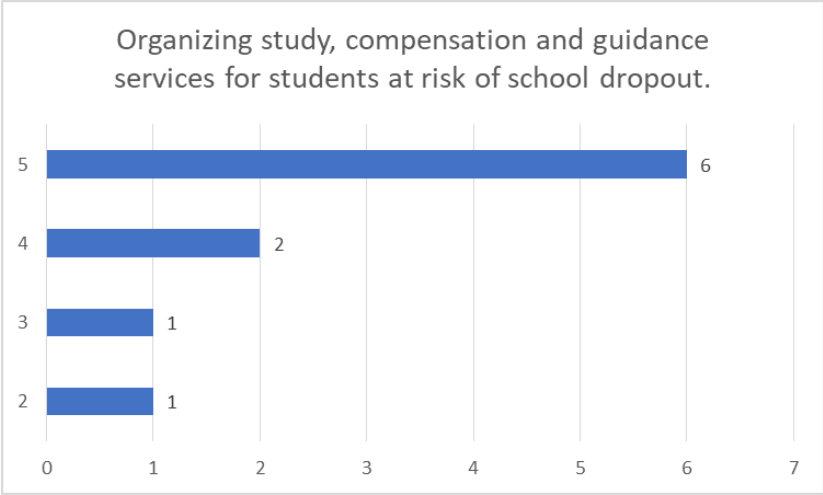
Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process



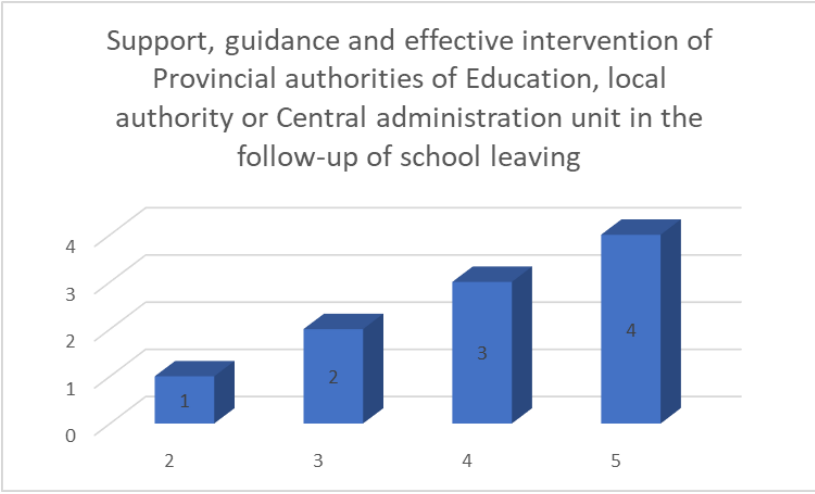
Question 9: Structuring the disciplinary board, rules and functioning to prevent dropout



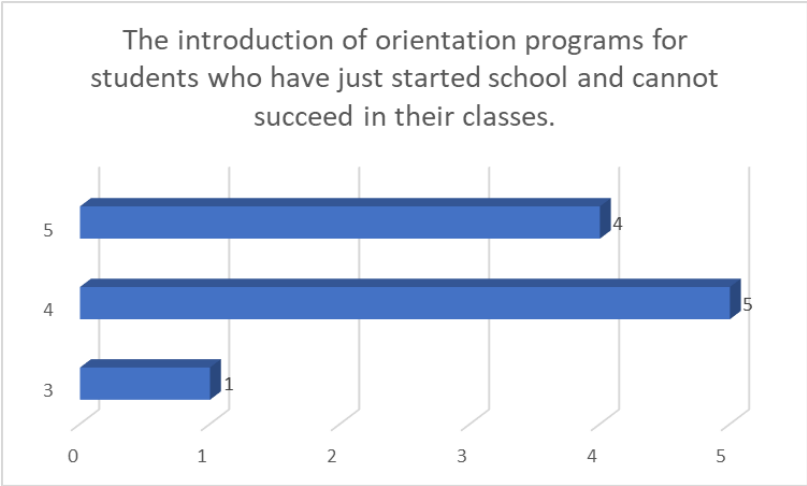
Question 10: Organizing study, compensation and guidance services for students at risk of school dropout



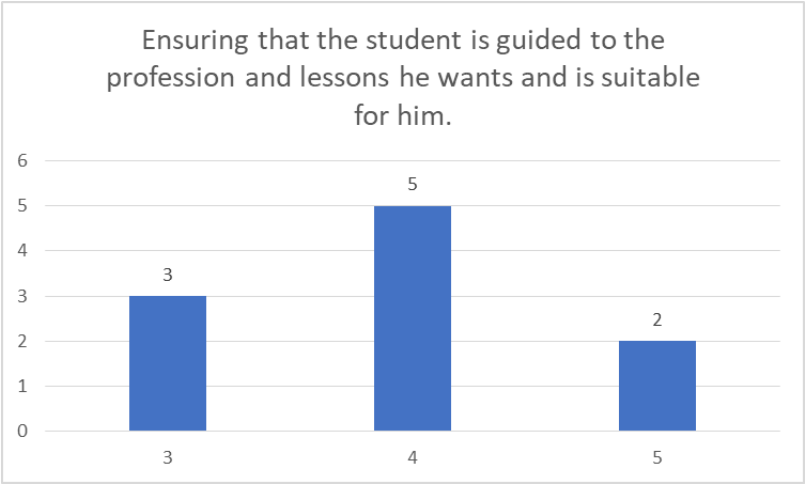
Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving



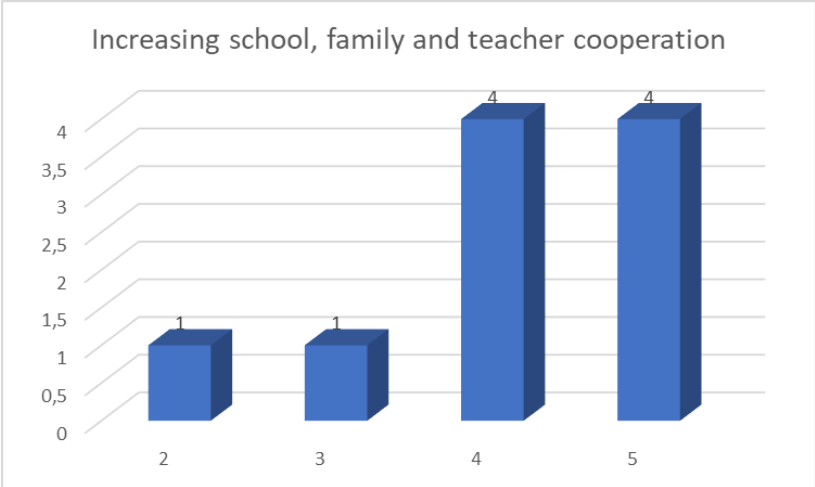
Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes



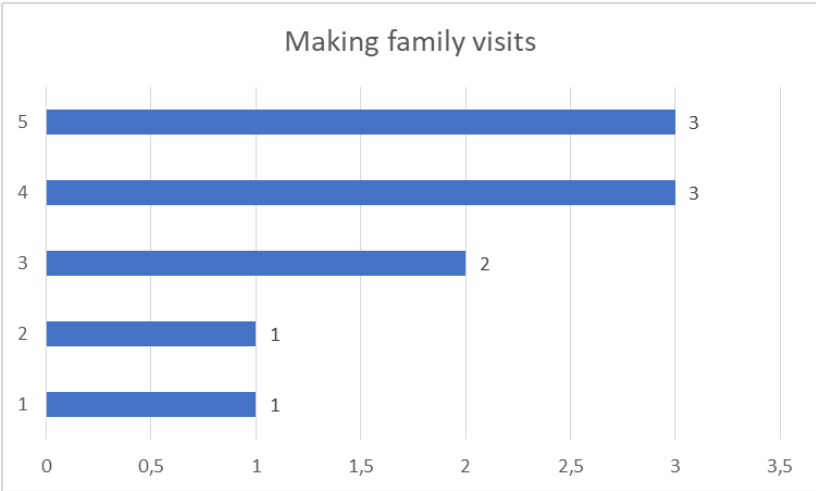
Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.



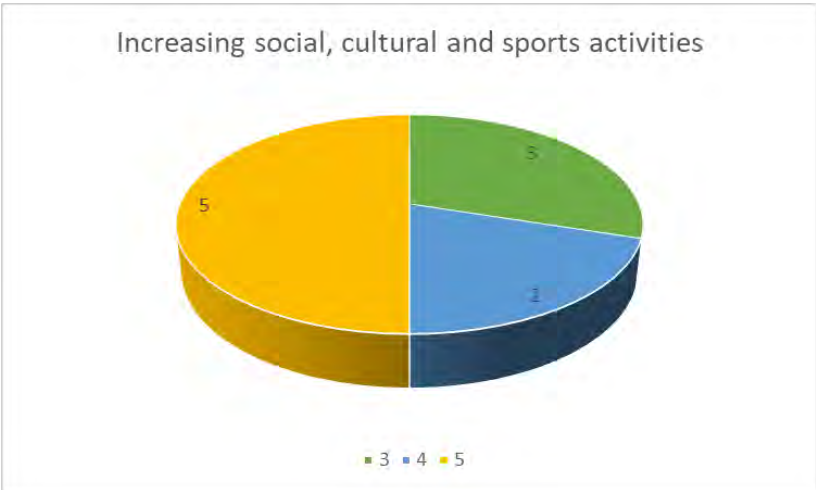
Question 14: Increasing school, family and teacher cooperation



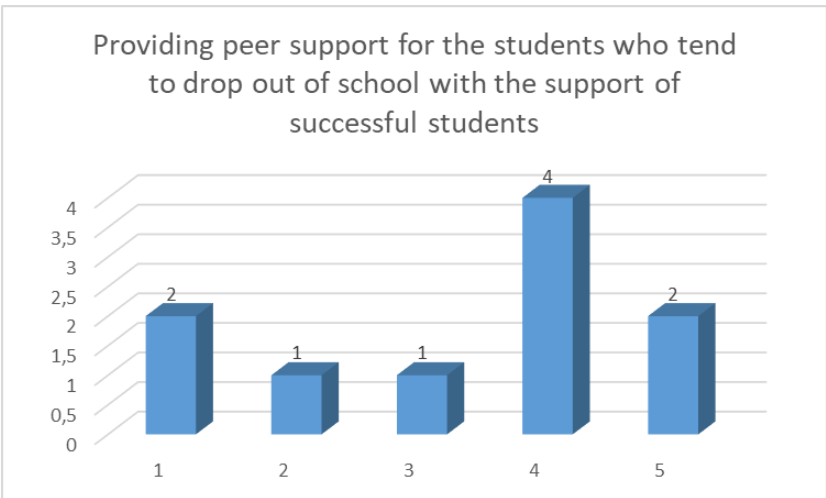
Question 15: Making family visits



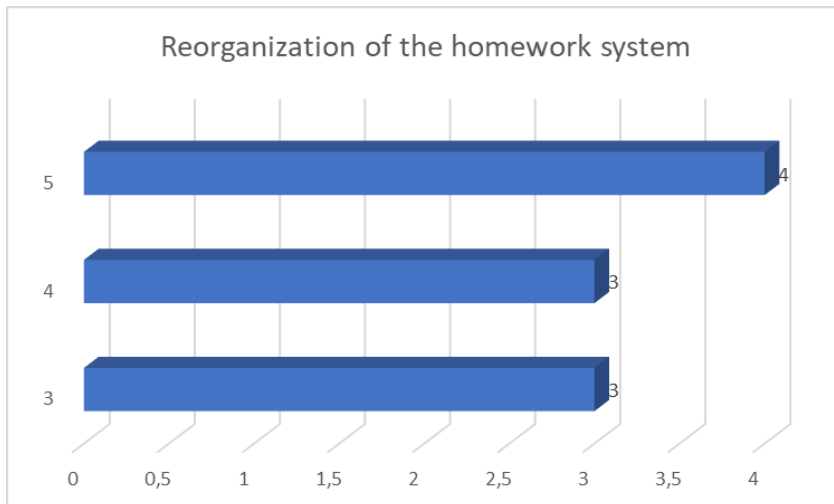
Question 16: Increasing social, cultural and sports activities



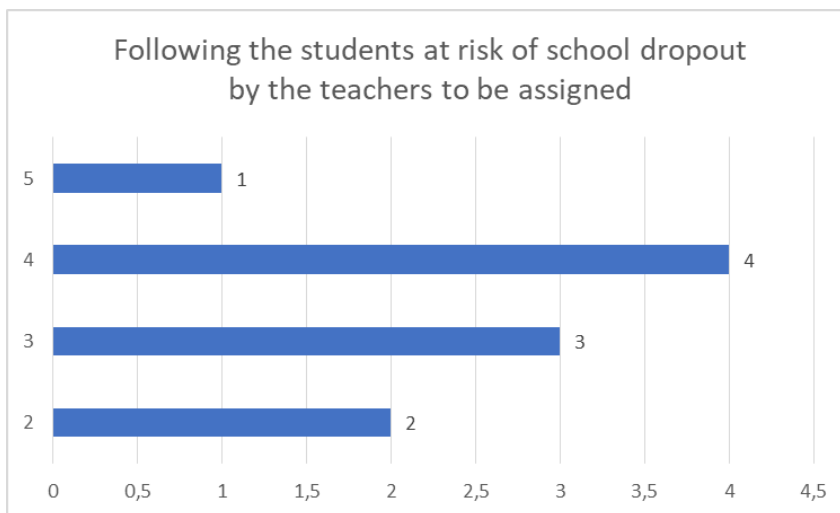
Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students



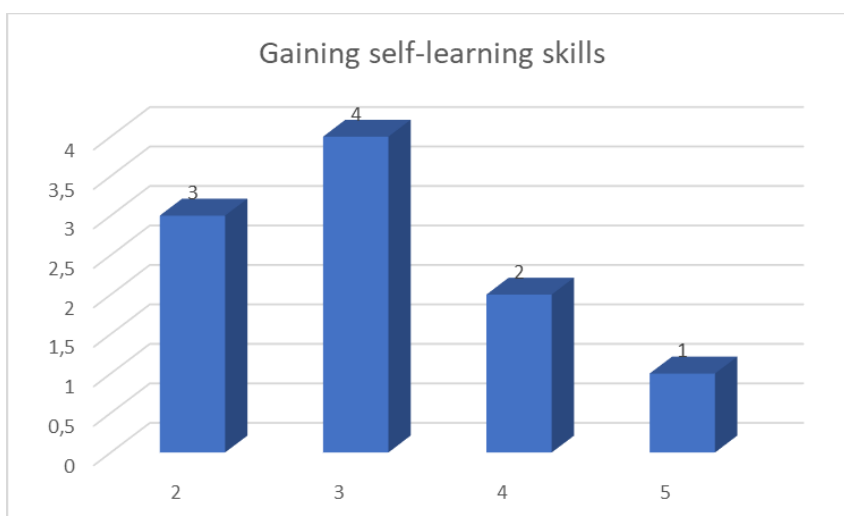
Question 18: Reorganization of the homework system



Question 19: Following the students at risk of school dropout by the teachers to be assigned



Question 20: Gaining self-learning skills



➤ **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 1 of the participants answered that question as below:**

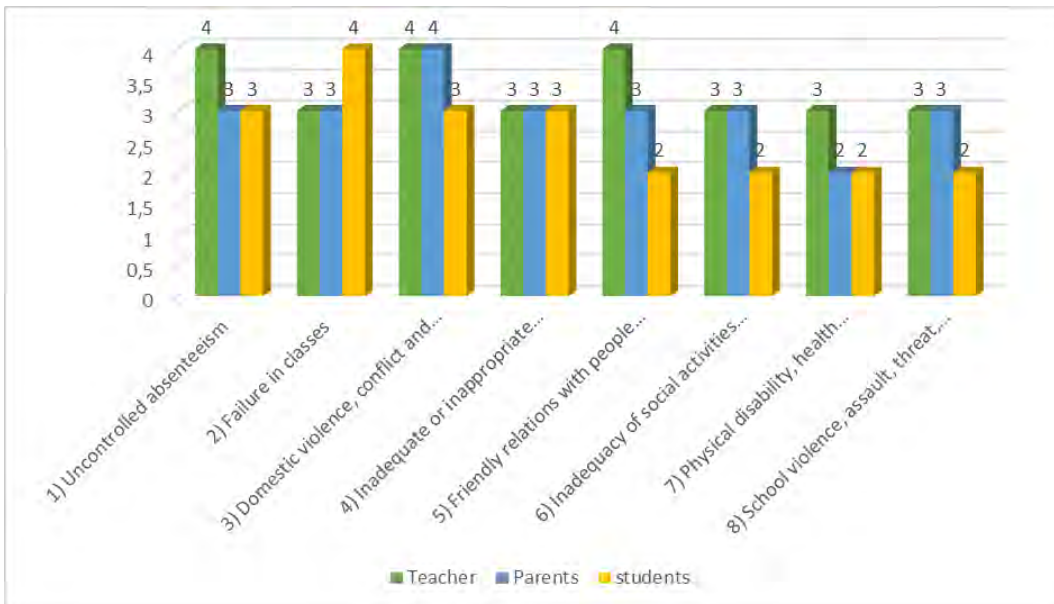
✓ Student support mental and wellbeing. Student coaching.

❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

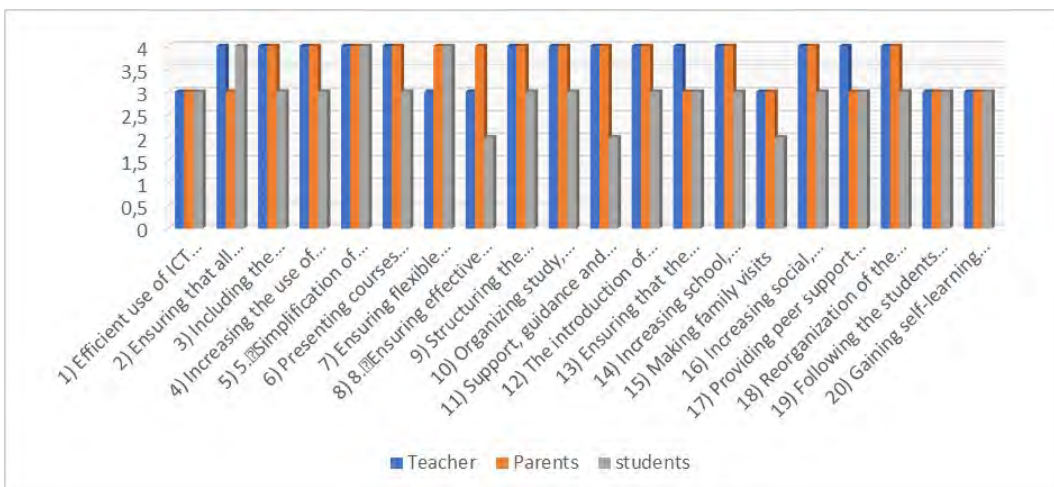
- ✓ Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices
- ✓ Presenting courses supported by social and cultural activities
- ✓ Organizing study, compensation and guidance services for students at risk of school dropout

COMPARATIVE GRAPHS AMONG THE 3 GROUPS (Teacher/Student/Parent)

PART 2:



PART 3:



Conclusion:

According to the comparative graphs among the 3 groups;

Part 2: LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

It was concluded that:

- ✓ All 3 target groups agreed on “ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family” is a leading factor in early school leaving.
- ✓ Teachers and parents thought that “Friendly relations with people outside the school, the attractiveness of life outside of school” is an another leading factor in ESL unlike students.

Part 3: STRATEGIES TO TACKLE DROPOUT

It was concluded that:

- ✓ All target groups are agreed on “Simplification of student courses and curricula in terms of content and duration” as a leading strategy.
- ✓ Teachers and parents mostly agree on “Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving” will be useful to tackle dropout unlike students.

Teacher Questionnaire Conclusions:

❖ According to the results of the teacher questionnaires the top 3 leading factors are:

- ✓ Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school
- ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family
- ✓ Uncontrolled Absenteeism

❖ According to the results of the teacher questionnaires the top 3 strategies to tackle dropout are:

- ✓ Increasing school, family and teacher cooperation
- ✓ The introduction of orientation programs for students who have just started school and cannot succeed in their classes.
- ✓ Organizing study, compensation and guidance services for students at risk of school dropout.

Student Questionnaire Conclusions:

❖ **According to the results of the student questionnaires the top 3 leading factors are:**

- ✓ Failure in Classes
- ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family
- ✓ Uncontrolled absenteeism

❖ **According to the results of the student questionnaires the top 3 strategies to tackle dropout are:**

- ✓ Simplification of student courses and curricula in terms of content and duration
- ✓ Gaining self-learning skills
- ✓ Ensuring flexible transitions between classes

Parent Questionnaire Conclusions:

❖ **According to the results of the parent questionnaires the top 3 leading factors are:**

- ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family
- ✓ School violence, assault, threat, peer bullying, etc. factors
- ✓ Uncontrolled absenteeism

❖ **According to the results of the parent questionnaires the top 3 strategies to tackle dropout are:**

- ✓ Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices
- ✓ Presenting courses supported by social and cultural activities
- ✓ Organizing study, compensation and guidance services for students at risk of school dropout

FRANCE:

TEACHER QUESTIONNAIRE RESULTS

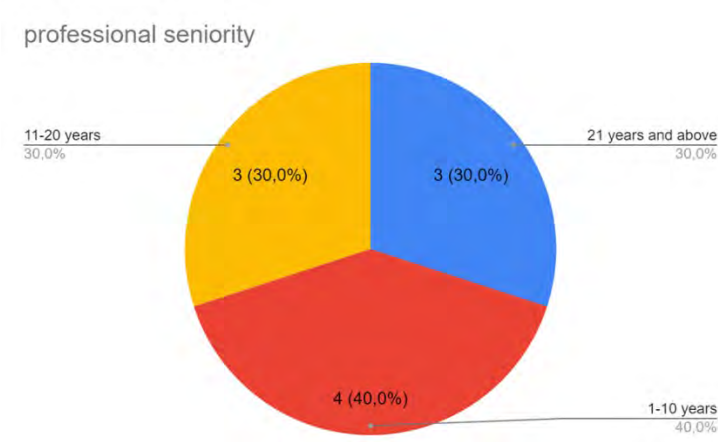
PART 1 – PERSONAL INFO

Questionnaires were implemented to 10 teachers in France.

2.Age:

It was verified that 3 of the teachers are between 25-35, 5 of the teachers are between 36-46 , 2 of the teachers are between 47-57 years old.

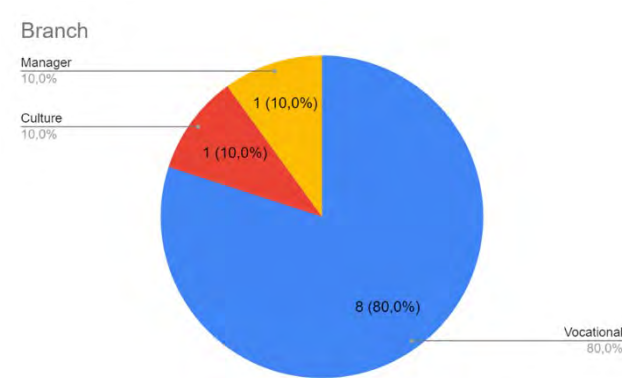
3.Professional Seniority:



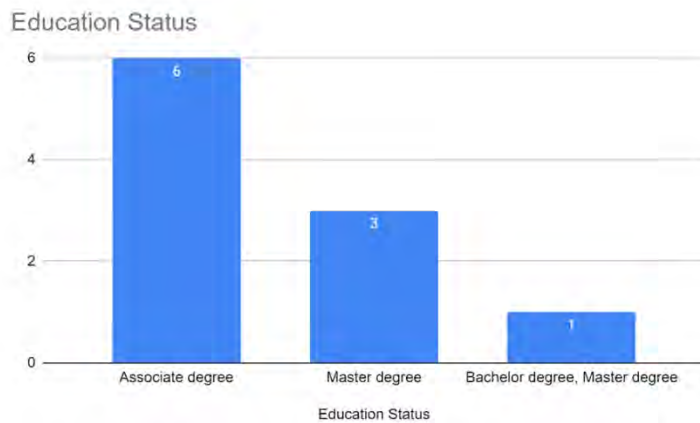
4.Gender:

7 of the participants are male and 3 of the participants are female.

5.Branch:



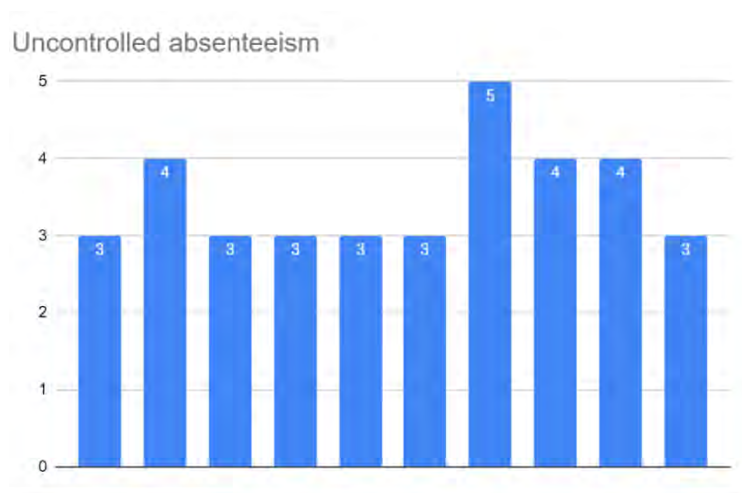
6. Education Status:



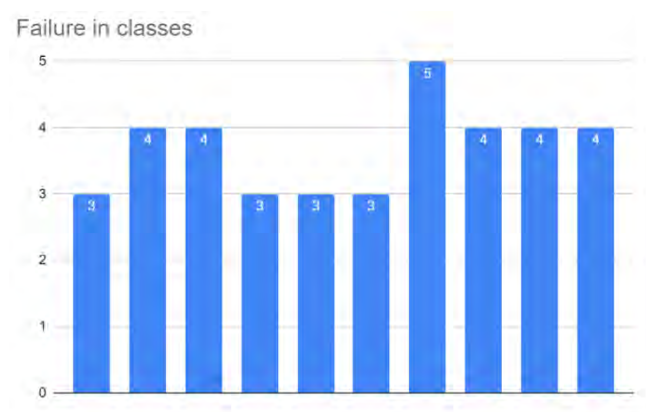
PART 2 – THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

Items and statements regarding the factors playing a role on students' school leaving are included below. The degree of participation in these items are shown in graphs as below.

Question 1: Uncontrolled Absenteeism

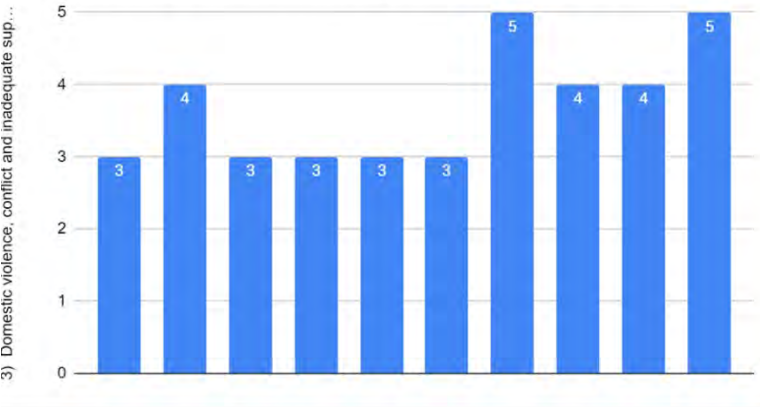


Question 2: Failure in Classes



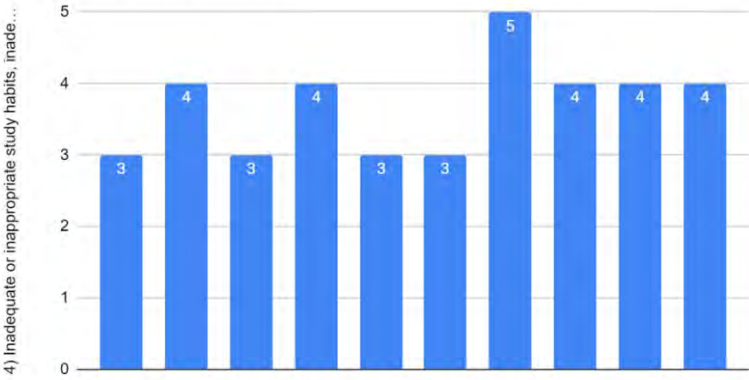
Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family

3) Domestic violence, conflict and inadequate support for students, lack of communication between family and school, i...



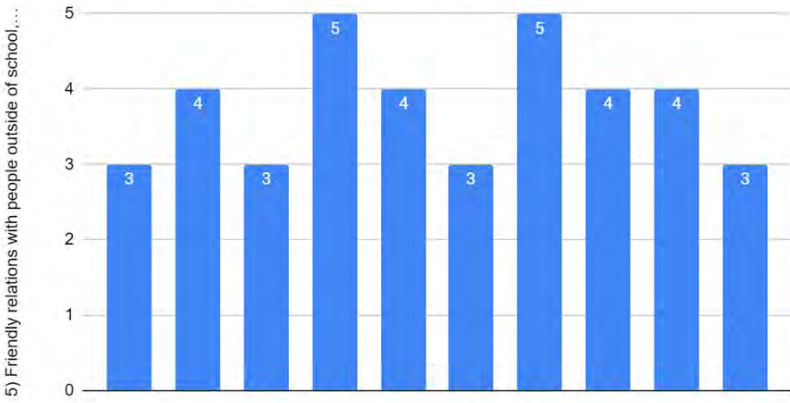
Question 4: Inadequate or inappropriate study habits, inadequate academic achievement

4) Inadequate or inappropriate study habits, inadequate academic achievement



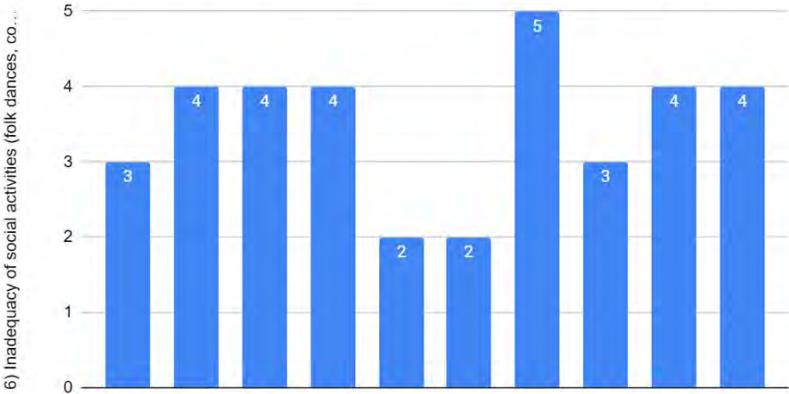
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school

5) Friendly relations with people outside of school, the attractiveness of life outside of school



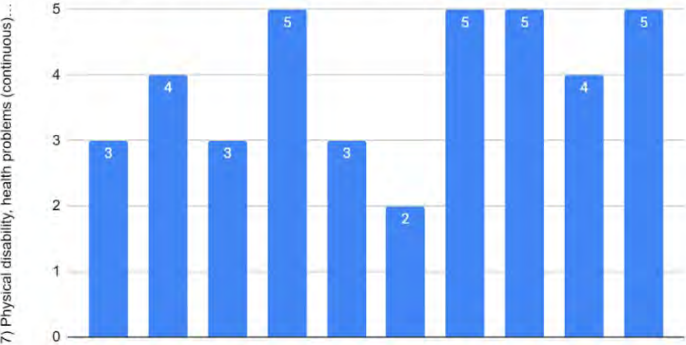
Question 6: Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment

6) Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education e...



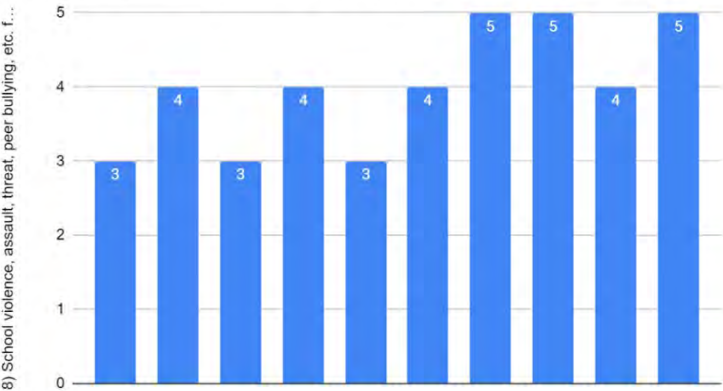
Question 7: Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school

7) Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient st...



Question 8: School violence, assault, threat, peer bullying, etc. Factors

8) School violence, assault, threat, peer bullying, etc. factors



➤ **The participants were asked to give opinion and suggestions about school dropout other than the factors listed above. 4 of the participants answered that question as below:**

- ✓ Communication with students
- ✓ Being with the students
- ✓ Help and listen students
- ✓ App digital

❖ **According to the graphics above the top 3 leading factors are:**

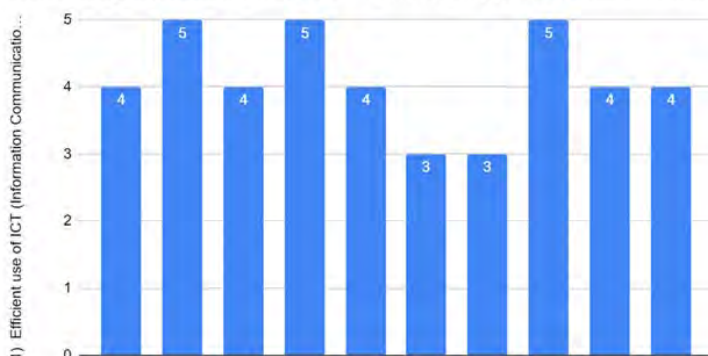
- ✓ School violence, assault, threat, peer bullying, etc. Factors
- ✓ Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school
- ✓ Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment

PART III: STRATEGIES TO TACKLE DROP-OUT

Below are the items and statements regarding the strategies and policies to prevent students from school dropout. The degree of participation in these items are shown in graphs as below.

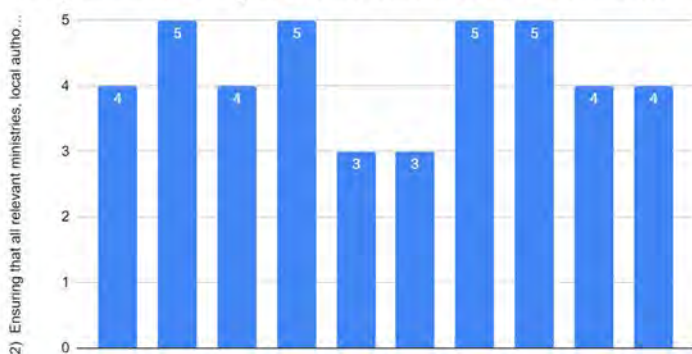
Question 1: Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services

1) Efficient use of ICT (Information Communication Technologies) based, online, call center supported interventio...



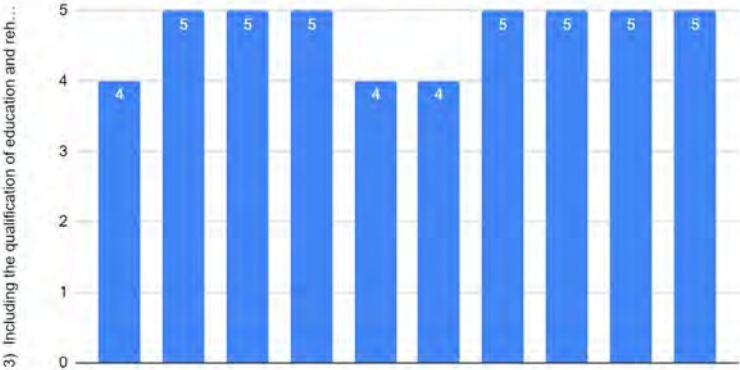
Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training

2) Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families a...



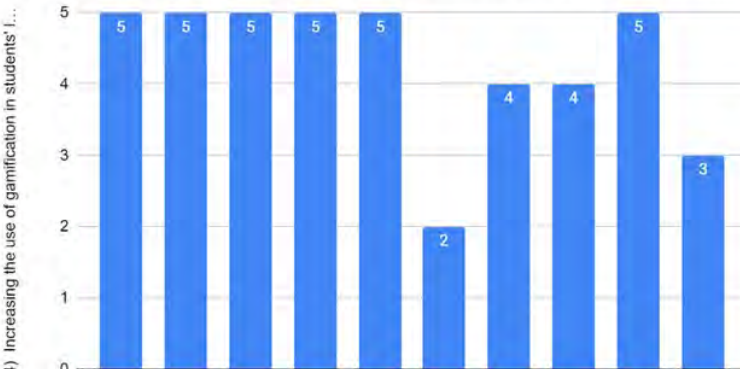
Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education

3) Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education



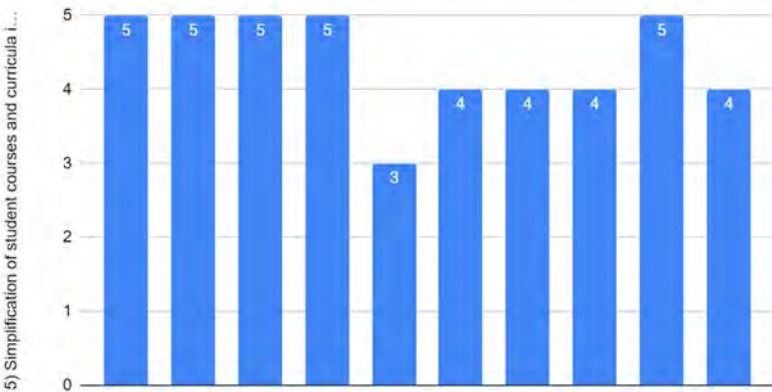
Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices

4) Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices



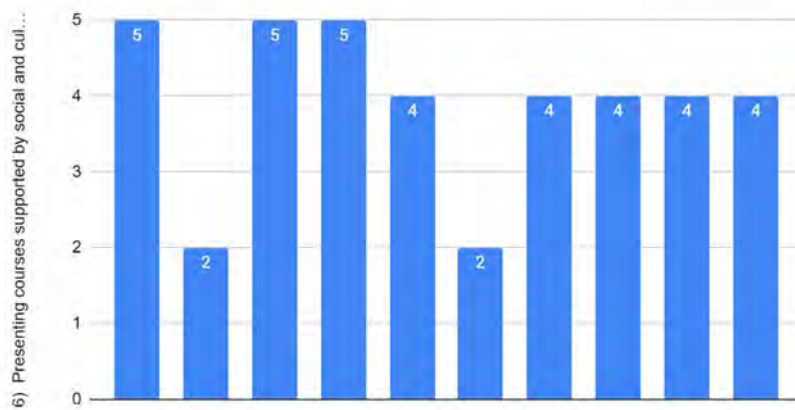
Question 5: Simplification of student courses and curricula in terms of content and duration

5) Simplification of student courses and curricula in terms of content and duration



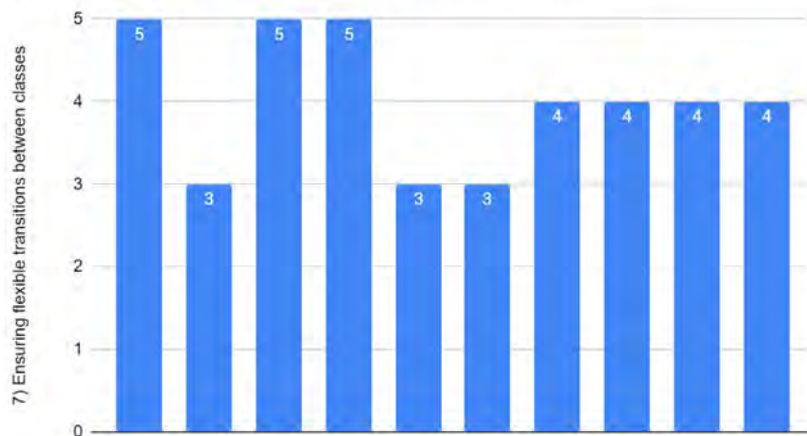
Question 6: Presenting courses supported by social and cultural activities

6) Presenting courses supported by social and cultural activities



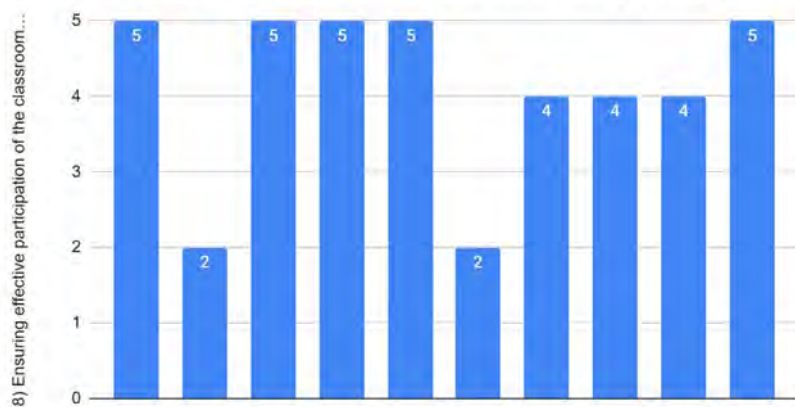
Question 7: Ensuring flexible transitions between classes

7) Ensuring flexible transitions between classes



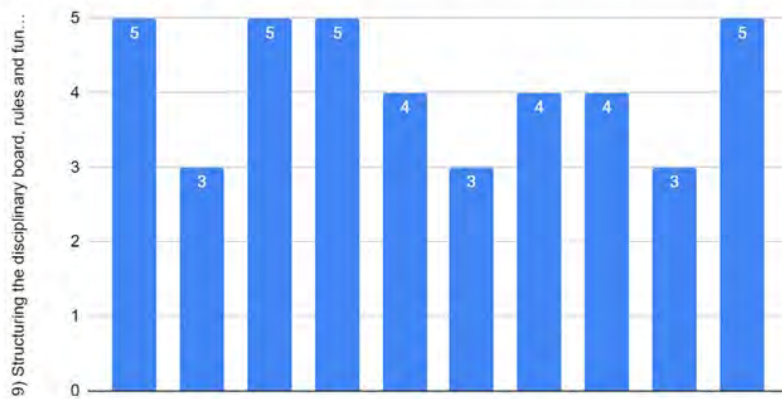
Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process

8) Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process



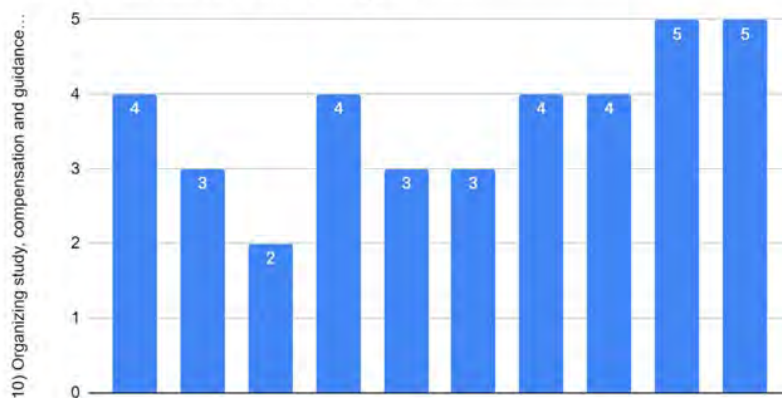
Question 9: Structuring the disciplinary board, rules and functioning to prevent dropout

9) Structuring the disciplinary board, rules and functioning to prevent dropout



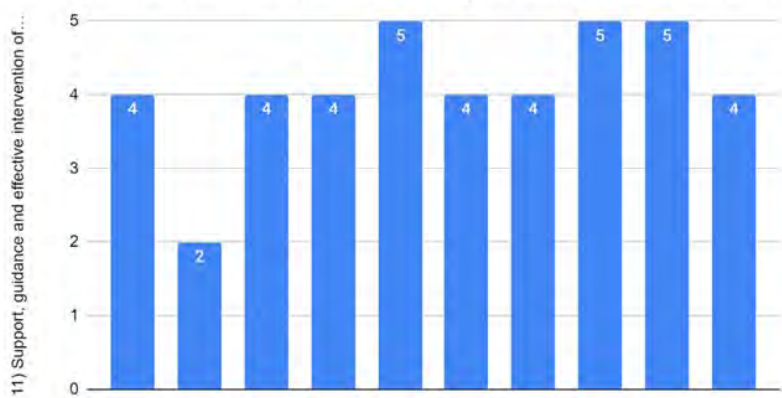
Question 10: Organizing study, compensation and guidance services for students at risk of school dropout.

10) Organizing study, compensation and guidance services for students at risk of school dropout



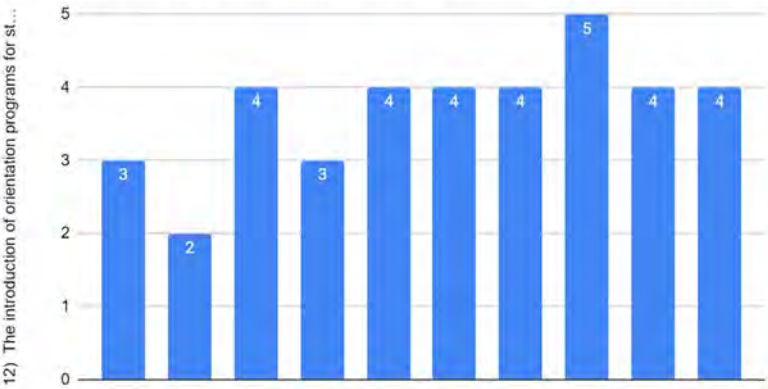
Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving

11) Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administrat...



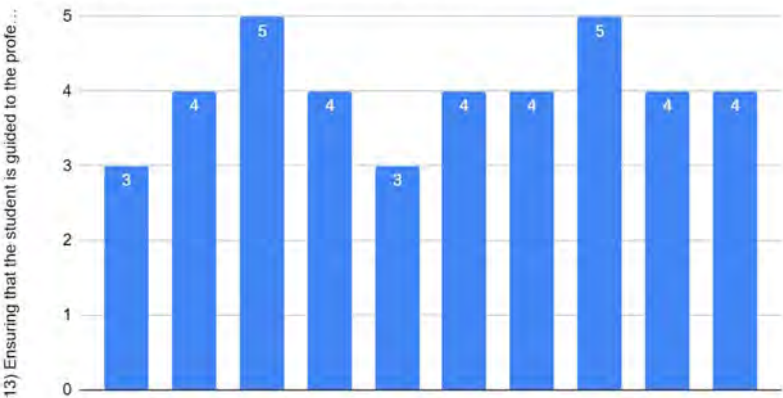
Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes.

12) The introduction of orientation programs for students who have just started school and cannot succeed in their classes



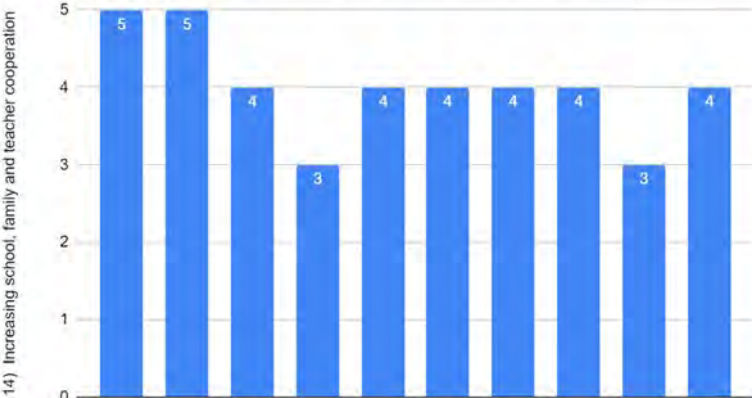
Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.

13) Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.



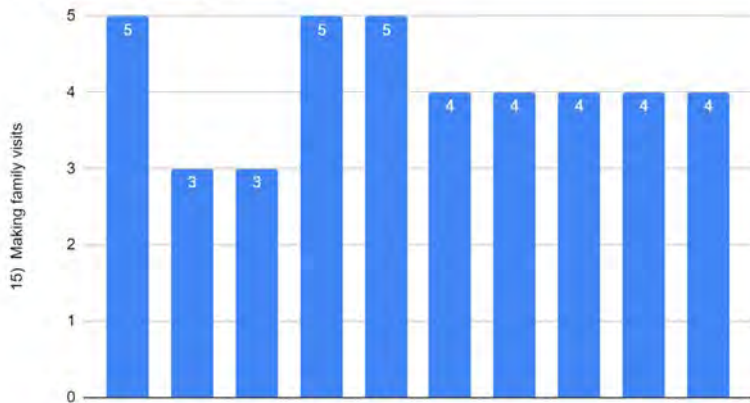
Question 14: Increasing school, family and teacher cooperation

14) Increasing school, family and teacher cooperation



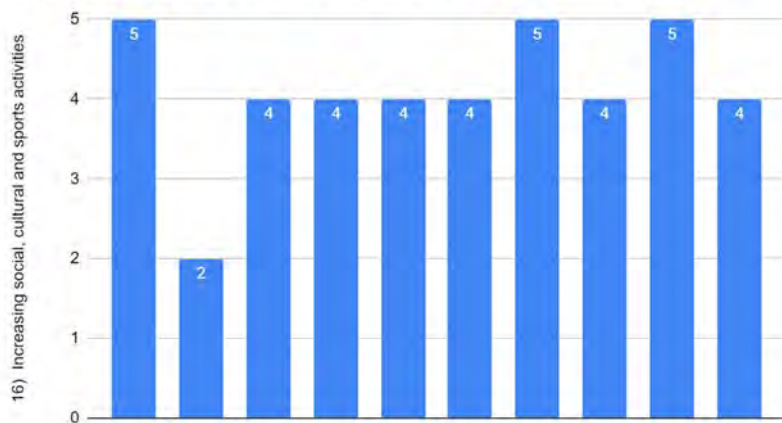
Question 15: Making family visits

15) Making family visits



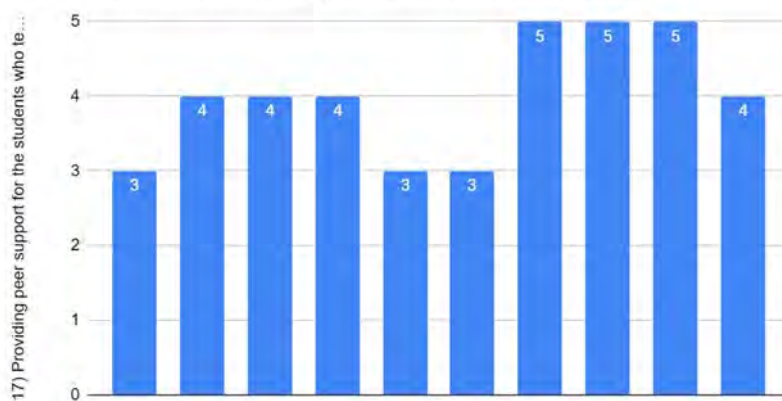
Question 16: Increasing social, cultural and sports activities

16) Increasing social, cultural and sports activities

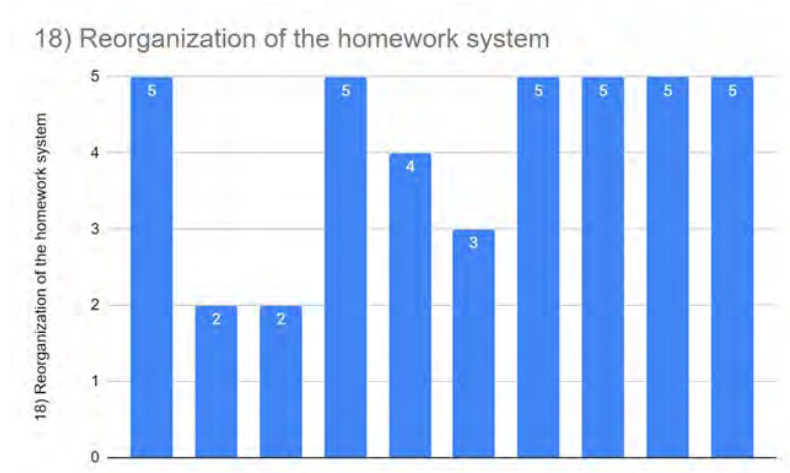


Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students.

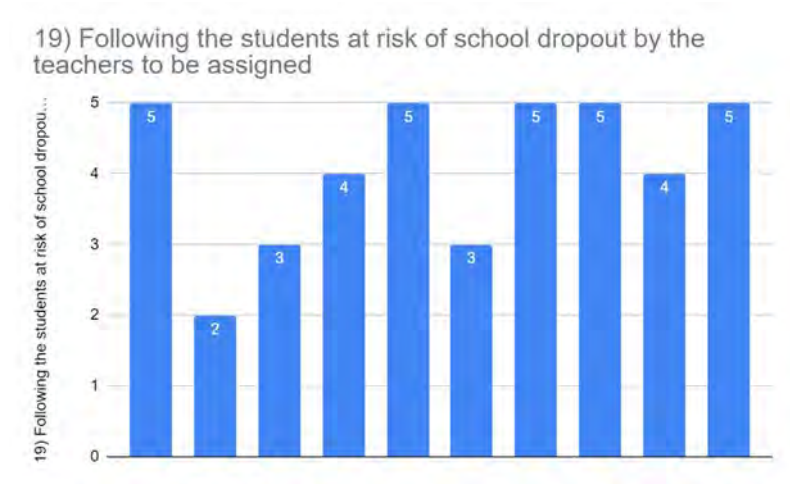
17) Providing peer support for the students who tend to drop out of school with the support of successful students



Question 18: Reorganization of the homework system



Question 19: Following the students at risk of school dropout by the teachers to be assigned



Question 20: Gaining self-learning skills



- The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 10 of the participants answered that question as below:
 - ✓ Self-esteem to be valued
 - ✓ Boot camp
 - ✓ Adaptation
 - ✓ Native language
 - ✓ Fun to learn
 - ✓ Digital staff to help
 - ✓ ICT
 - ✓ Software for remote working

- ❖ **According to the graphics above the top 3 strategies to tackle dropout are:**
 - ✓ Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education
 - ✓ Simplification of student courses and curricula in terms of content and duration
 - ✓ Gaining self-learning skills

STUDENT QUESTIONNAIRE RESULTS

PART 1 – PERSONAL INFO

Questionnaires were implemented to 11 students in France.

2.Age:

It was verified that 4 of the students are 17, 6 of the students are 16 and just 1 of the student is 15 years old.

3.School Leaving Class:

It was verified that 6 of the students left education at the 10th grade and 5 of them at the 11th grade.

4.Gender:

It was verified that 6 of the participants are male, 5 are female.

5.Average Revenue Of Your Parents:

It was verified that 10 of the parents have low and 1 of them have high revenue.

6.How Much of Your Absenteeism Right Did You Use On Average In a Semester:

The average rate of absenteeism is 4.1%.

State of your family:

9 of the students stated that their mother/father alive and together. 2 of the students stated that their mother/father alive but live separately or divorce.

Where do you stay:

9 of the students stay with their family, 1 of the students live in a separate house and 1 of them stay at a dormitory.

Do you use computer at home:

3 of the students use computer at home. The rest don't use.

Do you have your own room:

2 of the students have their own room. The rest doesn't have.

Did you repeat a year during your education:

8 of the students repeated a year during their education and the rest didn't repeat a year.

Have you ever been absent during your education:

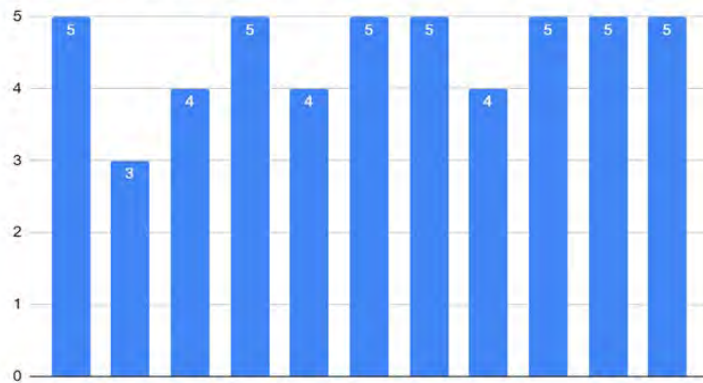
7 of the students have been absent during their education, the rest haven't.

PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. The degree of participation in these items are shown in graphs as below.

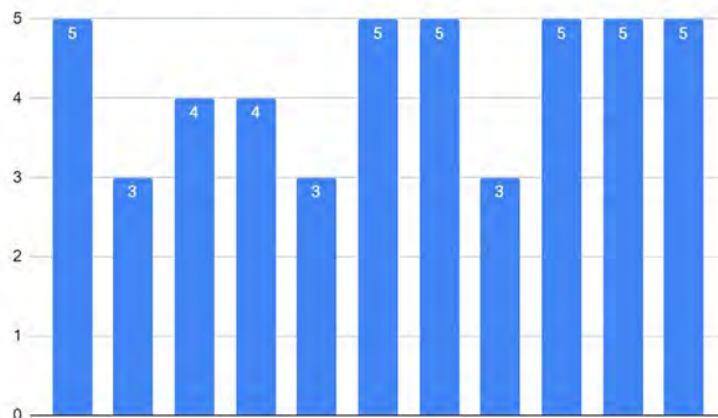
Question 1: Uncontrolled Absenteeism

Uncontrolled absenteeism



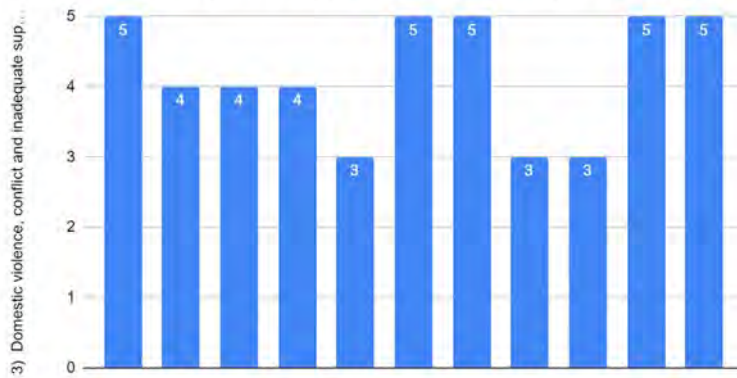
Question 2: Failure in Classes

Failure in classes



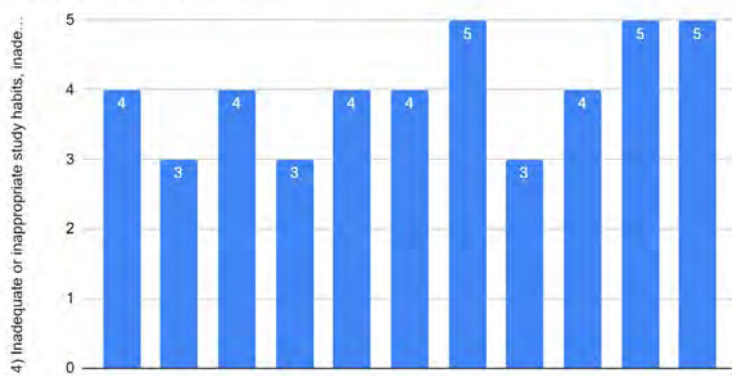
Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family

3) Domestic violence, conflict and inadequate support for students, lack of communication between family and school, i...



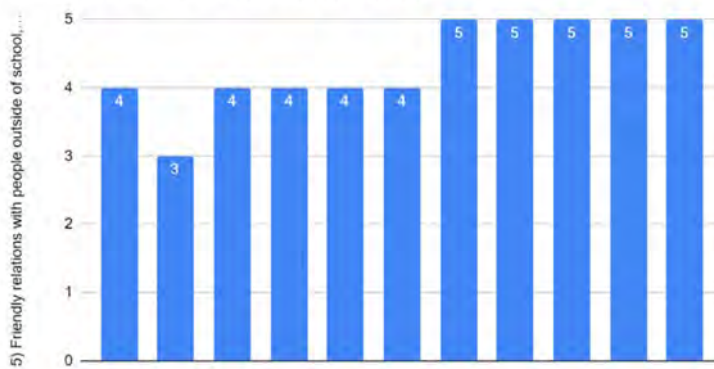
Question 4: Inadequate or inappropriate study habits, inadequate academic achievement

4) Inadequate or inappropriate study habits, inadequate academic achievement



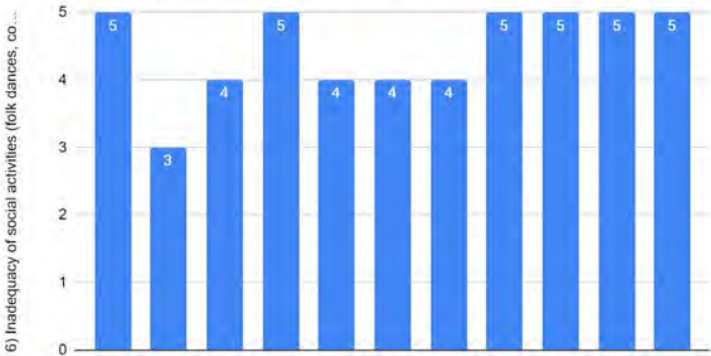
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school

5) Friendly relations with people outside of school, the attractiveness of life outside of school



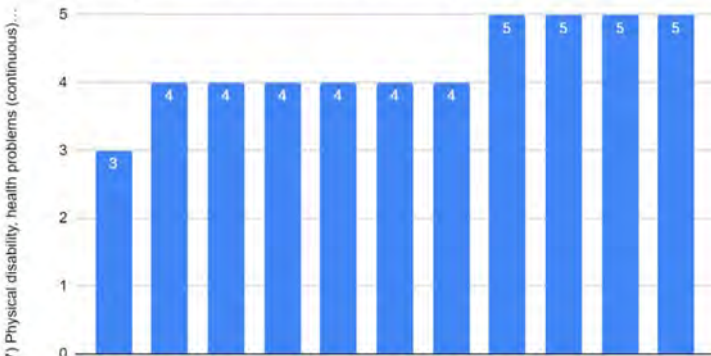
Question 6: Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment.

6) Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education e...



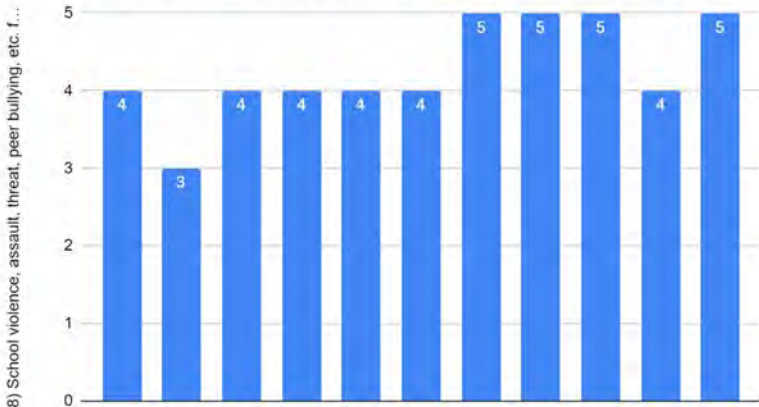
Question 7: Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school

7) Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient st...



Question 8: School violence, assault, threat, peer bullying, etc. Factors

8) School violence, assault, threat, peer bullying, etc. factors



➤ The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 7 of the participants answered that question as below:

- ✓ Communication with families
- ✓ Lack of Money
- ✓ Communication problems with families

❖ **According to the graphics above the top 3 leading factors are:**

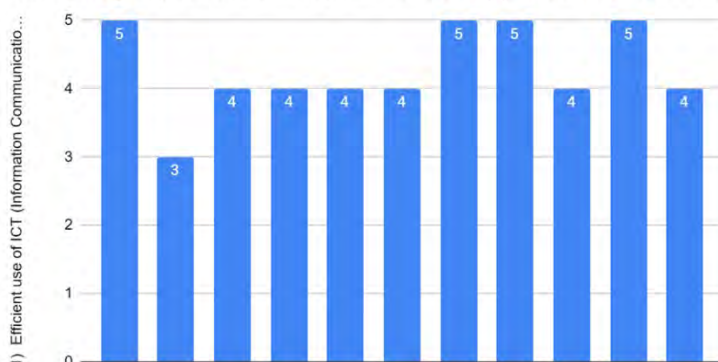
- ✓ Uncontrolled absenteeism
- ✓ Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment.
- ✓ Friendly relations with people outside of school, the attractiveness of life outside of school

PART III: STRATEGIES TO TACKLE DROP-OUT

Below are the items and statements regarding the strategies and policies to prevent students from school dropout. The degree of participation in these items are shown in graphs as below.

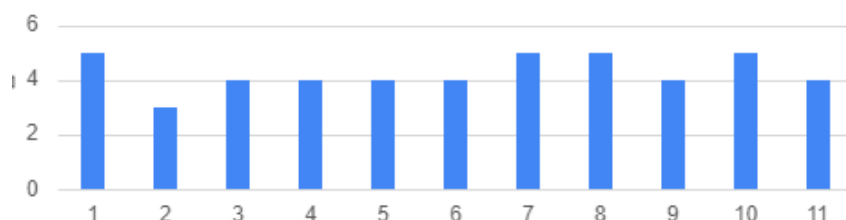
Question 1: Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services

1) Efficient use of ICT (Information Communication Technologies) based, online, call center supported interventio...



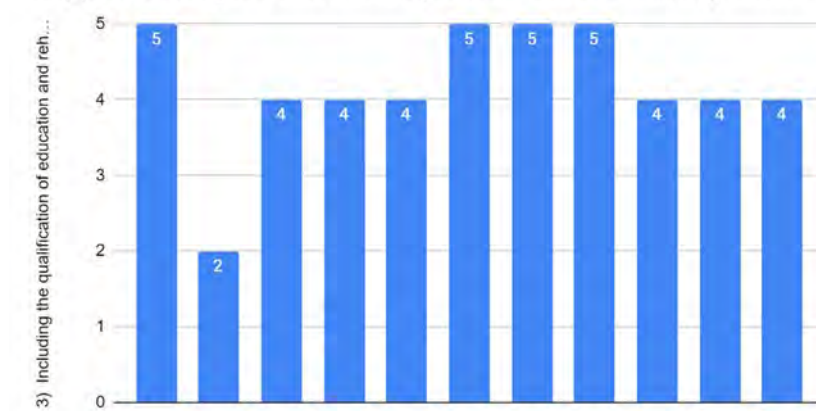
Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training

2) Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training



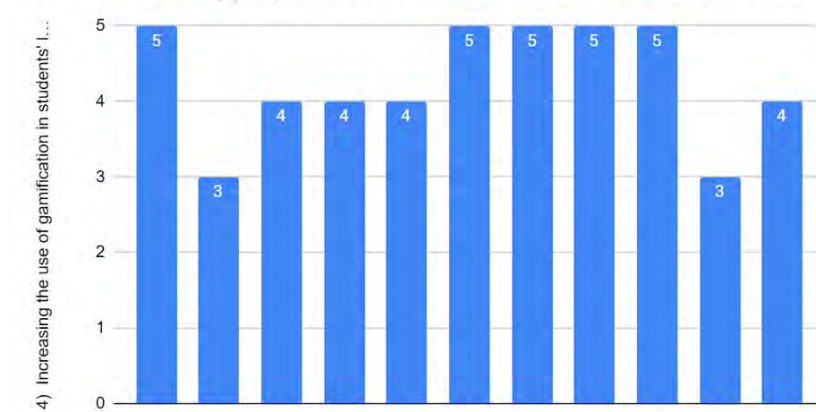
Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education

3) Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education



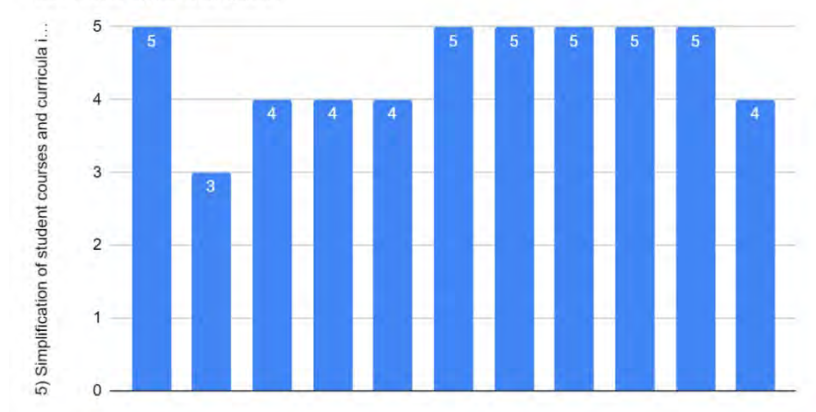
Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices

4) Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices



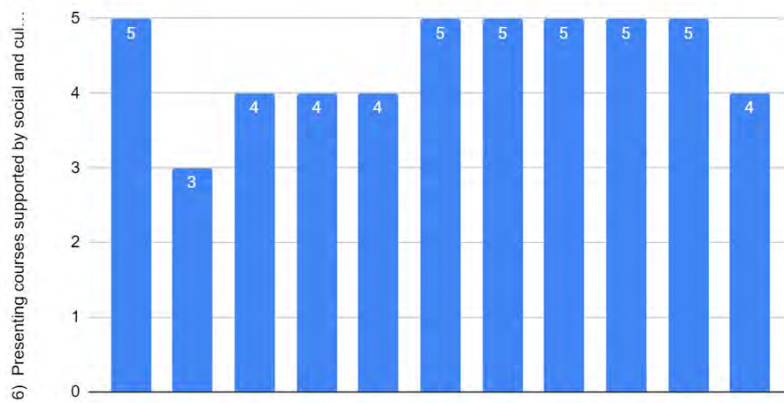
Question 5: Simplification of student courses and curricula in terms of content and duration

5) Simplification of student courses and curricula in terms of content and duration



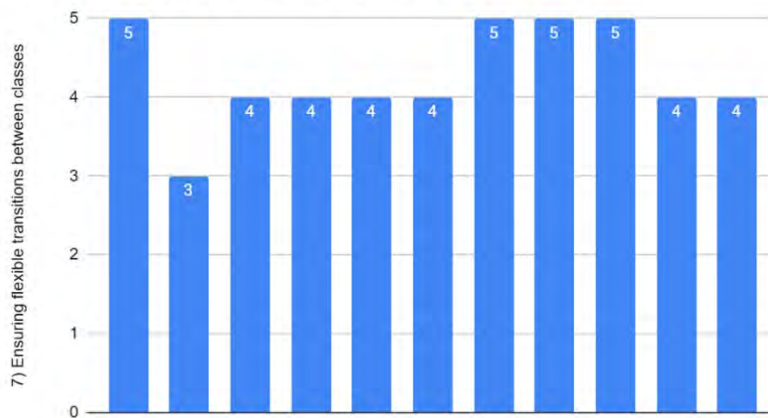
Question 6: Presenting courses supported by social and cultural activities

6) Presenting courses supported by social and cultural activities



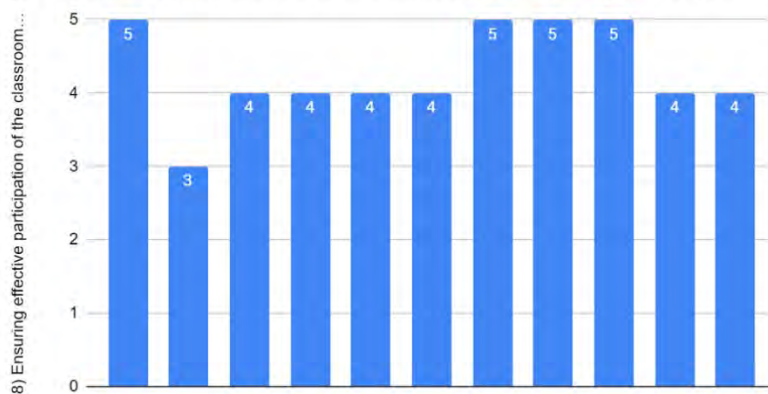
Question 7: Ensuring flexible transitions between classes

7) Ensuring flexible transitions between classes



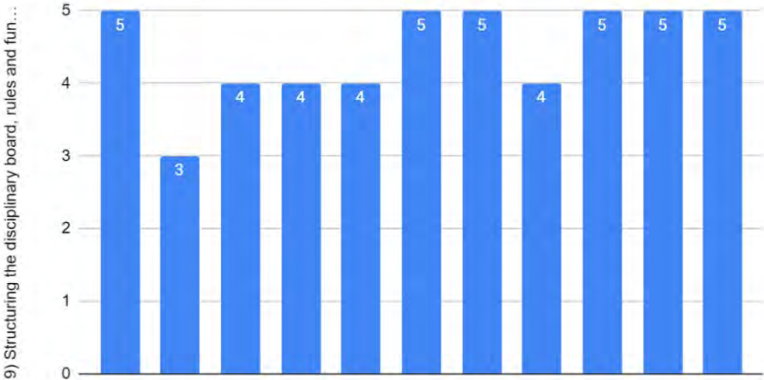
Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process

8) Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the pro...



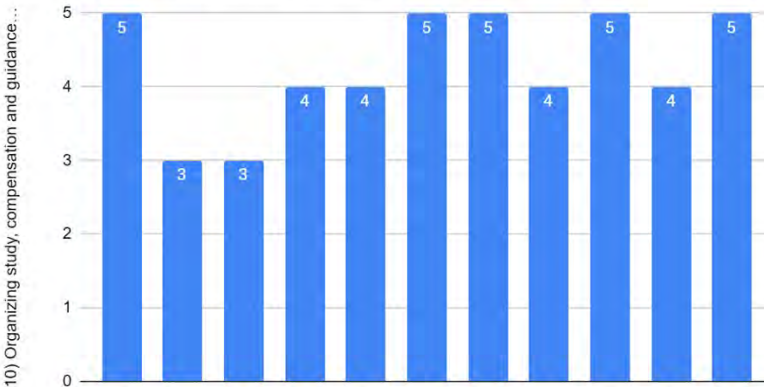
Question 9: Structuring the disciplinary board, rules and functioning to prevent dropout

9) Structuring the disciplinary board, rules and functioning to prevent dropout



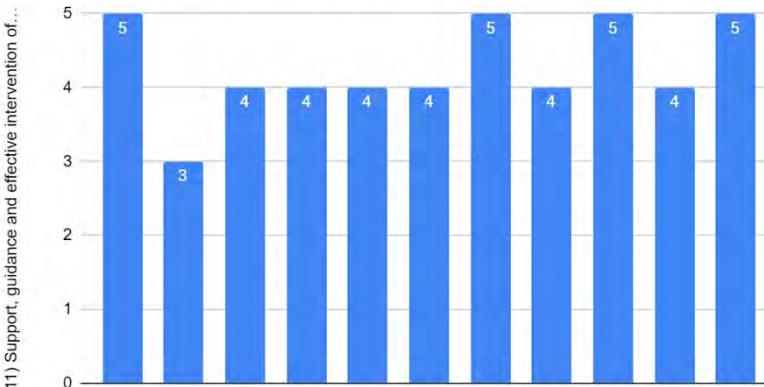
Question 10: Organizing study, compensation and guidance services for students at risk of school dropout.

10) Organizing study, compensation and guidance services for students at risk of school dropout



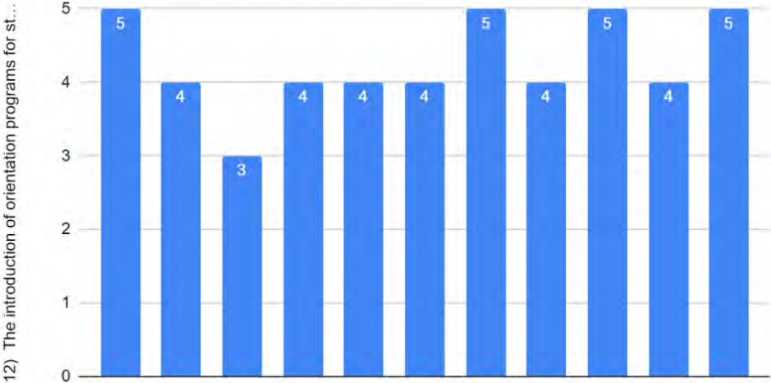
Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving

11) Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administrat...



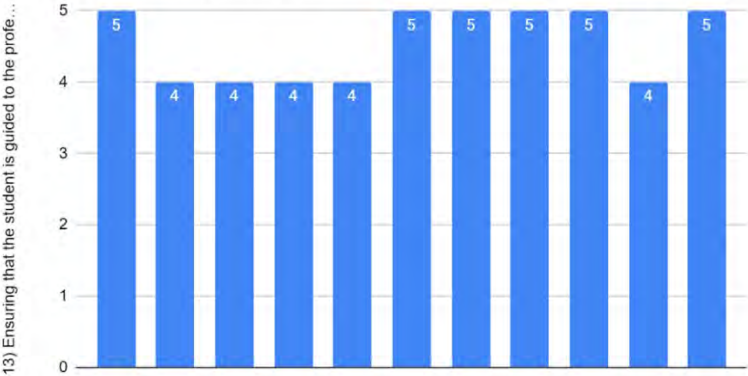
Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes.

12) The introduction of orientation programs for students who have just started school and cannot succeed in their classes



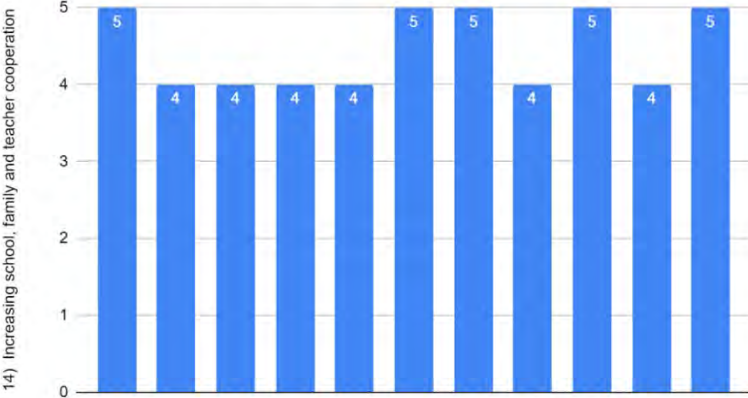
Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.

13) Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.

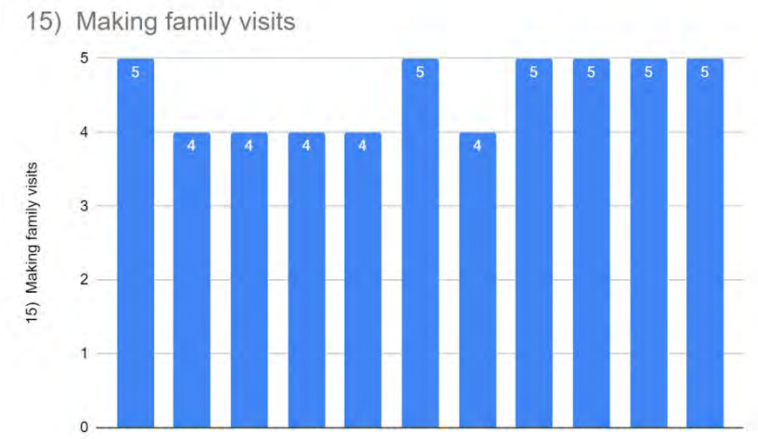


Question 14: Increasing school, family and teacher cooperation

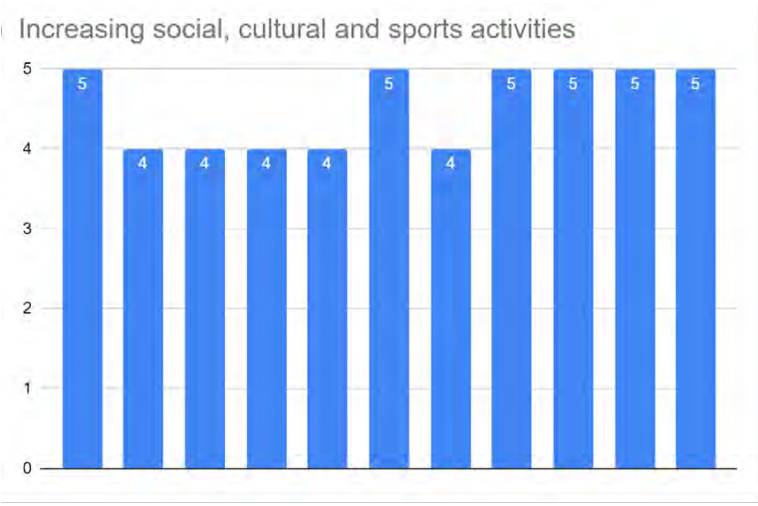
14) Increasing school, family and teacher cooperation



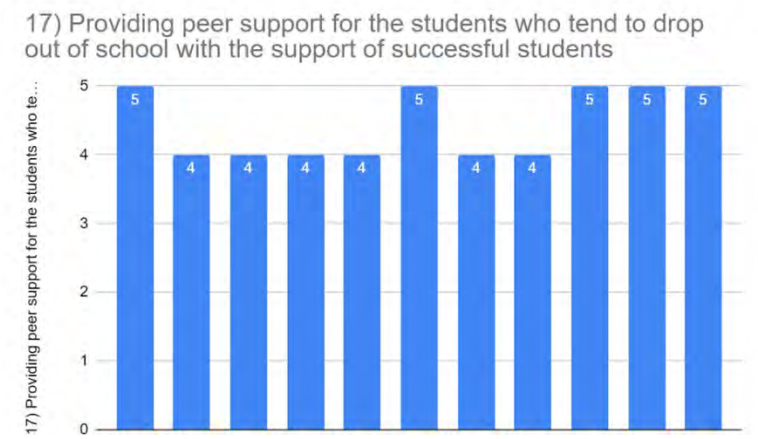
Question 15: Making family visits



Question 16: Increasing social, cultural and sports activities

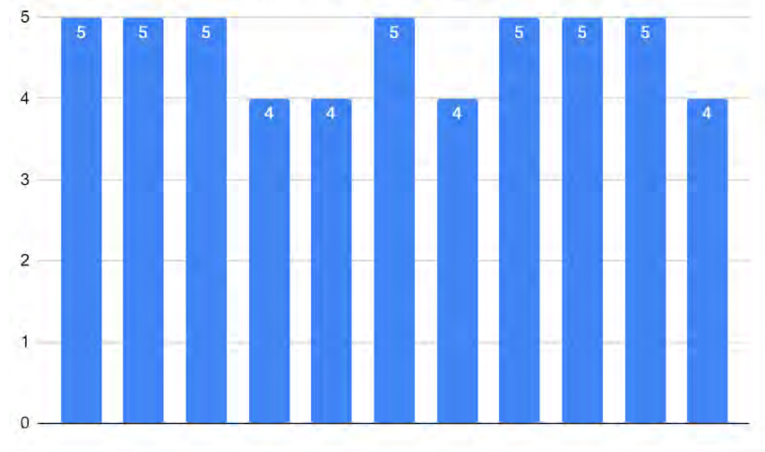


Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students



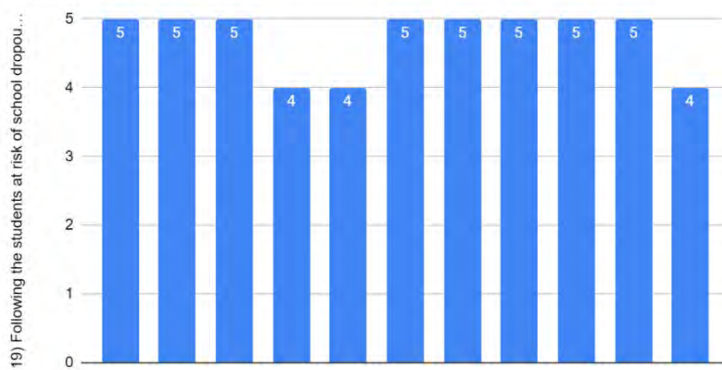
Question 18: Reorganization of the homework system

Reorganization of the homework system



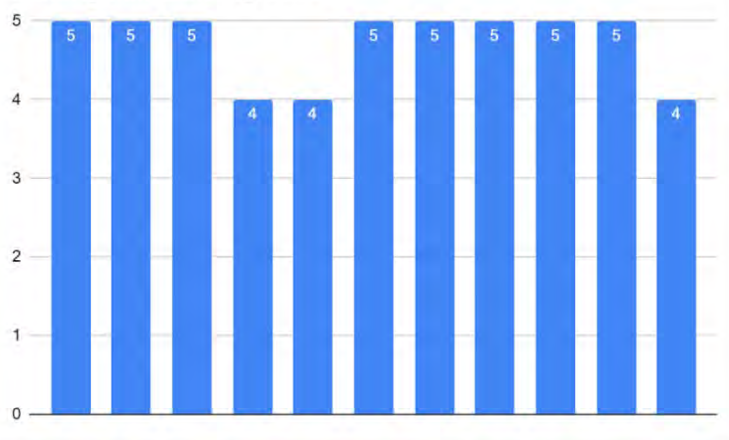
Question 19: Following the students at risk of school dropout by the teachers to be assigned

19) Following the students at risk of school dropout by the teachers to be assigned



Question 20: Gaining self-learning skills

Gaining self-learning skills



➤ **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 11 of the participants answered that question as below:**

- ✓ Lack of digital link between families
- ✓ Talk with us
- ✓ Communication with family
- ✓ Communication with teachers

❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

- ✓ Following the students at risk of school dropout by the teachers to be assigned
- ✓ Gaining self-learning skills
- ✓ Reorganization of the homework system

PARENT QUESTIONNAIRE RESULTS

PART 1 – PERSONAL INFO

Questionnaires were implemented to 10 parents in France.

2.Age:

4 of the the participants are between 30-40 , 5 of them are between 41-50 and 1 of them is 58 years old.

3.Number of Kids:

7 of the participants have 1-2 kids, 1 of the participants have 2-3 kids and 1 has more than 3 kids.

4.Gender:

3 of the participants are male and 7 of the participants are female.

5.Level of Revenue:

6 of the participants have low and 4 of them have high level of revenue.

6.Education Status:

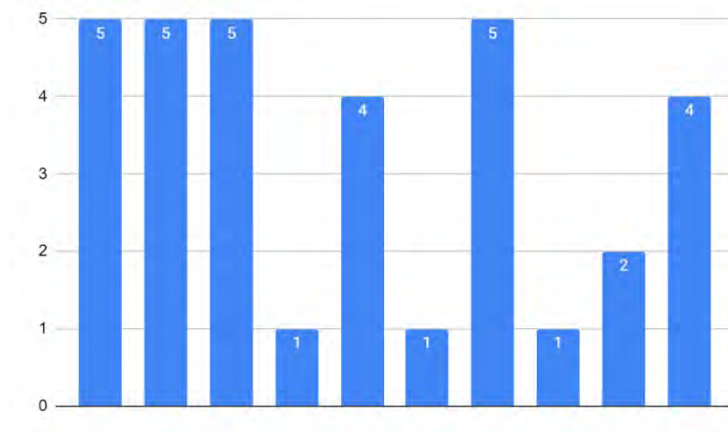
6 of the participants are Primary School graduate and 4 of them are undergraduate.

PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. The degree of participation in these items are shown in graphs as below.

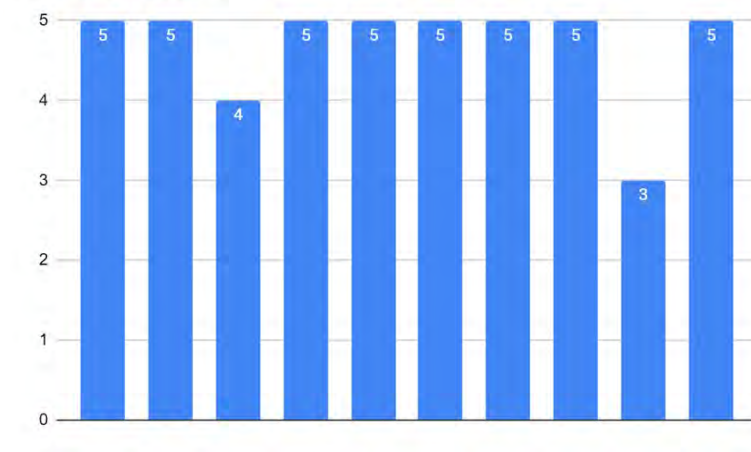
Question 1: Uncontrolled absenteeism

Uncontrolled absenteeism



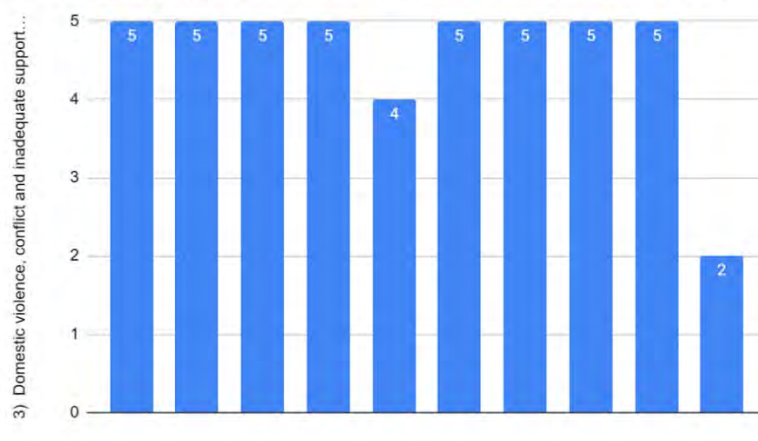
Question 2: Failure in classes

Failure in classes



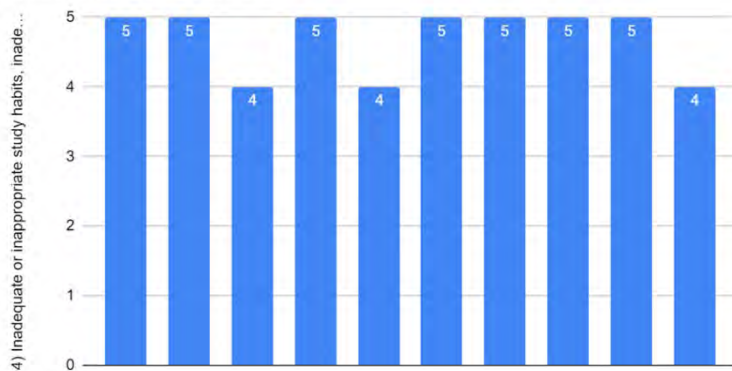
Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family

3) Domestic violence, conflict and inadequate support for students, lack of communication between family and school,...



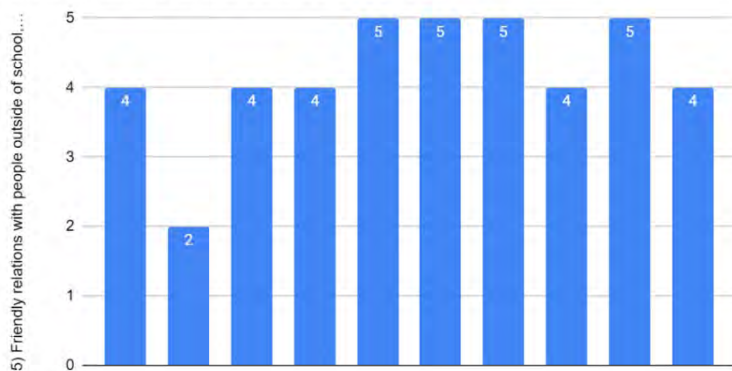
Question 4: Inadequate or inappropriate study habits, inadequate academic achievement

4) Inadequate or inappropriate study habits, inadequate academic achievement



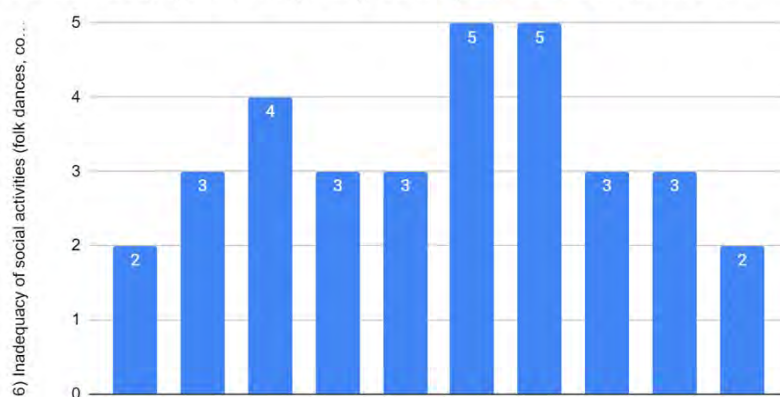
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school

5) Friendly relations with people outside of school, the attractiveness of life outside of school



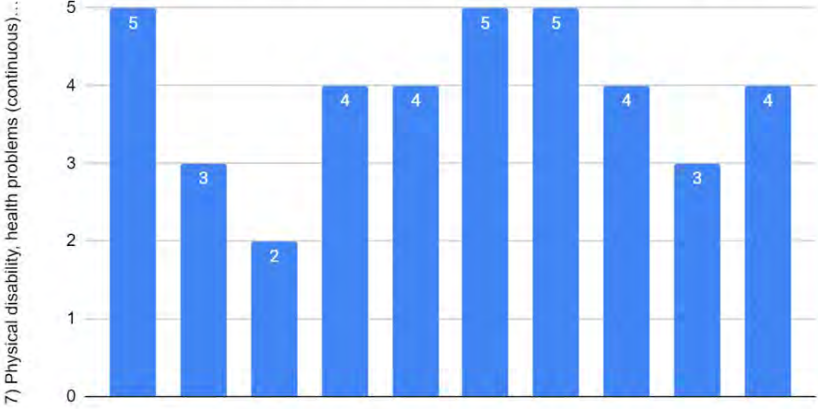
Question 6: Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment

6) Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education e...

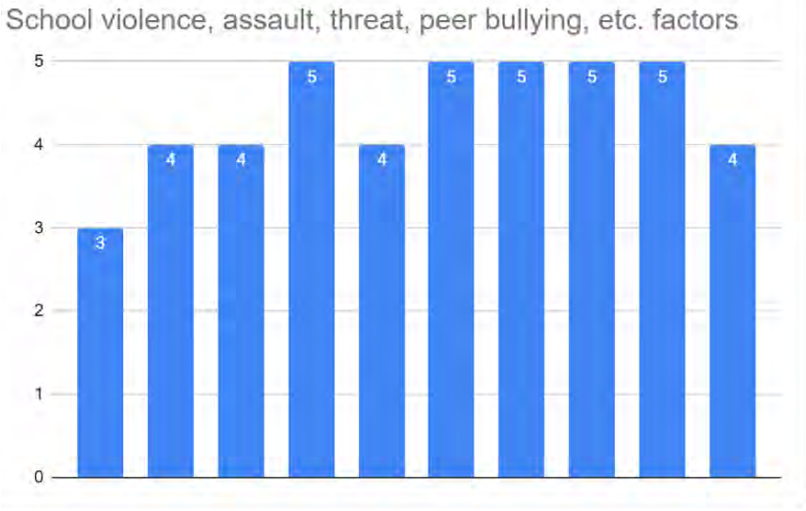


Question 7: Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school

7) Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient st...



Question 8: School violence, assault, threat, peer bullying, etc. factors



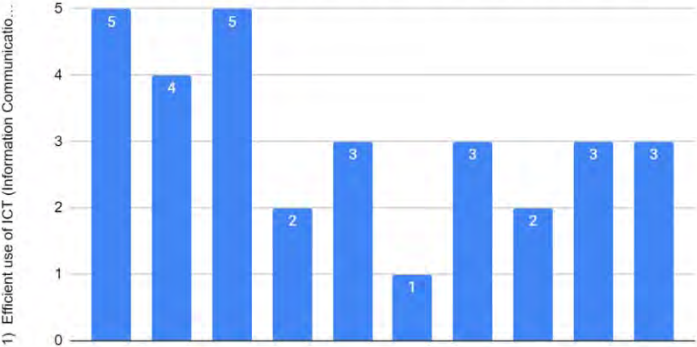
- **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. None of the participants answered that question .**
- ❖ **According to the graphics above the top 3 leading factors are:**
 - ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family
 - ✓ Failure in classess
 - ✓ Inadequate or inappropriate study habits, inadequate academic achievement

PART III: STRATEGIES TO TACKLE DROP-OUT

Below are the items and statements regarding the strategies and policies to prevent students from school dropout. The degree of participation in these items are shown in graphs as below.

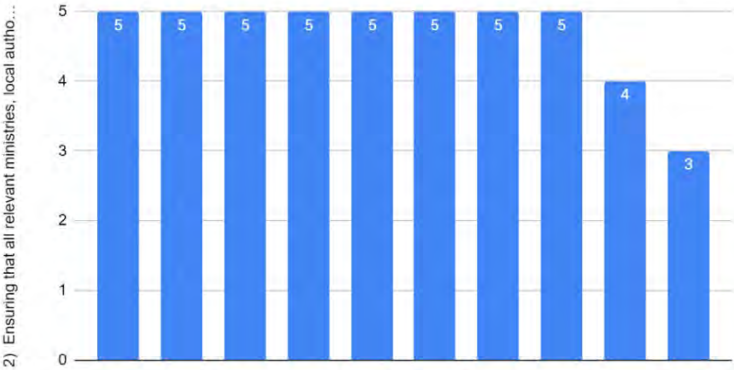
Question 1: Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services

1) Efficient use of ICT (Information Communication Technologies) based, online, call center supported interventio...



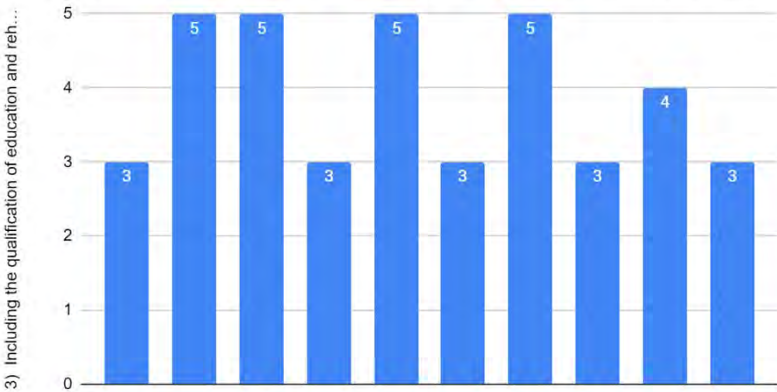
Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training

2) Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families a...



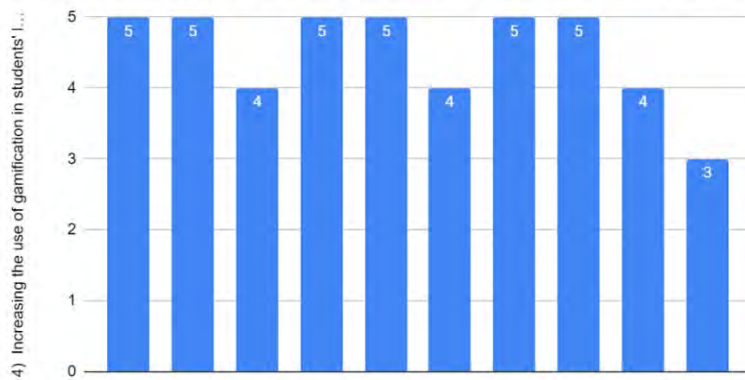
Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education

3) Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activi...



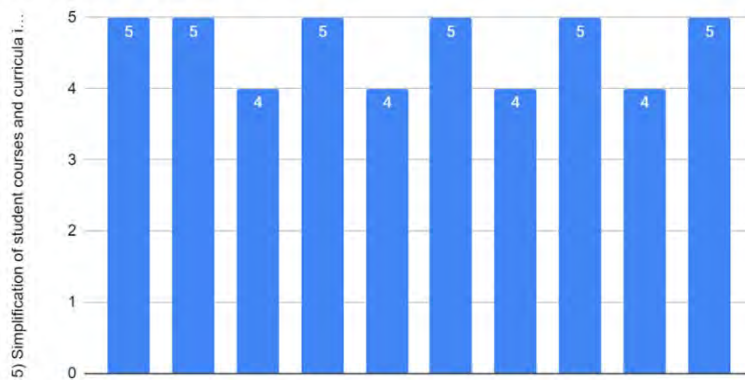
Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices

4) Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective us...



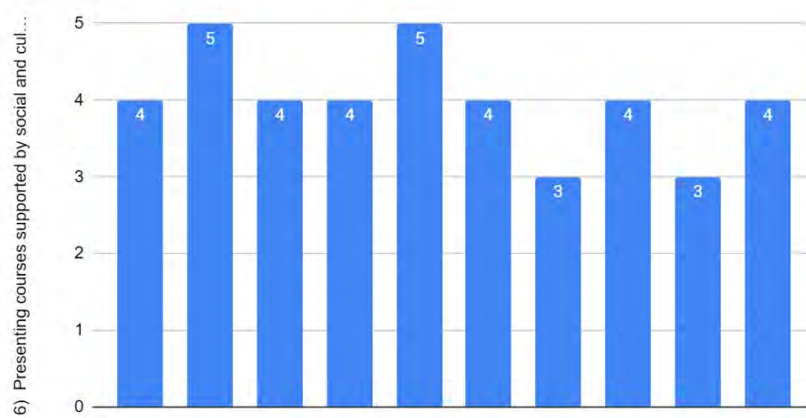
Question 5: Simplification of student courses and curricula in terms of content and duration

5) Simplification of student courses and curricula in terms of content and duration



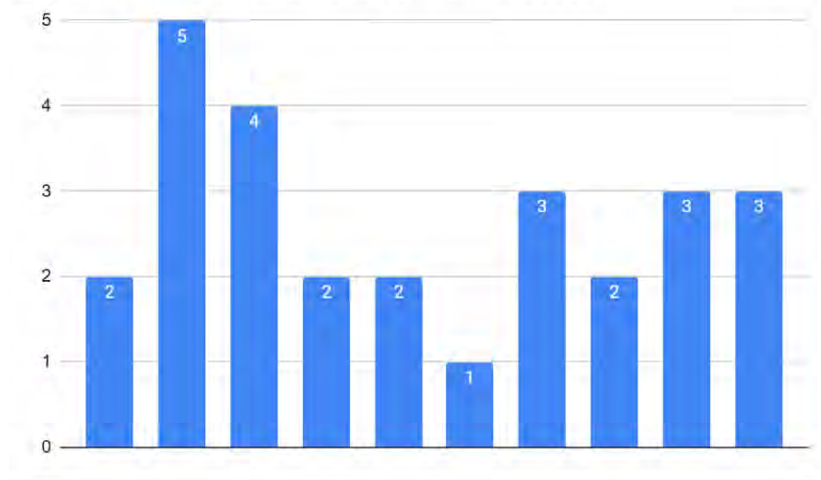
Question 6: Presenting courses supported by social and cultural activities

6) Presenting courses supported by social and cultural activities



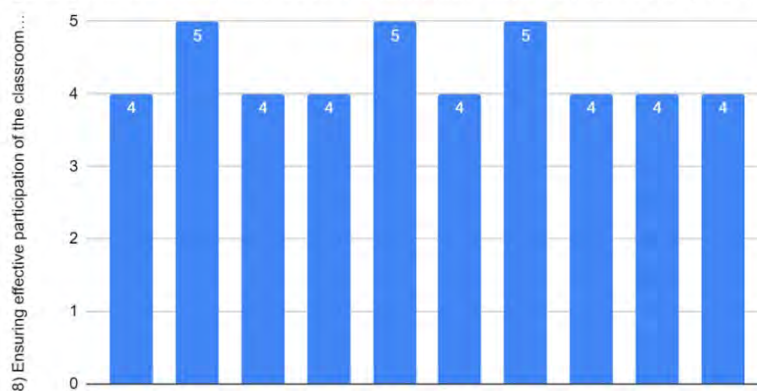
Question 7: Ensuring flexible transitions between classes

Ensuring flexible transitions between classes



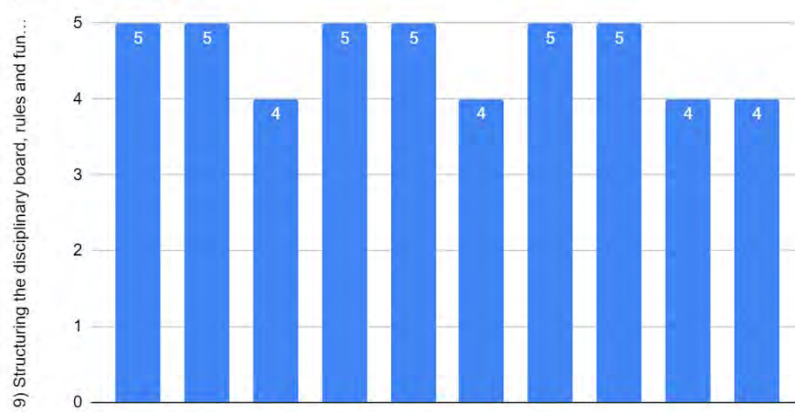
Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process

8) Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the pro...



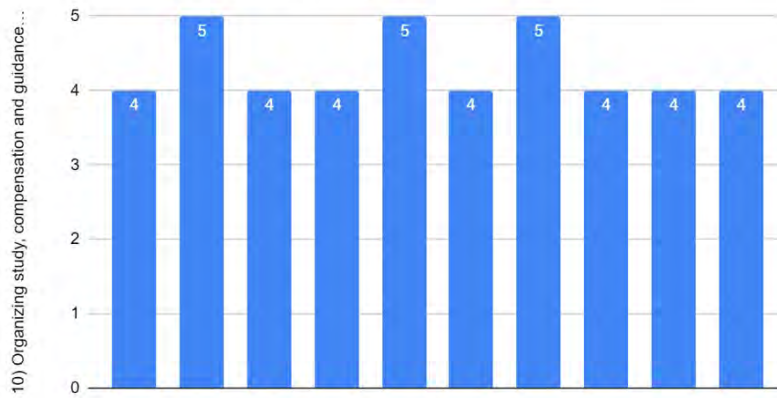
Question 9: Structuring the disciplinary board, rules and functioning to prevent dropout

9) Structuring the disciplinary board, rules and functioning to prevent dropout



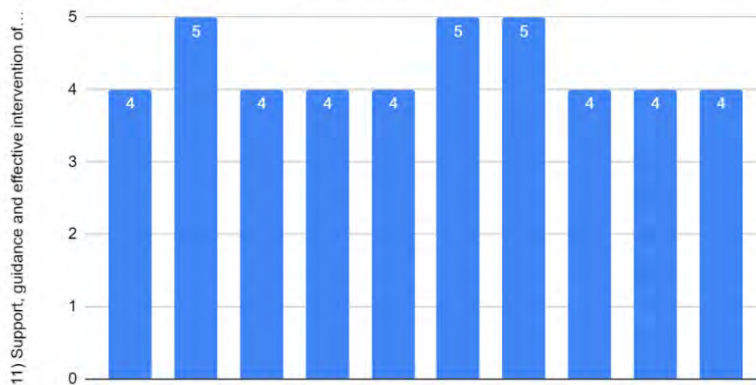
Question 10: Organizing study, compensation and guidance services for students at risk of school dropout

10) Organizing study, compensation and guidance services for students at risk of school dropout



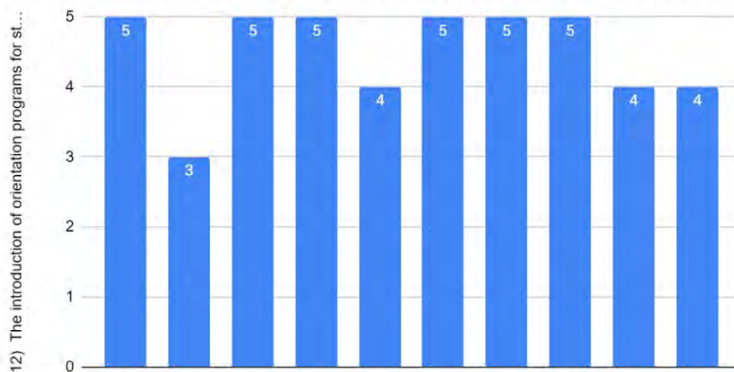
Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving

11) Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving



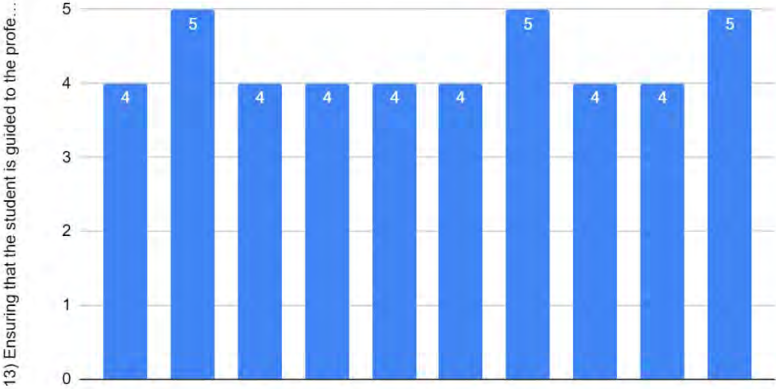
Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes

12) The introduction of orientation programs for students who have just started school and cannot succeed in their classes



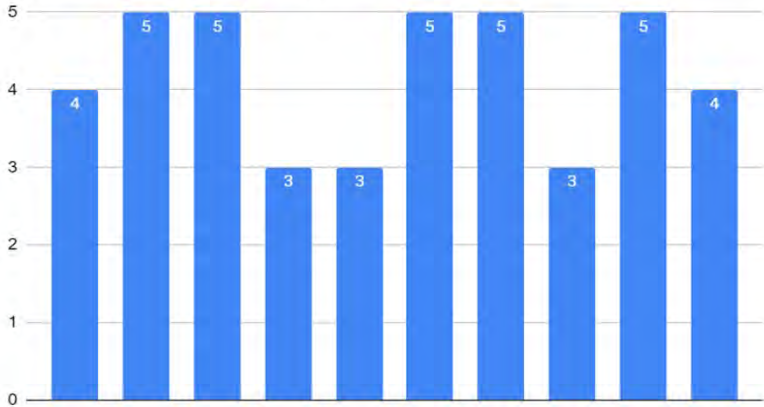
Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.

13) Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.



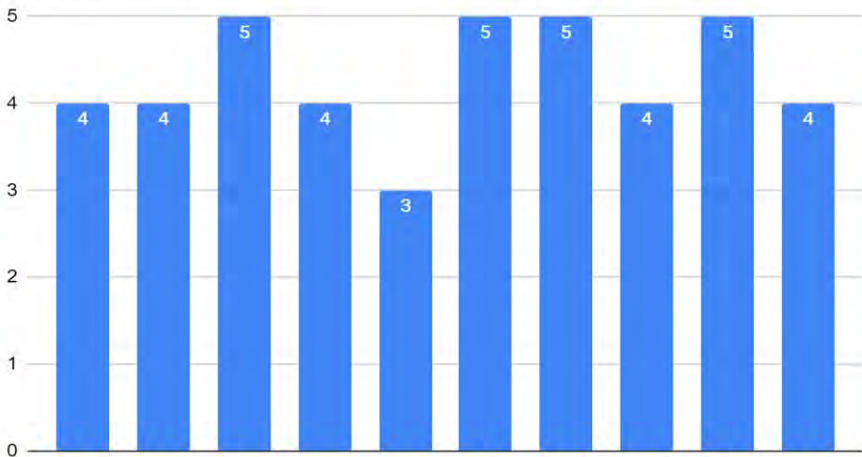
Question 14: Increasing school, family and teacher cooperation

Increasing school, family and teacher cooperation

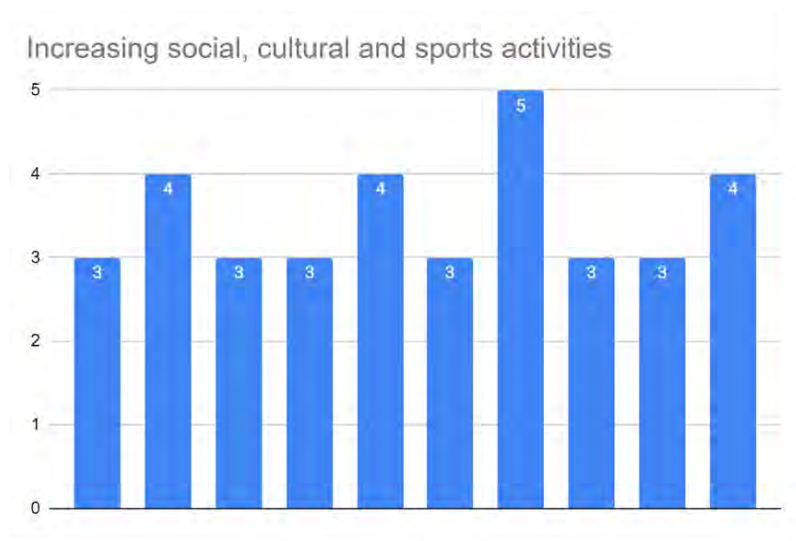


Question 15: Making family visits

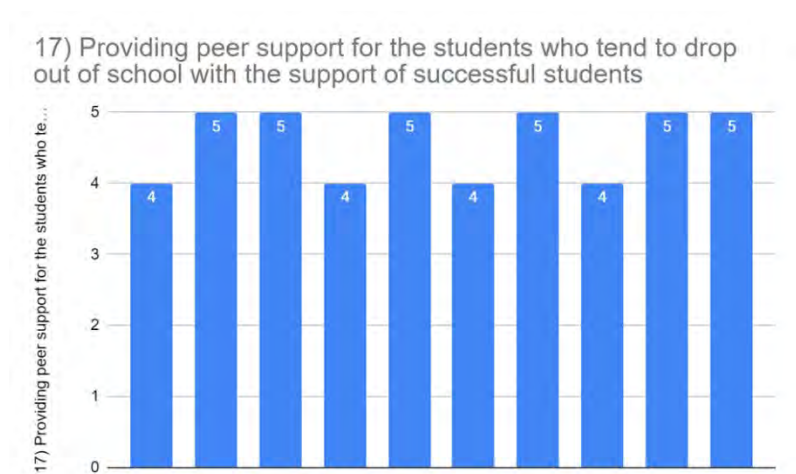
Making family visits



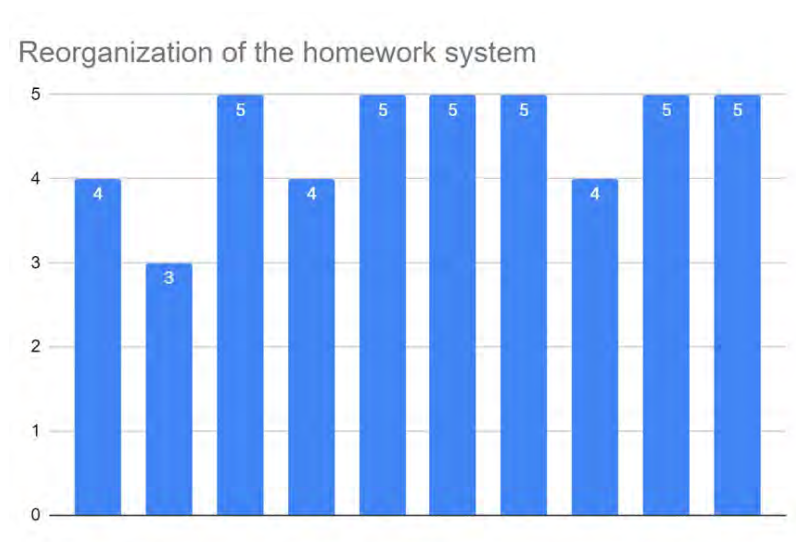
Question 16: Increasing social, cultural and sports activities



Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students

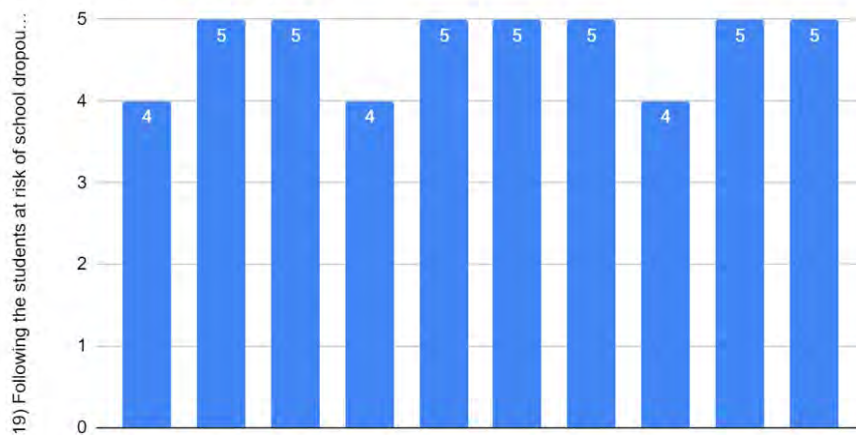


Question 18: Reorganization of the homework system



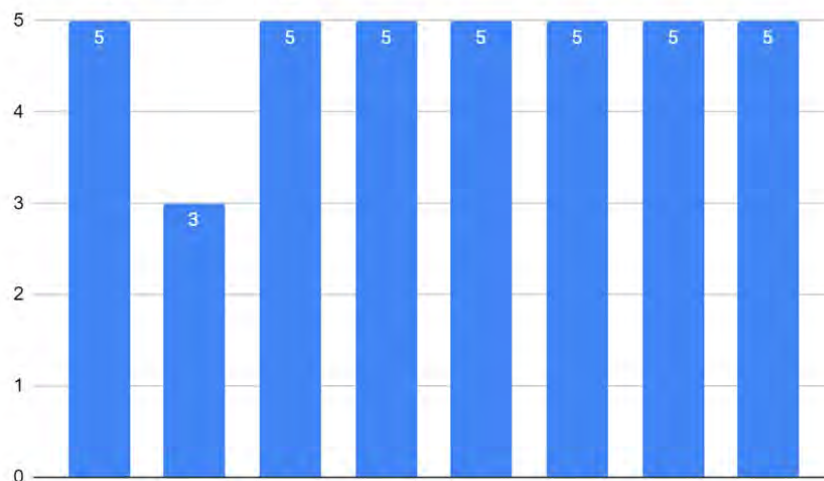
Question 19: Following the students at risk of school dropout by the teachers to be assigned

19) Following the students at risk of school dropout by the teachers to be assigned



Question 20: Gaining self-learning skills

Gaining self-learning skills



➤ **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 2 of the participants answered that question as below:**

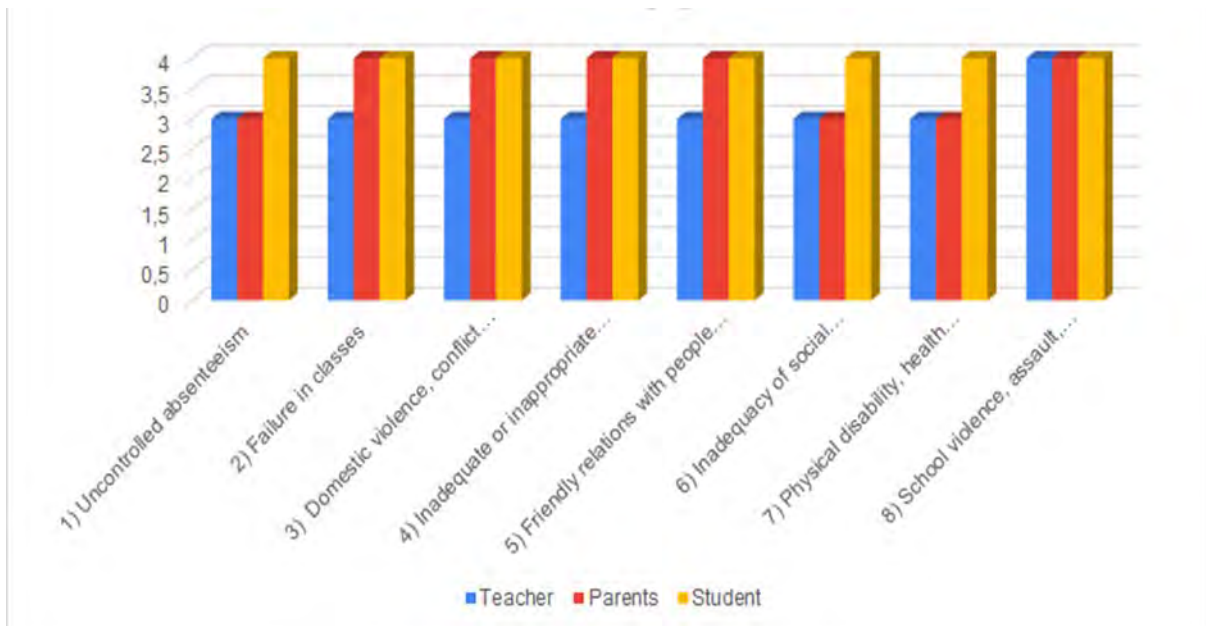
- ✓ Support courses in neighbourhood centers
- ✓ Testimonials from successful people

❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

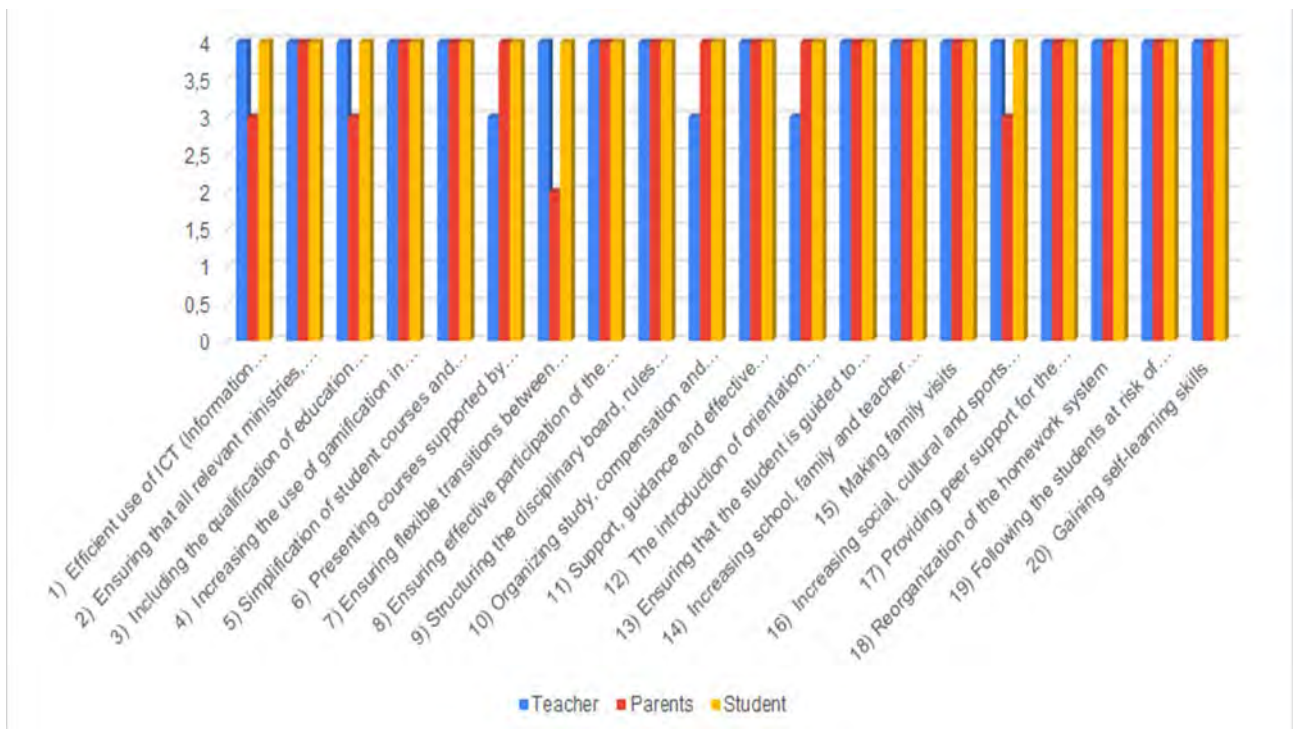
- ✓ Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training
- ✓ Gaining self-learning skills
- ✓ Following the students at risk of school dropout by the teachers to be assigned

COMPARATIVE GRAPHS AMONG THE 3 GROUPS (Teacher/Student/Parent)

PART 2:



PART 3:



Conclusion:

According to the comparative graphs among the 3 groups;

Part 2: LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

It was concluded that:

- ✓ All 3 target groups agreed on “School violence, assault, threat, peer bullying, etc. factors” is a leading factor in early school leaving.
- ✓ Students and parents mostly agree on the same factors.

Part 3: STRATEGIES TO TACKLE DROPOUT

It was concluded that:

- ✓ All target groups are agreed on 13 strategies out of 20 as leading strategies.
- ✓ Students thought differently from teachers and parents on just 1 of the strategies “Ensuring flexible transitions between classes”.

Teacher Questionnaire Conclusions:

❖ According to the graphics above the top 3 leading factors are:

- ✓ School violence, assault, threat, peer bullying, etc. factors
- ✓ Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school
- ✓ Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment

❖ According to the graphics above the top 3 strategies to tackle dropout are:

- ✓ Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education
- ✓ Simplification of student courses and curricula in terms of content and duration
- ✓ Gaining self-learning skills

Student Questionnaire Conclusions:

❖ According to the graphics above the top 3 leading factors are:

- ✓ Uncontrolled absenteeism
- ✓ Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment.
- ✓ Friendly relations with people outside of school, the attractiveness of life outside of school

❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

- ✓ Following the students at risk of school dropout by the teachers to be assigned
- ✓ Gaining self-learning skills
- ✓ Reorganization of the homework system

Parent Questionnaire Conclusions:

❖ **According to the graphics above the top 3 leading factors are:**

- ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family
- ✓ Failure in classes
- ✓ Inadequate or inappropriate study habits, inadequate academic achievement

❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

- ✓ Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training
- ✓ Gaining self-learning skills
- ✓ Following the students at risk of school dropout by the teachers to be assigned

NETHERLANDS:

TEACHER QUESTIONNAIRE RESULTS

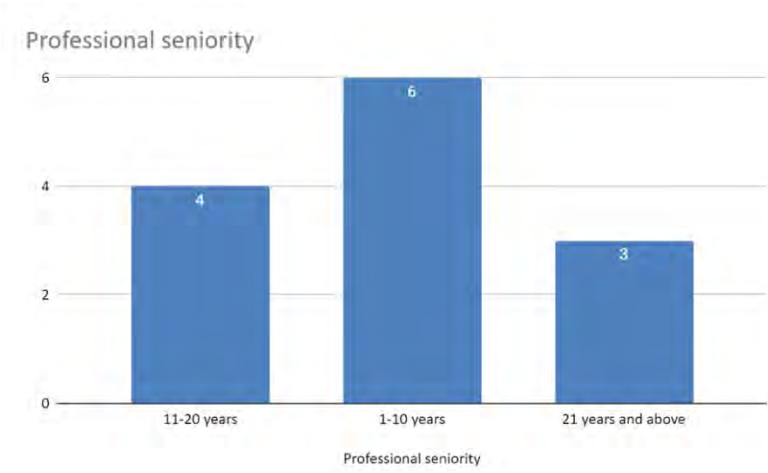
PART 1 – PERSONAL INFO

Questionnaires were implemented to 13 teachers in Netherlands.

2.Age:

It was verified that 5 of the teachers are between 25-35, 5 of the teachers are between 36-46 , 2 of the teachers are between 47-57 years old and 1 of the teacher is 61 years old.

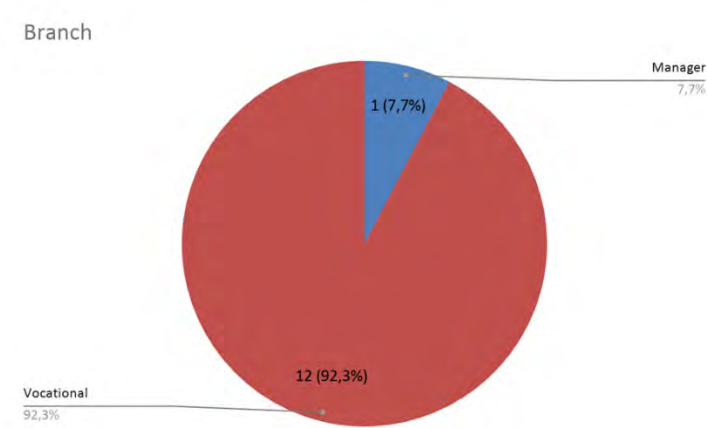
3.Professional Seniority:



4.Gender:

2 of the participants are male and 11 of the participants are female.

5.Branch:



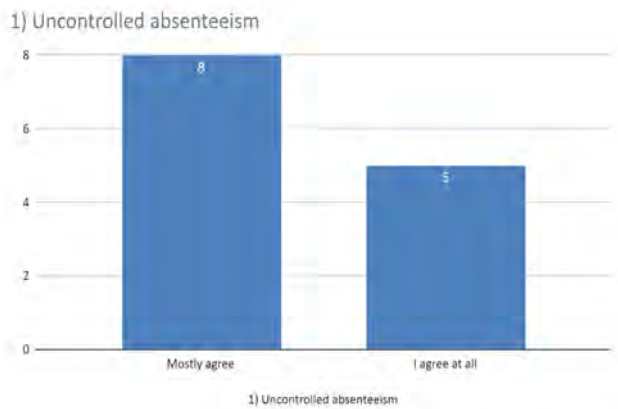
6. Education Status:

All teachers have master degree.

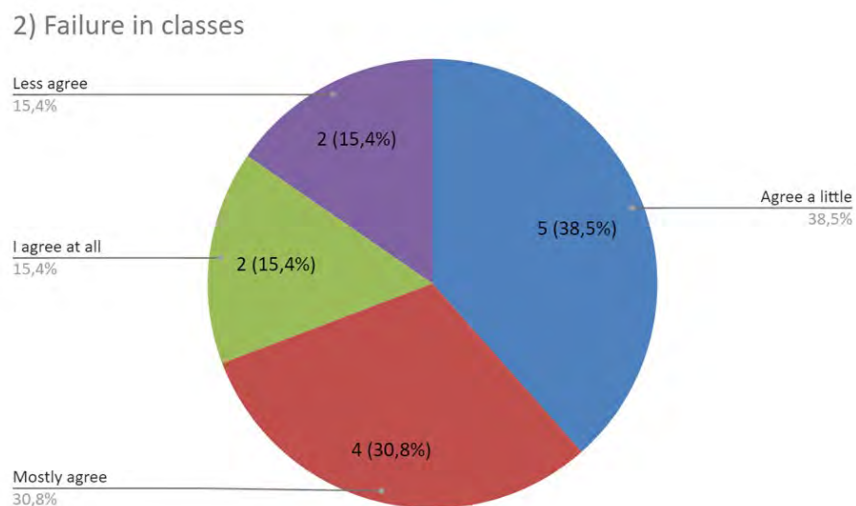
PART 2 – THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

Items and statements regarding the factors playing a role on students school leaving are included below. The degree of participation in these items are shown in graphs as below.

Question 1: Uncontrolled Absenteeism

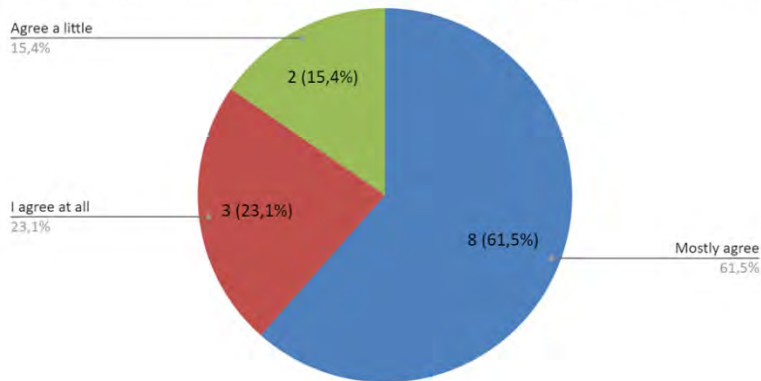


Question 2: Failure in Classes



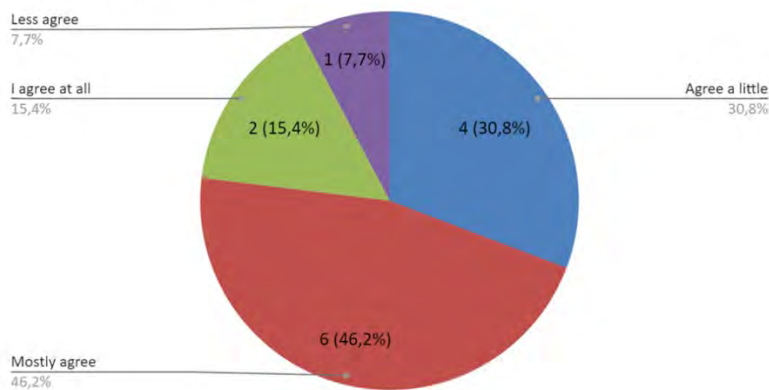
Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family

3) Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient fina...



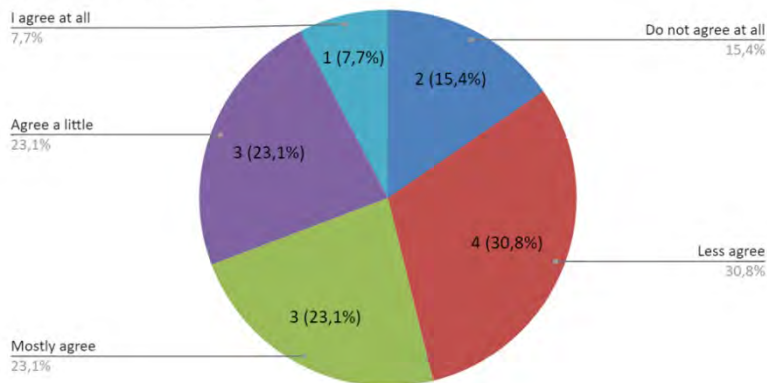
Question 4: Inadequate or inappropriate study habits, inadequate academic achievement

4) Inadequate or inappropriate study habits, inadequate academic achievement



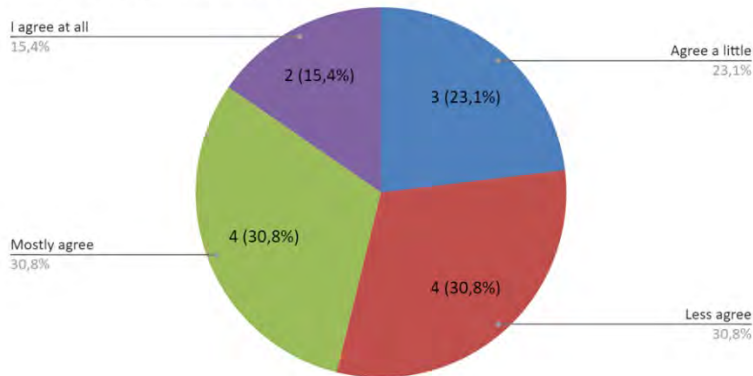
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school

5) Friendly relations with people outside of school, the attractiveness of life outside of school



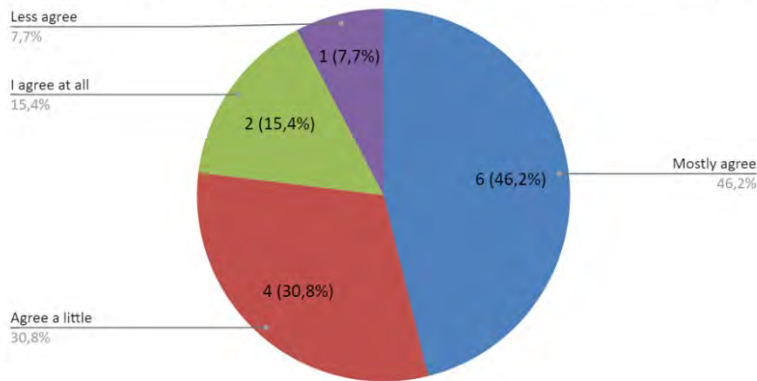
Question 6: Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment

6) Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.),



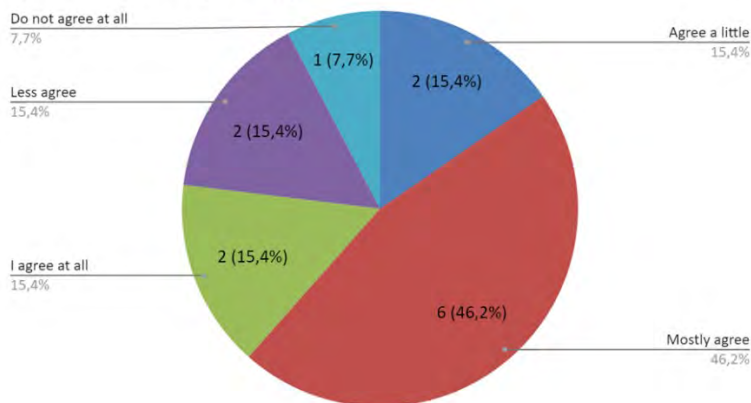
Question 7: Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school

7) Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for student...



Question 8: School violence, assault, threat, peer bullying, etc. Factors

8) School violence, assault,



➤ **The participants were asked to give opinion and suggestions about school dropout other than the factors listed above. 1 of the participants answered that question as below:**

✓ Usual multiple factors (internally/externally)

❖ **According to the graphics above the top 2 leading factors are:**

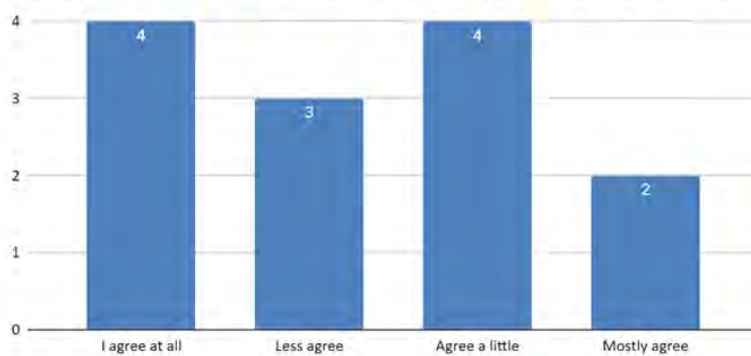
- ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family
- ✓ Uncontrolled absenteeism

PART III: STRATEGIES TO TACKLE DROP-OUT

Below are the items and statements regarding the strategies and policies to prevent students from school dropout. The degree of participation in these items are shown in graphs as below.

Question 1: Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services

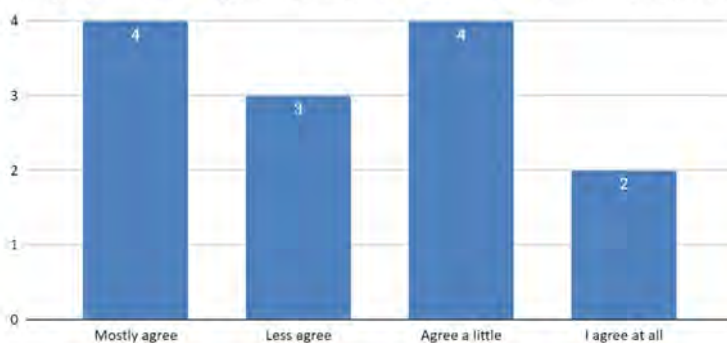
1) Efficient use of ICT (Information Communication Technologies) /based, online, call center supported intervention and information...



1) Efficient use of ICT (Information Communication Technologies) /based, online, call center supported interv...

Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training

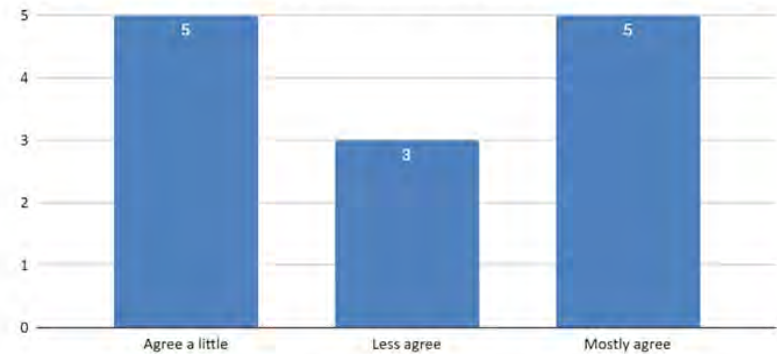
2) Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are invo...



2) Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and f...

Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education

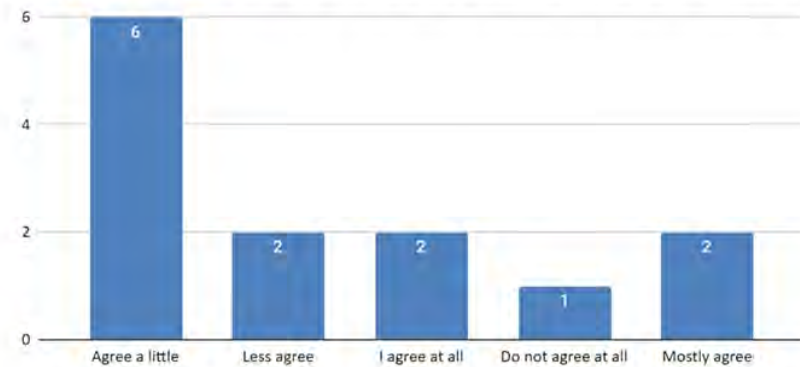
3) Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including...



3) Including the qualification of education and rehabilitation support on dropout into the scope of all teacher...

Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices

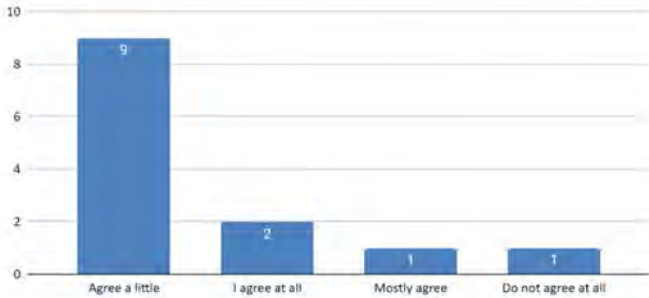
4) Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visua...



4) Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, ef...

Question 5: Simplification of student courses and curricula in terms of content and duration

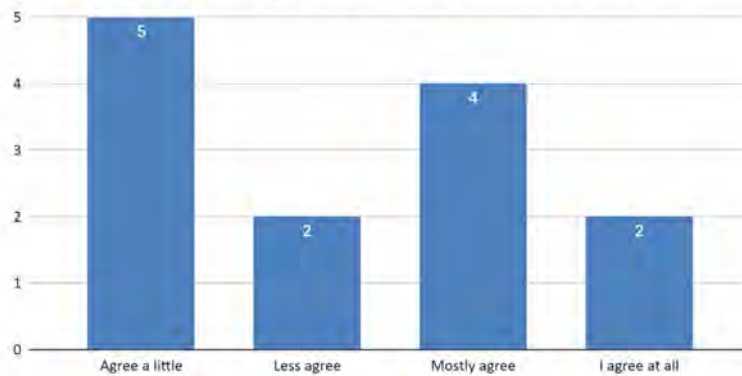
5) Simplification of student courses and curricula in terms of content and duration



5) Simplification of student courses and curricula in terms of content and duration

Question 6: Presenting courses supported by social and cultural activities

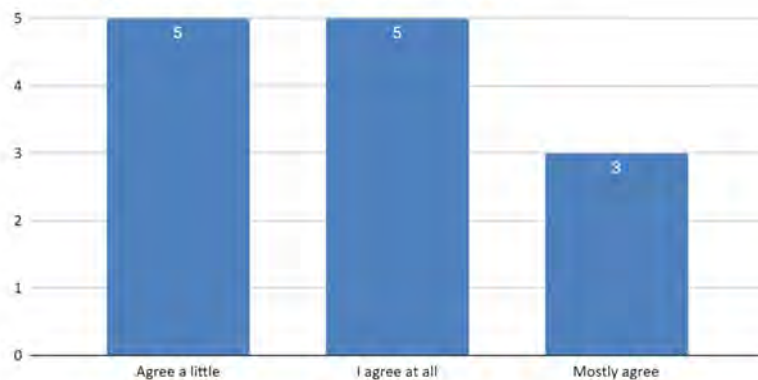
6) Presenting courses supported by social and cultural activities



6) Presenting courses supported by social and cultural activities

Question 7: Ensuring flexible transitions between classes

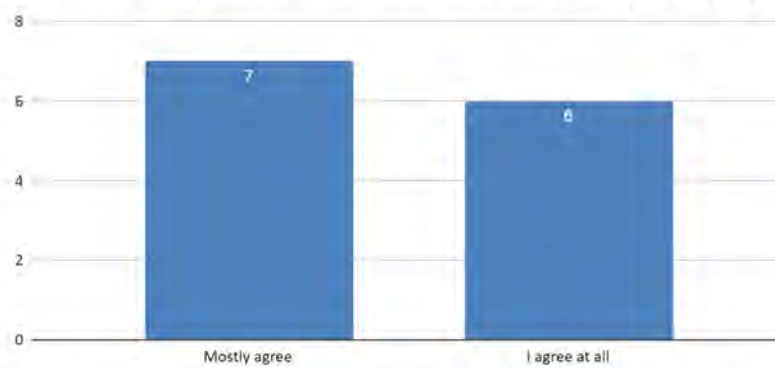
7) Ensuring flexible transitions between classes



7) Ensuring flexible transitions between classes

Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process

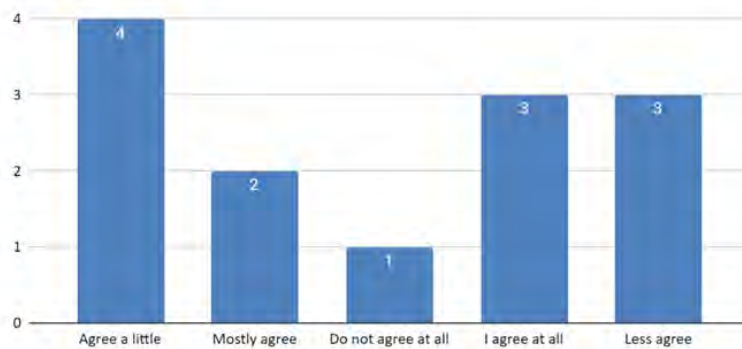
8) Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process içi...



8) Ensuring effective participation of the classroom teacher, guidance service, school administration and fa...

Question 9: Structuring the disciplinary board, rules and functioning to prevent dropout

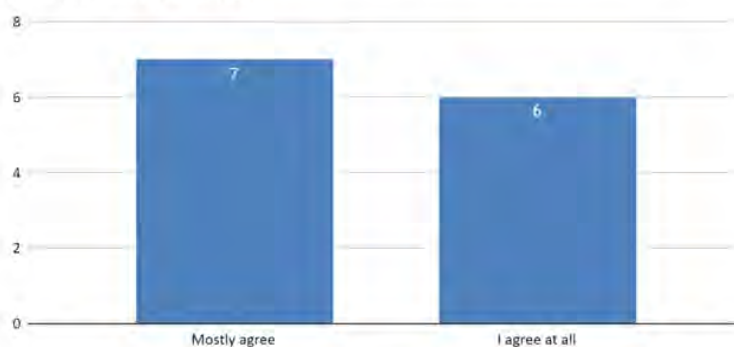
9) Structuring the disciplinary board, rules and functioning to prevent dropout



9) Structuring the disciplinary board, rules and functioning to prevent dropout

Question 10: Organizing study, compensation and guidance services for students at risk of school dropout.

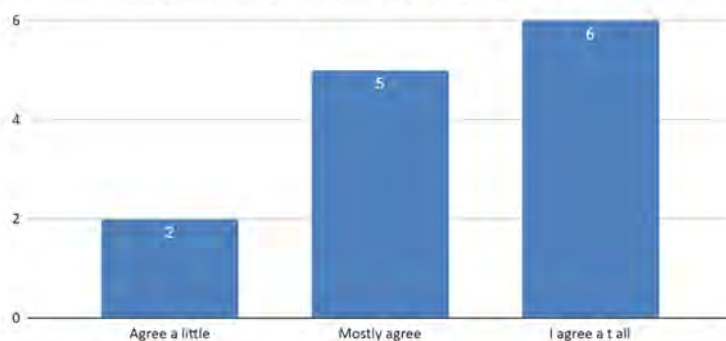
10) Organizing study, compensation and guidance services for students at risk of school



10) Organizing study, compensation and guidance services for students at risk of school

Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving

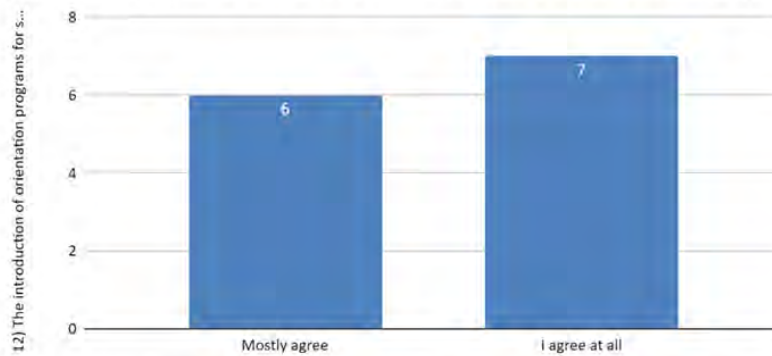
11) Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration u...



11) Support, guidance and effective intervention of Provincial authorities of Education, local authority or Ce...

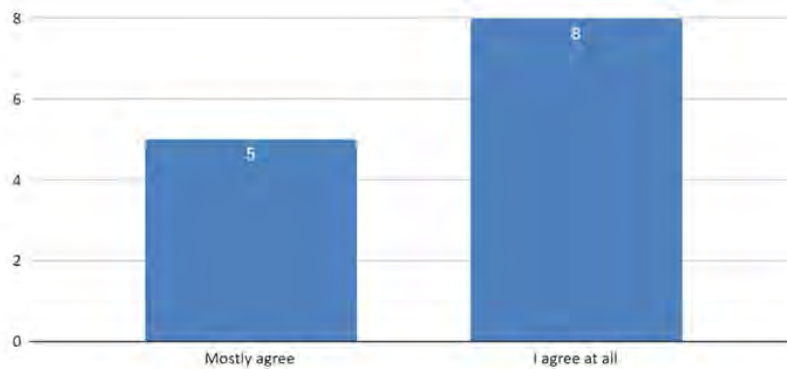
Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes.

12) The introduction of orientation programs for students who have just started school and cannot succeed in their classes. içindeki değ...



12) The introduction of orientation programs for students who have just started school and cannot suc...

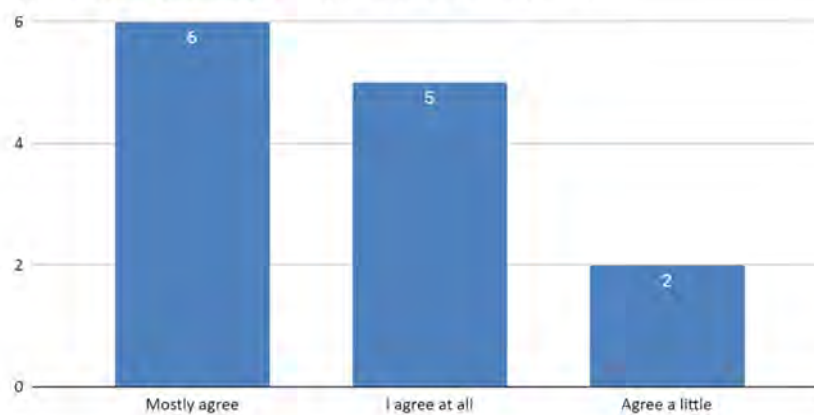
Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.



13) Ensuring that the student is guided to the profession and lessons he wants and is suitable for him. içinde...

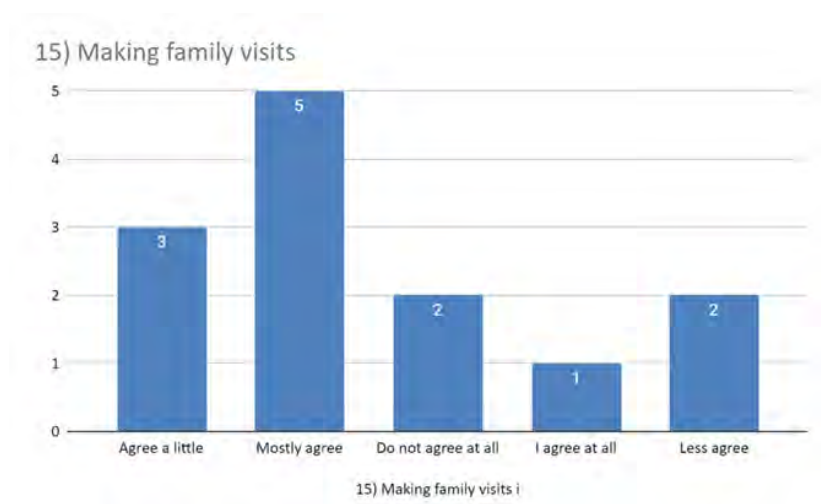
Question 14: Increasing school, family and teacher cooperation

14) Increasing school, family and teacher cooperation

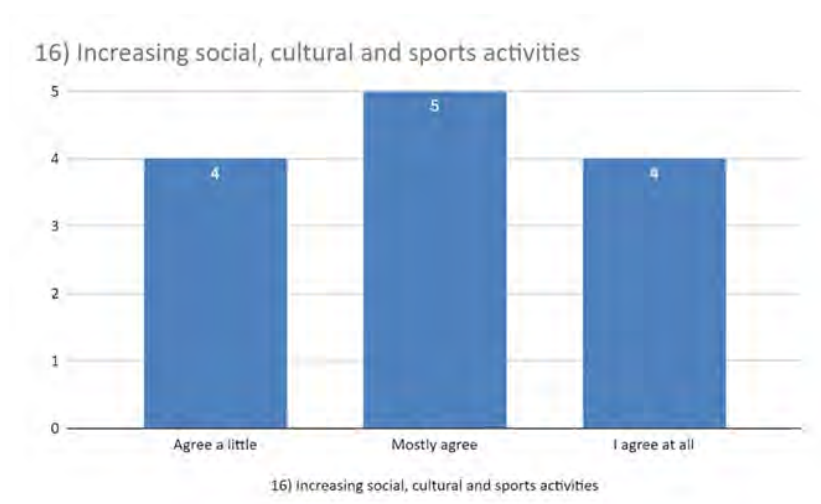


14) Increasing school, family and teacher cooperation

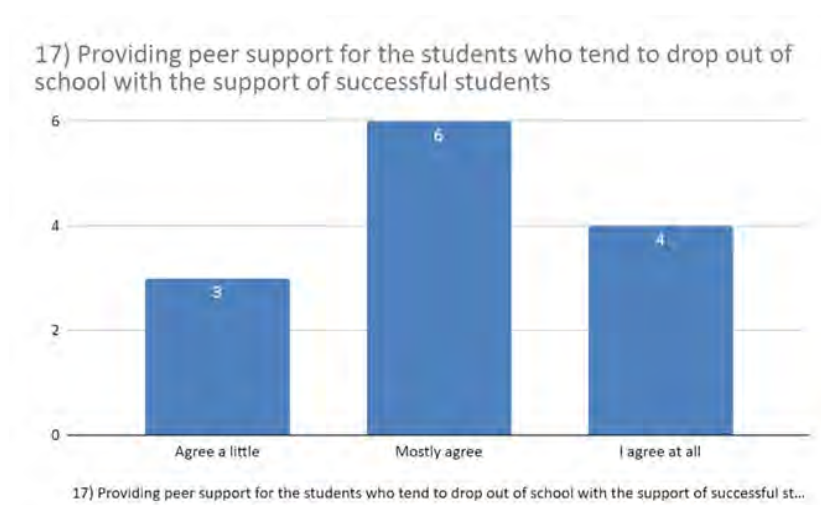
Question 15: Making family visits



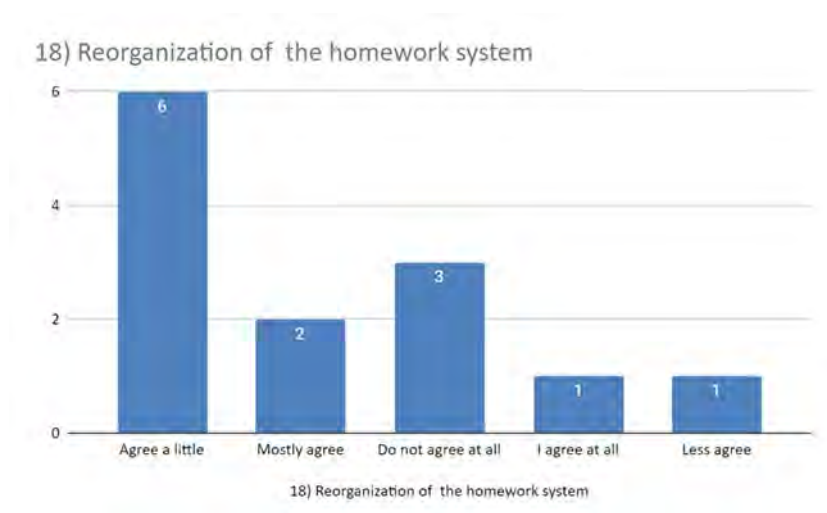
Question 16: Increasing social, cultural and sports activities



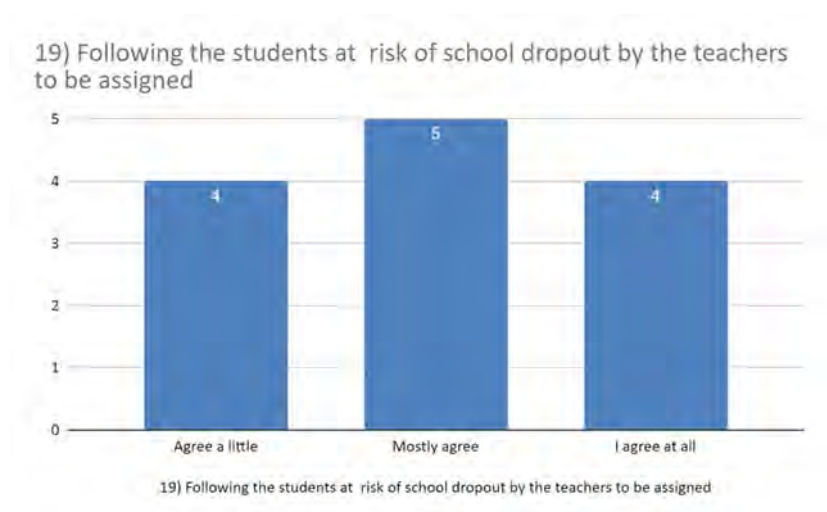
Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students.



Question 18: Reorganization of the homework system



Question 19: Following the students at risk of school dropout by the teachers to be assigned



Question 20: Gaining self-learning skills



- The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 4 of the participants answered that question as below:
 - ✓ Probably all of the above needs to be improved Boot camp
 - ✓ Rules and control are not always the solution
 - ✓ It's all about gaining trust for the student
 - ✓ Lessons should be more tailor made on the needs of the student, this will lower drop out rate

- ❖ **According to the graphics above the top 3 strategies to tackle dropout are:**
 - ✓ The introduction of orientation programs for students who have just started school and cannot succeed in their classes
 - ✓ Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.
 - ✓ Gaining self-learning skills

STUDENT QUESTIONNAIRE RESULTS

PART 1 – PERSONAL INFO

Questionnaires were implemented to 12 students in Netherlands.

2.Age:

It was verified that 4 of the students are 17, 4 of the students are 16, 3 of the students are 18 and just 1 of the student is 19 years old.

3.School Leaving Class:

It was verified that 5 of the students left education at the 9th grade, 2 of them at the 10th grade, 2 of them at the 11th grade and 3 of them at the 12th grade.

4.Gender:

It was verified that 8 of the participants are male, 4 are female.

5.Average Revenue Of Your Parents:

It was verified that 6 of the parents have low, 5 of them have medium and 1 of them has high revenue.

6.How Much of Your Absenteeism Right Did You Use On Average In a Semester:

The average rate of absenteeism is 64.1%.

State of your family:

3 of the students stated that their mother/father alive and together. 6 of the students stated that their mother/father alive but live separately or divorce and 3 of them stated that father/mother are dead.

Where do you stay:

10 of the students stay with their family and 1 of the students live in a separate house.

Do you use computer at home:

6 of the students use computer at home. The rest don't use.

Do you have your own room:

11 of the students have their own room. The rest doesn't have.

Did you repeat a year during your education:

5 of the students repeated a year during their education and the rest didn't repeat a year.

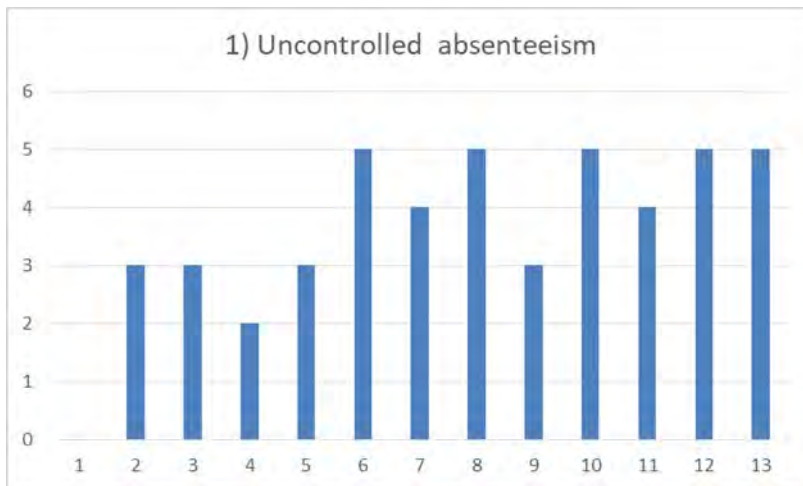
Have you ever been absent during your education:

All of the students have been absent during their education.

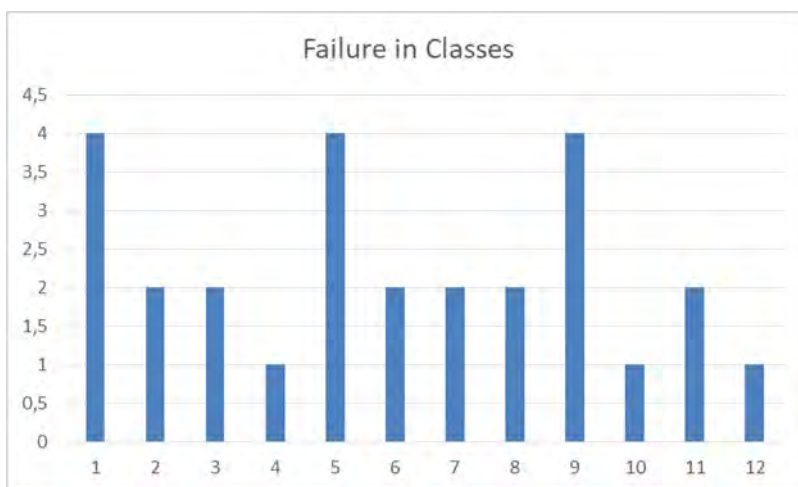
PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. The degree of participation in these items are shown in graphs as below.

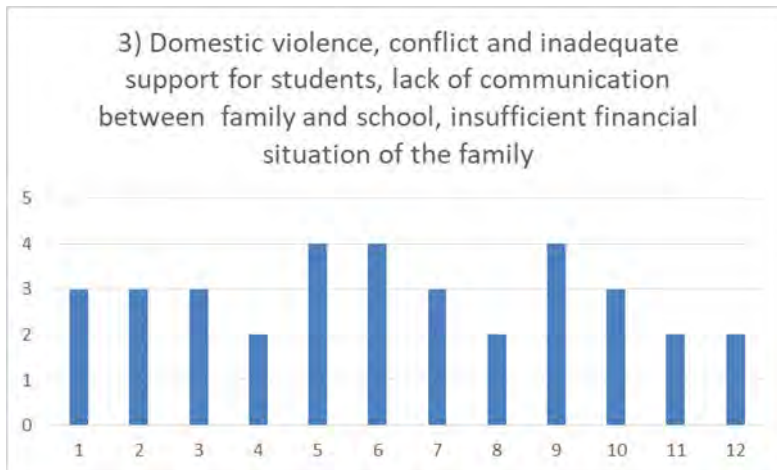
Question 1: Uncontrolled Absenteeism



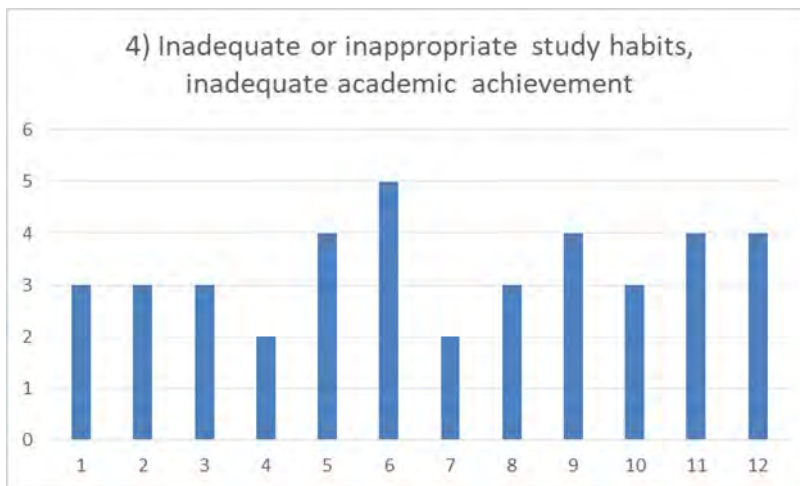
Question 2: Failure in Classes



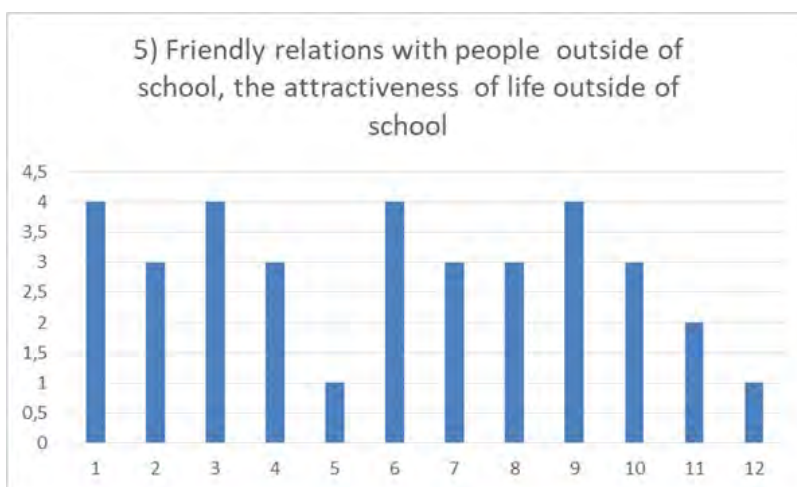
Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family



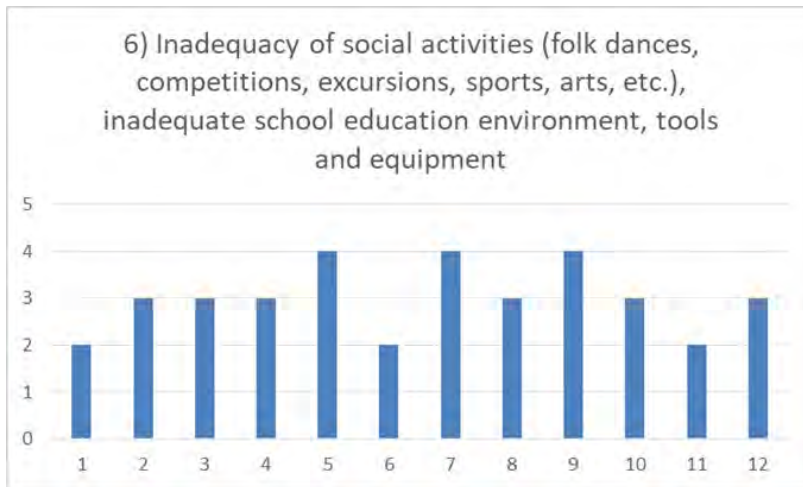
Question 4: Inadequate or inappropriate study habits, inadequate academic achievement



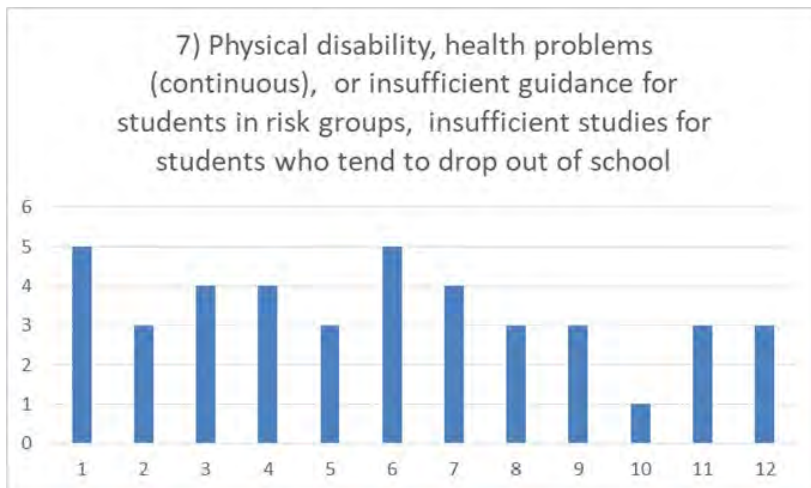
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school



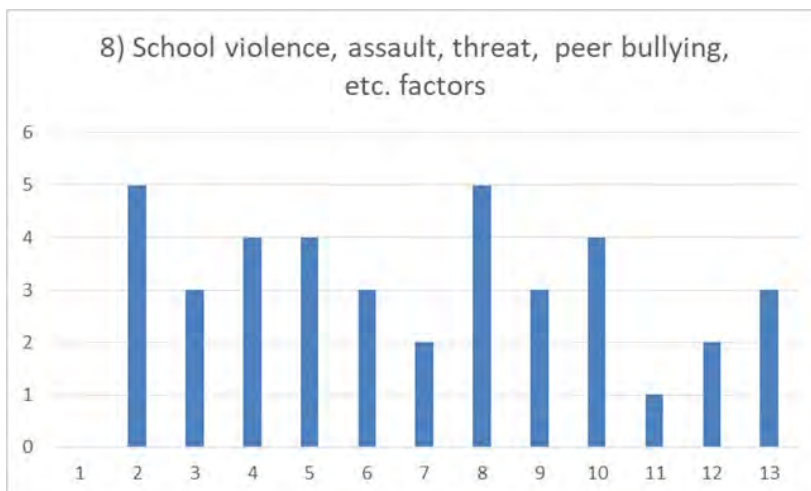
Question 6: Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment.



Question 7: Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school



Question 8: School violence, assault, threat, peer bullying, etc. Factors



- The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. None of the participants answered that question.

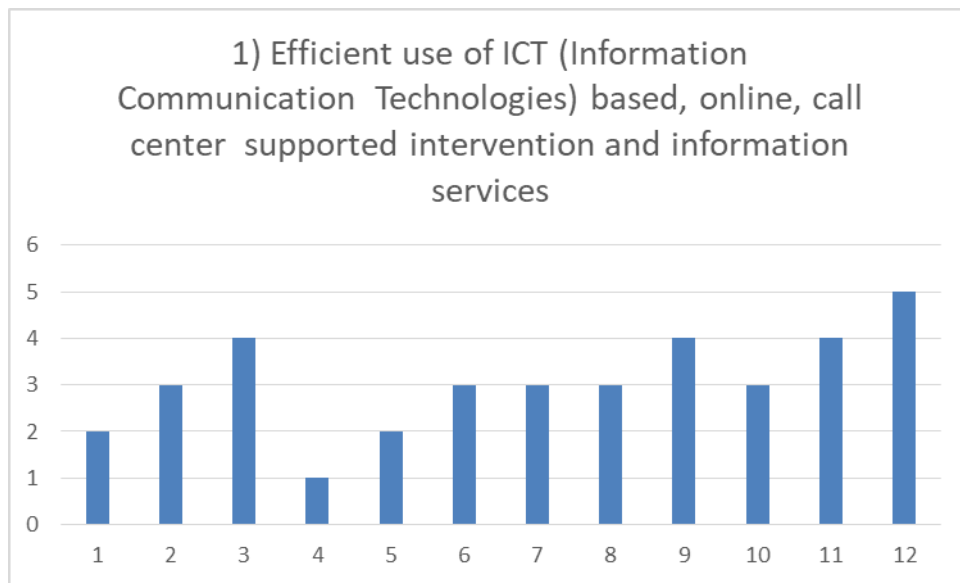
❖ According to the graphics above the top 1 leading factor is:

- ✓ Uncontrolled absenteeism

PART III: STRATEGIES TO TACKLE DROP-OUT

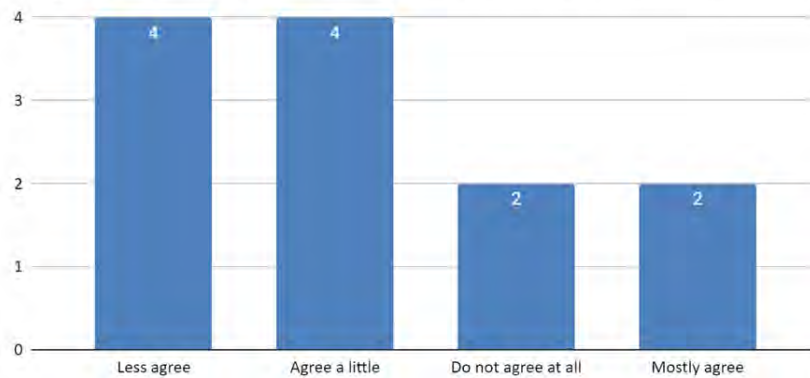
Below are the items and statements regarding the strategies and policies to prevent students from school dropout. The degree of participation in these items are shown in graphs as below.

Question 1: Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services



Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training

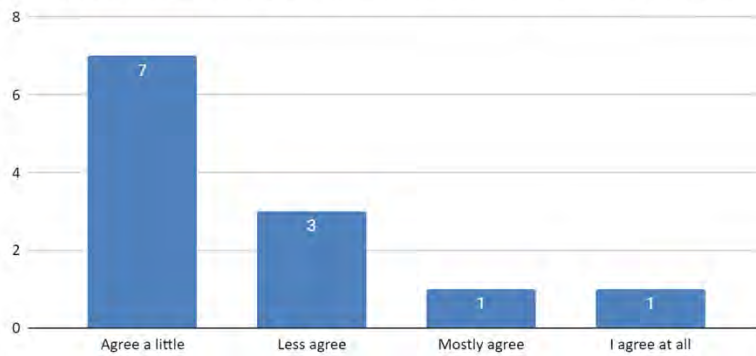
2) Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are invo...



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Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education

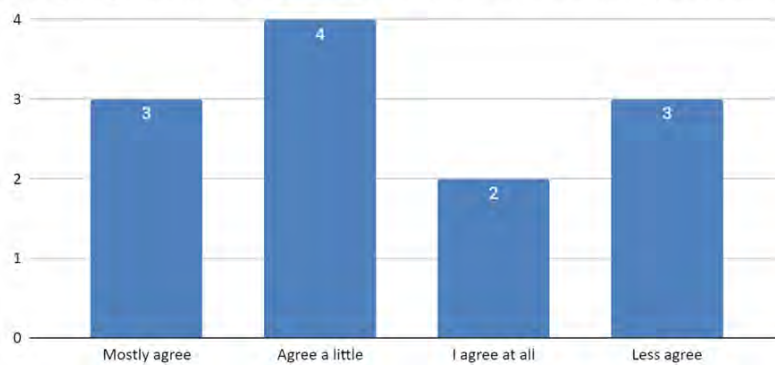
3) Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, includin...



3) Including the qualification of education and rehabilitation support on dropout into the scope of all teache...

Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices

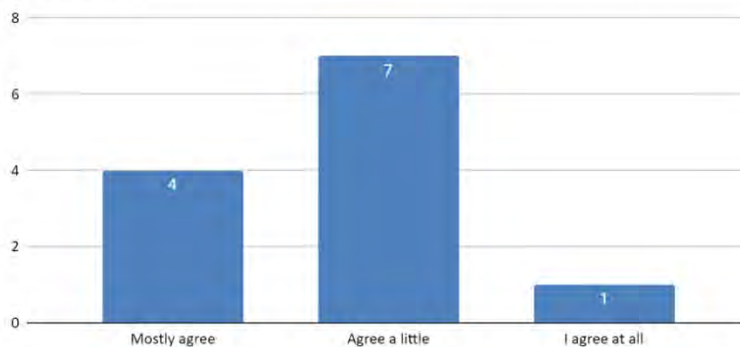
4) Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visua...



4) Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, ef...

Question 5: Simplification of student courses and curricula in terms of content and duration

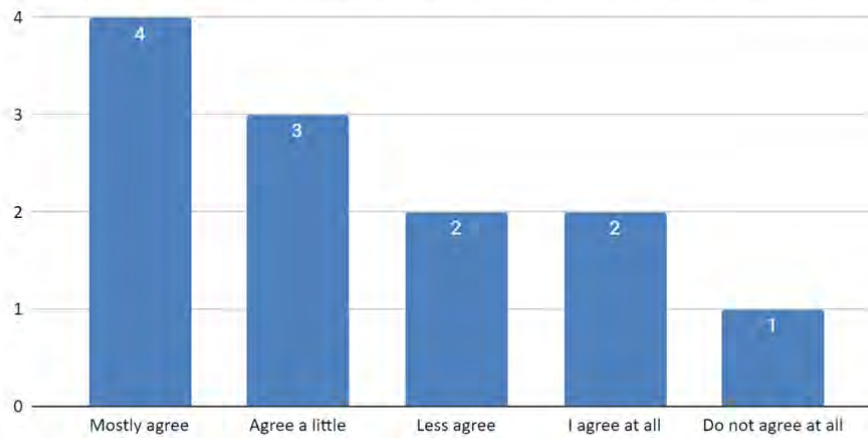
5) Simplification of student courses and curricula in terms of content and duration i



5) Simplification of student courses and curricula in terms of content and duration

Question 6: Presenting courses supported by social and cultural activities

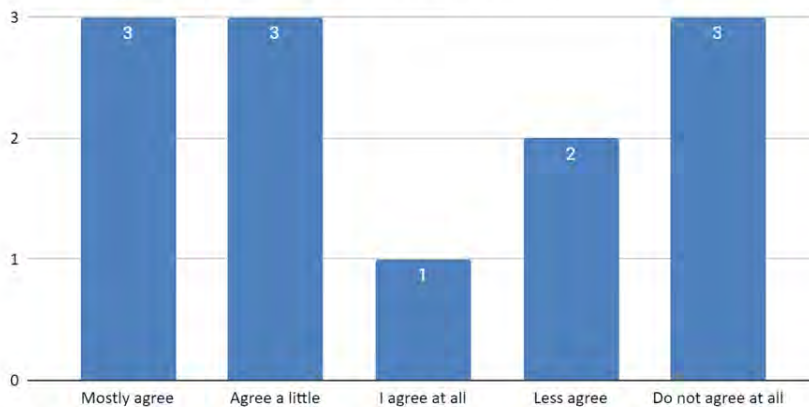
6) Presenting courses supported by social and cultural activities



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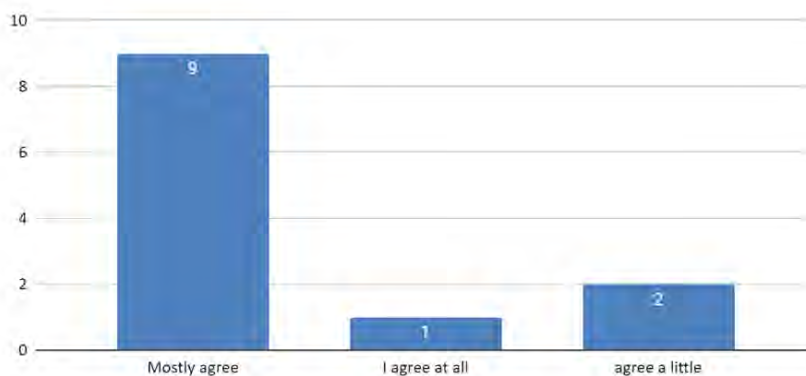
Question 7: Ensuring flexible transitions between classes

7) Ensuring flexible transitions between classes



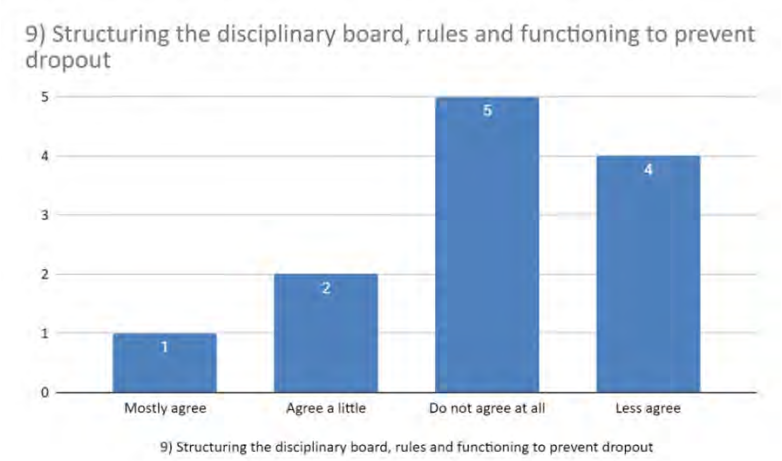
7) Ensuring flexible transitions between classes

Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process

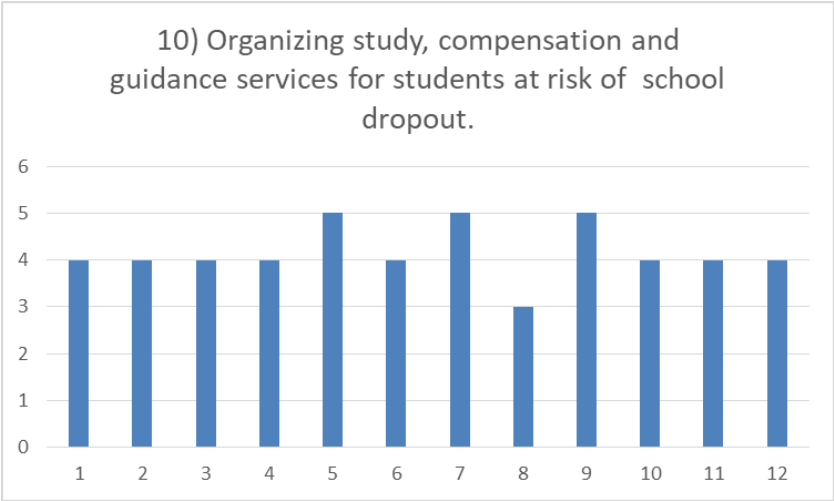


8) Ensuring effective participation of the classroom teacher, guidance service, school administration and fami...

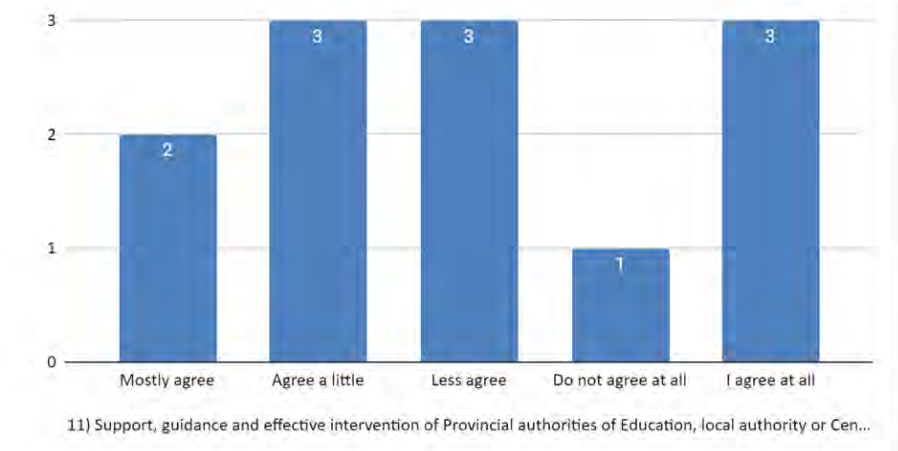
Question 9: Structuring the disciplinary board, rules and functioning to prevent dropout



Question 10: Organizing study, compensation and guidance services for students at risk of school dropout.

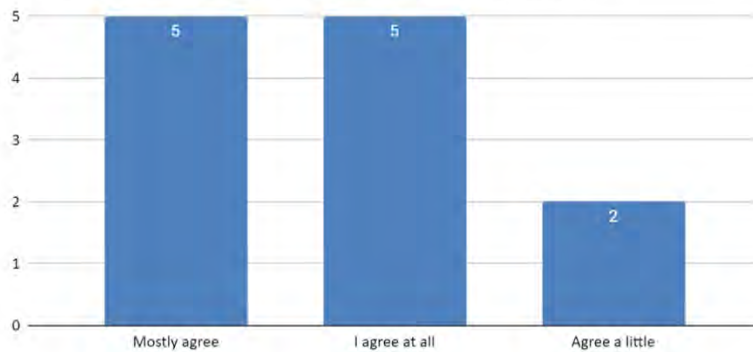


Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving



Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes.

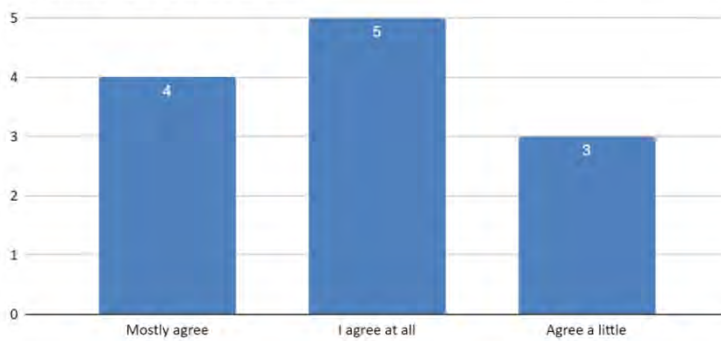
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Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.

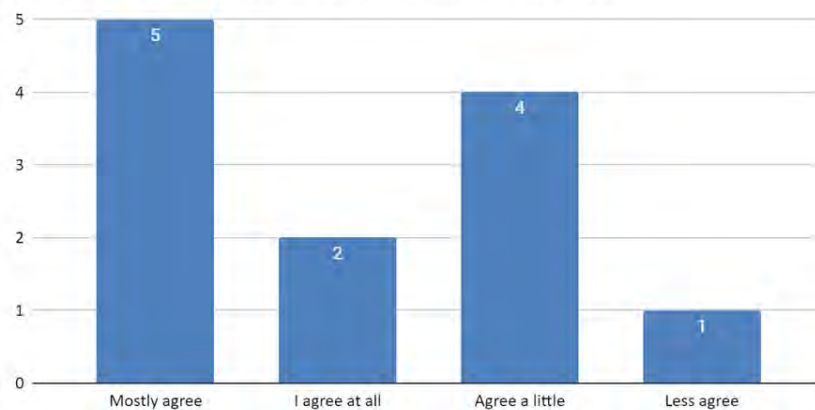
13) Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.



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Question 14: Increasing school, family and teacher cooperation

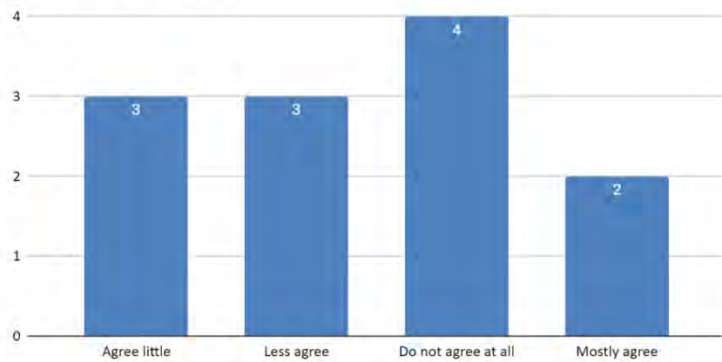
14) Increasing school, family and teacher cooperation



14) Increasing school, family and teacher cooperation

Question 15: Making family visits

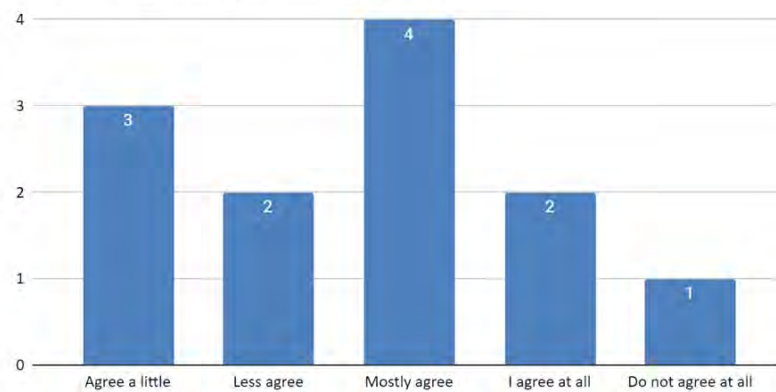
15) Making family visits



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Question 16: Increasing social, cultural and sports activities

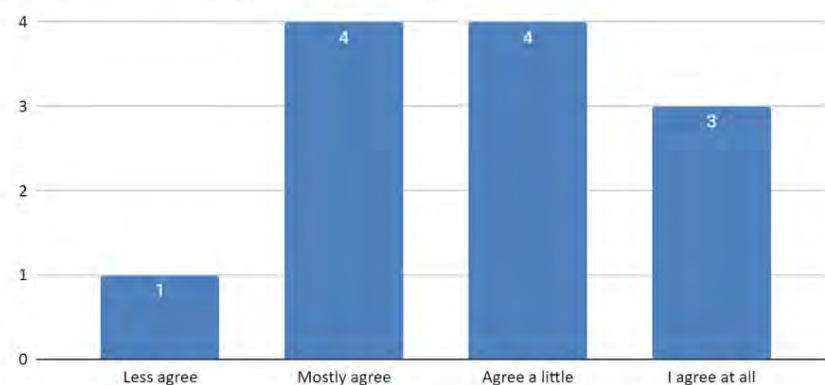
16) Increasing social, cultural and sports activities



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Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students

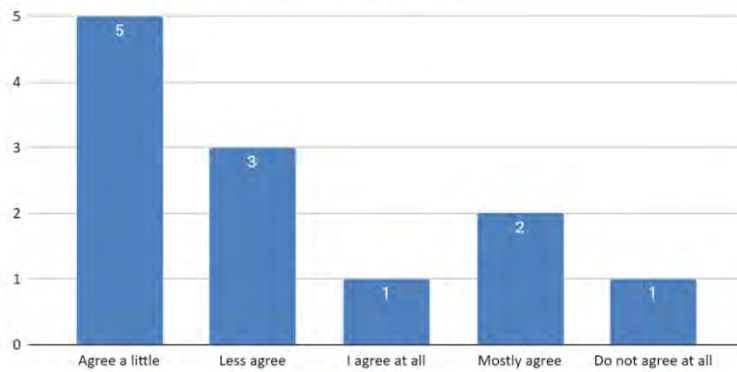
17) Providing peer support for the students who tend to drop out of school with the support of successful



17) Providing peer support for the students who tend to drop out of school with the support of successful st...

Question 18: Reorganization of the homework system

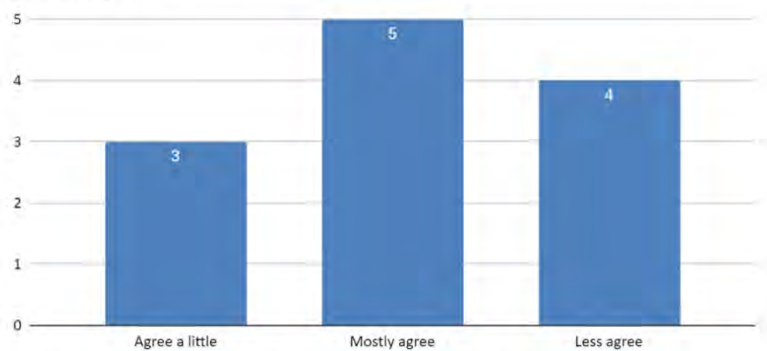
18) Reorganization of the homework system



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Question 19: Following the students at risk of school dropout by the teachers to be assigned

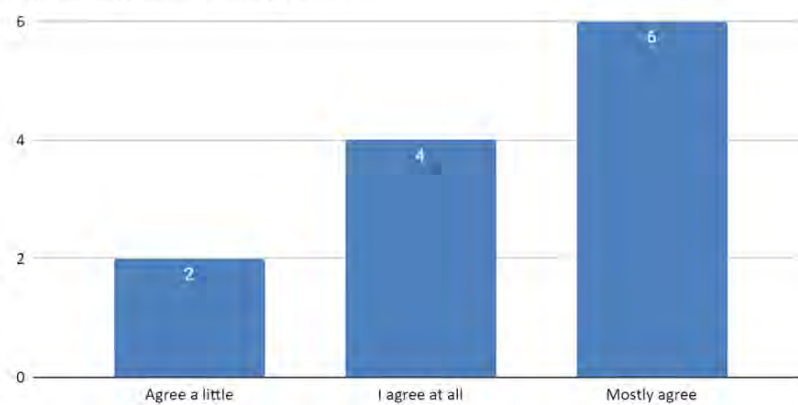
19) Following the students at risk of school dropout by the teachers to be assigned



19) Following the students at risk of school dropout by the teachers to be assigned

Question 20: Gaining self-learning skills

20) Gaining self-learning skills



20) Gaining self-learning skills

- **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 2 of the participants answered that question as below:**
 - ✓ School is boring, lessons should be more interesting
 - ✓ The lessons should be more connected with real life

- ❖ **According to the graphics above the top 3 strategies to tackle dropout are:**
 - ✓ The introduction of orientation programs for students who have just started school and cannot succeed in their classes.
 - ✓ Gaining self-learning skills
 - ✓ Organizing study, compensation and guidance services for students at risk of school dropout.

PARENT QUESTIONNAIRE RESULTS

PART 1 – PERSONAL INFO

Questionnaires were implemented to 11 parents in Netherlands.

2.Age:

4 of the the participants are between 30-40 , 4 of them are between 41-50 and 3 of them are between 51-60 years old.

3.Number of Kids:

6 of the participants have 1-2 kids, 3 of the participants have 2-3 kids and 2 of them have more than 3 kids.

4.Gender:

5 of the participants are male and 6 of the participants are female.

5.Level of Revenue:

3 of the participants have low, 6 of them have medium and 2 of them have high level of revenue.

6.Education Status:

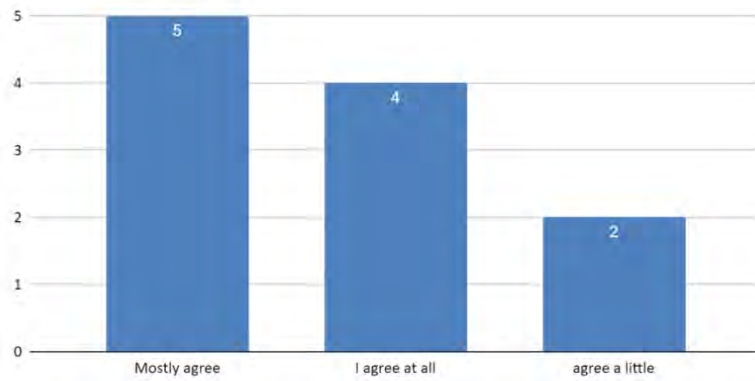
3 of the participants are Primary School graduate, 3 of them are High School graduate and 5 of them are undergraduate.

PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. The degree of participation in these items are shown in graphs as below.

Question 1: Uncontrolled absenteeism

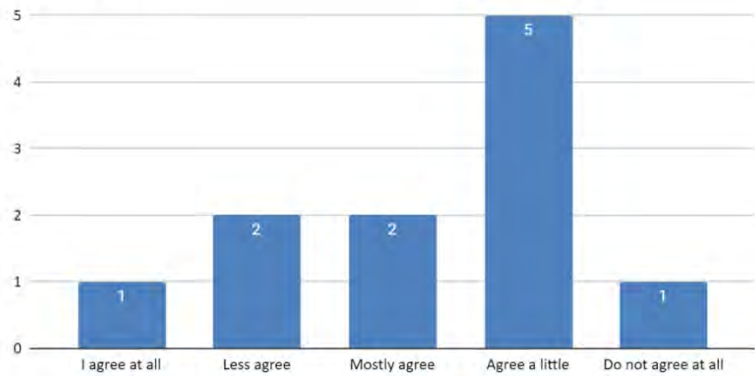
1) Uncontrolled absenteeism



1) Uncontrolled absenteeism

Question 2: Failure in classes

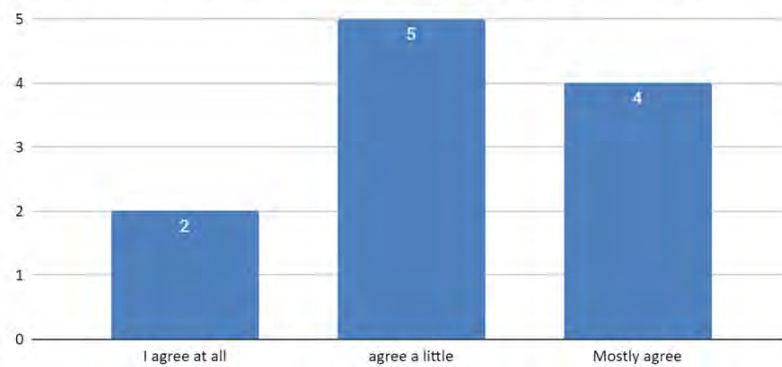
2) Failure in classes



2) Failure in classes

Question 3: Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family

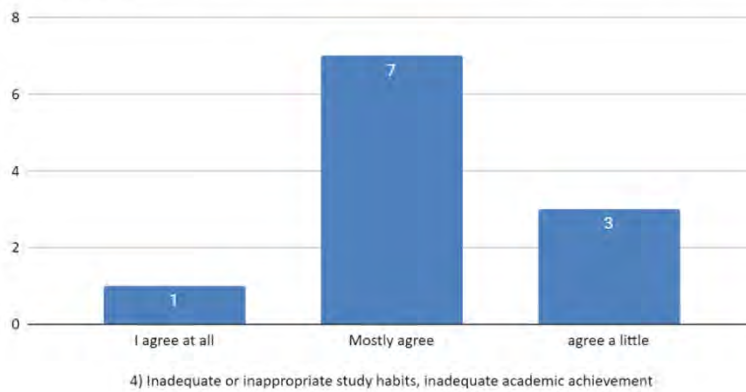
3) Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient fina...



3) Domestic violence, conflict and inadequate support for students, lack of communication between family a...

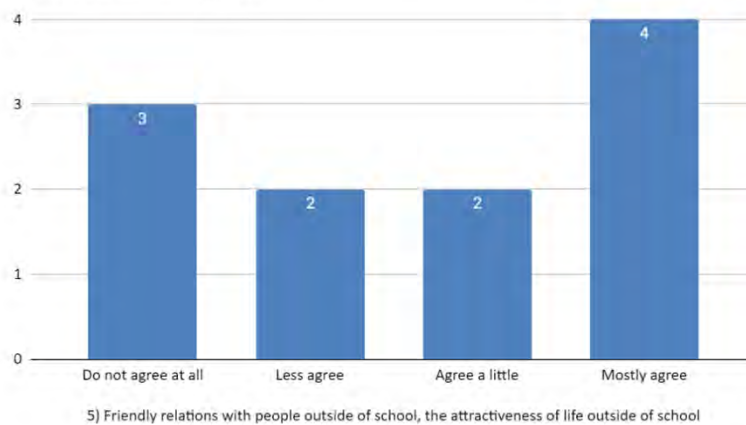
Question 4: Inadequate or inappropriate study habits, inadequate academic achievement

4) Inadequate or inappropriate study habits, inadequate academic achievement



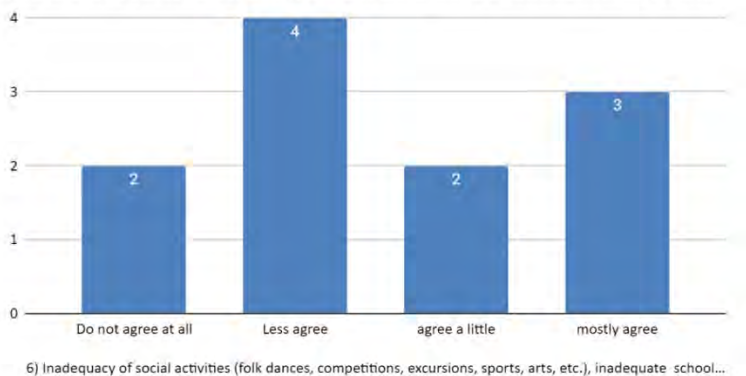
Question 5: Friendly relations with people outside of school, the attractiveness of life outside of school

5) Friendly relations with people outside of school, the attractiveness of life outside of school



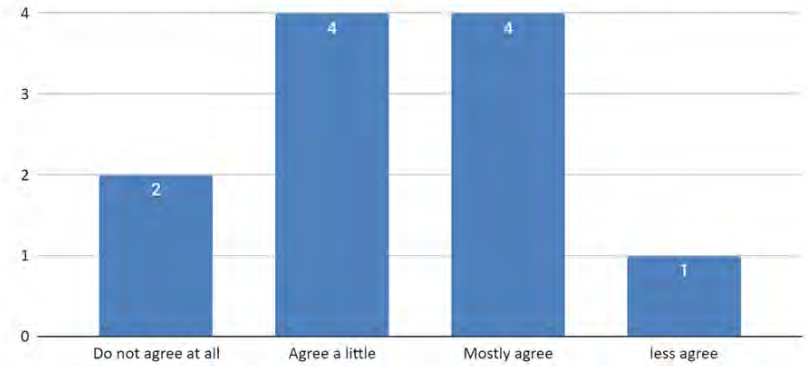
Question 6: Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment

6) Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environ...



Question 7: Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school

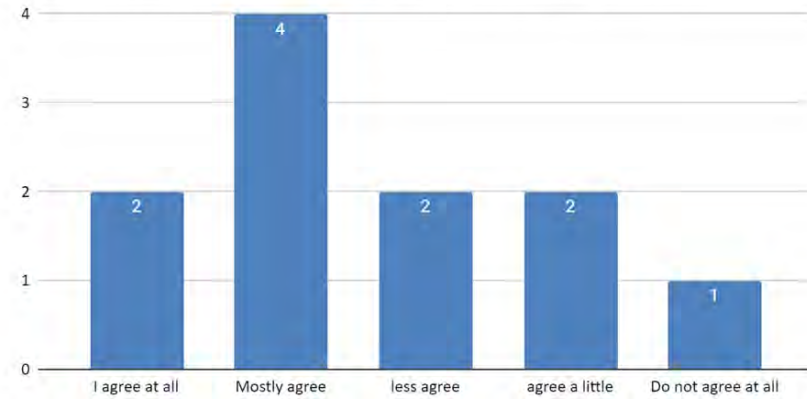
7) Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for student...



7) Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insuffi...

Question 8: School violence, assault, threat, peer bullying, etc. Factors

8) School violence, assault, threat, peer bullying, etc. factors



8) School violence, assault, threat, peer bullying, etc. factors

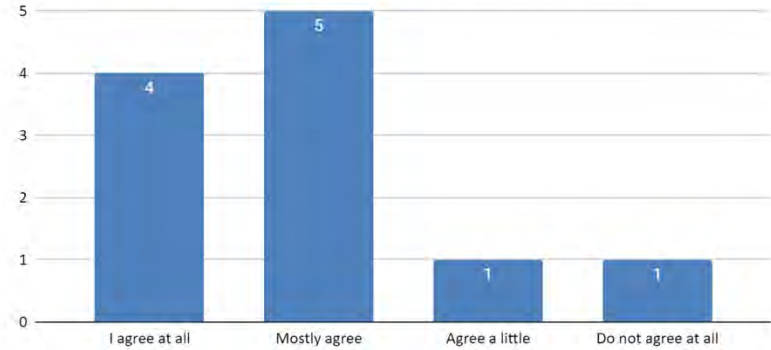
- **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 1 of the participants answered that question as below:**
- ✓ Lack of explaining why it's good to go to school, sometimes they just need to wise up
- ❖ **According to the graphics above the top 2 leading factors are:**
- ✓ Uncontrolled absenteeism
- ✓ Inadequate or inappropriate study habits, inadequate academic achievement

PART III: STRATEGIES TO TACKLE DROP-OUT

Below are the items and statements regarding the strategies and policies to prevent students from school dropout. The degree of participation in these items are shown in graphs as below.

Question 1: Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services

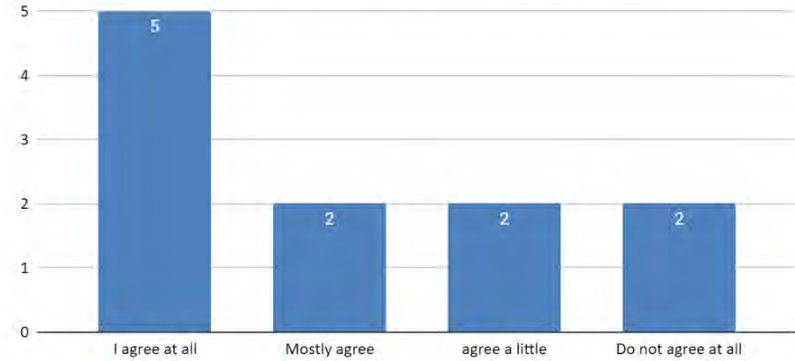
1) Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information s...



1) Efficient use of ICT (Information Communication Technologies) based, online, call center supported interve...

Question 2: Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training

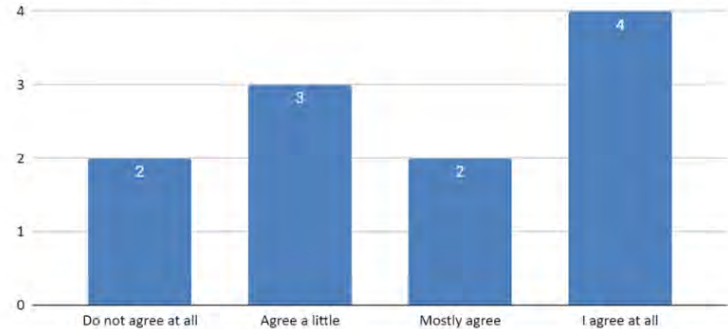
2) Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are invo...



2) Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and f...

Question 3: Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education

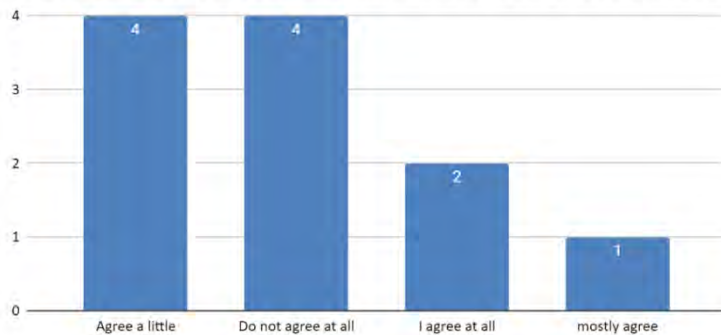
3) Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including...



3) Including the qualification of education and rehabilitation support on dropout into the scope of all teacher...

Question 4: Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices

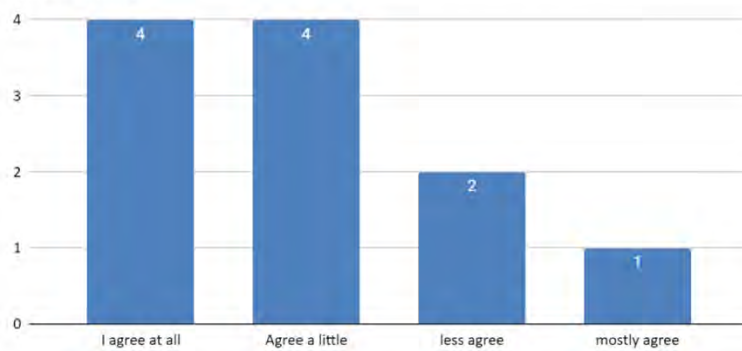
4) Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visua...



4) Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, ef...

Question 5: Simplification of student courses and curricula in terms of content and duration

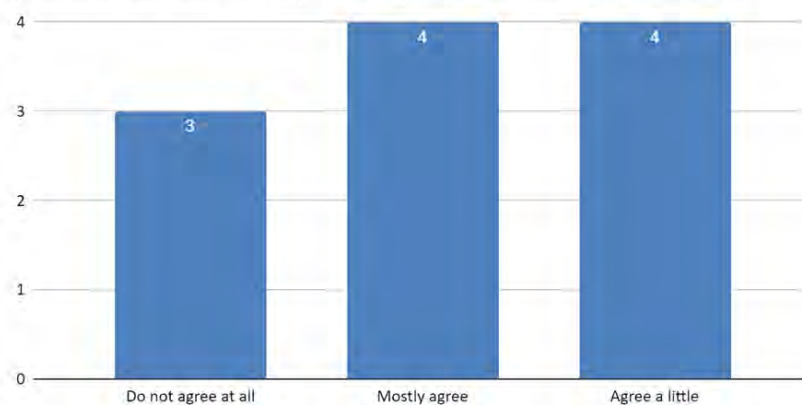
5) Simplification of student courses and curricula in terms of content and duration



5) Simplification of student courses and curricula in terms of content and duration

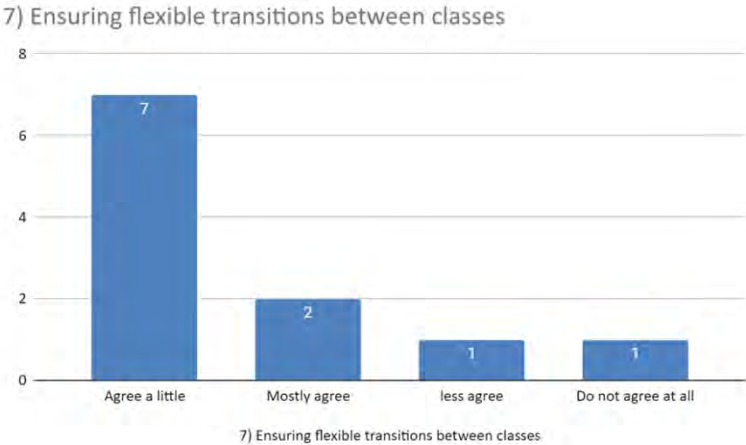
Question 6: Presenting courses supported by social and cultural activities

6) Presenting courses supported by social and cultural activities

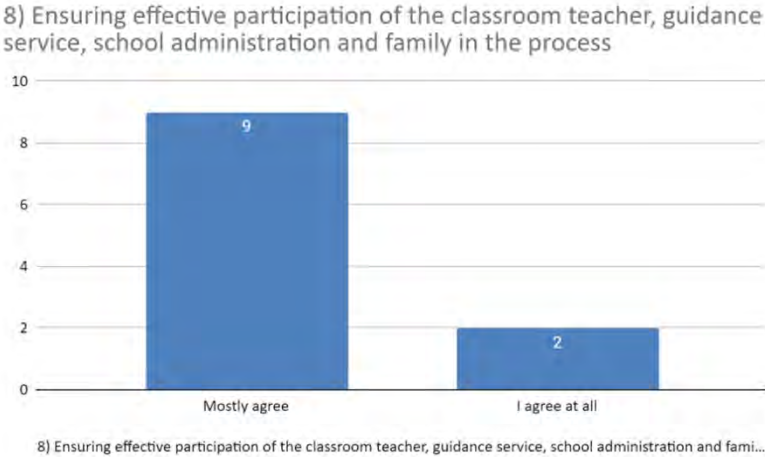


6) Presenting courses supported by social and cultural activities

Question 7: Ensuring flexible transitions between classes



Question 8: Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process

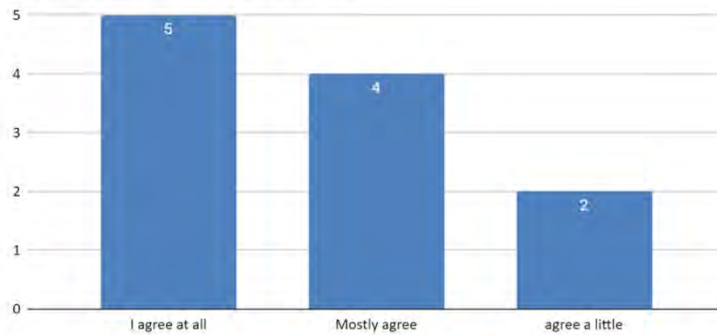


Question 9: Structuring the disciplinary board, rules and functioning to prevent dropout



Question 10: Organizing study, compensation and guidance services for students at risk of school dropout

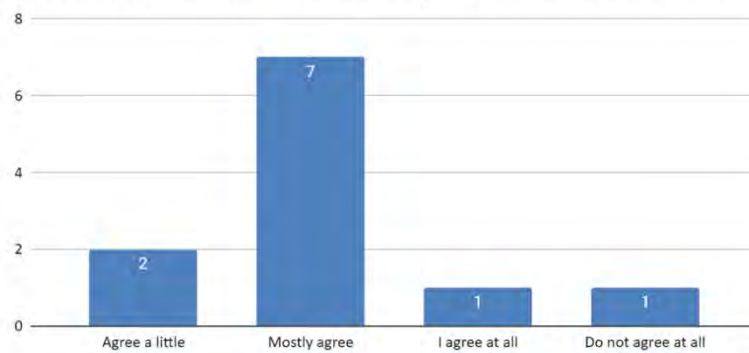
10) Organizing study, compensation and guidance services for students at risk of school dropout.



10) Organizing study, compensation and guidance services for students at risk of school dropout.

Question 11: Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving

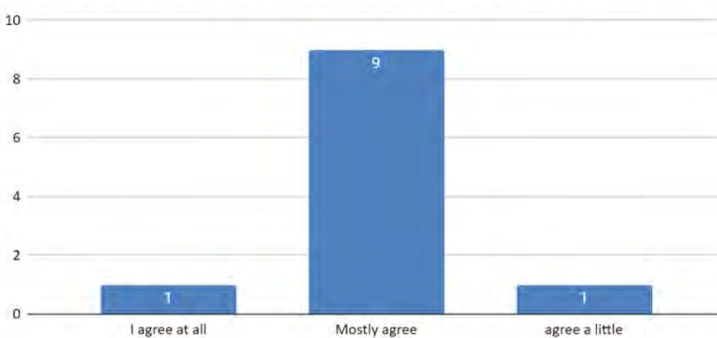
11) Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration...



11) Support, guidance and effective intervention of Provincial authorities of Education, local authority or Ce...

Question 12: The introduction of orientation programs for students who have just started school and cannot succeed in their classes

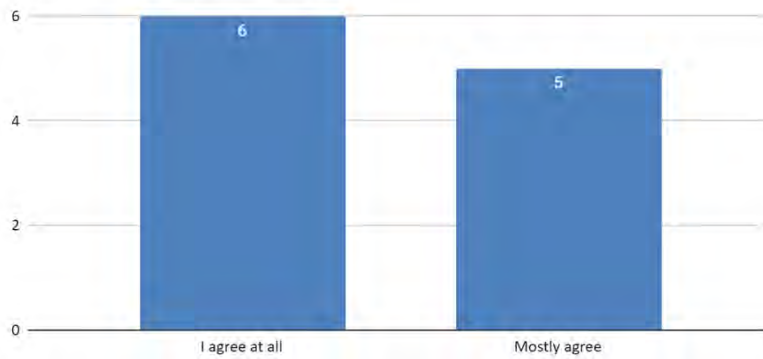
12) The introduction of orientation programs for students who have just started school and cannot succeed in their classes.



12) The introduction of orientation programs for students who have just started school and cannot succeed i...

Question 13: Ensuring that the student is guided to the profession and lessons he/she wants and is suitable for him/her.

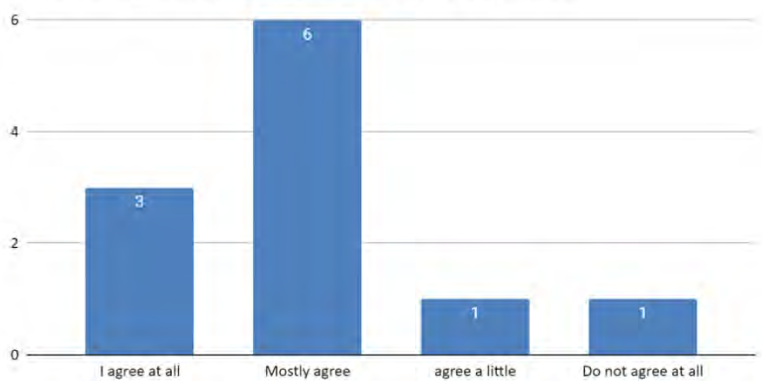
13) Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.



13) Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.

Question 14: Increasing school, family and teacher cooperation

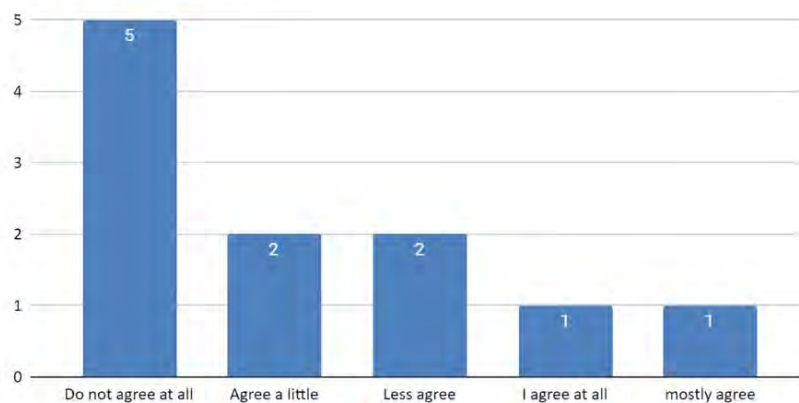
14) Increasing school, family and teacher cooperation



14) Increasing school, family and teacher cooperation

Question 15: Making family visits

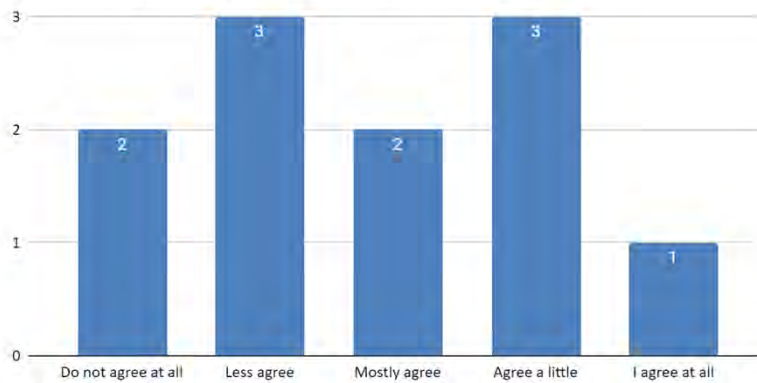
15) Making family visits



15) Making family visits

Question 16: Increasing social, cultural and sports activities

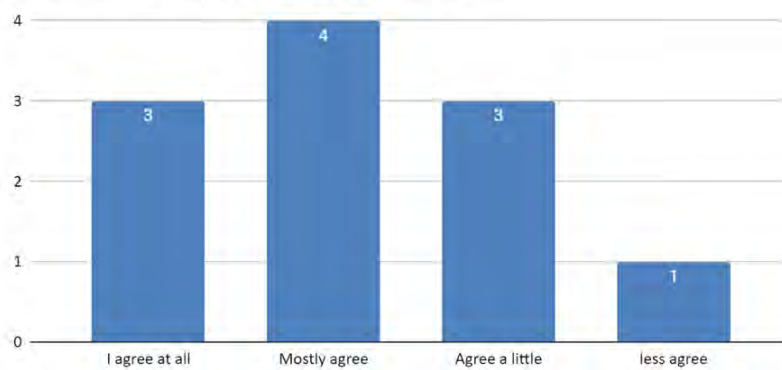
16) Increasing social, cultural and sports activities



16) Increasing social, cultural and sports activities

Question 17: Providing peer support for the students who tend to drop out of school with the support of successful students

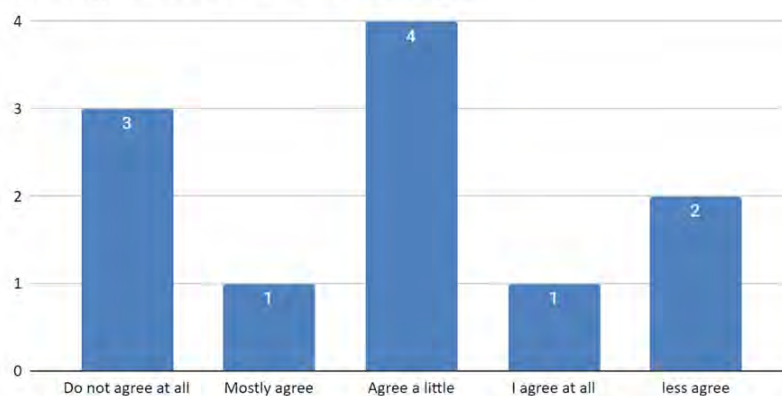
17) Providing peer support for the students who tend to drop out of school with the support of successful students



17) Providing peer support for the students who tend to drop out of school with the support of successful st...

Question 18: Reorganization of the homework system

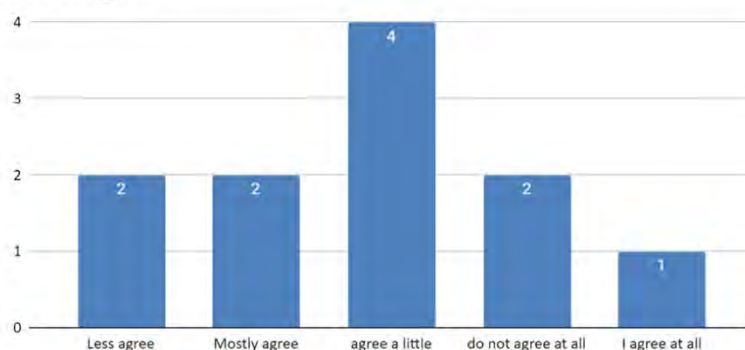
18) Reorganization of the homework system



18) Reorganization of the homework system

Question 19: Following the students at risk of school dropout by the teachers to be assigned

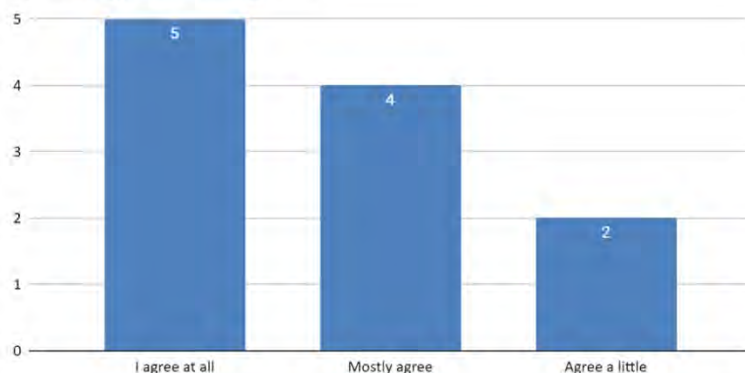
19) Following the students at risk of school dropout by the teachers to be assigned



19) Following the students at risk of school dropout by the teachers to be assigned

Question 20: Gaining self-learning skills

20) Gaining self-learning skills



20) Gaining self-learning skills

➤ **The participants were asked to give opinion and suggestions about strategies to tackle dropout other than the factors listed above. 2 of the participants answered that question as below:**

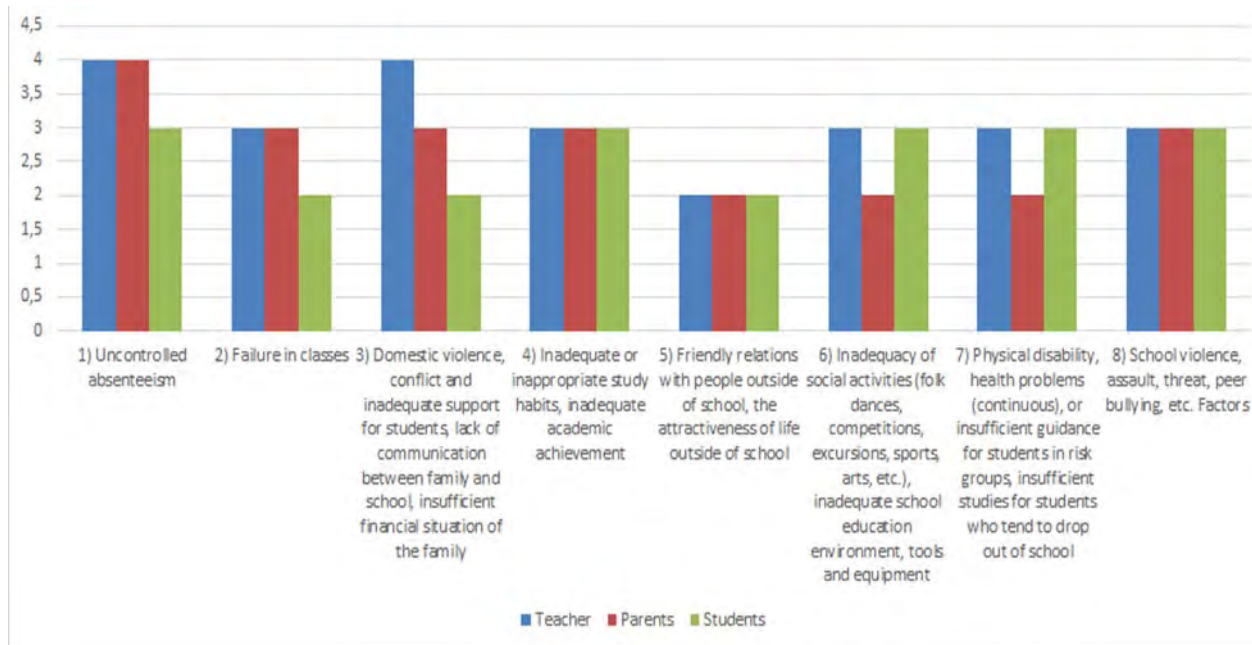
- ✓ Put more effect in building relationship with your students: Give teachers more time and smaller classes
- ✓ Young people want to get some more attention. Nowadays there is not enough time due to the big class sizes

❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

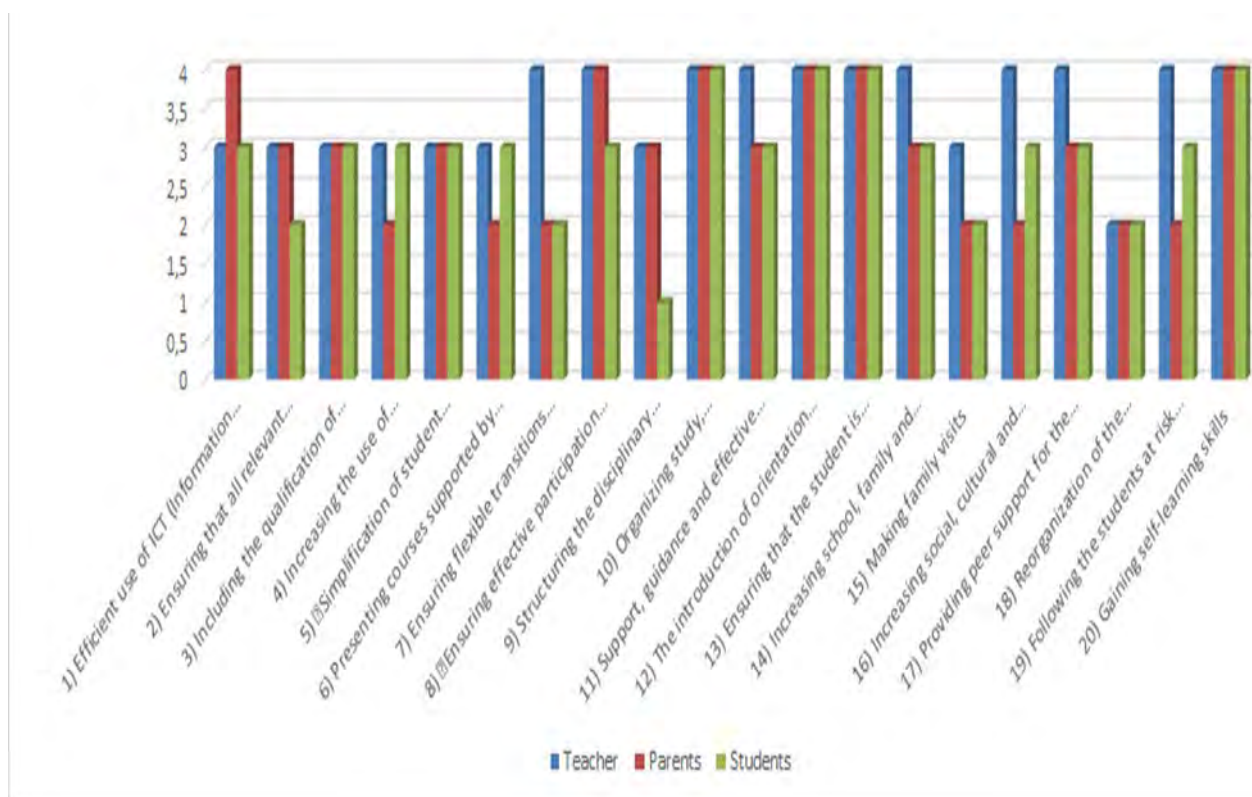
- ✓ Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process
- ✓ The introduction of orientation programs for students who have just started school and cannot succeed in their classes
- ✓ Ensuring that the student is guided to the profession and lessons he wants and is suitable for him

COMPARATIVE GRAPHS AMONG THE 3 GROUPS (Teacher/Student/Parent)

PART 2:



PART 3:



Conclusion:

According to the comparative graphs among the 3 groups;

Part 2: LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

It was concluded that:

- ✓ All 3 target groups agreed on "Uncontrolled absenteeism" is a leading factor in early school leaving.
- ✓ Students and parents mostly agree on the same factors.

Part 3: STRATEGIES TO TACKLE DROPOUT

It was concluded that:

- ✓ All target groups are agreed on 4 strategies as "Gaining self-learning skills", "Ensuring that the student is guided to the profession and lessons he wants and is suitable for him", "Organizing study, compensation and guidance services for students at risk of school dropout" and "The introduction of orientation programs for students who have just started school and cannot succeed in their classes"
- ✓ Students thought differently from teachers and parents on just 1 of the strategies "Structuring the disciplinary board, rules and functioning to prevent dropout".

Teacher Questionnaire Conclusions:

❖ According to the graphics above the top 2 leading factors are:

- ✓ Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family
- ✓ Uncontrolled absenteeism

❖ According to the graphics above the top 3 strategies to tackle dropout are:

- ✓ The introduction of orientation programs for students who have just started school and cannot succeed in their classes.
- ✓ Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.
- ✓ Gaining self-learning skills

Student Questionnaire Conclusions:

❖ **According to the graphics above the top 1 leading factor is :**

- ✓ Uncontrolled absenteeism

❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

- ✓ The introduction of orientation programs for students who have just started school and cannot succeed in their classes.
- ✓ Gaining self-learning skills
- ✓ Organizing study, compensation and guidance services for students at risk of school dropout.

Parent Questionnaire Conclusions:

❖ **According to the graphics above the top 2 leading factors are:**

- ✓ Uncontrolled absenteeism
- ✓ Inadequate or inappropriate study habits, inadequate academic achievement

❖ **According to the graphics above the top 3 strategies to tackle dropout are:**

- ✓ Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process
- ✓ The introduction of orientation programs for students who have just started school and cannot succeed in their classes
- ✓ Ensuring that the student is guided to the profession and lessons he wants and is suitable for him

COMPARATIVE ANALYSIS

COMPARATIVE TABLE OF FACTORS IN ESL ACCORDING TO 3 TARGET GROUPS IN EACH COUNTRY

	TURKEY			GREECE		
	Teacher	Student	Parent	Teacher	Student	Parent
F A C T O R S	Friendly relations with people outside of school, the attractiveness of life outside of school	Inadequate or inappropriate study habits, inadequate academic achievement	Failure in classes	Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school	Failure in Classes	Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family
	Failure in Classes	School violence, assault, threat, peer bullying, etc. Factors	Inadequate or inappropriate study habits, inadequate academic achievement	Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family	Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family	School violence, assault, threat, peer bullying, etc. factors
	Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family		Friendly relations with people outside of school, the attractiveness of life outside of school	Uncontrolled Absenteeism	Uncontrolled absenteeism	Uncontrolled absenteeism

Table 1.

	FRANCE			NETHERLANDS		
	Teacher	Student	Parent	Teacher	Student	Parent
F A C T O R S	School violence, assault, threat, peer bullying, etc. factors	Uncontrolled absenteeism	Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family	Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family	Uncontrolled absenteeism	Uncontrolled absenteeism
	Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school	Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment.	Failure in classess	Uncontrolled absenteeism		Inadequate or inappropriate study habits, inadequate academic achievement
	Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment	Friendly relations with people outside of school, the attractiveness of life outside of school	Inadequate or inappropriate study habits, inadequate academic achievement			

Table 2.

COMPARATIVE TABLE OF STRATEGIES TO TACKLE ESL ACCORDING TO 3 TARGET GROUPS IN EACH COUNTRY

	TURKEY			GREECE		
	Teacher	Student	Parent	Teacher	Student	Parent
S T R A T E G I E S	Ensuring that the student is guided to the profession and lessons he wants and is suitable for him	Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices	Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process	Increasing school, family and teacher cooperation	Simplification of student courses and curricula in terms of content and duration	Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices
	Providing peer support for the students who tend to drop out of school with the support of successful students.	Organizing study, compensation and guidance services for students at risk of school dropout	Organizing study, compensation and guidance services for students at risk of school dropout.	The introduction of orientation programs for students who have just started school and cannot succeed in their classes.	Gaining self-learning skills	Presenting courses supported by social and cultural activities
	Simplification of student courses and curricula in terms of content and duration	Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.	Following the students at risk of school dropout by the teachers to be assigned	Organizing study, compensation and guidance services for students at risk of school dropout.	Ensuring flexible transitions between classes	Organizing study, compensation and guidance services for students at risk of school dropout

Table 3.

S T R A T E G I E S	FRANCE			NETHERLANDS		
	Teacher	Student	Parent	Teacher	Student	Parent
	Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education	Following the students at risk of school dropout by the teachers to be assigned	Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training	The introduction of orientation programs for students who have just started school and cannot succeed in their classes.	The introduction of orientation programs for students who have just started school and cannot succeed in their classes.	Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process
	Simplification of student courses and curricula in terms of content and duration	Gaining self-learning skills	Gaining self-learning skills	Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.	Gaining self-learning skills	The introduction of orientation programs for students who have just started school and cannot succeed in their classes
	Gaining self-learning skills	Reorganization of the homework system	Following the students at risk of school dropout by the teachers to be assigned	Gaining self-learning skills	Organizing study, compensation and guidance services for students at risk of school dropout.	Ensuring that the student is guided to the profession and lessons he wants and is suitable for him

Table 4.

COMPARATIVE TABLE AMONG 4 COUNTRIES' LEADING FACTORS IN ESL AND STRATEGIES TO TACKLE

	TURKEY	GREECE	FRANCE	NETHERLANDS
FACTORS	<ul style="list-style-type: none"> *Inadequate or inappropriate study habits, inadequate academic achievement *Failure in classes 	<ul style="list-style-type: none"> *Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family *Uncontrolled absenteeism 	<ul style="list-style-type: none"> *Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment 	<ul style="list-style-type: none"> *Uncontrolled absenteeism
STRATEGIES	<ul style="list-style-type: none"> *Ensuring that the student is guided to the profession and lessons he wants and is suitable for him *Organizing study, compensation and guidance services for students at risk of school dropout 	<ul style="list-style-type: none"> *Simplification of student courses and curricula in terms of content and duration *Gaining self learning skills *Ensuring flexible transitions between classes 	<ul style="list-style-type: none"> *Gaining self learning skills 	<ul style="list-style-type: none"> *The introduction of orientation programs for students who have just started school and cannot succeed in their classes

Table 5

According to the analysis of the questionnaires implemented in four countries, the leading factors in ESL and the leading strategies to tackle dropout in each country are concluded in Table 5.

CONCLUSION

This Need Analysis Report analyses and draws conclusions from the survey completed by 164 participants (Teachers: 66, Students: 52, Parents: 46) across Europe. They provide information about real factors that affect students' dropout and prevention strategies to fight against it at the national level from the perspective of teachers, parents and students.

The results of the report set the stage for further activities in the "Early Digital Diagnosis and Intervention (EDDI)" project. It has been demonstrated that factors and strategies affected early school leaving according to the cultural and institutional context in the 4 European partner countries. This report has tried to respond to this diversity of perspectives, contexts, and initiatives and has attempted to extract the benefits of different approaches.

Based on the results regarding the factors in Early School Leaving it is quite clear that the leading factors vary according to countries. For instance, inadequate or inappropriate study habits, inadequate academic achievement and failure in classes are leading factors in Turkey, while in Greece domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family are the leading factors, in France inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment are the leading factors, and uncontrolled absenteeism is the common leading factor in both Greece and the Netherlands.

Based on the results regarding the strategies to tackle ESL it is quite clear that the leading strategies also vary according to countries. For instance, ensuring that the student is guided to the profession and lessons he wants and is suitable for him and organizing study, compensation and guidance services for students at risk of school dropout are leading strategies in Turkey, while in Greece simplification of student courses and curricula in terms of content and duration and ensuring flexible transitions between classes are the leading strategies, moreover gaining self-learning skills is the common leading strategy both in Greece and France, and the introduction of orientation programs for students who have just started school and cannot succeed in their classes is the leading strategy in the Netherlands.

Based on the findings of this report, the factors identified in the questionnaires will help us to diagnose the causes of ESL and a lot of work needs to be done to prevent and intervene with early school leaving by developing content for the strategies to tackle with ESL.

Therefore, the e-modules that the project partners will develop as part of intellectual output 1 will focus on the areas identified in the report.

APPENDICES

Appendix 1: Teacher Questionnaire

EDDI (Early Digital Diagnosis and Intervention) PROJECT FACTORS PLAYING A ROLE ON LEAVE OF SCHOOL AND PREVENTION STRATEGIES TEACHERS' SURVEY FORM

Dear teacher;

EDDI (Early Digital Diagnosis and Intervention (EDDI) Erasmus + project, which we prepared in order to determine the factors that play a role in students' school leaving and their prevention strategies, is supported by the European Commission. The EDDI project aims to help teachers, families and students to better understand the causality and consequences of leaving education in order to find possible solutions to the ESL problem. We believe that only a comparative analysis of practices and interventions between countries which do well in the ESL statistics and those at the opposite end of the spectrum would deliver a sustainable solution to the ESL problem. Besides economic and social mobility impacts, ESL has been linked to bullying, violence or micro criminality. ESL is a threat to the successful future development of the workforce and community prospects. Our questionnaire prepared for this purpose consists of three (3) parts. **In the first part**, you are asked to write or mark information about yourself. **The second part** is structured to determine the factors that affect the student's school dropout. **In the third part**, you are asked to share your observations on prevention strategies for school dropout. Please answer each section according to the explanation at the beginning. The data collected from you through this survey will only be used for research purposes and will not be shared with other persons or institutions. Thank you for your contribution.

EDDI Project Steering Committee

PART 1: PERSONAL INFO

Indicate your situation regarding the following features by putting or typing "X" in the relevant box depending on the feature.

1. Country you work :

2. Age :

3. professional seniority : 1-10 years 11-20 years
21 years and above

4. Sex : Female Male

5. Branch : Vocational Culture Manager

6. Education Status : associate degree Bachelor degree
Master degree

PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

<i>Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. Indicate your degree of participation in these items by placing an (X) in the circle in front of the option that suits you.</i>has effect on ESL.	I do not agree at all	I agree less	I agree a little	I mostly agree	I agree at all
1. Uncontrolled absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Failure in classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Inadequate or inappropriate study habits, inadequate academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Friendly relations with people outside of school, the attractiveness of life outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. School violence, assault, threat, peer bullying, etc. factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate if you have any opinions and suggestions about dropout other than the factors that affect the school dropout determined above..					

PART III: STRATEGIES TO TACKLE DROP-OUT

<i>Below are the items and statements regarding the strategies and policies to prevent students from school dropout. Indicate your degree of participation in these items by placing an (X) in the circle in front of the option that suits you.</i>will be useful to tackle drop-out .	I do not agree at all	I agree less	I agree a little	I mostly agree	I agree at all
1. Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Simplification of student courses and curricula in terms of content and duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Presenting courses supported by social and cultural activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Ensuring flexible transitions between classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Structuring the disciplinary board, rules and functioning to prevent dropout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Organizing study, compensation and guidance services for students at risk of school dropout.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The introduction of orientation programs for students who have just started school and cannot succeed in their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Increasing school, family and teacher cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Making family visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Increasing social, cultural and sports activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Providing peer support for the students who tend to drop out of school with the support of successful students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Reorganization of the homework system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Following the students at risk of school dropout by the teachers to be assigned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Gaining self-learning skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate if you have any opinions and suggestions other than the strategies and policies for preventing school dropout, which were determined above.					
THANKS FOR YOUR CONTRIBUTION.					

Appendix 2 :Student Questionnaire

EDDI (Early Digital Diagnosis and Intervention) FACTORS PLAYING A ROLE ON LEAVE OF SCHOOL AND PREVENTION STRATEGIES STUDENT SURVEY FORM

Dear student;

EDDI (Early Digital Diagnosis and Intervention (EDDI) Erasmus + project, which we prepared in order to determine the factors that play a role in students' school leaving and their prevention strategies, is supported by the European Commission. The EDDI project aims to help teachers, families and students to better understand the causality and consequences of leaving education in order to find possible solutions to the ESL problem. We believe that only a comparative analysis of practices and interventions between countries which do well in the ESL statistics and those at the opposite end of the spectrum would deliver a sustainable solution to the ESL problem. Besides economic and social mobility impacts, ESL has been linked to bullying, violence or micro criminality. ESL is a threat to the successful future development of the workforce and community prospects. Our questionnaire prepared for this purpose consists of three (3) parts. **In the first part**, you are asked to write or mark information about yourself. **The second part** is structured to determine the factors that affect the student's school dropout. **In the third part**, you are asked to share your observations on prevention strategies for school dropout. Please answer each section according to the explanation at the beginning. The data collected from you through this survey will only be used for research purposes and will not be shared with other persons or institutions. Thank you for your contribution.

EDDI Project Steering Committee

PART I: PERSONAL INFO

Indicate your situation regarding the following features by putting or typing "X" in the relevant box depending on the feature.

1. Country of Education:

2. Age :

3. Your school leaving class : **9** **10** **11** **12**

4. Sex : **Female** **Male**

5. Average revenue of your parents : **Low** **Medium** **High**

6. How much of your absenteeism right did you use on average in a semester? (as percentage)

.....

1. State of your family	<input type="checkbox"/> Father / Mother alive and together	<input type="checkbox"/> father/mother alive but live separately or divorced	<input type="checkbox"/> Father/mother are dead
2. Where do you stay?	<input type="checkbox"/> with my family	<input type="checkbox"/> in dormitory, etc...	
	<input type="checkbox"/> at a house without my family	<input type="checkbox"/> other (please specify) ...	
3. Do you use computer at home?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
4. Do you have your own room?	<input type="checkbox"/> yes	<input type="checkbox"/> No	
5. Did you repeat a year during your education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
6. Have you ever been absent during your education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

<i>Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. Indicate your degree of participation in these items by placing an (X) in the circle in front of the option that suits you.</i> has effect on ESL.	I do not agree at all	I agree less	I agree a little	I mostly agree	I agree at all
9. Uncontrolled absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Failure in classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Inadequate or inappropriate study habits, inadequate academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Friendly relations with people outside of school, the attractiveness of life outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. School violence, assault, threat, peer bullying, etc. factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate if you have any opinions and suggestions about dropout other than the factors that affect the school dropout determined above..					

PART III: STRATEGIES TO TACKLE DROP-OUT

<p><i>Below are the items and statements regarding the strategies and policies to prevent students from school dropout. Indicate your degree of participation in these items by placing an (X) in the circle in front of the option that suits you.</i></p> <p>..... will be useful to tackle drop-out .</p>	I do not agree at all	I agree less	I agree a little	I mostly agree	I agree at all
21. Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services	○	○	○	○	○
22. Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training	○	○	○	○	○
23. Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education	○	○	○	○	○
24. Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices	○	○	○	○	○
25. Simplification of student courses and curricula in terms of content and duration	○	○	○	○	○
26. Presenting courses supported by social and cultural activities	○	○	○	○	○
27. Ensuring flexible transitions between classes	○	○	○	○	○
28. Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process	○	○	○	○	○
29. Structuring the disciplinary board, rules and functioning to prevent dropout	○	○	○	○	○
30. Organizing study, compensation and guidance services for students at risk of school dropout.	○	○	○	○	○
31. Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving	○	○	○	○	○
32. The introduction of orientation programs for students who have just started school and cannot succeed in their classes.	○	○	○	○	○
33. Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.	○	○	○	○	○
34. Increasing school, family and teacher cooperation	○	○	○	○	○
35. Making family visits	○	○	○	○	○
36. Increasing social, cultural and sports activities	○	○	○	○	○
37. Providing peer support for the students who tend to drop out of school with the support of successful students	○	○	○	○	○
38. Reorganization of the homework system	○	○	○	○	○
39. Following the students at risk of school dropout by the teachers to be assigned	○	○	○	○	○
40. Gaining self-learning skills					
<p>Please indicate if you have any opinions and suggestions other than the strategies and policies for preventing school dropout, which were determined above.</p> <p style="text-align: center;">THANKS FOR YOUR CONTRIBUTION.</p>					

Appendix 3 :Parent Questionnaire

EDDI (Early Digital Diagnosis and Intervention) PROJECT FACTORS PLAYING A ROLE ON LEAVE OF SCHOOL AND PREVENTION STRATEGIES PARENT SURVEY FORM

Dear parents;

EDDI (Early Digital Diagnosis and Intervention (EDDI) Erasmus + project, which we prepared in order to determine the factors that play a role in students' school leaving and their prevention strategies, is supported by the European Commission. The EDDI project aims to help teachers, families and students to better understand the causality and consequences of leaving education in order to find possible solutions to the ESL problem. We believe that only a comparative analysis of practices and interventions between countries which do well in the ESL statistics and those at the opposite end of the spectrum would deliver a sustainable solution to the ESL problem. Besides economic and social mobility impacts, ESL has been linked to bullying, violence or micro criminality. ESL is a threat to the successful future development of the workforce and community prospects. Our questionnaire prepared for this purpose consists of three (3) parts. **In the first part**, you are asked to write or mark information about yourself. **The second part** is structured to determine the factors that affect the student's school dropout. **In the third part**, you are asked to share your observations on prevention strategies for school dropout. Please answer each section according to the explanation at the beginning. The data collected from you through this survey will only be used for research purposes and will not be shared with other persons or institutions. Thank you for your contribution.

EDDI Project Steering Committee

PART 1: PERSONAL INFORMATION

Indicate your situation regarding the following features by putting or typing "X" in the relevant box depending on the feature.

1.Home Country :

2.Age :

3.Number of kids: 1-2 2-3 above 3

4. Sex : female male

5.Level of revenue : Low Medium High

6.Education Status : Primary level High school
Undergraduate

PART II: THE LEADING FACTORS IN STUDENTS' EARLY SCHOOL LEAVING

<i>Items and statements regarding the Factors Playing a Role on Students' School Leaving are included below. Indicate your degree of participation in these items by placing an (X) in the circle in front of the option that suits you.</i> has effect on ESL.	I do not agree at all	I agree less	I agree a little	I mostly agree	I agree at all
1. Uncontrolled absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Failure in classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Inadequate or inappropriate study habits, inadequate academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Friendly relations with people outside of school, the attractiveness of life outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Physical disability, health problems (continuous), or insufficient guidance for students in risk groups, insufficient studies for students who tend to drop out of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. School violence, assault, threat, peer bullying, etc. factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate if you have any opinions and suggestions about dropout other than the factors that affect the school dropout determined above..					

PART III: STRATEGIES TO TACKLE DROP-OUT

<i>Below are the items and statements regarding the strategies and policies to prevent students from school dropout. Indicate your degree of participation in these items by placing an (X) in the circle in front of the option that suits you.</i> will be useful to tackle drop-out .	I do not agree at all	I agree less	I agree a little	I mostly agree	I agree at all
1. Efficient use of ICT (Information Communication Technologies) based, online, call center supported intervention and information services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ensuring that all relevant ministries, local authorities, non-governmental organizations, stakeholders and families are involved in the issue through training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Including the qualification of education and rehabilitation support on dropout into the scope of all teacher training activities, including university education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Increasing the use of gamification in students' lessons, effective and appropriate use of social networks, effective use of audio-visual based smart devices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Simplification of student courses and curricula in terms of content and duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Presenting courses supported by social and cultural activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Ensuring flexible transitions between classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Ensuring effective participation of the classroom teacher, guidance service, school administration and family in the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Structuring the disciplinary board, rules and functioning to prevent dropout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Organizing study, compensation and guidance services for students at risk of school dropout.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Support, guidance and effective intervention of Provincial authorities of Education, local authority or Central administration unit in the follow-up of school leaving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The introduction of orientation programs for students who have just started school and cannot succeed in their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Ensuring that the student is guided to the profession and lessons he wants and is suitable for him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Increasing school, family and teacher cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Making family visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Increasing social, cultural and sports activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Providing peer support for the students who tend to drop out of school with the support of successful students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Reorganization of the homework system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Following the students at risk of school dropout by the teachers to be assigned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Gaining self-learning skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate if you have any opinions and suggestions other than the strategies and policies for preventing school dropout, which were determined above.					
THANKS FOR YOUR CONTRIBUTIONS					