MARCH 1, 2023

EARLY DIGITAL DIAGNOSIS & INTERVENTION [EDDI]

PROJECT CODE: 2020-1-UK01-KA201-079073

CATALOGUE

Co-funded by the Erasmus+ Programme of the European Union

Funded under KA201- Strategic Partnerships for school education programme

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Acknowledgements

We acknowledge the support and funding provided by the European Commission for this project. In addition, we gratefully acknowledge the contribution from the EDDI project team from Greece [GR], Türkiye [TR], France [FR], United Kingdom [UK] and Netherlands [NL].

No	Project Partners	Country	Name
1.	Stitching Dutch Foundation of Innovation Welfare 2 Work (DFW2W)	Netherlands	Pieter Van Schie (pieter@dfw2w.com)
2.	Stitching Dutch Foundation of Innovation Welfare 2 Work (DFW2W)	Netherlands	Alba Gonzalez (alba@dfw2w.com)
3.	Stitching Dutch Foundation of Innovation Welfare 2 Work (DFW2W)	Netherlands	Desiree van der Heydt (desiree@dfw2w.com)
4.	Stitching Dutch Foundation of Innovation Welfare 2 Work (DFW2W)	Netherlands	Carla de Vreij (carla@dfw2w.com)
5.	Stimmuli For Social Change (STIMMULI)	Greece	Dr Theofilos Pouliopoulos (theofilos.pouliopoulos@stimmuli.eu)
6.	Mucur Saglik Sosyal Egitim Ve Yardimlasma Vakfi (MUSEV)	Türkiye	Ercan Kucukarslan (ekucukarslan@gmail.com)
7.	Mucur Saglik Sosyal Egitim Ve Yardimlasma Vakfi (MUSEV)	Türkiye	Ahmet Okan Yavuz
8.	Mucur Saglik Sosyal Egitim Ve Yardimlasma Vakfi (MUSEV)	Türkiye	Tuğba Ezgi Yavuz
9.	Mucur Saglik Sosyal Egitim Ve Yardimlasma Vakfi (MUSEV)	Türkiye	Dr Erman Saygili
10.	21.YY Egitimciler Dernegi (21YY)	Türkiye	Zehra Ateş (zehrates@yahoo.com)
11.	21.YY Egitimciler Dernegi (21YY)	Türkiye	Zeynep Ceren Çiftsüren
12.	Aston University	United Kingdom	Prof. Vladlena Benson (v.benson@aston.ac.uk)
13.	Aston University	United Kingdom	Masha Garibyan
14.	Aston University	United Kingdom	Debra Sithole
15.	Aston University	United Kingdom	Sanjanaa Sivalingam
16.	Aston University	United Kingdom	Dr Anitha Chinnaswamy
17.	LYCEE DU DIADEME - TE TARA O MAI'AO	French Polynesia	Richard Deane (direction@lycpira.education.pf)

Table of Contents

Acknowledgements 1
Introduction to the EDDI Project 1
  Key Project Outputs 1
Recommendations from the Needs Analysis Report [GR, TR, NL, FR] 2
  Research Methodology 2
  Objectives and Questions 2
  Results of the Needs Analysis 2
  Leading ESL Factors per participating country 3
ESL Policy Overview in the Partner Countries [GR, TR, NL, FR, UK] 4
  ESL Policy Overview in the United Kingdom 4
  ESL Policy Overview in Türkiye 6
  ESL Policy Overview in the Netherlands 9
  ESL Policy Overview in Greece 11
  ESL Policy Overview in France & French Polynesia 14
Good Practice Examples to Reduce ESL 16
EDDI Platform Guidance 23
EDDI e-Course 24
Links to EDDI Web Presence 26

Introduction to the EDDI Project

Early School Leaving (ESL) is a term that represents missed opportunities for young people and loss of social and economic potential. The term includes all forms of leaving education and training before completing education whether it's upper secondary or equivalents in vocational education and training or higher education. The consequences of ESL affect people throughout their lives and reduce their chance to participate in the social, cultural, and economic dimensions of society. ESL also has significant social consequences which include increased risk of unemployment, poverty and social exclusion (European Commission Reducing Early School Leaving Report, November 2013[1]).

The EDDI project is the first step toward developing a clear, holistic community-wide action plan to provide early diagnostics tools to combat the ESL problem.

Key Project Outputs

The EDDI Project developed and produced 3 main outputs:

- The EDDI E-Platform
- The EDDI Catalogue
- The EDDI Android Application

In addition, to support the development of these key outputs and provide a solid basis for their rationale, comprehensive needs analysis was conducted in four partner countries: the Netherlands (NL), French Polynesia (FR), Türkiye (TR) and Greece (GR).

[1] European Commission (2013). Reducing early school leaving: Key messages and policy support. [online] Available at: https://education.ec.europa.eu/sites/default/files/early-school-leaving-group2013-report_en.pdf

Recommendations from the Needs Analysis Report [GR, TR, NL, FR]

Needs analysis was designed to provide an understanding of the causes and consequences of leaving education early to help find possible solutions to the ESL. The EDDI Needs Analysis Report is based on deductions, data and conclusions drawn from questionnaires administered in participating countries, namely Türkiye, Greece, France and the Netherlands. The questionnaires were adapted in regards to the population of the study (teachers, parents, students), as well as in regards to the language of each participating country.

Research Methodology

In the period from March to April 2021 data was collected from a sample composed of 164 participants from four countries (TR, NL, GR, FR). The questionnaire distribution statistics were as follows:

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

Objectives and Questions

Apart from the socio-demographic questions, the items included in the three questionnaires were principally related to:

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

The questionnaires consisted of three parts. In the first part, participants were asked to write or mark information about themselves. The second part was structured to determine the factors that affect the student's school drop-out. And in the third part, participants were asked to share their observations on prevention strategies for school drop-out.

Results of the Needs Analysis

Teachers

Teachers, being key actors in fighting against early school leaving, were a vital component of the study. The questionnaire asked teachers about their experience and opinion regarding factors that affect students' drop-out and prevention strategies to fight against it.

Students

Students were regarded as the main agents of the ESL problem. The target group of the questionnaire were students who left school early.

Parents

46 parents whose children left school early from participated in the study.

Leading ESL Factors per participating country

Türkiye

- Inadequate or inappropriate study habits, inadequate academic achievement

- Failure in classes

France

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

Greece

- Domestic violence, conflict and inadequate support for students,

- lack of communication between family and school,

- Insufficient financial situation of the family

- Uncontrolled absenteeism

Netherlands

- Uncontrolled absenteeism

The full report is available on the EDDI website: https://projecteddi.com/publications/.

ESL Policy Overview in the Partner Countries [GR, TR, NL, FR, UK]

ESL Policy Overview in the United Kingdom

Overview of the Education System in the United Kingdom

Primary Education/ Preparatory School		Secondary School/ Senior School		Further Education Sixth Form/College		Higher Education- University	University Postgraduate
Age	**School Year**	**Age**	**School Year**	**Age**	**School Year**	**UG 3 Years (Standard Courses)**	**1-2 Years Master (Taught/ Research)**
4-5	**Reception**	**11-12**	**Year 7**	**16-17**	**Year 12**	**UG 4 Years (Sandwich Courses/ Study a year abroad)**	**3-5 Years PhD**
5-6	**Year 1**	**12-13**	**Year 8**	**17-18**	**Year 13**	**UG 5 Years (Medicine, Veterinary, Architecture)**	
6-7	**Year 2**	**13-14**	**Year 9**				
7-8	**Year 3**	**14-15**	**Year 10***				
8-9	**Year 4**	**15-16**	**Year 11***				
9-10	**Year 5**						
10-11	**Year 6**						
	***SATs or 11+ exams**		***GCSEs**	***Academic qualifications (A levels/IB) OR Vocational qualifications**			
Compulsory School Age in England- Up to 18							
Private Schools (also Called Public schools)				**State Schools**			
• **Fee Paying** • **Independent** • **Selective**				• **Free** • **Government Funded** • **Not Available for International Students**			

Fig 01- Overview of UK Education System

Source: (Anon, n.d.)[2]

[2] Anon, (n.d.). UK education system | JayBridge. [online] Available at: https://jaybridge.cy/uk-education-system/.

Secondary School	Remarks
Secondary School	Secondary School is mandatory to age 16, after which students can choose to stay on for further study, attend vocational training or leave education entirely. Secondary School is free, apart from miscellaneous fees (usually asked for on a voluntary basis).

Table 01- Education Structure in United Kingdom[3]

ESL-related Education Policies in the United Kingdom

1) A student can leave school on the last Friday in June if you'll be 16 by the end of the summer holidays.
2) A student must then do one of the following until you're 18:
   - ★ stay in full-time education, for example, at a college
   - ★ start an apprenticeship or traineeship
   - ★ spend 20 hours or more a week working or volunteering, while in part-time education or training
3) Students aged 14-19 yrs can get help with choosing a course and free careers advice.
4) UK government offers Subsidised transport for 16- to 19-year-olds in education
5) UK government offers a 16 to 19 Bursary Fund[4] to pay for transport, books, etc.
6) The UK government has the NEET policy (Number of Young People not in Employment, Education or Training)[5]. This policy identifies areas of concern and factors contributing to increased number of school dropouts. These factors include:

- Socio-economic position
- Parental Factors
- School Factors as well as other contributing factors.

[3] Wise (2017). The British education system: An overview. [online] Available at: https://wise.com/gb/blog/british-education-overview. (Wise, 2017)

[4] GOV.UK (2011). School leaving age. [online] GOV.UK. Available at: https://www.gov.uk/know-when-you-can-leave-school.

[5] GOV.UK (2014). Reducing the Number of Young People not in Employment, Education or Training (NEET). [online] GOV.UK. Available at: https://assets.publishing.service.gov.uk

ESL Policy Overview in Türkiye

Overview of the Education System in Türkiye

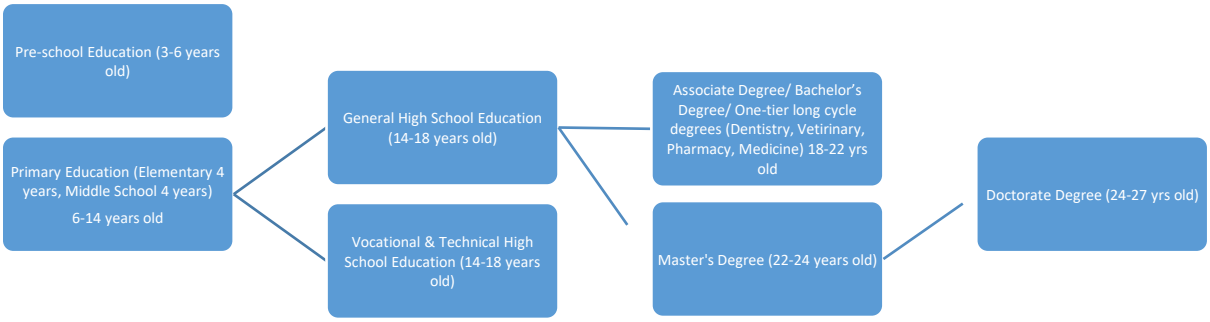


Fig 02- Overview of Turkish Education System

Source: (international.adiyaman.edu.tr, n.d.)

The Turkish education system is similar to the U.S one; the state governs education, which is mandatory for 12 years and is free. Students may choose to pursue further education at university with more than 70 universities in Türkiye to choose from.

The Turkish education system is centralised. The Education Ministry determines and oversees the implementation of all policy in primary and secondary education, with another central body, the Council of Higher Education, deciding policy at the tertiary level.[6]

The National Education System consists of two main parts, namely "formal education" and "non-formal education". Formal education is the regular education for individuals in a certain age group and at the same level. Formal education includes pre-primary, primary school, lower secondary school, upper secondary and higher education institutions.

[6] https://www.oecd-ilibrary.org/sites/71ee93b4-en/index.html?itemId=/content/component/71ee93b4-en

Non-Formal Education may accompany formal education or be independent of it. It is designed to support a wide range of educational purposes, from teaching citizens to read and write and providing them with the possibility of continuous education, to promoting a healthy way of life and healthy nutritional habits.[7]

Education structure	Comments
Primary School	4 years of compulsory Elementary School + 4 years of Middle School, followed by 4 years of secondary education (which together make 12 years of compulsory education). Primary Education is given free of charge in state schools. There are also private (paid) schools under state control. If the children fail a class, he or she has to repeat the same class next year.
Secondary School	Secondary School is compulsory for 4 years and it covers general, vocational and technical high schools (Lycees Lise in Turkish). General secondary schools prepare students for institutions of higher education. Technical and Vocational high schools provide specialised instructions with the aim of producing qualified personnel (e.g. in the fields of Electronics, Chemistry, Building etc).
Higher Education	Turkish Universities and Republican institutions follow Ataturk's principles. University, faculties, institutes, higher education schools, conservatories, vocational higher education schools, police and military academics, colleges, applied research centres, are considered as Higher Education Institutions.

Table 02- Education Structure in Türkiye

Source: (www.allaboutTürkiye.com, n.d.)[8]

ESL-related Education Policies in Türkiye

National Strategies:

1.Within the scope of 2015-2019 Strategic Plan of the Ministry of National Education (Milli Eğitim Bakanlığı 2015–2019 Stratejik Planı)[9] policies for each individual to access his/her rightful education under just terms without being affected from economical, social, cultural and demographical differences and disadvantages and to complete this education are discussed under the access to education and training theme.

[7] http://sgb.meb.gov.tr/meb_iys_dosyalar/2022_09/15142558_meb_istatistikleri_orgun_egitim_2021_2022.pdf

[8] www.allaboutturkey.com. (n.d.). Education System | All About Turkey. [online] Available at: https://www.allaboutturkey.com/education.html.

[9] http://sgb.meb.gov.tr/meb_iys_dosyalar/2015_09/10052958_10.09.2015sp17.15imzasz.pdf

2.By the Law no. 6287 on Making Amendments in the Primary Education and Education Law and Some Laws (6287 sayılı İlköğretim ve Eğitim Kanunu İle Bazı Kanunlarda Değişiklik Yapılmasına Dair Kanun)[10], the compulsory education is increased to 12 years.

Formal education: main policy measures on ESL:

1. According to the Report on Policy Proposals for Grade Repetition, Reasons of Early Leaving from School and Children outside the Formal Education in Secondary Education (Ortaöğretimde Sınıf Tekrarı, Okul Terk Sebepleri ve Örgün Eğitim Dışında Kalan Çocuklar Politika Önerileri Raporu) (2013)[11] , children that repeat a grade, leaving school early and are outside the formal education pose a serious hindrance in socially, economically and culturally sustainable development of Turkey.

As a result, a number of policy proposals were developed, for example[12]:

- To increase social awareness throughout Turkey on grade repeating, early leaving from school and children outside the formal education in the general secondary education.
- To develop projects on the grade repeating, early leaving from school and children outside the education and training within the scope of the class of community service practices in the teacher educating institutions.
- To ensure that the students are held responsible for only the failed classes instead of the whole grade classes by applying class repetition system instead of grade repetition.
- To ascertain, monitor the students with the risk of grade repetition and early leaving from school, and to take necessary measures.
- To apply extracurricular activities for pre-puberty and puberty students aimed at improving their social behaviours.
- To cooperate with lecturers dealing with research in the university on the education activities directed to the grade repeating, early leaving from school and children outside the formal education.
- To prepare an Internet portal containing lesson delivery videos, doing questions, exercises that will support the students on the virtual platform aimed at the classes with low success rate.

[10] https://www.resmigazete.gov.tr/eskiler/2012/04/20120411-8.htm

[11] http://www.meb.gov.tr/meb_iys_dosyalar/2014_07/07035316_politikaraporu_baski_final.pdf

[12] https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/turkiye/63-preventing-early-leaving-from-education-and-training-elet

ESL Policy Overview in the Netherlands

Overview of the Education System in the Netherlands

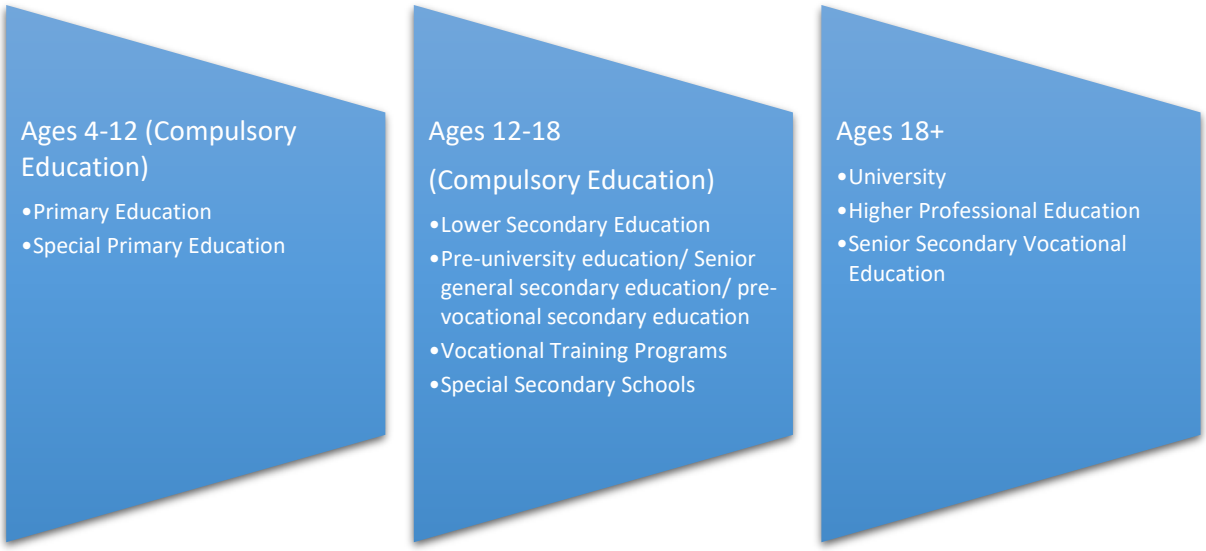


Fig 03- Overview of the Education System in the Netherlands

Source: (Béguin, Anton & Kremers, Ed & Alberts, René, 2022)[13]

- Educational policy is coordinated by the Dutch Ministry of Education, Culture and Science with municipal governments
- Compulsory education ends for pupils aged eighteen and up or when they get a diploma on the VWO, HAVO or MBO level

Types of Schools

- Public
- Special (Religious)
- General-Special (Neutral)
- Private Schools

[13] Béguin, Anton & Kremers, Ed & Alberts, René. (2022). NATIONAL EXAMINATIONS IN THE NETHERLANDS: STANDARD SETTING PROCEDURES AND THE EFFECTS OF INNOVATIONS

- All school types (public, special and private) are under the jurisdiction of a government body called Inspection of Education that can demand a school to change its educational policy and quality at the risk of closure.
- The Dutch grading scale runs from 1 (very poor) to 10 (outstanding).

ESL-related Education Policies in Netherlands

- In 2002, the Dutch Ministry of Education, Culture and Science introduced the Drive to Reduce Dropout Rates programme, and by 2013 the annual rate of ESL had fallen from 71,000 to 27,000. From 2008 until 2011, this policy was called 'the drive to reduce drop-out'. In 2012, the policy was prolonged until 2020 and rebranded as the 'Early Leaving from Education and Training (ELET) approach' (VSV-aanpak).
- 'No cure, no pay' performance-related funding policy: (€2000 per year, per early school leaver less than the previous year) to stimulate the reduction of early school leaving. [14]
- More recently, since 2016, the Netherlands has been strengthening its regional co-operation approach, in which schools and municipalities within 40 regions make joint agreements on measures to combat early school leaving over a four-year period. Within each region, a regional co-ordinator, a contact municipality, and contact school are charged with facilitating collaboration between the different parties. Schools and municipalities also work with employers and partners in the health, youth, and justice sectors to provide a comprehensive safety net for those at risk.
- A law from 2019 makes this collaboration between schools and municipalities about reducing early school leaving mandatory and sets out the roles and responsibilities of different actors.
- During the period of school closures in 2020, schools worked with municipal youth services to organise home visits to maintain contact with students at risk, and to ensure their access to distance learning

[14] www.dutchfoundationofinnovationwelfare2work.com. (2021). Dutch_Foundation_of_Innovation_Welfare_2_Work. [online] Available at: https://www.dutchfoundationofinnovationwelfare2work.com/the-dutch-vet-system/ [Accessed 26 Aug. 2022].

ESL Policy Overview in Greece

Overview of the Education System in Greece

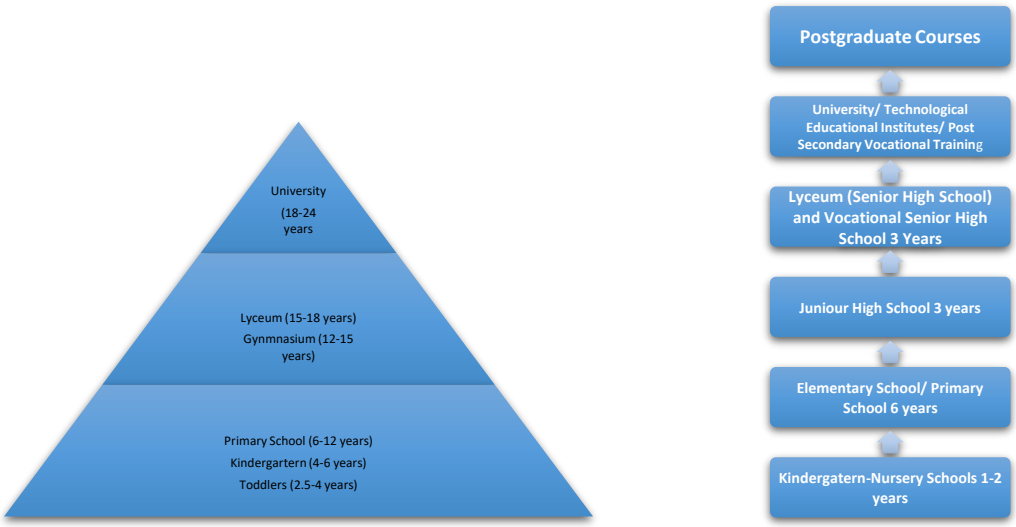


Fig 05- Overview of Greek Education System
Source: (Angeliki Arvanta, n.d.)[15]

Education in Greece is compulsory for all children between the ages of 4 and 15. The education system is divided into Early Education and Care for children up to the age of 6; Primary Education for school children between the ages of 6 and 12, Secondary Education for teenagers between the ages of 12 and 18, Higher Education for those wishing to attend university courses, and, finally, Lifelong Learning, which caters for adult students of all ages [16]. All levels are overseen by the Ministry of Education, Research and Religious Affairs. The Ministry exercises centralized control over state schools, by prescribing the curriculum, appointing staff, and controlling funding. Private

[15] Angeliki Arvanta (n.d.). *Greek education system*. [online] Available at: https://www.slideshare.net/angdim/greek-education-system.

[16] Fulbright.gr. (2016). *Fulbright Greece - The Greek Educational System*. [online] Available at: https://www.fulbright.gr/en/study-in-greece/the-greek-educational-system.

schools also fall under the mandate of the Ministry, which exercises supervisory control over them.[17]

ESL-related Education Policies in Greece

There is no policy, programme, project, and initiative – either directly organised or funded – by top level authorities aiming at preventing and reducing ESL through non-formal and informal learning.[18]

ESL Measures:

1) In primary and secondary school education schooling is compulsory up to the age of 15. The most important initiative implemented at top-level for preventing early school leaving is the "Activities of School and Social Inclusion (DRA.S.E.)" (national-policies.eacea.ec.europa.eu, n.d.). The following programme actions are being implemented:
   - Morning and afternoon free programmes to reinforce learning and creativity of pupils.
   - Free programmes to reinforce learning in the Greek language for parents and guardians.
   - Additional psychosocial support services by clinical and consulting psychologists through the establishment and operation of Information and Psychosocial Support Centres: Individual support for pupils and parents / guardians & Experiential workshops for groups of pupils, teachers, and parents / guardians.
   - Supply of supportive equipment and educational materials to schools.
   - Continuous training and professional development programmes to involved teachers.
   - Management Services from Psychosocial Support Centres and Afternoon Programmes.
2) Updated educational policy related to Multicultural Education supports the inclusion of all youngsters and contributes, in the long-term, to the prevention of early school leaving. The policy aims particularly at the smooth integration of pupils with migrant background into the Greek educational system.

---

[17] Lykeio, G. (n.d.). *THE GREEK EDUCATIONAL SYSTEM*. [online] Available at: https://cloud2j.edupage.org/cloud/GREEK_EDUCATIONAL_SYSTEM.pdf?z%3Ann0puwq6aF%2FfuNolBQbAsT4rC%2BoEobZdOvjcp7%2FKOZzerIqYAHMdiTLFupF%2FNLBq#:~:text=.

[18] national-policies.eacea.ec.europa.eu. (n.d.). *6.3 Preventing early leaving from education and training (ELET) | YouthWiki*. [online] Available at: https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/cyprus/63-preventing-early-leaving-from-education-and-training-elet#:~:text [Accessed 30 Aug. 2022].

3) **K.D.A.Y: Identification, Evaluation and Support Centre,** to which pupils with learning difficulties such as dyslexia and possible intellectual deprivation may turn, for formal acknowledgement of the problem and its assessment.
4) At each Secondary School Education Directorate, there is a **Youth Counselling Station**, helping in dealing with learning, psychological and social problems of pupils.
5) **KESYP: Centre for Counselling Support** which deals with issues of psychological and social care or vocational orientation of the pupils.
6) Foundation of **Observatory for the Prevention of School Violence and Bullying** under the supervision of the Ministry of Education.
7) Different types of schools are available in Greece besides regular schools
    - **Second Opportunity Schools and Evening Schools** have been established giving the chance to young people who abandoned their schooling at an early stage to return to school.
    - **Multi-cultural Schools and "nduction Classes** are in operation for the inclusion of foreign pupils.
    - **Experimental Schools, Art Schools, and Music Schools** cater for the needs of "gifted" and talented students. [19]

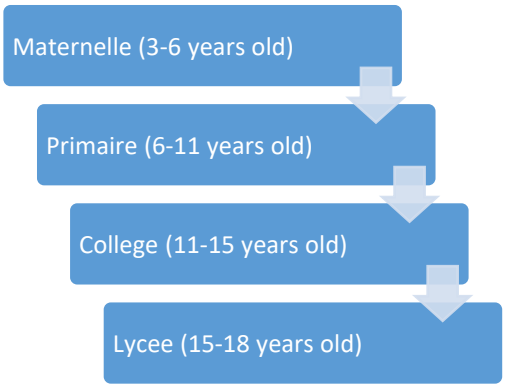
ESL-specific measures for VET

In Greece, Vocational Education, and training (VET) is usually for lyceum (senior high school) graduates. The most important ESL measures for VET that are mentioned in the Eurydice report of 2014 (p. 174), including the New Modern Apprenticeship (NMA) Programme and the foundation of Evening Technical Schools.

[19] esl.citym.ro. (n.d.). *EARLY SCHOOL LEAVING IN GREECE*. [online] Available at: http://esl.citym.ro/esl/index.php/situation-in-europe-today/80-early-school-leaving-situation-in-europe-today/102-esl [Accessed 30 Aug. 2022].

ESL Policy Overview in France & French Polynesia

Overview of the Education System in France and French Polynesia



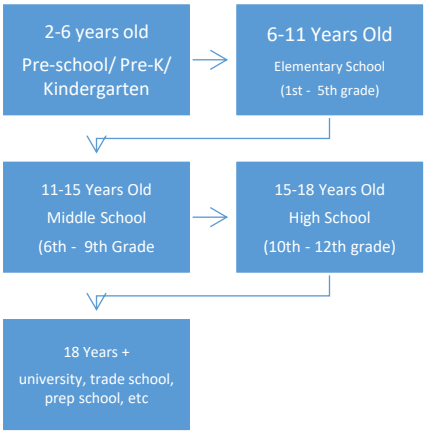


Fig 06- Overview of France Education System

Source: (Frenchestateagents.com, 2022)[20] Source: (Wp.com, 2022)[21]

Primary Education

The French Polynesian school education system is like that of France, not only because the medium of instruction is French, and it is compulsory there through to age 16 too. Children begin at primary school as young as age 5 and remain there for 6 years.

Secondary Education

Secondary schooling takes a further 7 years through to age 17, of which the first 6 are compulsory, although more than a few islanders fail to comply. Public schools are fully financed by the government, which also subsidizes some private schools owned by churches. The final examination is good for university anywhere in the region.

Vocational Education

There are several vocational training institutions and agricultural schools in French Polynesia financed by the government, and a variety of private colleges too.

[20] Frenchestateagents.com. (2022). [online] Available at: https://www.frenchestateagents.com/img/education/education02.jpg [Accessed 29 Aug. 2022].

[21] Wp.com. (2022). [online] Available at: http://i1.wp.com/frenchcrazy.com/wp-content/uploads/2015/10/French-school-system.png?resize=800%2C1200 [Accessed 29 Aug. 2022].

Tertiary Education

The University of French Polynesia based in Outumaoro (previously the Université Française du Pacifique) was established in 1999 and is an autonomous public scientific, cultural, and professional education and research institution. It administers bachelors and graduate degrees in a wide range of departments.

ESL-related Education Policies in France

1) In 2016, a new financial incentive was introduced for 16 - 18-year-olds, who have left school early.[22]
2) A flagship scheme against dropping out (*Tous mobilisés pour vaincre le décrochage scolaire)* was launched in 2014 by the Ministry of Education, and initiatives have proliferated to reverse the phenomenon: dedicated local networks, personalised guidance and support, specialised training structures.[23]
3) The Mission de Lutte Contre le Décrochage Scolaire (MLDS) acts to prevent early school leaving, help youngsters back into education to gain qualifications and support them during their studies.
4) The SIEI, the Interministerial System of Information Exchanges, identifies early school leavers through cross-referencing national and ministry databases.
5) Nationwide monitoring and support offices advise and help early school leavers to return to education or prepare for a working life. They coordinate local education, guidance, and youth employment services, such as schools, the MLDS, Centres d'information et d'orientation (COIs), local initiatives, agricultural establishments, the adult education system Greta, youth information bureaux and regional authorities.
6) Fo-QualE (Formation Qualification Emploi) networks are a collaboration between the MLDS and COIs to advise and support young people in finding appropriate educational avenues and advice; they are part of the 'New chance' networks established in 2012.

---

[22] CEDEFOP. (2017). *France - new measure tackles early leaving from education and training*. [online] Available at: https://www.cedefop.europa.eu/en/news/france-new-measure-tackles-early-leaving-education-and-training [Accessed 30 Aug. 2022].

[23] https://cache.media.education.gouv.fr/file/01_-_janvier/79/8/FRENCH_GOVERNMENT_ACTION_PLAN_TO_HALVE_SCHOOL_DROPOUT_527798.pdf

Good Practice Examples to Reduce ESL

Some good practice examples in reducing ESL from Türkiye, the Netherlands and Greece can be found in this section.

PARTNER: 21.YY Egitimciler Dernegi

PROJECT TITLE: Increasing Attendance and Enrolment Rates in Secondary Education (ODAP)

ORGANISATION: Directorate General of Secondary Education (DG SE) in the Ministry of National Education (MoNE) of the Republic of Türkiye

COUNTRY: Türkiye

LANGUAGES: Turkish, English

PROJECT DURATION: December 2021 - June 2024

LINK TO THE ORGANISATION/PROJECT WEBSITE: http://www.ikg.gov.tr/increasing-attendance-and-enrolment-rates-in-secondary-education-enrolment/?lang=en

https://odap.meb.gov.tr/Anasayfa/en/

ELEMENTS OF GOOD PRACTICE

Impact local level	Yes
Impact national level	Yes
Impact EU level	No

TYPES OF PRACTICE

- Policy Papers
- Publications

SHORT DESCRIPTION

The overall objective of this Project is to drive forward educational attainment and skill levels by providing access to all and combating early school leaving/absenteeism. The purpose of this Project is to support efforts to increase attendance and enrolment rates in secondary education through development and implementation of a comprehensive prevention, intervention and compensation model.

ORGANISATION IMPLEMENTING THE PRACTICE

ODAP is a technical assistance project funded by the Republic of Türkiye and European Union through the Human Resources Development Operating Structure (HRDOS). The beneficiary of the Project is the Directorate General of Secondary Education of the Ministry of National Education (MoNE), and the Contracting Authority is the Department of European Union and Financial Assistance of the Ministry of Labor and Social Security (MoLSS).

TARGET GROUP

- Relevant staff of the DGs of the MoNE
- Teachers and school managers
- Secondary school students especially at risk of early school leaving and class repetition
- Parents
- Civil society organisations (NGOs)

METHODS OF IMPLEMENTATION

- Developing a prevention, intervention and compensation model:

A prevention, intervention and compensation model will be developed for strengthening the sense of belonging of the students to school and increasing their motivation as well as improving the communication

between the student and the teacher. The Model will specifically target girls in the provinces where they are under a greater risk of facing such risks. Also, a Guideline for implementing the Model and a National Strategy Document will be prepared.

The Model will be implemented in 50 pilot schools by targeting the students under the risk of early school leaving and implenting a wide range of support activities, such as art, drama, social, cultural, sportive, scientific activities, role model meetings, motivation raising and creative educational activities. Besides, compensation/catch up classes on reading comprehension, Mathematics and Science courses will be established.

- Early Warning System:

An Early Warning System will be developed which is expected to enable a systematic monitoring of school attendance of the secondary education students and timely identification of early school leaving for further development of relevant measures.

- Family visits and information meetings:

Families of 1.500 students, specifically that of girls, will be visited by the teachers and school principals.

- Scientific and Technical Studies:

Desk studies will be conducted on the best practices at the international level, also current situation and needs analyses will be realised.

- Workshops, conferences and other organisations:

With the participation of relevant parties, regional workshops will be organised, and coordination meetings will be held twice a year with the aim of developing the Model.

IMPACT OF THE PRACTICE

- Strengthening the sense of belonging of the students to school and increasing their motivation as well as improving the communication between the student and the teacher.

- Social, cultural, sportive, scientific activities, role model meetings, motivation raising and creative educational activities, etc. will be realized.

- Awareness-raising activities targeting the policy makers/education authorities, mukhtars and community leaders, CSO representatives and the media will be organised in order to publicize the Model.

- Systematic monitoring of school attendance of the secondary education students and timely identification of early school leaving will be enabled.

- Families of 1.500 students, specifically that of girls, will be visited.

-This is an ongoing process so the details of the impact will be more clear when the project ends.

PARTNER: DFW2W

PROJECT TITLE: Superschool: 'Unequal opportunities require unequal education'

ORGANISATION: De Hugo de Grootschool

COUNTRY: The Netherlands

LANGUAGES: Dutch

LINK TO THE ORGANISATION/PROJECT WEBSITE:

https://scholenopdekaart.nl/middelbare-scholen/rotterdam/2624/hugo-de-groot/

ELEMENTS OF GOOD PRACTICE

Impact local level	Big
Impact national level	Big
Impact EU level	Moderate

TYPES OF PRACTICE (Tick the type of practice below)

- Good Practices (National/International Projects)

SHORT DESCRIPTION

Erik van 't Zelfde wrote the book Superschool: Before the arrival of Van 't Zelfde, the Hugo de Groot school in the disadvantaged district of Charlois was in a moribund existence. From being the worst school in the country with a huge amount of drop outs to one of the best schools in Th Netjerlands. The level has been raised enormously in 6 years (in the period 2009 -2015): The last school year, all VMBO, HAVO and VWO students passed in one go.

Life expectancy in Rotterdam's poverty-stricken neighborhoods is twenty years lower than average. If it is unsafe for a child at home, it makes little difference how things go at school. The teachers who roll up their sleeves make all the difference.

"If you're going to get out of your bed, you might as well work hard all day."

When Van 't Zelfde shared his interest in the vacancy of a school director in a poverty-stricken Rotterdam neighborhood? Befriended directors had all the same advice: Don't do it! The school is known to be weak, the building is in a very bad state and stabbings regularly take place. Van ;'t Zelfde ignores the advice. He finds a school with distraught teachers, a budget deficit, very poor cito scores and children with a 'risk indication'. He also saw the many faces of poverty: "Poverty has bruises. Poverty has a smell. Poverty is hungry. I wanted to know the name and story of each child."

In 2009 Eric van 't Zelfde became director of one of the worst schools in Rotterdam. A school with only 34 new student registrations, dramatic exam results, tired teachers and crime. Van 't Zelfde tackled the problems off the beaten track. No less than 56 teachers left, 34 of whom in his first year as director. He introduced the ingenious rule of conduct 'you behave yourself', which is brilliant in its simplicity. He expelled a number of students against the law and had to answer to the judge. After several years, his school began to score at or above the national average. From the worst school in the Netherlands to one of the best schools in the Netherlands in five years.

ORGANISATION IMPLEMENTING THE PRACTICE

Director Van ''t Zelfde implemented his new policy with his teachers at the Hugo de Groot school in Rotterdam: ''Taking this population of students to the next level requires extra hours of instruction and

teachers with infinite 'IQ, EQ and Accu' who neglect their personal lives by working countless overtime hours. And those kinds of wonder people are almost impossible to find'', sats Van 't Zelfde

TARGET GROUP

Students of the Hugo de Groot school

METHODS OF IMPLEMENTATION

The incidents at the Hugo de Groot school were violent. From arson to stabbings and a situation with a loaded firearm. It also affects teachers. Teachers' cars are set on fire and Van 't Zelfde is appointed director of private security. After very poor success rates, the curtain seems to fall on the school: the inspectorate wants to close the school.

Van 't Zelfde and his colleagues do not leave it at that. They even go one step further and introduce a new mission: to become the best school in the Netherlands. How? Especially by looking beyond teaching alone. "If it is unsafe for a child at home and in the environment, it makes little difference how things go at school," says Van 't Zelfde. Teachers are given more hours to make home visits. The school calls in neighborhood teams. A stressed-out family is sent on vacation. The caretaker visits children with mold in the house with a brush. A 14-year-old girl is rescued from a brothel with the help of the police.

Yellow card

When Van 't Zelfde buys 640 winter coats for his students for 30,000 euros, he receives a yellow card from the head office. "Thinking from the point of view, you would get a medal for such an action, but in the system world I did something that was absolutely not allowed." The yellow card from the headquarters is not the only obstacle in the mission. The workload for teachers is high, salaries are low, a refurbishment of the school must be put out to European tender, and it is the Inspectorate and the Ministry of Education, Culture and Science that determine what is and what is not allowed. 'Couldn't we scrap the hours for German or French, for example, and use them to make up for backlogs in language and arithmetic?' suggests Van 't Zelfde.

Three Qs

What exactly does help? 'These are the teachers who roll up their sleeves.' According to Van 't Zelfde, they need three Q's: an IQ, EQ, but above all a battery. "If you do get out of your bed, you might as well work hard all day. It is also going to the sports field on Sunday to see how the children are doing.'

"Success is always in the plan. Don't be a bystander. Make kids laugh! Approach them with respect and trust. Teach them how to learn and help restore their self-esteem. Unequal opportunities require unequal education."

IMPACT OF THE PRACTICE

Big impact: Everyone knows what director Van 't Zelfde has achieved at the Hugo de Groot school in Rotterdam. He wrote a book and present of conferecnes to tell about his policy and adventures in Rotterdam. He is an inspiration for other Dutch school directors and has set the scene for change.

Superschool article in AD newspaper: **https://www.ad.nl/binnenland/superdirecteur-ziet-zijn-school-bezwijken~a7442aa0/?referrer=https%3A%2F%2Fwww.google.com%2F**

PARTNER: STIMMULI FOR SOCIAL CHANGE

PROJECT TITLE: ChangeShaping Schools

ORGANISATION: STIMMULI, CSI, PAR, KidHub, AllGrow, SEi

COUNTRY: Greece, Cyprus, Croatia, Serbia, Romania, UK

LANGUAGES: English, Romanian, Serbian, Croatian and Greek.

LINK TO THE ORGANISATION/PROJECT WEBSITE: https://css-project.eu/results/

ELEMENTS OF GOOD PRACTICE

Impact local level	Y
Impact national level	Y
Impact EU level	Y

TYPES OF PRACTICE

- Good Practices (National/International Projects)
- Lesson Plans & Learning Scenarios

SHORT DESCRIPTION

The CSS – ChangeShaping Schools project, through the diffusion of "Social Innovation Education" model, introduces a collective and collaborative learning process for the empowerment and socio-political activation of students to drive positive social change. Students develop a set of social and civic related competences that enable them to identify opportunities for social value creation, form collaborations, build social relationships, and take innovative action towards more democratic and sustainable societies.

This interactive and student-centered approach gives to students the motivation to develop a greater engagement with the learning process and the school itself. Therefore, innovative approaches like this, in which the student becomes an agent of the learning process and not just a passive recipient, reduces the risk of early school leaving.

ORGANISATION IMPLEMENTING THE PRACTICE

Social Innovation Education is an innovative educational approach that aims to drive students become the future changemakers. The approach has been first developed in the Horizon 2020 project called NEMESIS (Novel Educational Model enabling Social Innovation Skills - nemesis-edu.eu) that ran from 2017-2021. 13 partners from 7 European countries collaborated to design, develop, test and refine the educational model during two pilot phases.

For the implementation of the project in schools, teachers need to organise students and other stakeholders (social entrepreneurs, parents, local authorities) to identify and provide a solution for a local social or sustainability challenge. The co-creation labs is the actual learning environment where the teachers facilitates and students, together with the other stakeholders, design and implement a social innovation project.

TARGET GROUP

Students aged between 8 and 16 years old.

METHODS OF IMPLEMENTATION

Teachers need to read the guide and then use the handbook and the activities to mobilise students and inspire them to develop a social innovation project. The activity will be implemented in the co-creation labs, where the teacher, students and other stakeholders will co-create a social innovation project for a challenge that they identified in their local community and it is connected to the Sustainable Development Goals.

The resources are the following: ChangeShaping guide: Introduction to the co-creation process, Handbook, Activities Bank and they are available, apart from English, also in Romanian, Serbian, Croatian and Greek.

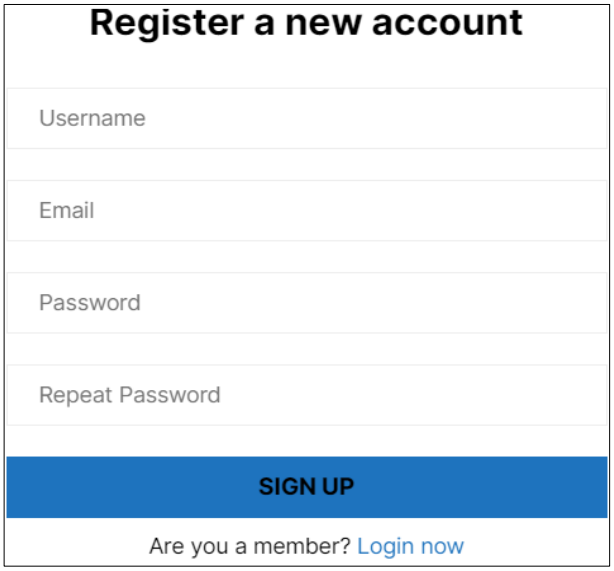
IMPACT OF THE PRACTICE

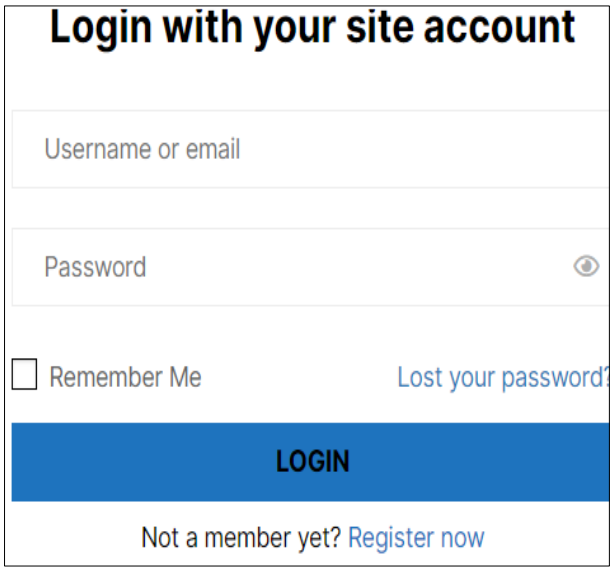
Social Innovation Education (SIE) has already tested in dozens of schools in more than 10 European countries. Thousands of students and hundreds of teachers participated in social innovation projects, in which they co-created something meaningful about their school or their local community. In Serbia, the SIE approach has been included in the national teacher's training as an optional subject.

EDDI Platform Guidance

The EDDI platform offers you a free course consisting of 4 modules with the aim of preventing early school leaving and improving the quality of education. You can reach the platform from https://projecteddi.com/en/modules/

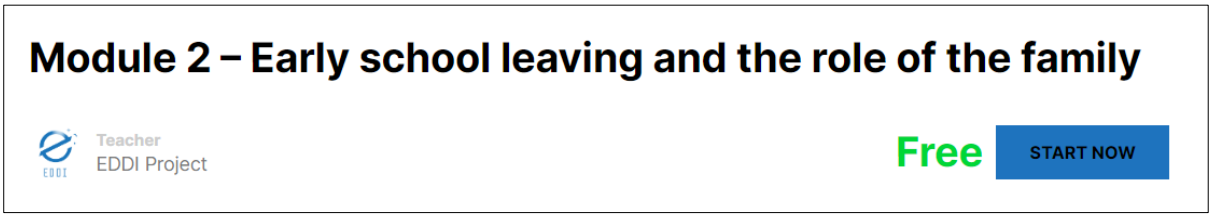
You need to follow the easy, user-friendly registration steps as shown below to access the module content. You can find the "REGISTER" button in the top right corner of the website or on the homepage.



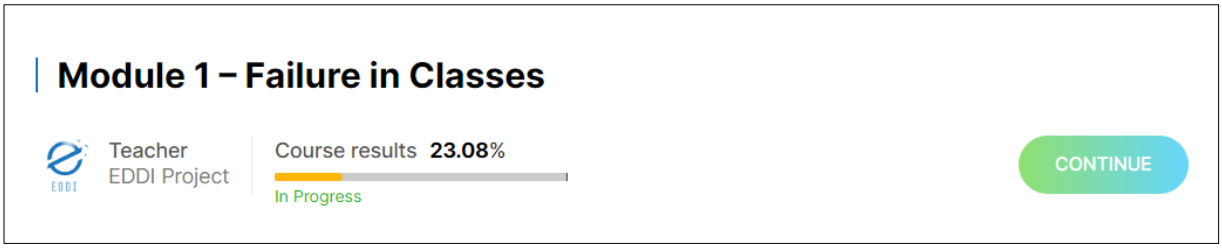


To register you need to fill out the form with the required information.

To log in you need to write your username and password.

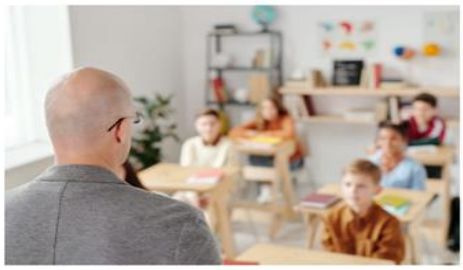


You can start from any module. You only need to click the "START NOW" button and you are in.



You don't have to finish the whole module in one session. You can continue whenever you want by clicking on the "CONTINUE" button.

EDDI e-Course

 Module-1 Failure in Classes VIEW	Link to the module
The purpose of this module is to help teachers and trainers to support students who are failing/at risk of failing at school, using sample activities, questionnaires, good practice examples, case studies etc that can be tailored to individual circumstances.	

  Module-2 Early school leaving and the role of the family VIEW	Link to the module
The aim of the module is to provide teachers and educators with useful methods and practices to help develop good collaboration between the school and families and to support students from disadvantaged backgrounds.	

 Module-3 Inadequacy of social activities, inadequate school education environment, tools, equipment VIEW	Link to the module
This module aims to help focus on social, physical and mental activities that might help maximize the individual potential of all stakeholders involved in education.	

 Module-4 **Uncontrolled absenteeism** VIEW	Link to the module
The purpose of this module is to provide help for teachers and trainers in the form of practical examples, sample activities, questionnaires, good practice examples, case studies etc. to help combat uncontrolled absenteeism, caused by a variety of reasons (e.g. student, family, school, etc).	

Links to EDDI Web Presence

projecteddi.com	eddiproject	@eddiproject 8621	EddiProject	projecteddi	projecteddi