

Dropout Survey

- 1) Do you know how the European Community defines the concept of “Early School Leaving”?

- 2) Which one of the following percentages represents the Spanish Early School Leaving rate in 2016?
 - 24.9 %
 - 31.7 %
 - 19.97 %
 - 19 %
 - 11.4 %

- 3) Which one of the following percentages represents the Italian Early School Leaving rate in 2016?
 - 20.4 %
 - 13.8 %
 - 19.6 %
 - 8.8 %
 - 22.7 %

- 4) Could you point out the most important symptoms (warning signs) that could alert us to future case of dropout in our school?
 - Being an immigrant
 - Living in a foster home (children’s shelter or children’s care home)
 - Having repeated grades
 - High grade of scholar absenteeism
 - Suffering some form of learning disabilities
 - Lack of self-esteem.
 - Being overcome by the amount of work required
 - Other

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5) Given the following strategies to prevent and fight against the dropout related to the legislative and socioeconomic domain (national and autonomous level), could you point out the five strategies you consider most effective?

- Education laws and policies that take into account the dropout rates reduction as a specific objective to be fulfilled.
- Socioeconomic context improvement (unemployment rate, income inequality rate, corruption perception index...)
- Increasing awareness of the importance of the education and the importance of supporting and developing a public school system.
- Early Childhood Education
- Early Literacy interventions (and later if necessary) to help low-achieving students improve their reading and writing skills.
- Programs and curriculums paying special attention to the connection between academic contents and modern world of work (internship in an enterprise, community service...)
- Alternative Schooling: alternative times and environments, virtual learning, combining paced and tailored learning with flexibility in contents...)
- Specialised staff recruitment or Professional development (adults who work with youth at risk of dropping out need to be provided ongoing professional learning opportunities, support and feedback)
- Programs and curriculums paying special attention to particular needs of immigrant students.
- Specialised programs such as PMAR
- Other:

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6) Given the following strategies to prevent and fight against the dropout related to the institutional domain (School level), could you point out the three strategies you consider most effective?

- Mentoring/tutoring (one-to-one relationship): a significant support structure for high-risk students.
- Afterschool opportunities: tutoring, homework support...
- A serious plan to stimulate the reading habits.
- A greater autonomy and flexibility for schools to conform to reality their strategies to prevent the dropout.
- School-community collaboration
- A comprehensive discipline plan and violence prevention plan paying attention to dropout problem and to student's implication (Peer mediation group).
- Creation of flexible groups (splitting two groups in to three) in order to enhance a better teaching and will reduce the academic failure
- Alternative Schooling: alternative times and environments, virtual learning, combining paced and tailored learning with flexibility in contents...)
- Other:

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7) Given the following strategies to prevent and fight against the dropout related to the practical domain (teachers and families level), could you point out the three strategies you consider most effective?

- Use of active learning and student engagement strategies: effective feedback, peer assessment, project-based learning, cooperative learning...
- Use of educational technology as a motivating and individualized instruction tool.
- Individualized instruction combining paced and tailored learning with flexibility in content or theme to fit the interest, preferences and prior experiences of each learner.
- Family engagement improvement
- A greater teacher training
- Detection and control of sleep disorders
- Other: