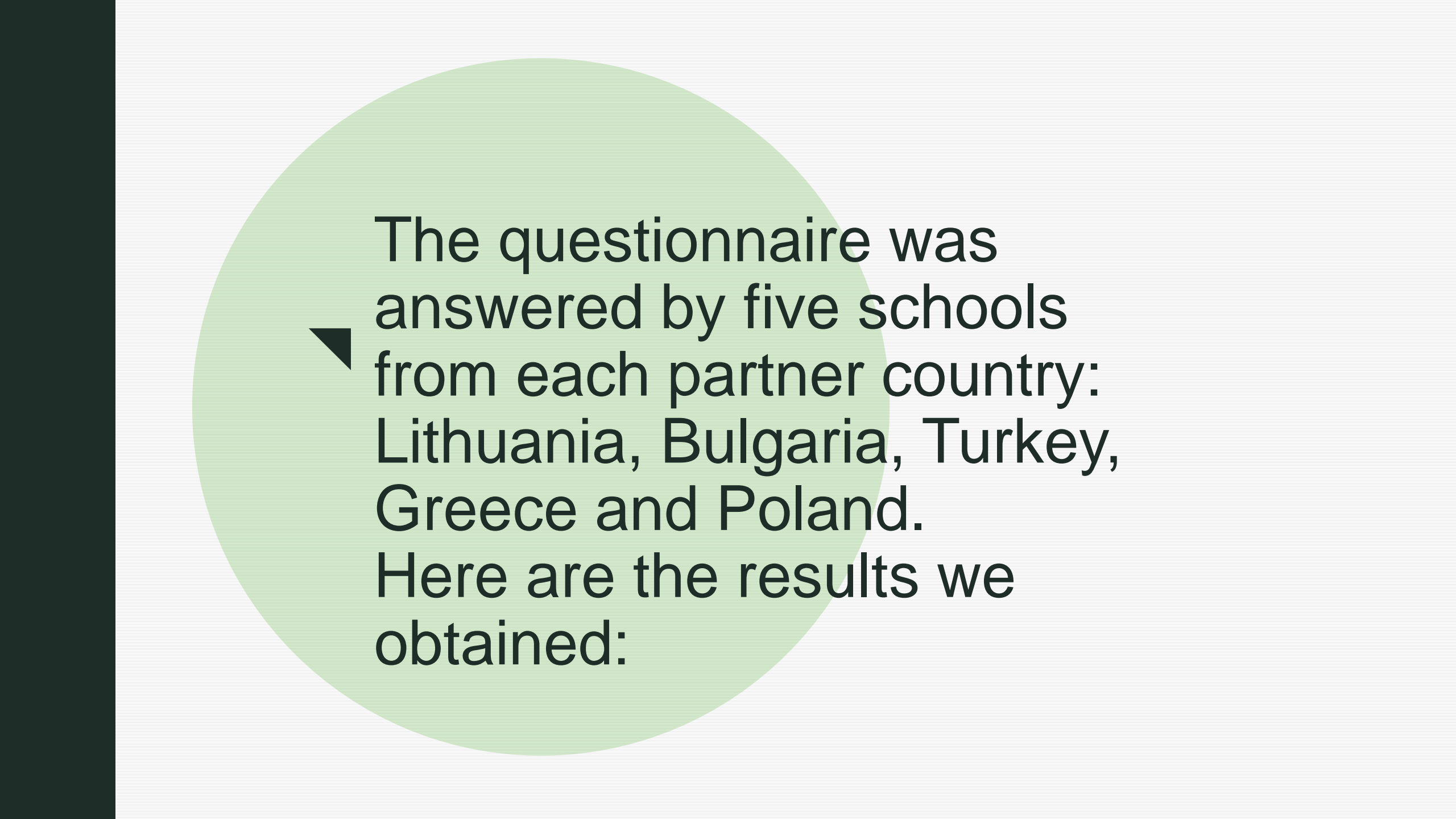


Results of the questionnaire on working out a common programme for combating early school leaving



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▶ The questionnaire was answered by five schools from each partner country: Lithuania, Bulgaria, Turkey, Greece and Poland. Here are the results we obtained:

What are the most common reasons of early school leaving in your country?

- Children at concealed risk, i.e. the children whose learning achievement is low, who experience continued failure. Children influenced by external and socio-economic factors - their problems are not related to the educational institution.
- In Bulgaria mainly Roma children sometimes leave early school, but Bulgarian educational policy works very well on that issue. So last 10 years in our school we have not children who leave school early
- Economic, social, cultural, problems in families and negative attitudes towards schools are the most common reasons of early school leaving in our country.

1. Factors related to school: Administrators' and teachers' attitudes, Dysfunctions of the modern educational system, Graduate education systems that increase competition and competitiveness in school, Students can become irrational egoists and the feeling of loneliness prevails, Physical and social facilities of the school, Educational programs and curricula that are not attractive - don't attract students' attention - they don't allow them to be creative, Particular demanding programs with many different items lead to lack of leisure time for students' hobbies and personal interests, Educational methods (Teacher-centered learning. The more theoretical than practical knowledge does not give students the opportunity to take an active part in the educational process and does not take into account the peculiarities among students.), Inadequacy of secondary schools, Quality issues in education levels, Large number of students per class, Difficulty in transition between levels of education, The lack of school-parent collaboration), Teachers' qualifications, School environment.

2. Factors related to family: Family attitudes towards education - lack of support from parents. Parents may be indifferent to the progress of their children and may also underestimate education as one of the most important priorities set for pupils, or they may exert excessive pressure on their children. Moral of family, Low education level of the family (it is difficult for them to encourage their children to learn.), Lack of positive patterns in the family, Prejudice of the family, Family structure, Family problems (domestic violence, alcoholism, divorce), Illnesses.

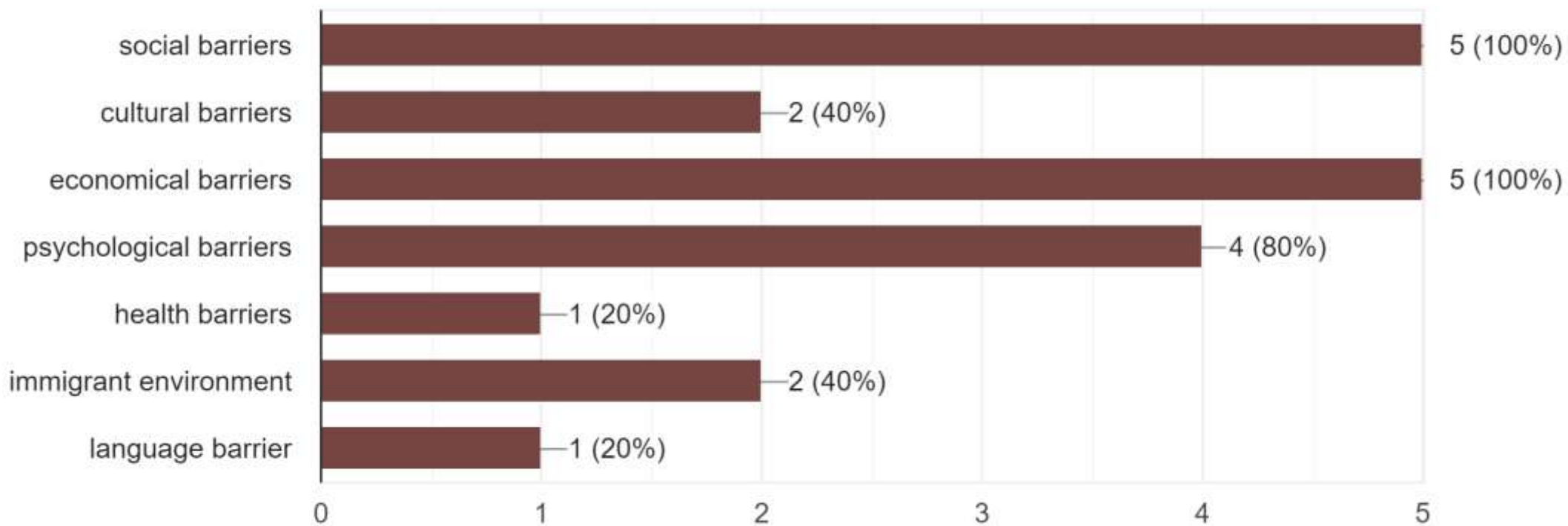
- 3. Economical factors: Poverty, Child labour (Parents' unemployment - financial problems lead families to move or encourage children to find a job.), Seasonal migration. 4. Socio-cultural factors: Problems with employment - students claim that they are not given prospects to be successful in their future professional life, The effect of differences between genders, Giving not enough importance to education. Families living in poor, remote or even isolated areas believe that education is not among their first priorities, Difficulties in integrating the families of immigrants or religious minorities, Peers pressure, Negative influence of community leaders and the media 5. Personal Factors: Violence between peers and intimidation in schools, Fear of failure: Poor pupils' performance coupled with recurrent academic failure can reduce pupils' self-esteem. The frustration that children feel at school can make them indifferent to studies or make them aggressive with their peers. They may also have some discipline problems, Pressure from friends (bad influences), Physical changes and puberty, Learning difficulties and adaptation problems in school, Lack of motivation and interest towards school (students find it boring), Harmful habits (kids go to internet cafes and play games), Lack of confidence in teachers, Sub-cultures, Low level of competence in the official language of the host country, Health problems, Wedding - Teenage pregnancy 6. Political Factors: Distrust of education policy, Security and terrorism, Distrust of the government's political views)
- socio-economic problems, low level of motivation, family problems

What is the percentage of students in your school, region and country who drop out?

- In 10 recent years, the share of young people not in education has been decreasing both in the whole Europe and in Lithuania. The dropout in LT reaches just 4.8 %
- The proportion of children dropping out, or at risk of dropping out, rises as they get older, especially for the last five years in school, according to the annual reports of the National Statistical Institute. In high school, every 7th scholar has dropped out. The percentage of drop-outs and nonattending students reaches 30% in villages and over 15% in small towns. One of the strategic goals of the Bulgarian government in the framework of the Europe 2020 strategy, launched by EU Heads of State and Government in 2010, is to reduce early school leaving to less than 11% by the end of this decade. This goal currently seems very ambitious, as the most recent data (2017) show a country figure of 12.7%, with much higher figures
- Generally speaking, the percentage of students who drop out school is about 5 percent. However, it changes according to the level and kind of school they receive education in. To illustrate, the students in high schools, especially those in vocational ones, are more likely to leave school early.
- Early school leaving in my country is declined about 7% from 2000. In the whole country, school dropout appear smaller in urban regions, followed by semi-rural and rural ones, with little difference. As regards the regional dimension of education, the administrative district shows that the biggest dropout rates are at the Eastern Macedonia and Thrace, to which Kavala belongs. Kavala, belonging to Eastern Macedonia and Thrace, has the lowest rates of school dropout. However, our school, Keramoti High School, shows the highest rates of school dropout in Kavala.
- Poland: In our school in the past few years we didn't have any ESL students, in our region it is about 3%, in the country - 5%

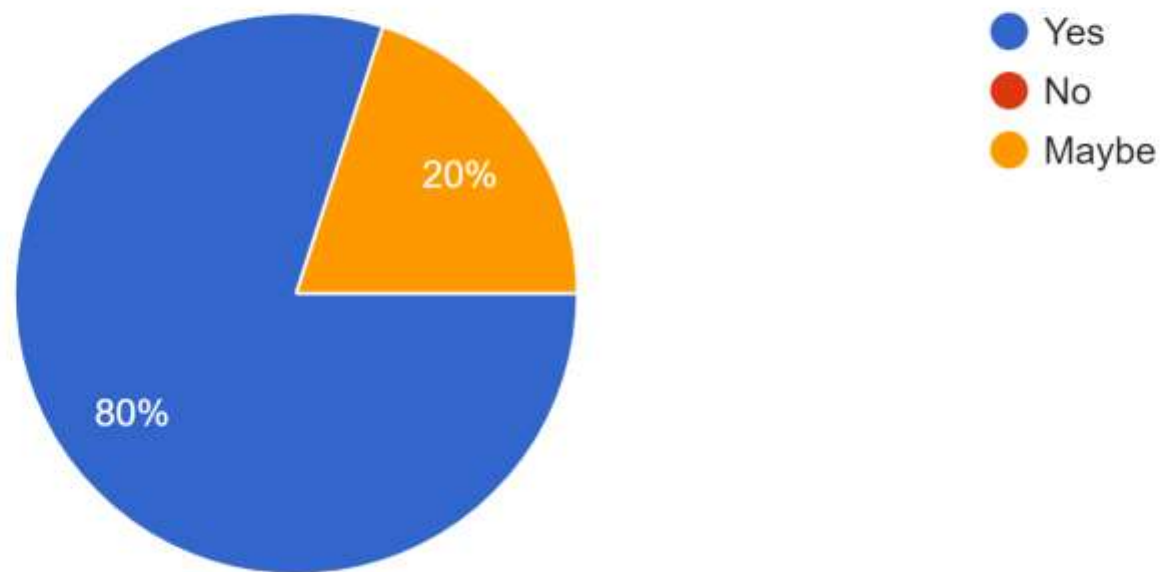
3. What are the main factors that affect dropout in your school and country?

5 odpowiedzi



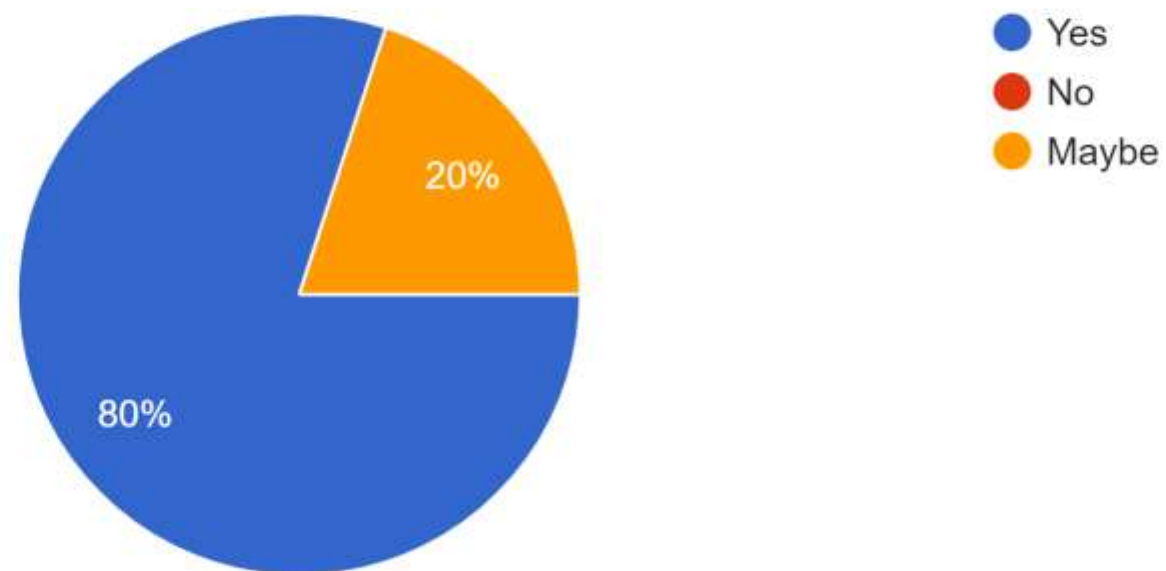
4. Do you see the connection between the low learning outcomes and the absence of students?

5 odpowiedzi



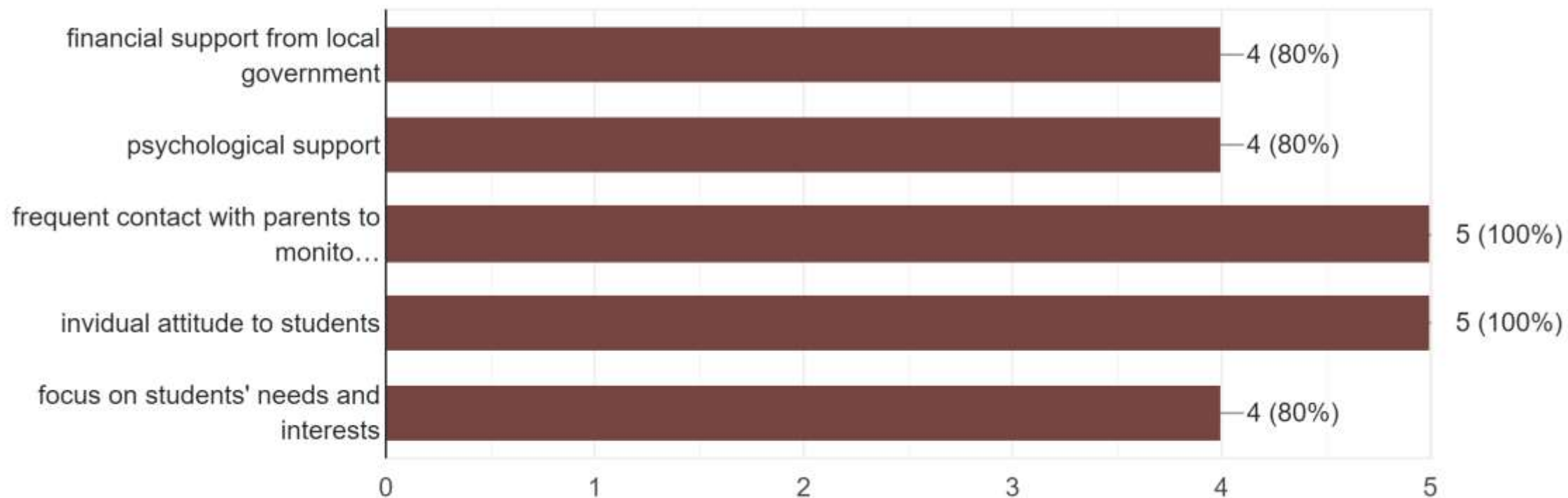
5. Do you think the frequent absence of students affects early school leaving?

5 odpowiedzi



6. What can be done to prevent this absence?

5 odpowiedzi



Can you see the connection between the danger of ESL and a low cooperation between your students' parents and teachers in your school?

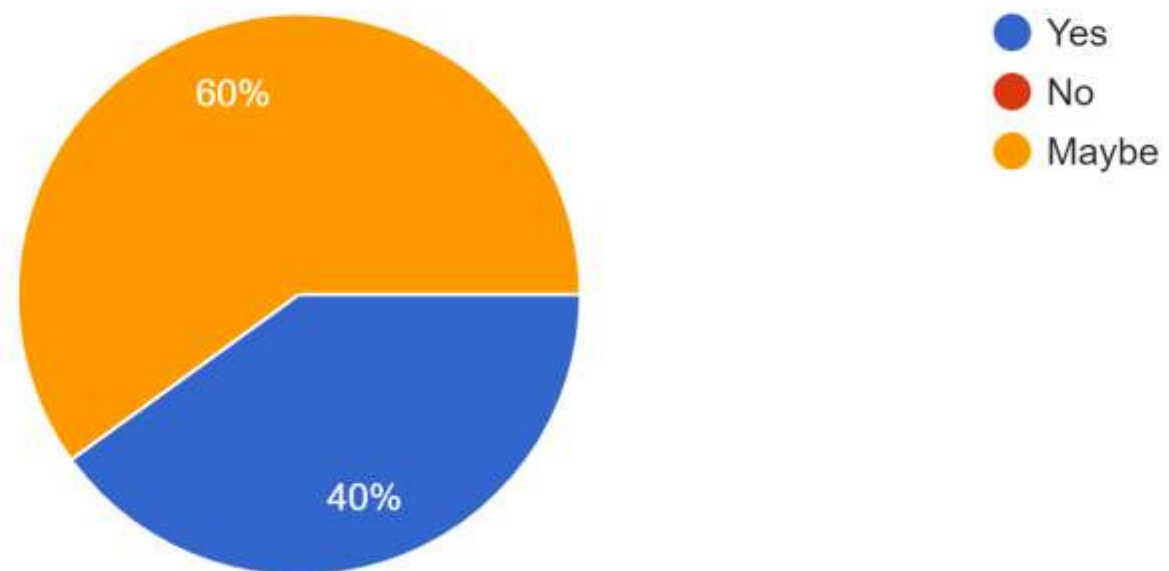
- Just in some cases, but usually no.
- yes, sometimes
- Yes, sure. A strong cooperation between parents and teachers also students enable to see the needs, interests, problems... of the students so that we can take necessary precautions from the very beginning according to the students` needs.
- Yes, i can see the connection between the danger of ESL and a low cooperation between my students' parents and teachers in my school.
- Yes, but now there are no such cases of students

What can be done to improve this cooperation?

- Constant communication with the parents of the students by all possible means and forms of communication
- It is a bit hard to solve this problem sometimes because parents often believe in their children and they protect them . In Bulgaria works very nice policy that says when a child/student has got 5 more absents classes from the school - their family has been punished by not getting child money from the social institutions.
- Visiting parents and students at their own home can be a good way. Thus, both the students and the parents may feel themselves valuable and safe so that they can tell us whenever they have any problems. And also as teachers we can have a chance to observe closely where and how they live.
- There must be close cooperation (stronger) between the school and the family. Parents can participate in the school decision making process. Families should participate in educational meetings at the school to be informed: • for pupil behavior in adolescence • to prevent the removal of children from school • for student progress in lessons
- More involvement of parents in the actions organized by schools. Frequent contact considering their children's absence or low results Supporting parents who are having problems with their children

9. Does the poverty have the effect on early school leaving?

5 odpowiedzi



Is there any financial support (governmental or local) for your school for students who come from economically underprivileged environments? Are these means sufficient in your opinion?

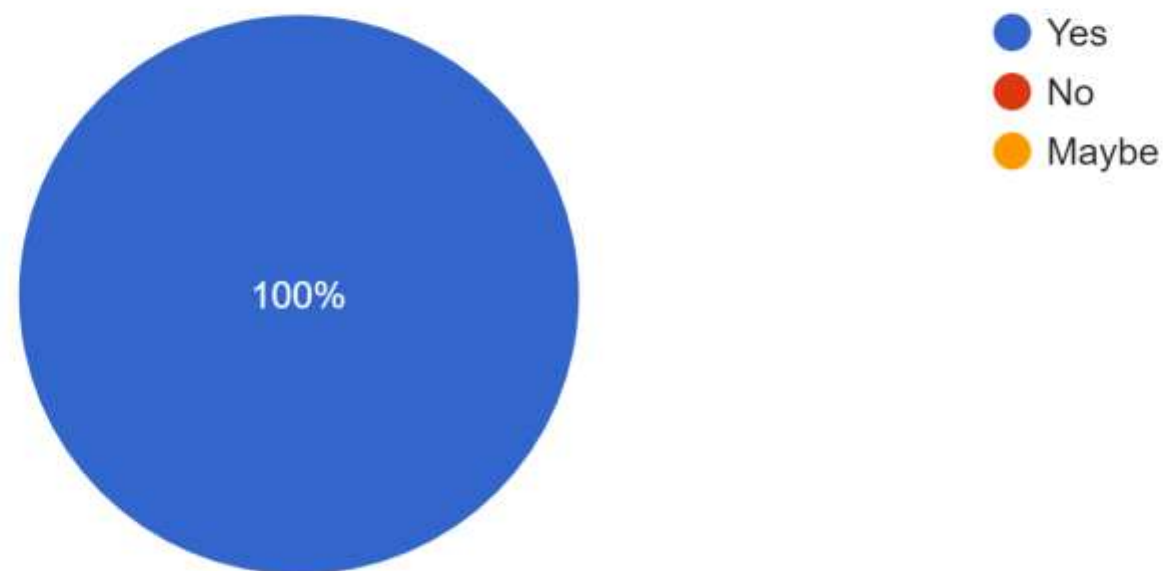
- Free meals once or twice a day, support with the purchase of learning tools; Tablets and computers are lent by school when the teaching takes place distantly; There have been cases when the school has paid for the internet during distance learning. Children are transported free of charge. Free trips and education for poor students.
- No.
- Yes of course there is but I think this support is not sufficient for all.
- There isn't any financial support (governmental or local) for my school for students who come from economically underprivileged environments.
- Yes, there are solutions to such problems. Families who live in poverty get financial and material support from local government as well as every family in Poland gets a financial support for every child. Children are also provided with free meals in school. There is also transportation free of charge for school children as well as textbooks and workbooks for primary school pupils. These means are mostly sufficient.

What are the main factors that influence students' motivation in your school?

- The teachers: Set clear, attainable goals for every lesson Encourage students, praise Step away from the textbooks Change the teaching scenery Draw connections to real life Allow students to work together are wise with your homework. Have one-on-one conversations
- Good school environment, offering a quality education to students ,after school activities, Erasmus + projects and travelling abroad, Interesting materials and games, goof material bases,
- Anxiety about the exams, monotonous and boring lessons, inability to understand the lessons are the main factors for the motivation of the students.
- 1. Their participation in after school clubs (Photography club, Environment education club ,Art club, Traditional dance club, Drama club, Reading club, School building decoration club, Choirs club, Club of sport activities, ICT club etc). 2. Their support from teachers. Teachers make lessons more interesting and use appropriate material and technical infrastructure to attract pupils' attention to the classroom. Teachers assign responsibilities to pupils, in the classroom and school so that each student feels is part of the school. It is important they feel that they are unique personalities and that their school loves them and cares for them. 3. Students' motivation through incentives and awards.
- Individual attitude to students, attractive lessons, wide range of after-school clubs, participation in educational projects, useful knowledge, individual conversation with a student

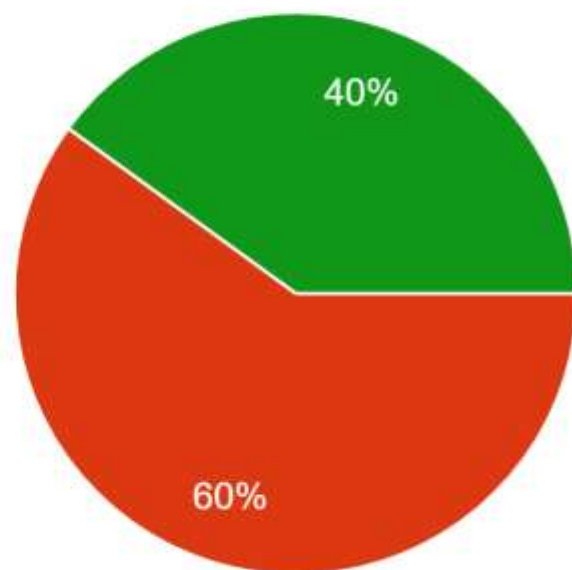
12. Is implementing after-school clubs a good option to meet your students' expectations?

5 odpowiedzi



13. Are students with special needs more prone to dropout than others?

5 odpowiedzi



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

What regular actions are taken in your school to support students who have special needs? Are they successful?

- Constant monitoring of their well-being, attendance and progress and regular discussions with their class teacher, subject teachers, support specialists, parents and school leaders
- We have special lightening programme for them, we have ensured a special need teacher who comes twice in a week and works with them, we give additional classes and learning to them.
- Teachers have one on one lessons with these students and also these students have lessons in their own classrooms as inclusive students. But unfortunately, these actions are not successful for all because we don't have enough equipment for them and also their friends may sometimes behave mercilessly to these students.
- There are special needs teachers to support these students in school lessons and activities. They are successful but I think other actions could be taken to help students with special needs.
- Individual classes with a specialist teacher, pedagogical support, larger dotation from the government for students with special needs