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## GYMNASIUM KERAMOTIS Keramoti – Kavala – GREECE

***“AFTER - SCHOOL CLUBS to INCREASE  
MOTIVATION and PREVENT DROPOUT”***



**Poland – Pacanow - December 2018**



# **Dropout: what are we talking about?**

**“School dropout” or “early school leaving” is generally defined as who completely failed in his or her education and left school because of all kinds of negative circumstances.**



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# Early School Leaving

**Early school leavers** are considered to be those who (Eurostat):

- are in the 18-24 age group and
- they have at most education up to a lower secondary school leaving certificate secondary education, corresponding to the level of ISCED 2 (corresponding to the Greek high school)



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# School Dropout

The term **school dropout** refers to young people who don't complete the education they have started and which is defined as the minimum necessary educational requirement in the society in which they live (compulsory education) or generally to people who interrupt their studies at higher education levels.



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# Early School Leaving or School dropout in Greece!!!



# Early School Leaving from 2000 to 2016



According to Eurostat, early school leaving in Greece is declining.6.5% for 2016.



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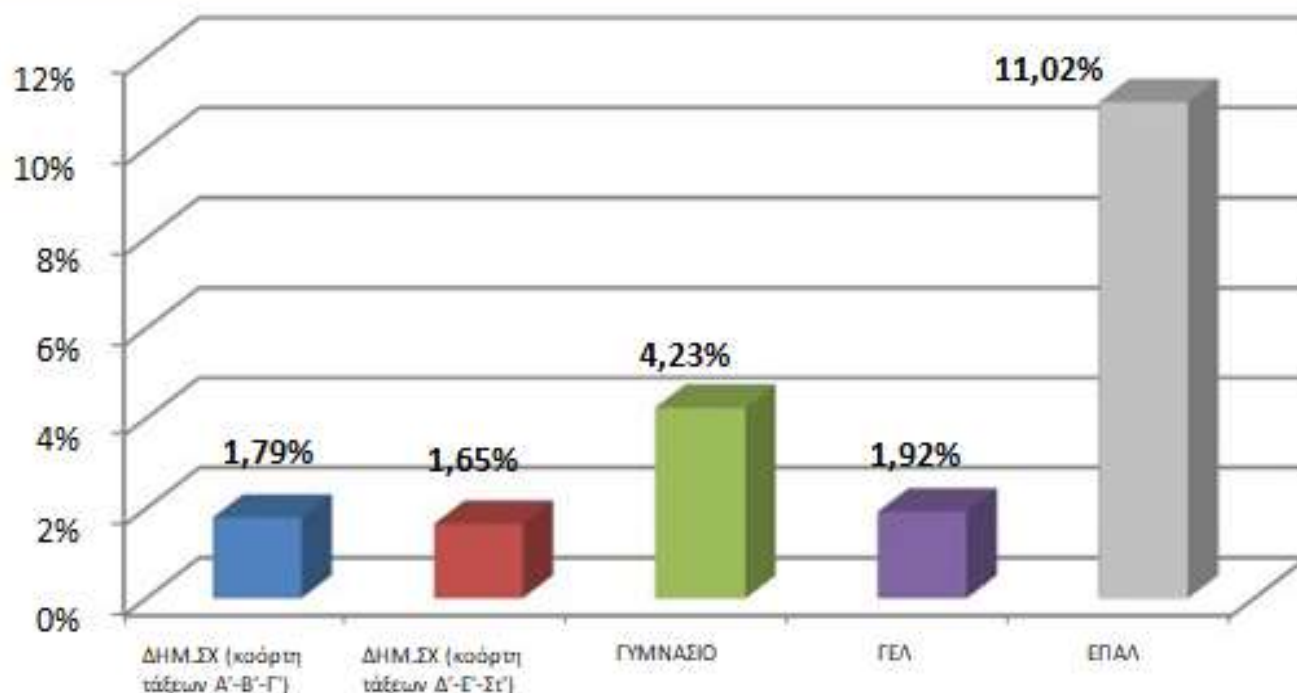
## **School dropout by grade education (gymnasium, lyceum, professional lyceum)**

There is a significant deviation in the rates of dropout between school types and grades. The highest percentage is recorded in vocational training (11%), while the largest number of pupils leaks at the Gymnasium (4,338 pupils) with a significantly higher percentage (4,23%) compared to Primary or Lyceum. The dropout rates of each grade considered are mainly due to the first school class. For example, 93% of students in the Gymnasium are leaking from the first class of the Gymnasium.



# School dropout by grade education (gymnasium, lyceum, professional lyceum)

ΠΟΣΟΣΤΑ % ΜΑΘΗΤΙΚΗΣ ΔΙΑΡΡΟΗΣ ΣΤΗΝ ΕΛΛΗΝΙΚΗ ΠΡΩΤΟΒΑΘΜΙΑ ΚΑΙ ΔΕΥΤΕΡΟΒΑΘΜΙΑ ΕΚΠΑΙΔΕΥΣΗ (ΠΕΡΙΟΔΟΣ ΑΝΑΦΟΡΑΣ 2013-2016)







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# Timeless Evolution of School Dropout in High School

The evolution of the school dropout in the Gymnasium, in which was measured the largest number of leaking students and for which they are more complete data from studies over time, is shown in the diagram below.



# Timeless Evolution of School Dropout in High School





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# Timeless Evolution of School Dropout in High School

Over time, the absolute number of pupils found perceived as leaked in each student generation and their percentage of each registered student is decreasing. A corresponding trend is recognized at all levels and types of school.



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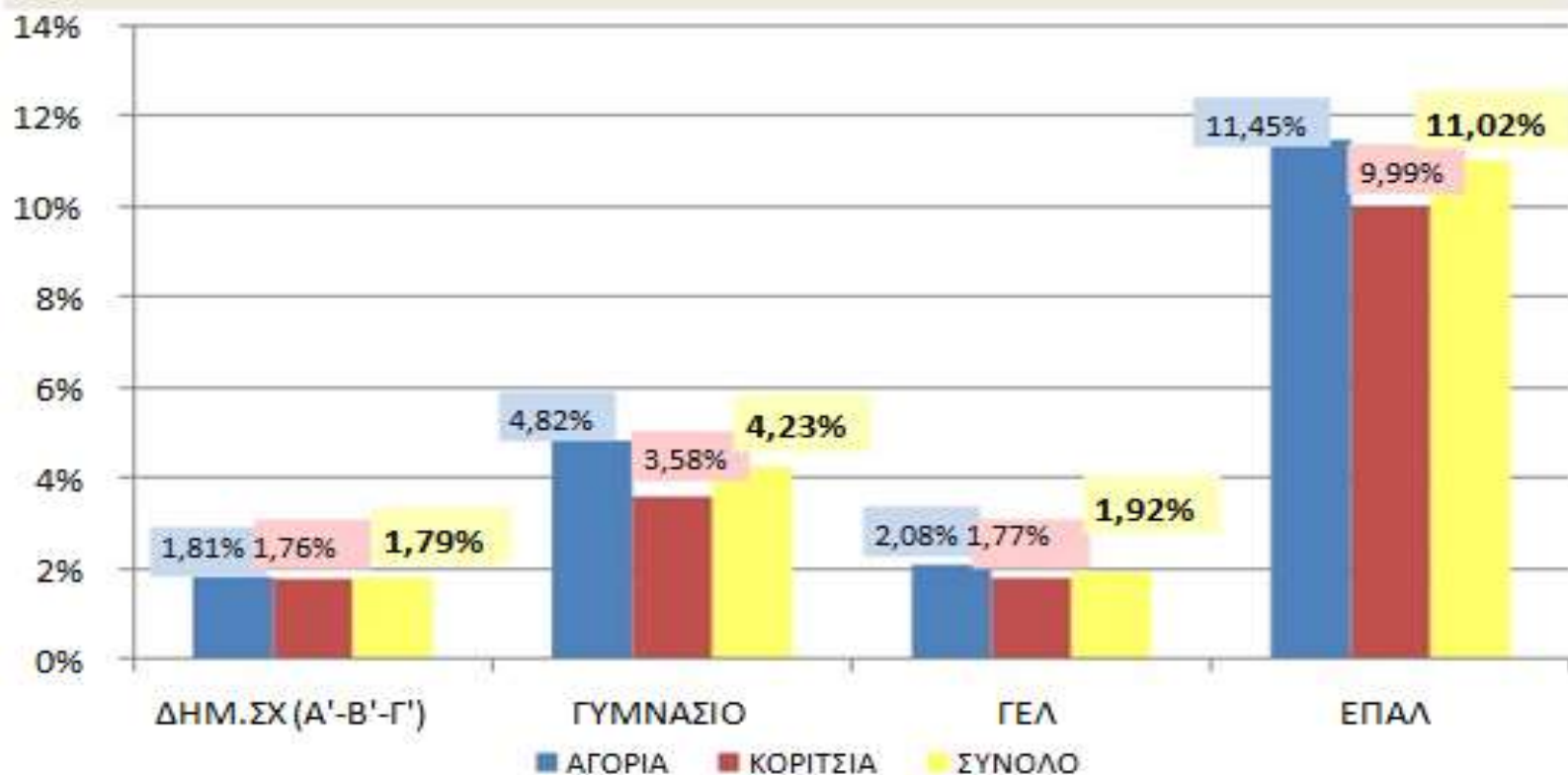
# School Dropout by Gender and Educational Level

The following figure shows the rates of school dropout based on the gender dimension and for each type of school separately. It is noted that boys show consistently higher dropout rates than girls (3.3% vs. 2.5%) at all levels of education and school types.



# School Dropout by Gender and Educational Level

ΠΟΣΟΣΤΑ % ΜΑΘΗΤΙΚΗΣ ΔΙΑΡΡΟΗΣ ΚΑΤΑ ΒΑΘΜΙΔΑ ΕΚΠΑΙΔΕΥΣΗΣ ΚΑΙ ΦΥΛΟ  
(ΠΕΡΙΟΔΟΣ ΑΝΑΦΟΡΑΣ 2013-2016)





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## **School Dropout by Gender and Educational Level**

Greater deviation of individual percentages occurs in Gymnasium where boys are 35% more leeway than girls (4.82% and 3.58% respectively). There is no remarkable differentiation in Primary school, though in Lyceum as well as in Vocational Lyceum, the boys "are" ahead of about 15% in leakage towards girls.



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# School Dropout

Students attending a class that is not commensurate with their chronology age and / or pupils staying and repeating one or more times a school class leak at a very high rate.

The more time someone is "stagnant", the higher the chances of leaving the school.



# School Dropout by Degree of Education and Occupation

In the whole country, school dropout appear smaller in urban regions, followed by semi-rural and rural ones, with little difference.

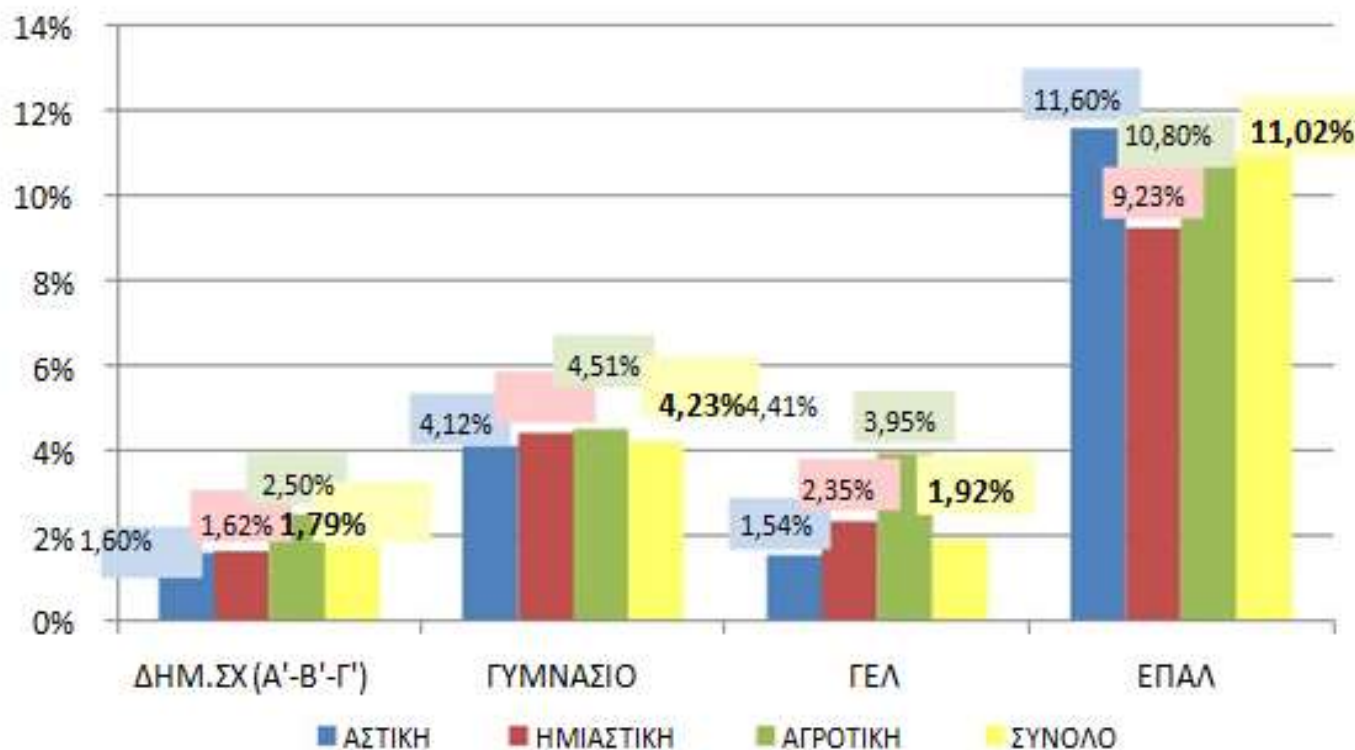
Not there are significant variations with respect to the educational levels , except for vocational training, where the dropout is greater in urban areas and less in the semi-urban areas.





# School Dropout by Degree of Education and Occupation

ΠΟΣΟΣΤΑ % ΜΑΘΗΤΙΚΗΣ ΔΙΑΡΡΟΗΣ ΚΑΤΑ ΒΑΘΜΙΔΑ ΕΚΠΑΙΔΕΥΣΗΣ ΚΑΙ ΑΣΤΙΚΟΤΗΤΑ  
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# School Dropout by Administrative Region and Gender in the Gymnasium

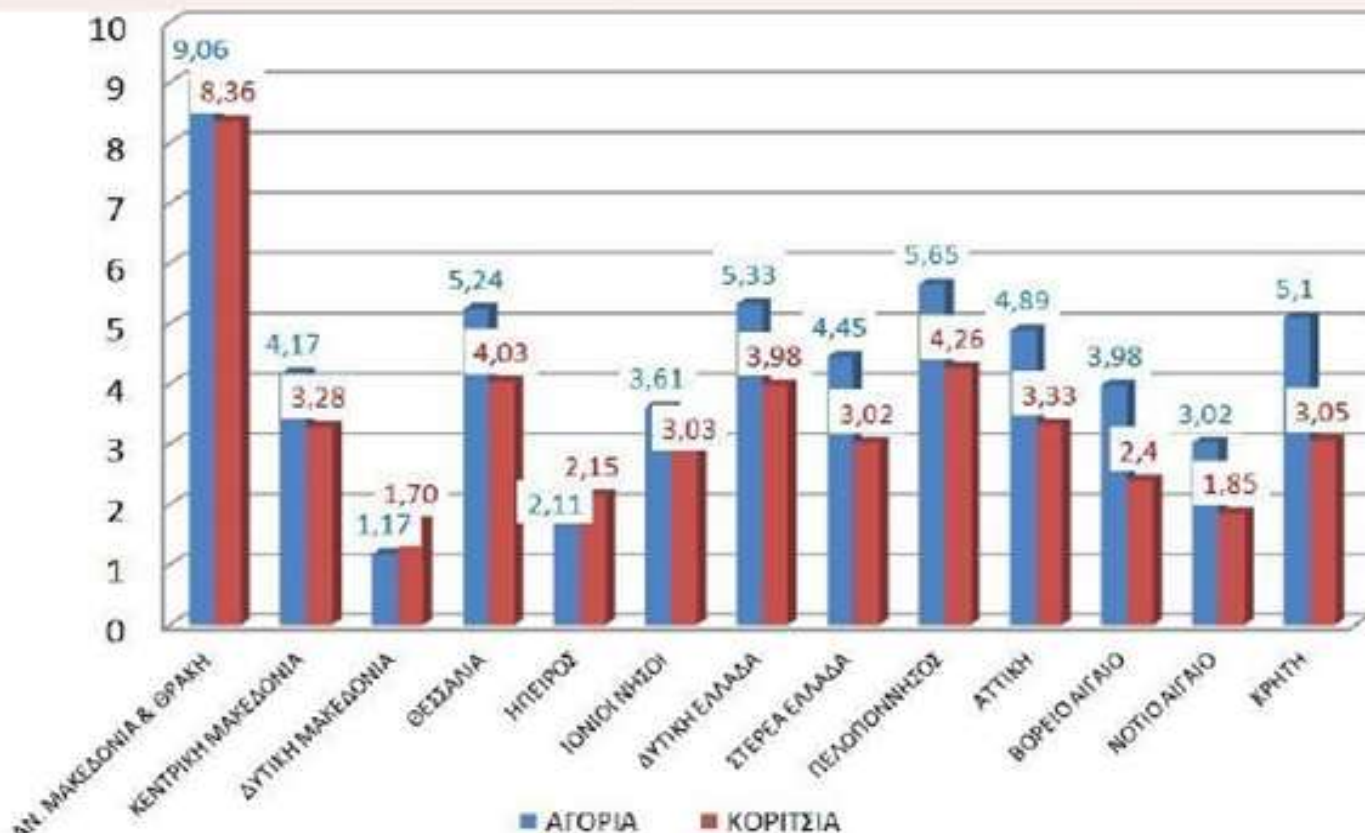
As regards the regional dimension of education, the administrative district shows that the biggest dropout rates are at the Eastern Macedonia and Thrace, to which Kavala belongs. Higher rates of school dropout occur in all types of school, and all counties in that particular region have high rates.

In Gymnasium, where the boys' dropout rate is 35% greater than that of girls, the general picture appears individual and on regions.



# School Dropout by Administrative Region and Gender in the Gymnasium

ΠΟΣΟΣΤΑ % ΜΑΘΗΤΙΚΗΣ ΔΙΑΡΡΟΗΣ ΚΑΤΑ ΔΙΟΙΚΗΤΙΚΗ ΠΕΡΙΦΕΡΕΙΑ ΚΑΙ ΦΥΛΟ ΣΤΟ ΓΥΜΝΑΣΙΟ (ΠΕΡΙΟΔΟΣ ΑΝΑΦΟΡΑΣ 2013-2016)





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# School Dropout by Geographical Area in High School

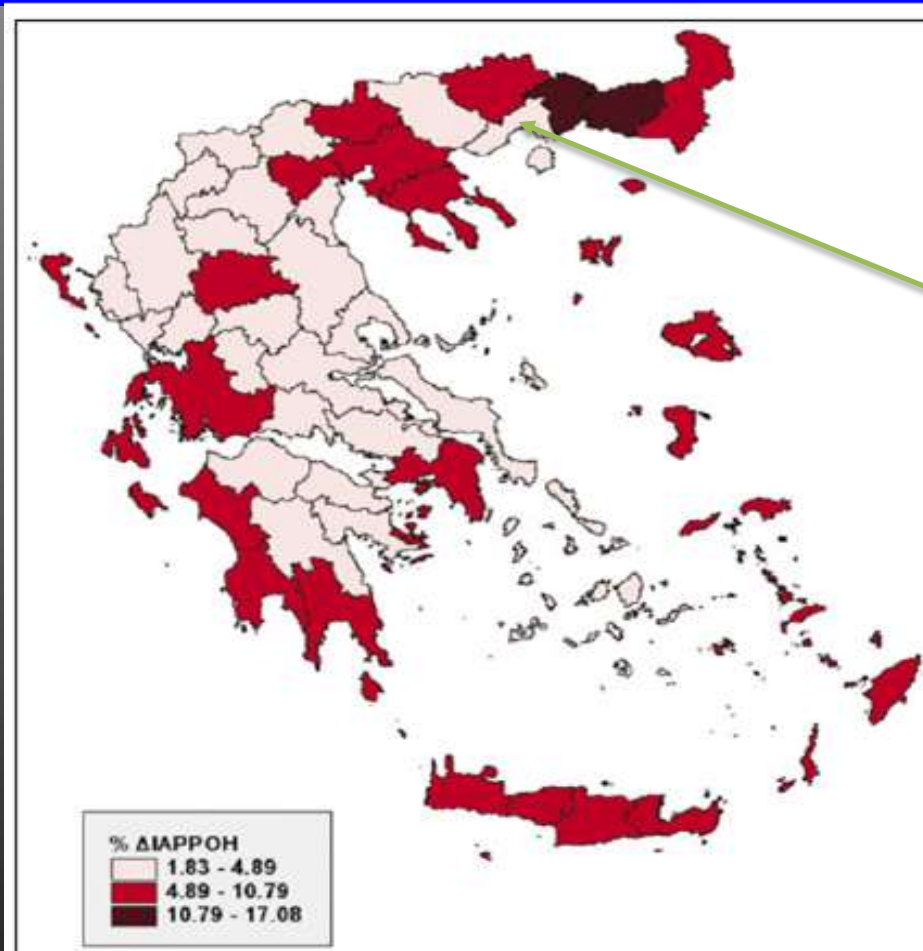
Kavala, belonging to Eastern Macedonia and Thrace, has the lowest rates of school dropout.



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# School Dropout by Geographical Area in High School



Kavala



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# School Dropout by Geographical Area in High School

However, our school, Keramoti High School, shows the highest rates of school dropout in Kavala.



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# EUROPE TARGET

**By 2020, the share of early leavers from education and training (aged 18-24) should be less than 10% at all levels of education.**



# Factors that affect school drop out

- Factors related to school
- Factors related to family
  - Economical factors
- Socio-cultural factors
  - Personal Factors
  - Political Factors





# 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.
  - School environment



# Factors related to school

- 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
  - Teachers' qualifications



# Factors related to school

- 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



# Factors related to school

- Large number of students per class
- Difficulty in transition between levels of education
- The lack of school-parent collaboration



# 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



# Factors related to 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



# Factors related to family

- Family structure
- Family problems (domestic violence, alcoholism, divorce)
  - Illnesses



# Economical factors

- Poverty
  - Child labour (Parents' unemployment - financial problems lead families to move or encourage children to find a job.)
  - Seasonal migration





# 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.



# Socio-cultural factors

- Difficulties in integrating the families of immigrants or religious minorities
  - Peers pressure
- Negative influence of community leaders and the media



# 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.



# Personal factors

- 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)



# Personal factors

- Lack of confidence in teachers
  - Sub-cultures
- Low level of competence in the official language of the host country
  - Health problems
- Wedding - Teenage pregnancy



# Political Factors

- Distrust of education policy
  - Security and terrorism
- Distrust of the government's political views



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# Prevention - Addressing School Dropout

Student dropout is a size associated with Greek educational reality, which has been a significant reduction over time.

Nevertheless, it remains a negative socio-economic phenomenon who ought to employ the educational community to pay for each possible effort to address it and to improve individual indicators through which particular problems are identified (eg gender dimension, geographic dimension of the phenomenon).



# Addressing school dropout through innovative strategies

- Early identification of pupils at risk of school failure and probable interruption of their studies.
  - Personalized educational and social encouragement and assistance.
  - Better strategy for integrating newly arrived migrant children.
- Powerful and well-developed guidance system.





# Addressing school dropout through innovative strategies

- Relative and attractive curriculum.
  - Completed programs.
- Schools with autonomy and collaboration between management and schools to give them more freedom to manage curricula and the duration of student programs.



# Addressing school dropout through innovative strategies

- Equal access to quality education for all children and young people.
- Smooth transition between different levels of education.
- High quality, attractive and interesting vocational education and training.
- Focus on vocational education / training at basic and secondary level of education.



# Addressing school dropout through innovative strategies

- Initial and continuous teacher training.
- Participation of pupils and parents in the school decision making process.
  - Holistic school approach.
- Collaborative work with career counselors and psychologists to support students' decisions.



# Addressing school dropout through innovative strategies

- **Collaboration with the labor market:**  
Providing opportunities at an early stage, enabling young people to get to know the world of work, for example through business training, which could help them understand employers' job requirements and expectations. It can also increase their motivation to continue their education and training and better focus on future career choices.



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# What can we do in our schools?

- School must be pupils-friendly (interesting activities, support from teachers, small classes, etc.).
  - Make school more attractive by organizing the school buildings (workshops, gym, garden, etc.).



## What can we do in our schools?

- Promote extra-curricular activities taking place at school, such as: School Journal, magazine, Painting, Decoration, Sports or artistic events, Music during breaks, Dance workshops, Musical workshops, Voluntary work / cleanliness.
- Teachers should make lessons more interesting and use appropriate material and technical infrastructure to attract pupils' attention to the classroom.



## What can we do in our schools?

- Encourage teachers to actively participate in the fight against early school leaving. Teachers could be supported to develop incentives to increase pupil integration and communication with them and their parents, involve pupils in extracurricular activities and advise them.
- To motivate teachers and students through incentives and awards.



## What can we do in our schools?

- Teachers should 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.
- There should be additional courses for absence students and teachers should try to make pupils love school during these additional lessons.





## What can we do in our schools?

- There must be close cooperation (stronger) between the school and the family. 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
- To seek the cooperation of special advisers.



## What can we do in our schools?

- A special program should be done for students at risk of dropping out of school.
- To increase the flexibility of education, the curriculum should give students more opportunities to develop their skills, hobbies. This may mean new teaching methods or new subjects and facilities at school.



## What can we do in our schools?

- The school should provide financial support to students (eg free textbooks) and psychological support from class teachers, teachers and school institutions.
- Modernize the content of educational programs / curricula.
  - Emphasis should be placed on evaluation rather than exams.



## What can we do in our schools?

- Keep records of the status of students coming from immigrant families.
  - Promote intercultural activities for the integration of these students.
- Provide additional courses on improving communication in the language of the host Member State for each country.



## What can we do in our schools?

Use the experiences of students / adolescents who have dropped out of school to prevent the spread of early school leaving. It would be useful if those who left would be able to meet with the students and talk to them about their lives after they left school.



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## What can we do in our schools?

Encourage local authorities and specialized NGOs to involve students from groups at high risk of early school leaving as volunteers in various support programs (such as for elderly care or for families in need).



# What can we do in our schools?

- Students need to realize that getting a good education means a well-paid job in the future.
- Develop plans to protect children from child labor.
- Cooperate with various institutions to prevent prejudice against the education of the students (girls).



## What can we do in our schools?

- Encourage students' cognitive curiosity and creativity so to prepare for changes and for lifelong learning.
- Develop "preventive education", ie to educate students on how to solve various problems.
- Organize visits to institutions, organizations that support programs that can help students to be successful.



STAY

AWAY

SCHOOL



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**Thank you!!!**

**Pacanow - December 2018**