



Co-funded by
the European Union



TESTED ASSESSMENT[^] TOOLS HANDBOOK



Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the ANPCDEFP. Neither the European Union nor the ANPCDEFP can be held responsible for them.

Project No. 2022-1-RO01-KA220-VET-000086834

PROJECT INFORMATION

Project Acronym	TeSTED
Project title	Tackling Drop Outs Through Systematic Students Screening
Agreement number	2022-1-RO01-KA220-VET-000086834
EU programme	Key Action 2 (KA2): Cooperation partnerships in Vocational Education and Training (VET)
Project website	https://tested-project.eu/

Prepared by

Organizations	BK-CON, ipcenter
Date	March 2024
Version	V2.0
Dissemination Level	Public

Contents

1. Introduction	4
1.1. The TeSTED Project	4
1.2. Scope of the Document	4
2. Overview of the Assessment Tools	5
3. The Assessment Tools developed within the TeSTED partnership.....	7
3.1. Socioeconomic Tool	7
3.2. The psychometric tool	13
The School Dropout Psychometric Tool.....	15
4. Conclusion and Recommendations.....	21

1. Introduction

1.1. The TeSTED Project

Early leaving from education and training remains a pressing issue in Europe with considerable costs for individuals and society. Dropout still affects one in ten young people and in some places even more than that with the VET sector still holding the highest dropout rates according to Cedefop. Regardless of the type of school and the course they offer, many reasons trigger students' dropout rates. Dropping out of the educational system has negative consequences in the labor market such as a discontinuous professional career, unemployment, holding unskilled jobs, and low wages. Within this context, TeSTED aims to tackle the dropouts in the VET sector through early detection and prevention.

The main objectives of the project are:

- Foster innovation through a powerful mechanism in the VET environment for the early detection and prevention of dropouts due to socio-economic difficulties.
- Capacity building of the VET trainers and staff on VET dropout and its social and labor market implications
- Transform the VET providers into a safety net for at-risk learners by offering consultation, alternative pathways, and securing their retention in, and graduation from, education and training
- Raise awareness about the dropout in VET and its social and labor market implications.

1.2. Scope of the Document

The purpose of this handbook is to provide VET providers with a comprehensive assessment tool aimed at identifying, understanding, and addressing the factors contributing to student dropouts. This tool is designed to facilitate the early identification of at-risk students, enabling timely interventions to improve student retention and ensure educational success. The handbook outlines a structured approach to assessing various aspects of student life, including academic performance, socio-emotional well-being, family environment, and engagement with the school community.

The primary goal of this assessment tool is to reduce dropout rates by providing a systematic method for evaluating and supporting students at risk of leaving school prematurely. This tool aims to achieve several objectives. Firstly, it focuses on the early identification of students who exhibit signs of disengagement or academic struggles. By recognizing these students promptly, schools can implement interventions before issues escalate to the point of dropout. Secondly, it provides a holistic evaluation of a wide range of factors that contribute to a student's risk of dropping out, including academic, behavioral, emotional, and environmental influences. This comprehensive evaluation ensures that no critical aspect is overlooked.

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the ANPCDEF. Neither the European Union nor the ANPCDEF can be held responsible for them

Another key objective is to enable targeted interventions by providing tailored support and training to address the specific needs of at-risk students. The tool helps in designing personalized intervention plans that target the root causes of potential dropouts. Additionally, the tool facilitates data-driven decision-making by enabling the collection and analysis of data on student performance and behavior. This data-driven approach ensures that educators can make informed decisions about interventions and resource allocation, focusing efforts on the most impactful areas.

2. Overview of the Assessment Tools

The research results from the transnational report of the TESTED project show that, in the case of the 4 partner countries, school dropout is a complex problem with multiple causes. The main reasons for dropout identified during the first phase of research can be grouped into two main categories:

1. The socio-economic and demographic approach:

- **Economic:** lack of financial resources, low incomes, reduced living standards, migration;
- **Social:** parental disinterest, contradictions, conflicts, and crises in the family;
- **Demographic:** age, gender, ethnicity, social origin, geographic location;

2. The psychological approach:

- **Individual reasons:** lack of motivation, the perception of inappropriateness in the school environment, negative attitude of the participants in the learning process, difficulties in learning the learning content, lack of career prospects, inappropriate choice of school or profile.
- **Educational reasons:** a large number of absences, poor discipline, aggression at school, low educational results, and relationships at school.
- **Institutional reasons:** an insufficiently coordinated approach between different services and specialists at national, local, regional, and school levels.
- **Health status:** the risks of premature leaving of students with medical conditions or mental health problems.

The national reports and the transnational analysis report were analyzed to identify the common risk factors from the 4 countries, factors that were most frequently associated with school dropout. Risk factors that may explain students' intention to drop out of school can be grouped into distinct categories, but they often intersect and influence each other.

The common risk factors identified:

Project No. 2022-1-RO01-KA220-VET-000086834

Risk Factor 1	Disadvantaged environments	Austria, Romania, Bulgaria, Greece
Risk Factor 2	Lack of family support	Austria, Bulgaria, Romania
Risk Factor 3	Lack of financial resources	Romania, Bulgaria, Greece
Risk Factor 4	Lack of student motivation	Romania, Austria, Greece, Bulgaria
Risk Factor 5	Lack of career prospects	Romania, Bulgaria, Greece
Risk Factor 6	Inadequate institutional support system	Greece, Bulgaria, Romania

Validity & Fidelity of the Assessment Tools

The questionnaires developed, according to the identified risk factors, were pretested and validated according to scientific criteria, to be a useful and reliable tool by analyzing the improved variants following the pretesting of the questionnaires developed by experts and by verifying the validity and fidelity of the assessment of risk situations of school dropout.

1. Socio-demographic and economic version:

- The experts in the field checked the content validity, whether the items of the questionnaire were relevant to the concept of school dropout, and if they covered all its important aspects.

2. Psychometric version:

- 137 students from the target group from 5 VET schools, Romania
- analysis of the results by using the SPSS 24 (Statistical Package for the Social Sciences) program to verify the final form of the school dropout risk Assessment Tool, a program that verifies the psychometric qualities of a questionnaire:
 - the fidelity of the constructed questionnaire - the degree of confidence we have in that questionnaire
 - The validity of the constructed questionnaire - the extent to which the questionnaire measures what it set out to measure.



3. The Assessment Tools developed within the TeSTED partnership

3.1. Socioeconomic Tool

Within the TeSTED project, P5 (ipcenter), in collaboration with all partners, developed a tailored assessment tool to detect and prevent student dropouts in the VET sector.

More specifically, the tool consists of 23 questions that collect a wide range of data to facilitate the work of the VET educators and prevent student dropouts.

Q no.	Dropout-relevant factors / parameters for question formulation	optional explanation
1	What is your age?	Please choose the appropriate age range.
2	What is your gender?	Please choose the answer that applies to you.
3	Is the current training held in your native language?	This refers to your first language.
4	If the training language is not held in your native language, how do you classify your literacy in the train	0 means little or no literacy at all, 5 means perfectly fluent in any situation.
5	Are you living alone / in a relationship / in a joint household / with parents?	Please define your living situation.
6	Do you or your family have a stable source of financial resources?	This question refers to whether you have any personal income whatever the
7	How would you estimate your independent income?	Please estimate your income on this scale in comparison with a typical income
8	How would you estimate the overall income of the people living in your household?	Please estimate the overall income of your household on this scale in
9	Are you financially responsible for children who are in childcare or compulsory schooling?	This refers to any children living in your household that you are personally
10	Did you complete the compulsory (secondary) school?	This refers to any school graduation on compulsory level, no matter in which
21	I thought about dropping out of school many times.	Please choose the answer that applies best. 0: that fully applies; 5: that does
11	Have you acquired any academic or other post-compulsory education degrees?	This refers to any degrees you have acquired on a post-compulsory level, no
12	Have you already completed an apprenticeship or other training courses before?	This means the completion of / or certification for training / courses in a
13	Was the registration for this course your own choice or did someone else pick it for you?	This refers to the circumstances of how you managed to get into this course /
23	Do you find the course content easy to follow?	Please choose the answer that applies best.
14	I think that finishing vocational school will help me a lot to find a good job.	0: not relevant at all; 5: highly relevant
22	If I could find a new or better job right now, I would drop out of this course.	Please choose the answer that applies best. 0: that fully applies; 5: that does
15	How would you assess your personal motivation to finish this course?	Please choose the answer that applies best. 0: not motivated at all; 5: fully
20	My family gives me support to finish this course.	Please choose the answer that applies best. 0: that fully applies; 5: that does
16	I think that my physical health status allows to take fully advantage of the current course.	0= I don't agree at all, 5=I fully agree NOTE: Health is a state of complete
17	I think that my mental health status allows to take fully advantage of the current course.	0= I don't agree at all, 5=I fully agree NOTE: Health is a state of complete
18	How afraid or concerned are you of experiencing discrimination in education programs?	Discrimination is any unfair treatment or arbitrary distinction based on a
19	How afraid or concerned are you of being mobbed / bullied in the current course?	Mobbing / Bullying refers to intentional, targeted and repeated attacks on
	female / male / non-binary / no answer (a, b, c, d)	
	y/n	
	Numerical value from 0-5 (question can be skipped if Q3 was y)	
	multiple choice (radio button) a, b, c, d	
	y/n	
	very low / low / national average / above national average (a, b, c, d)	
	very low / low / national average / above national average (a, b, c, d)	
	numerical value	
	y/n	
	numerical value from 0-5 (a, b, c, d, e, f)	
	y/n	
	(a) Yes (b) No (c) This is my first training course. (a,b,c)	
	It was my own choice to visit this course. / It was someone else's choice to visit this course. (a, b)	
	(a) I can perfectly follow all of the content. (b) I am able to follow most essential parts of the content; (c) I have some difficulties following the conte	
	numerical value from 0-5 (a, b, c, d, e, f)	
	numerical value from 0-5 (a, b, c, d, e, f)	
	numerical value from 0-5 (a, b, c, d, e, f)	
	numerical value from 0-5 (a, b, c, d, e, f)	
	numerical value from 0-5 (a, b, c, d, e, f)	
	numerical value from 0-5 (a, b, c, d, e, f)	
	numerical value from 0-5 (a, b, c, d, e, f)	
	numerical value from 0-5 (a, b, c, d, e, f)	
	numerical value from 0-5 (a, b, c, d, e, f)	

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the ANPCDEFP. Neither the European Union nor the ANPCDEFP can be held responsible for them

In this figure, the questions are presented, and as some explanatory notes as well as the response methods.

3.1.2. Administration of the Tool

One of the key strategies to avoid student dropout is the early identification of those who may be at risk, allowing for timely intervention. This can be achieved by administering a test at crucial points during the academic year. These are some guidelines on how to administer the test:

WHEN

The test should be conducted twice throughout the academic year.

- **The first test** should take place at the beginning of the school year, allowing teachers and staff to establish an early understanding of each student's emotional, social, and academic standing.
- **The second test** should be administered in the middle of the school year to track any significant changes in student engagement and performance. This provides an opportunity to address potential dropout risks before they become critical.

HOW

The test must be introduced and explained thoroughly to the students within the classroom setting.

- Teachers should dedicate time during class to explain the purpose of the test, highlighting the importance of participation and honesty in responses.
- The explanation should emphasize that the goal of the test is to provide students with the necessary support to succeed, reducing any feelings of anxiety or stigma that may be associated with taking the test.
- Students should be reassured that the test is not an evaluation of their academic abilities but rather an opportunity to assess their overall school experience.

TO WHOM

The test is designed for all students in the class. Students will complete the test independently within a set period. However, it is important to provide an inclusive and supportive environment during the process. If students have questions or experience difficulties in responding to certain items, they should be encouraged to approach the teacher or a pedagogist for assistance. Additionally, students should feel comfortable

Project No. 2022-1-RO01-KA220-VET-000086834

expressing any concerns or sharing personal experiences that may affect their school engagement, knowing that they have access to supportive guidance.

EVALUATION

Once the test is completed, the teacher takes on the responsibility of evaluating the results for their class. The evaluation goal is to identify students who may be at risk of dropping out. Based on their responses, a percentage will be shown as a result.

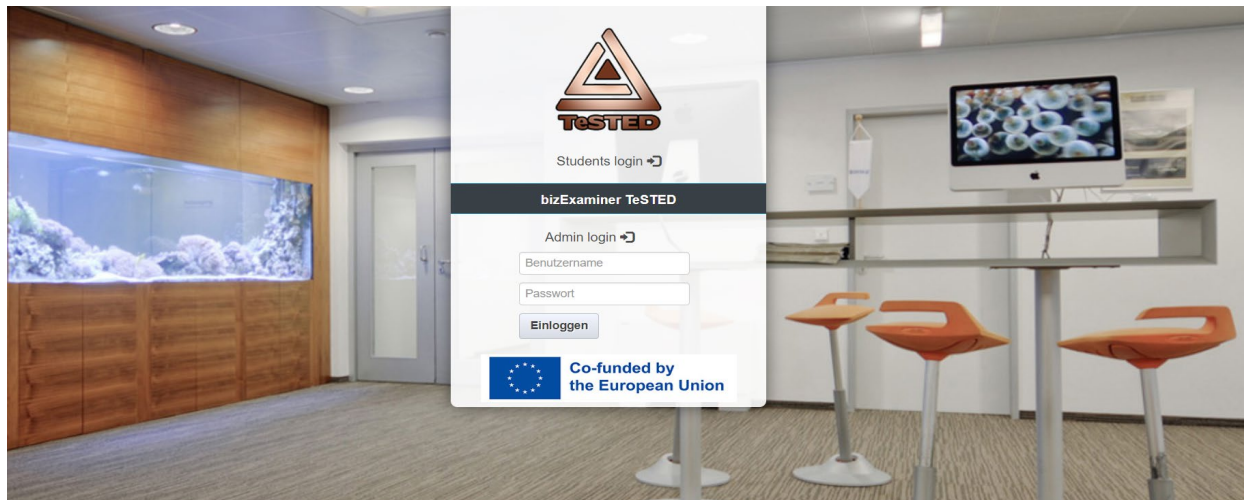
- Low risk → 0-30%
- Medium risk → 30-60%
- High risk → 60-100%

This information is critical for early intervention. The teacher should report the results to the in-campus office team, where further support strategies, such as mentorship, tutoring, or counseling, can be organized to address the identified risks.

Collaborative action between the teacher and the support team will ensure that students receive timely and effective help, reducing the chances of dropout. This proactive and structured approach ensures that both teachers and support staff can work together to foster an inclusive, supportive learning environment and prevent potential dropouts.

3.1.3. Guidelines on how to administer the assessment.

To effectively administer the student dropout prevention test, it is crucial to follow a clear step-by-step process using the designated platform. The following guidelines provide an overview of how to carry out this task from start to finish.



FIRST STEP → Login as Admin User

Begin by using your **"Admin User" credentials** to log in through the appropriate platform **based on your language preference** and the project partner that shared it with you.

Ensure that you are logging into the correct platform for your region to access the right administrative data for managing the test process.

The login link and user credentials are provided below:

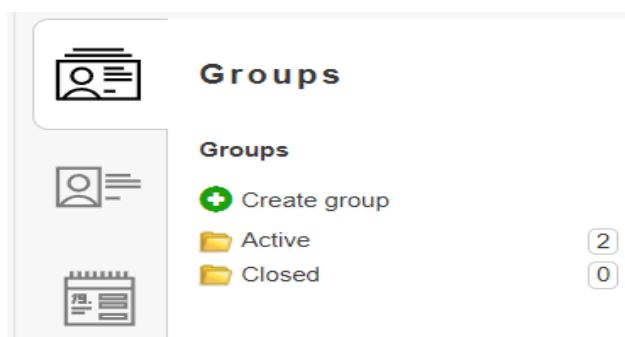
PLATFORM	https://tested.bizexaminer.com
ENGLISH	user: tested_en pwd: 4%28doG2
ROMANIAN	user: tested_uslip pwd: L4teeZw
BULGARIAN	user: tested_dayana pwd: 4D3Ng9Y
GREEK	user: tested_akmi pwd: 1duciZx

Project No. 2022-1-RO01-KA220-VET-000086834

GERMAN	user: tested_ipcenter pwd: bd9GYNq user: tested_bkcon pwd: 6Vv3VCc user: tested_evbb pwd: ok3Eg5R
--------	--

SECOND STEP → Create a Classroom for Your Students and Add Participants

Once logged in, the next step is to create a classroom by adding the names, surnames, and emails of your students. This will enable them to log in and perform the test.





Project No. 2022-1-RO01-KA220-VET-000086834

Create group ×

Select organisation

Organisation * TeSTED

continue

Create group ×

Group

Organisation TeSTED

Group name * Class NAME + NUMBER

Description Please add the description you consider

☐ create as public group

You have two options for inputting student data:

1. Manual Entry: You can enter the email addresses of each student individually.

Add participant ×

Create Search Load from group Load from schedule Import from CSV Import from Excel

Participant information

Gender * Female

First name *

Title preceding

Email

Internal participant ID

Surname *

Title following

Date of birth

Language English

Disadvantage compensation 0 %

Add participant

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the ANPCDEFP. Neither the European Union nor the ANPCDEFP can be held responsible for them

Project No. 2022-1-RO01-KA220-VET-000086834

2. Excel Upload: If you have all the student information gathered in an Excel sheet, you can upload the file to automatically create the classroom. This method is more efficient, especially for larger groups of students.

Add participant ✕

Create Search Load from group Load from schedule Import from CSV Import from Excel

Excel file

Choose File No file chosen [Example Excel file](#)

Upload file

Participants

Name	Email	Date of birth	Internal participant ID
No participants found			

Add selected participants

Make sure all student data is correctly entered to avoid any issues with accessing the test.

Groups

Groups | Active x

Search -- All organisations -- Filter x 3 entries

Group name	Description	Organisation	Nr. of participants	Created from
Class A		TeSTED	1	Tested EN
Class B - Second grade		TeSTED	1	Tested EN
Class NAME + NUMBER	Please add the description you consider	TeSTED	1	Tested EN

THIRD STEP → Set a Timeframe and Deadline to do the test

After creating the classroom, it is essential to create a schedule and set a clear deadline for when the test should be completed.

Communicate this deadline to your students and ensure they are aware of the importance of completing the test within the specified timeframe.

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the ANPCDEFP. Neither the European Union nor the ANPCDEFP can be held responsible for them

Project No. 2022-1-RO01-KA220-VET-000086834





Self-Assessment Tests

Schedules

 Create schedule

 Created

 Ready for testing

 To mark manually

 Completion in progress

 Done

0

1

0

0

4

Self-Assessment Tests

Schedules

 Create schedule

 Created

 Ready for testing

 To mark manually

 Completion in progress

 Done

0

1

0

0

4

Groups | Active

Schedules | Created

Create schedule

General information

Marker/Shipment information

Participants

Test modules

Create schedule Step 1 of 4: General information

Select organisation

Organisation *

TeSTED

Schedule name *

Self Assessment of Dropout Risk for Students - TEST 1

Date

Time zone *

(UTC+01:00) Europe / Vienna

Selected date *

November 2024

Su

Mo

Tu

We

Th

Fr

Sa

27

28

29

30

31

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

1

2

3

4

5

6

7

13

00

to *

December 2024

Su

Mo

Tu

We

Th

Fr

Sa

24

25

26

27

28

29

30

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

1

2

3

4

15

00

Project No. 2022-1-RO01-KA220-VET-000086834

Add the Class group you created at the beginning to the Test you have just created:

Add participant ×

Create Search **Load from group** Load from schedule Import from CSV Import from Excel

Group

Class NAME + NUMBER

Participants

☐	Name		Date of birth	Internal participant ID
☐	Ms. Irene Castillo Abad	irene.castillo@ipcenter.at	Jul 30, 1997	

Select exams ⓘ *

TeSTED (1)

☐ TeSTED Questionnaire

Add selected participants

FOURTH STEP → Distribute the test

The test should then be distributed through the platform, and as the teacher, you should actively follow up to ensure that all students complete it by the deadline.

Project No. 2022-1-RO01-KA220-VET-000086834

Self-Assessment Tests

Schedules

- Create schedule
- Created 0
- Ready for testing 1**
- To mark manually 0
- Completion in progress 0
- Done 4

Groups | Active x | Schedules | Created x | Create schedule x | Schedules | Ready for testing x

ID 08/13/2024 to 02/13/2025 -- All organisations -- Name Filter x 1 entries

ID	Date	Organisation	Schedule name	Participants	State
7874	Nov 13, 2024, 12:00 PM	TeSTED	Test - Risk factors	1 (1)	Participant credentials printed

You have two options to distribute the test:

1. Individualized Credentials: You can download an invitation letter to the test, which you can then give or send to the student.

Functions Details Participants Attendances

Actions

Print testletter again Export credentials

Project No. 2022-1-RO01-KA220-VET-000086834

Personal information

Please check the validity of your personal information before proceeding.

First name:
Last name:
Date of birth:

Your certificate(s) will show the following name:

Certificate(s)

Please check if you have been registered for the correct exam(s) before proceeding.

Exam: TeSTED Questionnaire EN
Description:

Access to the test

To start the test, please browse the following website:

<https://tested.bizexaminer.com/exam>

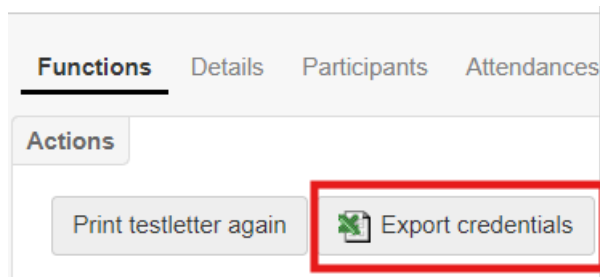
Credentials

By logging in, you confirm the correctness of the above information.

Please note that spaces (if any) in the Participant-ID are for the purpose of better readability only and must not be entered.

Participant-ID: 717 314 967 831 311
Password: HCPQ2R

2. Emailing the credentials: If you include the Email of your students, you can export an Excel with all individualized credentials and then share it with them in person or by Email.



FIFTH STEP → Evaluate the Results

Once all students have finalized the test, the next step is to evaluate the results.

Use the platform's evaluation tools to review the outcomes for each student. You will find these results under **Attendances & Analytics**.

Project No. 2022-1-RO01-KA220-VET-000086834

Functions Details Participants <u>Attendances</u> Comments Analytics						
						
Participant / Test	Valid	Questions answered	State	Result	History / Time taken	Actions
 TeSTED Questionnaire - TeSTED Questionnaire EN	from Nov 13, 2024, 12:00 PM to Nov 14, 2024, 2:00 PM	23/23-100%	passed (Medium dropout risk)	73% (59 of 81 points)	 Test evaluated 9 minutes	

Pay particular attention to those marked under “High Risk”, as these students are identified as having a higher likelihood of disengagement or dropping out.

After identifying these students, it is crucial to take immediate action by reporting the results to the on-campus office and implementing appropriate support strategies to address their needs. It is not enough with a quantitative evaluation, but you need to qualitatively assess the situation of the flagged student, so you can determine whether he or she might be at risk.

3.1.4. Considerations for ensuring accuracy and reliability

To ensure the accuracy and reliability of the dropout prevention test process, several key considerations should be taken into account:

Data Input Accuracy: Ensure that all student emails are correctly entered during classroom creation, whether done manually or via Excel upload. Accurate data input is critical to providing students with access to the test and avoiding delays in test distribution.

Clear Communication: It is important to set and communicate a clear deadline for completing the test.

Ensuring Participation: All students should complete the test by the deadline. Regular follow-ups and reminders will help ensure participation and reduce the chances of missing data. If a student is having problems completing the test, personalized support should be given and there is the possibility of extending the deadline for that individual student.

Logical Scoring System: The IT tool used for the test features a highly logical and structured operational system. Points are assigned to each answer based on the level of risk



Project No. 2022-1-RO01-KA220-VET-000086834

associated with the student's response. This system classifies answers into "low, medium, high-risk" categories, ensuring a consistent and objective evaluation process.

Risk Evaluation: After the test is completed, teachers should evaluate the results, focusing on those students flagged under the high-risk category. The tool's scoring system ensures that risk levels are calculated with precision, making it easier to identify students who need immediate attention, but the qualitative approach ensures that the teacher really dives into the individual situation of the student and assesses the risk more accurately.

The screenshot shows a test interface. On the left is a grid of 23 questions, numbered 1 to 23. Each question has a status icon: a green checkmark for correct, a red checkmark for incorrect, and a blue checkmark for the current question (7). The grid is organized as follows:

1 ✓	2 ✓	3 ✓	4 ✓	5 ✓
6 ✓	7 ✓	8 ✓	9 ✓	10 ✓
11 ✓	12 ✓	13 ✓	14 ✓	15 ✓
16 ✓	17 ✓	18 ✓	19 ✓	20 ✓
21 ✓	22 ✓	23 ✓		

On the right, the question details are shown:

Questions

Question 7 of 23 qld: 23064 rid: 45223 topicId: 6050 (Points reached: 1 of 1) :

How would you estimate your independent income?

Please estimate your income on this scale in comparison with a typical income in the country you are living in.

Answer

- ☒ very low
- ☐ low
- ☐ national average
- ☐ above national average

3.2. The psychometric tool

3.1.1. Detailed description of the specific tool being used.

The questionnaire refers to 5 risk factors:

F1: dropout intent, which contains items 1-13.

F2: learning difficulties and the perception of mismatches, which contains items 14-24.

F3: school climate and optimal support, which contains items 25-33.

F4: lack of resources, which contains items 34 -41.

F5: the intention/tendency to change the field/school, which contains the items 42-44.

The risk factors for early school leaving, corrected after the factor analysis (through SPSS 24 and Cronbach's Alpha), are:

Risk Factor 1	Measures intention to drop out of school	13 items
Risk Factor 2	Measures learning difficulties and perception of mismatch.	11 items
Risk Factor 3	Measures school climate and optimal support.	9 items
Risk Factor 4	Measures lack of resources	8 items
Risk Factor 5	Measures the intention/propensity to change the field/school	3 items

The total score for each factor is obtained by adding the items corresponding to each factor. Furthermore, each total score can be interpreted according to the table below.

	Very low level	Low level	Medium level	High level	Very high level
F1 Dropout intent	13	14	15-22	23-41	42 – maximum
F2 Learning difficulties	minimum – 12	13-15	16-27	28-37	38 – maximum
F3	minimum – 19	20 – 33	34 – 40	41 – 44	45 – maximum

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the ANPCDEF. Neither the European Union nor the ANPCDEF can be held responsible for them

Optimal school environment					
F4 Lack of resources	minimum – 8	9	10 – 14	15 – 21	22 – maximum
F5 School field change	minimum – 3	3	4 – 7	8 – 11	12 – maximum

VII. Profiles of students at high risk of dropping out

Examples from the sample – profiles on high risk of dropping out of school

Student A

	Very low level	Low level	Medium level	High level	Very high level
Dropout intent					X
Learning difficulties			X		
Optimal school environment		X			
Lack of resources					X
School field change				X	

Student A has a very high risk of dropping out, determined in particular by a high lack of resources, but also a low school climate and a high tendency to change fields. To reduce the risk of dropping out, it is recommended to pay close attention to the student's lack of resources, to remedy them, followed by an increase in the level of the school climate.

Student B

	Very low level	Low level	Medium level	High level	Very high level
Dropout intent					X
Learning difficulties					X
Optimal school environment		X			
Lack of resources				X	
School field change				X	

Student B has a very high risk of dropping out, determined in particular by very high learning difficulties, but also a low school climate and a high tendency to change fields. To reduce the risk of dropping out, it is recommended to pay a lot of attention to the student's learning difficulties, to remedy them, followed by an increase in the level of the school climate.

Student C

	Very low level	Low level	Medium level	High level	Very high level
Dropout intent					X
Learning difficulties			X		
Optimal school environment			X		
Lack of resources	X				
School field change				X	

Student C has a very high risk of dropping out, determined by the need to change the field. Although it is very well-resourced, it has average learning difficulties and an average school climate. To reduce dropout, work could be done on developing the school climate and reducing learning difficulties, but the student must be advised in particular regarding the unsuitability of the field of study; we believe that suggesting another, more appropriate study route could have a much better effect on reducing the school dropout

The School Dropout Psychometric Tool

Age:

Gender:

- a) male
- b) female
- c) non-binary

Nationality:

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the ANPCDEF. Neither the European Union nor the ANPCDEF can be held responsible for them

Family type:

- a) Family with 2 parents
- b) Family with one parent
- c) Parents/one parent living/working abroad
- d) I have my own family

If option **d** is checked, additional questions appear (in the online version):

- a) marital status: married/not married
- b) number of persons as dependents....
- c) number of children.....

Please rate various statements on a scale of 1 to 5, where:

- 1 = Totally disagree
- 2 = Disagreement
- 3 = Neither agree nor disagree
- 4 = Agree
- 5 = Totally agree

Read each statement carefully.

Think about how much you agree or disagree with the statement.

Choose the number that best matches your opinion.

There are no right or wrong answers, so be honest and offer your own opinions.

Don't overthink the answers. Choose the first answer that comes to mind.

Do not leave any statement blank.

If you are not sure of your answer, choose the option that best fits you.

	1	2	3	4	5
Indicate your level of agreement or disagreement with the statements below by choosing the option that best corresponds to you:	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree



Project No. 2022-1-RO01-KA220-VET-000086834

1	My motivation to attend/finish this school is very low.					
2	I often think about dropping out of school.					
3	I thought about dropping out of school many times.					
4	Different thoughts go through my head, about what I could do instead of studying.					
5	I'm thinking of dropping out of school.					
6	I can't shake the feeling that I should give up my studies.					
7	I have thought many times about dropping out of school and looking to earn money.					
8	I'm thinking of dropping out of school because I need money.					
9	Considering the difficulties regarding my studies, I am thinking of abandoning them.					
10	If I could find a job now, I would drop out of school.					
11	I would give up this school anytime if I could find something better.					
12	I'm thinking of dropping out of school and getting a job so I can					



Project No. 2022-1-RO01-KA220-VET-000086834

	move away from home and have a place of my own.					
13	Given the difficulties in balancing my professional or personal life with my studies, I am thinking of dropping out.					

	Indicate your level of agreement or disagreement with the statements below by choosing the option that best corresponds to you:	1 Totally disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Totally agree
14	My schoolmates don't help me finish school at all.					
15	I realize that what I study in school does not suit me.					
16	I don't feel fit to study.					
17	I realized/ I realize that I don't like studying/ what I learn at school.					
18	What I learn in school won't help me later in life anyway.					
19	I doubt this is the right school for me.					
20	My school results in the first semester were very poor.					
21	I'm having a hard time at school.					



Project No. 2022-1-RO01-KA220-VET-000086834

22	I don't understand anything they teach me at school.					
23	I don't see why I would bother to understand what I am being taught in school.					
24	I often feel overwhelmed by schoolwork.					

	Indicate your level of agreement or disagreement with the statements below by choosing the option that best corresponds to you:	1 Totally disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Totally agree
25	There is at least one family member who is supporting me to finish school.					
26	There is at least one professor who insisted that I finish school.					
27	There is at least one close teacher who understands me when I have problems.					
28	There is at least one teacher who helps me when I have problems at school.					
29	I used to discuss with my family members about the importance of my education.					
30	I like what I learn practically at school.					



Project No. 2022-1-RO01-KA220-VET-000086834

31	The decision to choose this school was mine.					
32	I like going to school every day.					
33	I like what I learn at school.					

	Indicate your level of agreement or disagreement with the statements below by choosing the option that best corresponds to you:	1 Totally disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Totally agree
34	My parents tell me to quit school and get a job, earn money					
35	No one in my family helps me when I have problems at school					
36	My friends tell me that there is no point in going to school anymore					
37	People around me tell me that I'm old enough to get a job and drop out of school					
38	I don't often interact with friends or classmates outside of school hours					
39	I get along very badly with my parents at home					
40	I have nowhere to get money to go to school					

Project No. 2022-1-RO01-KA220-VET-000086834

41	I don't have money for everything I need at school					
----	--	--	--	--	--	--

	Indicate your level of agreement or disagreement with the statements below by choosing the option that best corresponds to you:	1 Totally disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Totally agree
42	I have considered changing my school or field of study					
43	I don't care much about the major I'm taking at school					
44	I think I might decide to change schools					

4. Conclusion and Recommendations

The comprehensive assessment tool presented in this handbook represents a pivotal step toward addressing the multifaceted issue of student dropouts in vocational education and training (VET) settings. By equipping VET providers with a structured and systematic approach to identifying and supporting at-risk students, this tool fosters proactive measures that enhance student retention and promote educational success.

This handbook underscores the importance of early intervention, holistic evaluation, and data-driven decision-making in reducing dropout rates. Through its emphasis on personalized support and continuous monitoring, the tool empowers educators and

Funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union or the ANPCDEF. Neither the European Union nor the ANPCDEF can be held responsible for them

Project No. 2022-1-RO01-KA220-VET-000086834

administrators to address the root causes of disengagement and create a supportive learning environment tailored to the diverse needs of students.

By implementing the strategies and methodologies outlined in this handbook, VET providers can take meaningful steps to ensure that students not only remain in school but also thrive academically, emotionally, and socially. This effort contributes to broader goals of equity, inclusion, and excellence in education, ensuring that every student has the opportunity to achieve their full potential.

The handbook serves as both a guide and a resource, inspiring stakeholders to collaborate in creating systems that prevent dropouts and uphold the integrity of education as a pathway to opportunity and success.