VET Dropout Prevention Toolkit

TeSTED Erasmus + Project

Identifying and Supporting Students at Dropout Risk

UNLOCK STUDENT POTENTIAL
INTRODUCING THE TESTED TOOLKIT

Dear VET Educators,

We know the dedication you have to the success of your students every day. Working with learners at risk of early school leaving presents unique, yet critical, challenges.

The Erasmus+ TeSTED project consortium has developed a validated, practical toolkit designed specifically for you.

TeSTED provides you with the mechanism to:

- **Early Identification**, quickly and accurately spot students who are facing difficulties and are at risk of dropping out.
- Offer the tailored, timely personalized support they need to overcome barriers.
- Actively contribute to reducing early school leaving in your VET school.

Your Role Matters!

Your active involvement in using the TeSTED resources is the key to transforming these challenges into opportunities. By implementing this toolkit, you will not only facilitate student integration and retention but also strengthen your educational community, create a more inclusive environment where every student feels supported, and ensure every learner has the best possible chance to reach their full potential.

Let's transform our work and make a lasting impact on our students' lives, together!

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TESTED INTERVENTION MECHANISM

IMPLEMENTATION IN YOUR SCHOOL!

Initiation and Planning

- A multidisciplinary team shall be formed.
- Specific and measurable objectives shall be defined
- Assessment Tools are to be used.
- Procedures for applying the questionnaires are to be established, ensuring confidentiality.
- The necessary resources are to be planned.
- Students, parents, and staff are to be informed about the intervention.
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PHASE 1

PHASE 2

Identification of the students at risk dropout and collection of the data

- Risk assessment questionnaires (socio-economic and psychometric) are applied.
- Data is analyzed to identify students at high risk.
- Interviews are conducted with at-risk students
- Teachers and tutors are consulted
- Relevant information is gathered from files and parents

Personalized intervention planning

- The individual needs of students are analyzed
- Intervention plans are elaborated for the identified students
- The necessary resources are allocated.

PLAN

PHASE 3

PHASE 4

Implementation of the intervention

- Personalized plans are applied.
- The implementation and student involvement are monitored.
- Constant communication is maintained with students, the intervention team, teachers, and their families.

Revizion and Adjustement

- The progress of the students is evaluated.
- Feedback is collected from students, teachers, and parents
- Intervention plans are adjusted based on progress and feedback.
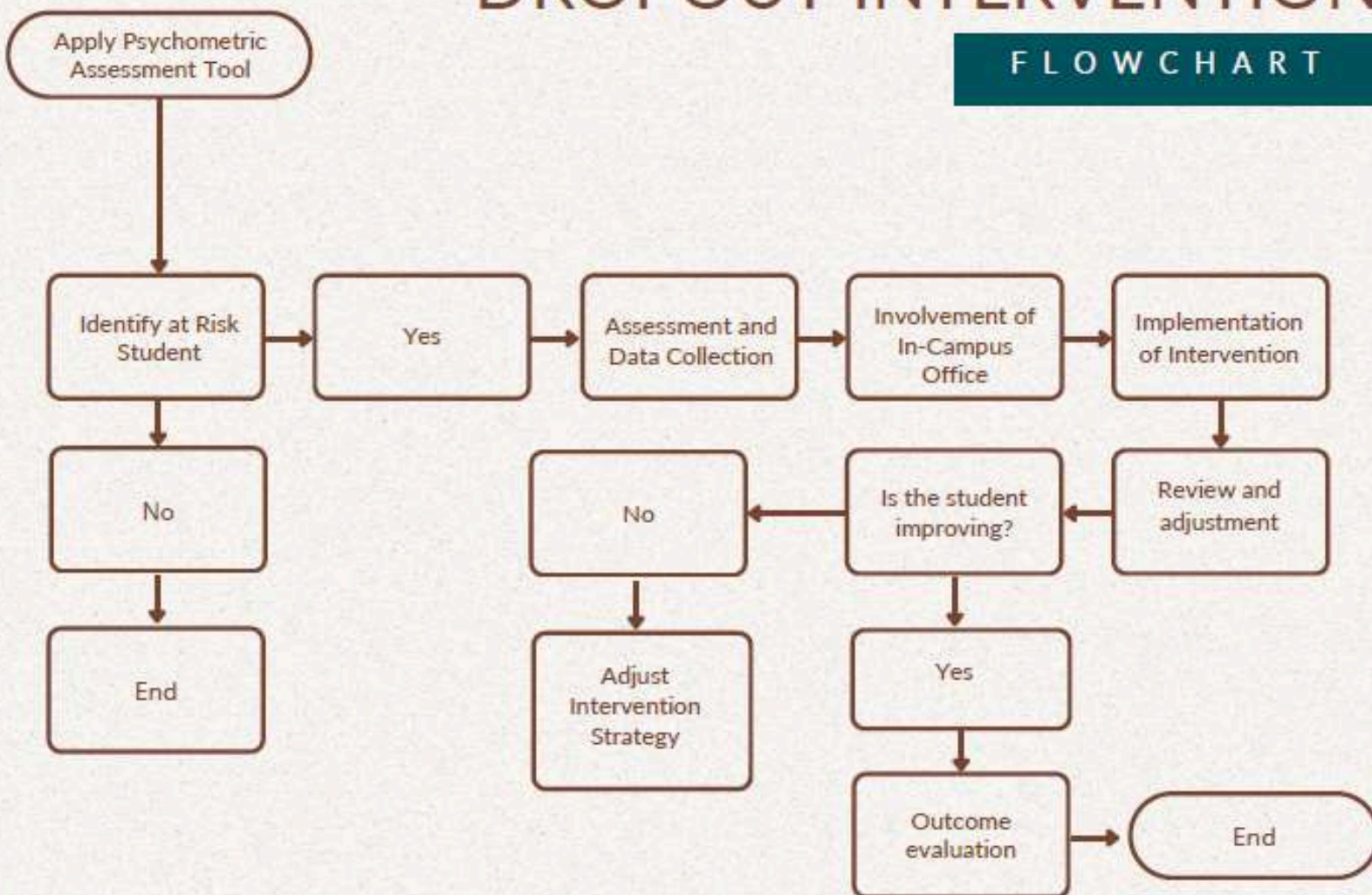
PHASE 5

PHASE 6

Conclusion of the Intervention

- Success criteria are established.
- Long-term monitoring is planned.
- The intervention mechanism is implemented in the current activity of the school.

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DROPOUT INTERVENTION

FLOWCHART

Apply Psychometric
Assessment Tool

↓

Identify at Risk
Student → Yes → Assessment and
Data Collection → Involvement of
In-Campus
Office → Implementation
of Intervention

↓   ↓

No   No ← Is the student
improving? ← Review and
adjustment

↓   ↓   ↓

End   Adjust
Intervention
Strategy   Yes

↓

Outcome
evaluation → End

Interdisciplinary Teams Collaboration Guidelines

Establish Clear Objectives	● Begin each project or intervention by defining specific, measurable, achievable, relevant, and time-bound (SMART) goals using the provided SMART Objectives Template. ● Engage all team members in the goal-setting process to ensure alignment and shared ownership of objectives. ● Regularly revisit objectives to evaluate progress and make adjustments based on outcomes or new challenges.
Encourage Open Communication	● Schedule regular check-ins, such as weekly updates or bi-weekly case review meetings, to keep the team informed and aligned. ● Use collaborative tools, such as Teams, Slack, or Trello, to centralize communication, share updates, and provide feedback. ● Establish communication norms, such as preferred response times and channels, to enhance efficiency and clarity. ● Create an inclusive environment where team members feel safe expressing concerns, ideas, or suggestions.
Utilize Diverse Expertise	● Form blended sub-groups from the interdisciplinary team based on specific challenges, leveraging the unique strengths of each group. ● Facilitate cross-training sessions to help team members understand each other's roles, skills, and perspectives. ● Encourage joint brainstorming sessions to approach problems from multiple angles and foster innovative solutions. ● Rotate team leadership roles for specific tasks to maximize engagement and tap into varied leadership styles.

Tips & Tricks for Effective Collaboration

Foster Mutual Respect	● Recognize and value the unique contributions of each discipline, understanding that diversity in expertise enhances problem-solving. ● Encourage active listening during discussions to ensure all voices are heard and considered. ● Create an inclusive environment by promoting equal opportunities for participation in decision-making processes. ● Acknowledge individual and group achievements through team-wide celebrations, such as monthly recognition events or shout-outs during meetings. ● Develop a culture of gratitude by expressing appreciation for team members' efforts, both privately and publicly.
Team-Building Activities	● Organize skill-based workshops where team members collaborate to solve simulated interdisciplinary challenges, fostering mutual understanding of each discipline's strengths. ● Plan regular informal gatherings, such as potluck lunches, cultural exchange events, or outdoor activities, to build camaraderie. ● Use structured icebreakers at the start of meetings to encourage openness and familiarity, such as "two truths and a lie" or team trivia. ● Facilitate team retreats that combine professional development sessions with recreational activities to strengthen team bonds.
Clear Role Assignment	● Implement a shared responsibility matrix that outlines each team member's tasks, ensuring alignment with their expertise and the project's goals. ● Assign roles transparently to promote accountability and clarify expectations. ● Regularly revisit and update role assignments to address evolving project needs or to integrate feedback from team members.

	● Encourage team members to document their contributions and share updates during progress reviews to enhance accountability and visibility.
Conflict Resolution	● Develop a step-by-step conflict resolution protocol, including identifying the issue, assigning a mediator, and defining clear outcomes. ● Encourage proactive conflict prevention by fostering a culture of trust and openness, where disagreements are addressed early. ● Train team members in conflict management techniques, such as active listening and negotiation skills, to handle disputes effectively. ● Focus on the team's shared goals and objectives when resolving conflicts to maintain alignment and unity.
Adaptability	● Promote a mindset that views challenges as opportunities for growth and innovation. ● Be prepared to reassess timelines, resource allocations, or strategies in response to unexpected circumstances or feedback. ● Incorporate flexibility into project plans by building buffer times and contingency options for critical tasks. ● Schedule regular updates and meetings to discuss progress, identify potential adjustments, and ensure everyone remains aligned with the revised goals. ● Empower team members to suggest innovative solutions or changes when facing unforeseen challenges, fostering a proactive and resilient team culture.

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SMART Objectives Template for Annual Planning

Objective 1: Decreasing the rate of unexcused absence from school by 15%.
Aspect: ☐ Attendance ☐ Behaviour ☐ Performance in class ☐ Other

S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What tasks should be done? What do we need to complete this step?)	This objective will eliminate some of the early signs of dropping out.
M	**Measurable**	M – is the goal **measurable**? (How will we know it has been achieved? How will progress be monitored? How will we measure outcomes?)	We can measure reasons, cases of absence and number of students.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of its completion? How will we overcome them?)	We can shape appropriate intervention means during the school year.

R	Relevant	R – is the goal **relevant** to our general expectations?	The objective derives from the school strategy to combat dropping out.
T	Time Bound	T – is the goal **time bound**? (How often will this task be done? By when will this goal be accomplished?)	We can establish weekly and monthly frames for applying measures and monitoring results.

Timeline	Actions	Resources Needed	Responsible Persons	Data Sources
Daily				
Weekly				
Monthly				
School term				
School year				

Risk Factors Addressed:

Challenges	Main target group	Secondary target group

Student At-Risk Reporting Template

Name of student			
Age			
School/VET center			
Risk Indicators		Identified indicators	Tools used
Behavioral Indicators	Increased absenteeism		
	Frequent delay		
	Relationship difficulties		
	Sudden changes in behavior		
	Disruptive behavior		
	Health problems		
	Difficult family situation		
Academic Indicators	Decreased performance		
	Lack of involvement in school activities		
	Lack of interest in learning		
	Difficulty keeping up with the school curriculum		
Indicators Related to the Family and Social Context	Family problems		
	Financial difficulties		
	Discrimination or marginalization		
Other indicators			

Student At-Risk Reporting Template

Description of concerns
Provide a brief description of the behaviors, or changes you observed in the student

Communication with Student
Have you discussed these concerns with the student?
[ ] Yes
[ ] No
If yes, what was the student's response?

Communication with Parents/Guardians/Partners
Have you informed the student's parents/guardians about these concerns?
[ ] Yes
[ ] No
If yes, what was their response?

Immediate Action Taken by Teacher
Describe any steps you have already taken to support the student, e.g., offered extra help, referred them to a counselor, etc.
1.
2.
3...

Recommendation for Further Action
What kind of support do you think the student needs?
[ ] Referral to counseling
[ ] Academic support
[ ] Socio-economic support
[ ] Parent meeting
[ ] Other:

Additional Notes or Comments
Any other relevant information that might help the intervention office understand the student's situation

Teacher Name	
Date	

CASES LIBRARY

DROP-OUT OR SUCCES ?

GET INSPIRED BY...

REAL LIFE STORIES ABOUT DROP-OUT & SUCCESS CASES OF STUDENTS IN VET EDUCATION

4 DROP OUT CASES

Take a look at different stories of students, who dropped-out from their studies and where teachers could not do anything against the drop-out.

+

CONCLUSIONS

Read the main conclusions extracted from an analysis of these drop-out cases. Avoiding drop-out does not only depend on one person.

+

4 SUCCESS CASES

Take a look at different stories of students, who continued their studies after being at risk of dropping-out.

+

CONCLUSIONS

Read the main conclusions extracted from an analysis of these success cases. A timely intervention is always a good approach.

+

ANDREI

KEY FACTS

Age: 28 years
Gender: Male
Course: Colegiul Silvic Bucovina, Campulung Moldovenesc
Year of enrollment: 2013
Year of drop-out: 2016

PROBLEMATIC

Behaviors that could show that the student was at risk of dropping out:

1. Absenteeism
2. Relationship problems with colleagues and teachers
3. The parents did not set clear expectations about the student's education and did not monitor the student's academic progress.

Time of occurrence: 2015-2016

Duration: 2 years

Results: School dropout, lack of specialization, low income, dependence on social assistance and prolonged unemployment

BEHAVIOUR ANALYSIS

A (Antecedent): Low grades, Increased absenteeism, Difficulty concentrating, Lack of motivation for learning

B (Behavior): Very impulsive, which led to involvement in conflicts and avoiding school.

C (Consequence): Lack of self-confidence that led to missed opportunities, Substance abuse, Economic and Family issues.

HOW WAS THE END OF THE STORY?

UNSUCCESFUL... The drop-out took place and nothing could be done to avoid it because:

- The student hid to his family that he had academic problems at school and was excluded.
- The non-involvement of families and lack of monitoring led to the removal of the student from school.
- The lack of communication between the family and the student led to subsequent conflict situations in the family, substance abuse, and the loss of employment opportunities

VERENA

KEY FACTS

Age: 21 years
Gender: Female
Course: Vocational education training (VET) "Hairdresser and Stylist" (prolonged form, 4 years)
Year of enrollment: 2020
Year of drop-out: 2024

PROBLEMATIC

Behaviors that could show that the student was at risk of dropping-out
- High percentage of Absenteeism and physical/health problems
- Motivational problems to visit the education regularly
- Family issues and problems

Place and time of occurrence: 2022 - 2024

Intensity: Increases from year to year

Duration: 2 years

Results: Dropout in the last year of vocational education training, lack of the final qualification, missing a high amount of the education in these 2 years, less practitional experience and slow performance, financial dependance on social assistance and her fiance/future husband.

BEHAVIOUR ANALYSIS

A (Antecedent): Increased Absenteeism, Physical problems /Illnesses, Low grades in school
B (Behavior): Lack of motivation to visit the education regularly, Avoiding education, High involvement in her personal, health and family issues
C (Consequence): Emotional problems. Insecurities / lack of self-confidence if it is possible for her to finish the education despite her physical and health problems

HOW WAS THE END OF THE STORY?

The student / trainee decided to quit the education because of her increasing physical and health problems. She wanted to wait for surgery and rehabilitation afterwards. A lot of internal and external consulting took place to support her in the vocational training. Other education possibilities were discussed too, but she wanted to finish this form as "hairdresser and stylist".
She was very talented and wanted to work later in this field as a hairdresser/stylist or makeup-artist despite her physical / health problems. That's the reason why she originally wanted to continue the education. Additional family conflicts and the high responsability for her younger brothers and sister had an impact for the dropout too
She had an early engagement with 19 years and the marriage was planned this year with 21

ALEX

KEY FACTS

Age: 16 years
Gender: Male
Course: VET Restaurateur course
Year of enrollment: 2021
Year of drop-out: 2023

BEHAVIOUR ANALYSIS

A (Antecedent): Social and family factors: problems in the family, lack of support from parents and unfavorable social conditions

B (Behavior): The student engages in negative activities, has conflicts with teachers and classmates, complains about learning material, exhibits aggressive behavior and violates school rules/e.g. often leaves the classroom without permission.

C (Consequence): Completely decommitted and uninformed about course content and inability to follow-up.

PROBLEMATIC

Behaviors that could show that the student was at risk of dropping out:

1. Low school attendance - often misses classes, especially before lunch. He shows up to lessons late or doesn't show up at all.
2. Discipline and behavior problems
3. Lack of motivation and interest in the learning process.

Time of occurrence: 2022-2023

Duration: 6 months

Results: School dropout

HOW WAS THE END OF THE STORY?

Regardless of the efforts to prevent the student from dropping out, he continues to show even greater indifference to the learning process and does not attend the course, which leads to dropping out of the course.

He then had limited opportunities to generate income from work, as the was heavily relying on insecure, low-paying jobs. Lack of qualifications is a serious obstacle to finding a well-paid job.

SLAVEYKO

KEY FACTS

Age: 20 years
Gender: Male
Course: Vocational education training (VET) "Specialist in Tourism Units & Hospitality Businesses "– 2 years
Year of enrollment: Non-available
Year of drop-out: Mid-term of the second year

BEHAVIOUR ANALYSIS

A (Antecedent): In the middle of the second year, the student began to experience financial difficulties and a lack of motivation to attend classes. These problems were already present, but intensified over time, leading to increased absenteeism.

B (Behavior): The student began to miss more classes, and when he did attend, he was disengaged and unmotivated. His attendance declined and his overall academic performance deteriorated.

C (Consequence): As absences increased, his grades dropped, and eventually the student dropped out before completing his second year.

PROBLEMATIC

Behaviors that could show that the student was at risk of dropping out:
1. High percentage of Absenteeism
2. Motivational problems to attend to in the classrooms
3. Financial problems

Time of occurrence: Mid-term of the second year and increases from year to year

Duration: 2 years

Results: Gradual decline in performance within the class, then there was Absenteeism and the final stage was the dropout of studies.

HOW WAS THE END OF THE STORY?

The student was facing financial problems. To solve them he started looking for a new job after the end of the internship. He found a job abroad and dropped out of his studies. There was a meeting with the head of studies to see possibilities of continuing with the studies, but it didn't work out.

LEARNINGS ABOUT DROP-OUT CASES

FINANCIAL CHALLENGES AS BARRIERS TO COMMITMENT

PROBLEM   SUGGESTION

WORK OPPORTUNITIES VS. EDUCATION RETENTION

PROBLEM   SUGGESTION

IMPORTANCE OF EARLY INTERVENTION

PROBLEM   SUGGESTION

VALUING STUDENT PERSPECTIVES

PROBLEM   SUGGESTION

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MARIO

KEY FACTS

Age: 22 years
Gender: Male
Course: Scoala Profesionala Stolniceni-Prajescu, Iasi
Year of enrollment: 2018
Year of drop-out: 2022

PROBLEMATIC

Behaviors that could show that the student was at **risk of dropping out:**

1. Disinterest in school
2. Lack of interest in the completed specialization
3. The financial interest to get quick income

Time of occurrence: 2021

Duration: 1 year

Result: He dropped-out temporarily and was employed as a day laborer in France

BEHAVIOUR ANALYSIS

A (Antecedent): Difficulty concentrating and completing tasks, Lack of motivation for learning, Low grades.

B (Behavior): Avoiding school, Showcasing the feeling of not belonging at school

C (Consequence): Long-term absenteesim from school to go to work and earn money.

HOW WAS THE END OF THE STORY?

SUCCESSFUL! The factor that contributed to Mario finally staying in the course was...

- The desire to be paid better, according to his specialization.
- The possibility of obtaining a management position at his uncle's company if he returned to school.

He returned and completed the course satisfactoryly.

MYRTO

KEY FACTS

Age: 22 years
Gender: Female
Course: Scoala Profesionala Stolniceni-Prajescu, Iasi
Year of enrollment: 2018
Year of drop-out: 2022

PROBLEMATIC

Behaviors that could show that the student was at risk of dropping out

1. Disinterest in school
2. Lack of interest in the completed specialization
3. The financial interest to get quick income

Time of occurrence: 2021

Duration: 1 year

Results: school dropout, lack of specialization, lack of opportunities, employed as a day laborer in France

BEHAVIOUR ANALYSIS

A (Antecedent): Difficulty concentrating and completing tasks, lack of motivation for learning, low grades

B (Behavior): Avoiding school and expressing a feeling of not belonging at school

C (Consequence): Absent from school to work and having more interest in earning more money than going to school.

HOW WAS THE END OF THE STORY?

There were some factors that contributed to finally staying in the course:

The student returned to complete his studies and obtain the necessary specialization at his uncle's company in France.

The desire to be paid better, according to the specialization and the possibility of obtaining a management position at his uncle's company led him to return to school to complete his studies

GEORGE

KEY FACTS

Age: 21 years
Gender: Male
Course: Vocational education training as "Chef"
Year of enrollment: Non-available
Year of drop-out: Non-available

PROBLEMATIC

Behaviors that could show that the student was at risk of dropping out:
1. High percentage of Absenteeism (non-justified)
2. High stress
3. Physical fatigue

Time of occurrence: Second year of studies

Duration: 1 year

Results: Dropout a couple of months after the practice period during the tourist season

BEHAVIOUR ANALYSIS

A (Antecedent): Poor performance on tasks in the classroom

B (Behavior): Lack of motivation to attend and participate in the lessons and difficulty concentrating on educational tasks

C (Consequence): Tendency to avoid the tasks of teachers and absenteeism. High level of stress and restrained signs of depression

HOW WAS THE END OF THE STORY?

The student's behaviour was identified by his teachers and his classmates. The student wished to continue his studies but due to financial issues he had to work and the job was very demanding, so it was difficult to keep up with both activities.

The student had individual counseling sessions with a teacher and the head of studies, who provided a solution through the following:
- Tuition will be paid in more instalments over a longer period to be more financially bearable.
- The student could attend morning or evening classes at his/her convenience, depending on his/her work schedule.

CHRISTIAN

KEY FACTS

Age: 15 years
Gender: Male
Course: Assistant coach at Secondary Sports School
Year of enrollment: 2022
Year of drop-out: 2023

PROBLEMATIC

Behaviors that could show that the student was at risk of dropping out:
1. He attends school, but is not participative at all.
2. He expresses his mindset on the uselessness of studying and playing sports.
3. Social and family factors: problems in the family, divorced parents with conflicts and negative communication.

Time of occurrence: 2022

Duration: 1 year

Results: failing subjects and being at the edge of droping out

BEHAVIOUR ANALYSIS

A (Antecedent): Difficulty in following the lessons and study material. Feeling of being left out.

B (Behavior): Showing lack of motivation and interest in the learning process. Specifically, he looks for a cause for dissatisfaction in the coach's behavior, describing her as strict, constantly yelling and demanding.

C (Consequence): He starts getting low grades and there is likelihood that he will fail the course.

HOW WAS THE END OF THE STORY?

The student receives appropriate support from teachers, pedagogues and specialists from the school. He is also included in the Mentoring Project, which uses a mentoring program where older students help younger students adjust to school. This approach creates a supportive community and helps him feel more secure and motivated.

In order to prevent him from dropping out, an interdisciplinary team worked with parents and institutions. He is also involved in educational events and programs organized by the community.

The joint efforts of teachers, families and the community enable him to stay in school and follow an educational path.

LEARNINGS ABOUT SUCCESS CASES

DETECTING AND ADDRESSING ANXIETY EARLY
+

FLEXIBILITY AS A KEY TO BALANCING WORK AND STUDY
+

PROMOTING OPEN DIALOGUE
+

SUPPORTING RETURN TO EDUCATION
+

BACKGROUND

The TeSTED Consortium is composed of different institutions in the field of VET education, who contacted teachers and pedagogists in each participating country and conducted interviews with them to discuss real life drop-out and success cases.

These stories were gathered and analyzed to provide insightful inputs on factors that led to drop-out and to remain in the course.

To protect the identity of students, stories were gathered in an anoymous ways and teachers never mentioned any real name of their students. The names here presented are therefore fictional.

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the European Union

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The TesTED Project has been financed by the European Commission...

24	6	5
MONTHS	Projec Partners	Countries

PROJECT PARTNERS

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Case documentation template for Teachers

Background Information	
Age of the student	
Gender of the student	
Course of enrolment	
Years of enrolment	

Identifying Risk Behaviours for dropping out

Behaviour 1	
Occurrence	
Duration	
Results	

Behaviour 2	
Occurrence	
Duration	
Results	

Behaviour 3	
Occurrence	
Duration	
Results	

Reflective Summary

How did the behaviour affect students' performance over time?
How did the educational centre approach the issue?

End of the Story: Dropout or Success?

MEETING MINUTES

Date and time	
Location	
Duration	
Planned/Ad hoc	

Meeting Title:

Meeting attendees:

Name	Title	Role

Agenda:	Main issues concerned:

Discussed topics	Decision points:

Pending questions:	Next meeting:

Personalized Strategy Template

Student Name: Grade Level: Major/Program: Date of Birth:	
Reasons for Concern	What specific behaviors or academic indicators suggest the student is at risk of dropping out? When did these concerns first arise? Have there been previous attempts to address these concerns?
Student's Perspective	What does the student say about their academic struggles and future goals? Are there any personal or external factors that may be contributing to their difficulties? How does the student feel about seeking help?
Academic Factors	What specific academic areas is the student struggling in?001 Are there any learning disabilities or other special needs that may be impacting their performance? Has the student been provided with appropriate academic support services?
Social and Emotional Factors	Does the student have a strong support system outside of school? Are there any social or emotional challenges the student is facing? How does the student interact with peers and faculty?
Intervention Plan	What specific interventions are being considered? Who will be responsible for implementing each intervention? What are the expected outcomes of each intervention? How will the effectiveness of the interventions be measured?
Timeline	When will the interventions begin? How often will progress be monitored? What are the benchmarks for success?
Collaboration and Communication	Which faculty and staff members will be involved in the intervention? How will communication be coordinated among all involved parties? How will the student's family be involved in the process?
Evaluation and Adjustment	How often will the intervention plan be reviewed? What data will be collected to evaluate the effectiveness of the plan? What adjustments will be made to the plan, if necessary?

Template **Month Student Progress Report**		
Basic Student Information	Student Name	
	Class/Program	
	Teacher Name	
	Date of Report	
	Date of Initial Referral	
Summary of Initial Concerns	(Provide a summary of the issues identified during the initial reporting stage)	
Intervention Plan Summary	Outline the intervention strategies put in place to address the student's needs	
Individual Support Plan (ISP)	Academic support	
	Counseling or emotional support	
	Socio-economic support	
	Family involvement	
	Other	
Description of the actions taken		
Evaluate the progress made in different areas over the last 6 months	Academic Performance	[ ] Significant improvement [ ] Moderate improvement [ ] No improvement [ ] Declined

	Attendance	[ ] Regular attendance [ ] Some improvement [ ] No change [ ] Worsened
	Behavioral and Emotional Indicators	[ ] More engaged in class [ ] Some positive changes [ ] Still withdrawn or disengaged [ ] Behavioral concerns persist
	Socio-Economic Issues	[ ] Improved (e.g., stable housing, financial assistance received) [ ] Some improvement [ ] No improvement
	Others	
Communication with Student	Has there been ongoing communication with the student regarding their progress? [ ] Yes [ ] No	
	If yes, summarize the feedback from the student:	
Communication with Parents/Guardians/ Partners	Has there been communication with the student's family over the past 6 months? [ ] Yes [ ] No	
	If yes, summarize the feedback from the family	
Challenges Encountered	Describe any significant challenges that have hindered the student's progress	
Recommendations for Continued Support	Based on the student's progress, recommend next steps or continued interventions) [ ] Continue current support plan [ ] Adjust intervention strategies [ ] Additional counseling or mental health services [ ] Additional academic support [ ] Referral to external support services [ ] Other	
Additional Notes	Any other relevant information regarding the student's progress or needs	

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CALENDAR

OF INTERNATIONAL DAYS

RELATED TO EDUCATION AND DROPOUT PREVENTION

JANUARY 24

International Day
of Education

Celebrates
education's role in
peace and
development,
emphasizing the
need to address
dropout rates.

FEBRUARY 11

International Day
of Women and
Girls in Science

Highlights the
importance of
gender equality in
education,
addressing
dropout rates
among girls in
STEM fields.

MARCH 21

International Day for
the Elimination of
Racial Discrimination

Focuses on
combating
discrimination, a
factor contributing
to student
dropouts.

APRIL 6

International Day
of Sport for
Development

Promotes the role
of sports in
education,
encouraging
student
engagement and
retention.

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CALENDAR
OF INTERNATIONAL DAYS

RELATED TO EDUCATION AND DROPOUT PREVENTION

JUNE 12
World Day
Against Child
Labour

Addresses child
labor, a
significant cause
of school
dropouts.

SEPTEMBER 8
International
Literacy Day

Emphasizes the
importance of
literacy,
highlighting the
consequences of
dropping out.

OCTOBER 5
World Teachers'
Day

Recognizes
teachers' roles in
preventing
dropouts through
quality education.

DECEMBER 10
Human Rights
Day

Highlights
education as a
fundamental
human right,
underscoring the
impact of
dropouts on
human rights.