



EDDI NEWSLETTER

EDDI - EARLY DIGITAL DIAGNOSIS AND INTERVENTION

About EDDI

EDDI (Early Digital Diagnosis and Intervention) project aims to help teachers, families and students to better understand the causes and consequences of leaving education early. In turn this will help find possible solutions to the problem of Early School Leaving (ESL). We believe that only a comparative analysis of practices and interventions between countries which do well in the ESL statistics and those at the opposite end of the spectrum would deliver a sustainable solution to the ESL problem. Besides economic and social mobility impacts, ESL has been linked to bullying, violence and micro criminality. ESL is a threat to the successful future development of the workforce and community prospects.

One of the main outcomes of the project is the EDDI platform, which will provide an online space for teachers to develop a wide European network for institutions, teachers, trainers, students and parents to share and exchange tips and suggestions in regards to fighting ESL.



Objectives of the project

- Provide practical ideas and new strategies for classroom interventions
- Raise students' motivation to learn
- Improve competences linked to the teachers' professional profiles
- Provide teachers with a resource of ready- to-use materials to prevent ESL
- Involve students, families, health and social agencies
- Improve students' and teachers' knowledge and competences in English and ICT
- Promote social integration at school

Our work so far – Needs Analysis Report

During the first year of the project, partners have organized three online translational meetings, developed key project communication materials and conducted online research in four countries, which culminated in a comprehensive Early School Leaving needs analysis report.

The 'Needs Analysis Report' analyses and draws conclusions from the survey completed by 164 participants (66 teachers, 52 students and 46 parents) across Europe. It provides information about major factors that affect students' drop-out and suggests prevention strategies for fighting ESL at the national level, from the perspective of teachers, parents and students. The report findings have demonstrated that the factors and strategies that affect early school leaving are specific to the cultural and institutional contexts in the 4 European partner countries. This report has tried to respond to this diversity of perspectives, contexts and initiatives and has attempted to extract the benefits of different approaches.

Based on the report findings, it is very clear that the factors identified in the questionnaires will help diagnose the causes of ESL. A lot of work needs to be done to prevent and reduce early school leaving. Therefore, the e-modules that the project partners are developing will focus on the problem areas and prevention strategies identified in the report. You can read the full report [HERE](#).

Next steps

Project partners are at the final stage of finalizing the content for the EDDI platform, which they will be ready to pilot by the end of this year. In parallel, the partners are preparing for a training event in French Polynesia in February 2022.

The 4-day training event will include:

- Informative seminars by expert universities and successful enterprises from the host country and also by experts from other partner countries.
- Role-plays that represent NEET youngsters and employers to demonstrate to possible drop-outs the negative impact of leaving education early.
- The results of the training will be published and broadcasted by all the partners via videos on YouTube, project website, booklets, brochures, and social media.



Who we are



Where you can find us



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