**Tool for Schools**
Objective: Identifying students currently enrolled in school but who are at risk of dropping-out

**Process**
- Schools identify children at risk of dropping-out based on indicators. Indicators can be adapted to reflect the particular situation of a school.
- Schools develop a system whereby children at risk of dropping-out are identified and provided support to stay in school until completion of Grade 9.

<table>
<thead>
<tr>
<th>Checklist</th>
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<tbody>
<tr>
<td>School agrees on the list of indicators</td>
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<tr>
<td>School distributes the identification sheet to all homeroom teachers</td>
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<tr>
<td>Homeroom teachers fill in the sheet every semester and submit it to school management/PRTANs.</td>
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<td>Homeroom teachers alert school management/PRTANs when there is a sudden change in the situation of a child.</td>
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<tr>
<td>School management monitors closely absenteeism data and communicates it to homeroom teachers to inform their monitoring</td>
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<td>School PRTANs discuss individual cases of children and identifies possible interventions and monitoring those.</td>
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<td>For the most complex cases, PRTANs should alert the MED and the Centre for Social Work.</td>
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<td>The case of each child is followed-up by one reference person/case manager.</td>
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<tr>
<td>The whole school, and community-based actors and organisations are implementing drop-out prevention and response interventions for these children</td>
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**NOTE 1:** Not all “at-risk” students will drop-out! Students are resilient and they have strengths which can counter-balance their level of risk, such as regular attendance, strong motivation, skills in literacy and numeracy, strengths in some non-core subjects, including arts and physical education, or strong peer support.

**NOTE 2:** Absenteeism is the first predictor of drop-out. Schools must have strong absenteeism management systems in place to ensure immediate action is taken when a child is absent or repeatedly absent.
<table>
<thead>
<tr>
<th>Proposed indicators</th>
<th>Description</th>
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<tbody>
<tr>
<td>1 Attendance</td>
<td>Student has missed more than 18 classes in the month for no valid reason</td>
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<tr>
<td>2 Academic performance</td>
<td>Student cannot read, write or count appropriately for his/her age OR Student has very low grades in core subjects</td>
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<tr>
<td>3 Behaviour</td>
<td>Student repeatedly misbehaves or is repeatedly very aggressive at school</td>
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<td>4 Age</td>
<td>Student is older than his/her classmates by two years or more</td>
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<tr>
<td>5 Health</td>
<td>Student has a disability or special educational needs OR a chronic disease OR other serious physical/psychological health issues (including past trauma)</td>
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<tr>
<td>6 Family circumstances</td>
<td>Student is facing complex family circumstances such as: Student is an orphan or does not live with parents; Student’s parents have a disability or a mental illness; Student’s family faces extreme poverty or any other extreme circumstance; Student is married or is a parent; Student is working</td>
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<tr>
<td>7 Family engagement</td>
<td>Student’s family does not value education; refuses to engage with the school or engages very little with the school</td>
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<tr>
<td>8 Peer pressure</td>
<td>Student’s siblings/cousins/parents have dropped-out from school or have attended very irregularly OR Student’s main peer networks include children or youth out of school (older youth, dropped out students) or people with recognised anti-social behaviour</td>
</tr>
<tr>
<td>9 Safety</td>
<td>Student is victim or at risk of: Domestic violence Other forms of abuse or neglect or exploitation</td>
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<tr>
<td>Scoring</td>
<td>Code</td>
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<td>----------------------------------</td>
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<tr>
<td>Child with 0 or 1 risk factor</td>
<td>NA</td>
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<tr>
<td>Child with 2 risk factors</td>
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<td>Child with 3 or more risk factors</td>
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This tool is also available in electronic copy as Excel sheet at the attached CD.