



This project has been funded with support from the European Commission and the Austrian Federal Ministry of Education.

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WP4: Results of the impact analysis

The effects of a case management approach on the early school leaving rate of 14-17 year olds in two schools each in Spain and Italy: A randomised control trial of efficacy

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1. Introduction

The Jump@School pilot study implemented a ‘two-group control group design’ (see report on evaluation design for more details). The target group for the pilot were high school students aged between 14 and 17 at risk of early school leaving. The agegroup was chosen based on the definition of early school leavers from the European Commission which states that early school leavers are: ‘those young people (18-24 years old) who leave education and training with only lower secondary education or less, and who are no longer in education and training’ (Thematic Working Group on 'Early School Leaving', 2013, p. 8). Jump@School aimed to provide a preventative measure of early school leaving. Therefore, students who were not yet in this situation – that means younger than 18, had to be considered. However, some exceptions were included in the sample as the selection of students was based on grade levels rather than individual students; therefore grade levels with the most pupils between 14 and 17 were selected (see the technical note on randomisation).

Two schools each in Spain and Italy were selected to take part in the Jump@School intervention mainly based on their size and willingness to participate. As the sample size had been determined at the project application stage $n=110$ per school, it was of vital importance that the schools were large enough so as to identify at least 110 at risk of early school leaving. Due to fears of attrition, the sample size was eventually increased to 120 (see document ‘Changes in evaluation requirements and procedures’ from 21st December 2015). Initially it had been thought to determine whether a student was at risk of early school leaving based on three main indicators: School performance (grade point averages (GPA)), attendance and disruptive behaviour. As the different schools collect different kinds of data, only the GPA was uniform among all four schools and as a result, the GPA was the only indicator used to determine whether a student was at risk of early school leaving. The Performance benchmark was based on research by Allensworth/Easton 2007, who stated that students with a GPA of 2.0 or less at the end of their first year of high school should be considered at risk of dropping out. As at the time of selection only the GPAs at the end of the school year 2014/2015 was available, for the purpose of this study, this threshold was translated to a GPA of 2.0 or less at the end of this school year (2015/2016). Based on this indicator as well as absences by mid-January 2016, students who fell below the set threshold were considered at risk of early school leaving. Proportionate random sampling was then carried out to select 120 students at risk of early school leaving according to grade level. These participants in each school were then randomly assigned to either the intervention or control group based on the grade level (randomised block design). After the randomisation process, ex-post assessments on the randomisation procedure were carried out to determine whether the two groups were balanced on the following indicators: GPA, gender, age and absences (Italy only).

The participants allocated to the intervention group then received the Jump@School intervention (see the operational model) while the control group did not. However, both groups filled in the same questionnaire at the beginning and at the end (after 5 months) of the intervention. The GPAs of all students selected were collected at four points in time regardless of their participation in the Jump@School intervention: June/July 2015 (gpa1), December 2015/January 2016 (gpa2), June/July 2016 (gpa3) and December 2015/January 2016 (gpa4). Where possible, also data regarding absences and disruptive behaviour was also collected.

Due to post-assignment attrition in Spain, caused by many students selected to take part in the study not receiving parental consent, it was decided to carry out two rounds of the experiment in Spain. Here, in September 2016, after checking which students had returned to the next

school year, the remaining eligible participants in each school were randomly allocated to the intervention and control group just as it was done for the first cohort and the students allocated to the intervention group, who received parental consent, received the intervention from October to December 2016. Both groups like in the first cohort completed the same questionnaires at two points in time and their GPA was collected at three points in time: June/July 2015 (gpa1), June/July 2016 (gpa3) and December 2015/January 2016 (gpa4). The grades from December 2015/January 2016 (gpa2) were not collected for this cohort.

This report provides an overview of the results of the impact analysis of the Jump@School intervention for each of the four schools involved in the experimentation on an individual basis. As the experiment in Spain was carried out twice, the results of both cohorts are also presented separately for the soft questionnaire (self-assessment questionnaire). As for the hard facts, (GPA and absences) the results for the first cohort are presented in detail. Due to the small sample size of the second cohort (see Overview of participants in the annexes below), the multi-level analyses could not be carried out for this group alone. As a result in some analyses the participants of the second cohort in Spain were added to the first cohort. Otherwise, only descriptive analyses are available for this group.

For the analyses using the hard facts for the first cohort, all participants with the required grade point averages for the analysis e.g. gpa1 and gpa2 or gpa2 and gpa3 etc. were included in the analyses in the original groups to which they were initially assigned regardless of whether they took part in the intervention or not (this is the so-called intention-to-treat analysis).

	gpa1	gpa2	gpa3	gpa4
n	480	472	450	355
missing	0	16	30	125

Table 1: Number of participants in the first cohort with valid grade point averages at the four points in time

The GPAs for all the students selected to be in the second cohort in Spain except for one student whose gpa3 and gpa4 were missing, were available and used in the different analyses as described above.

For the analysis carried out using the soft questionnaire items, data from the following number of participants as represented in the graph below were used (per-protocol analysis).

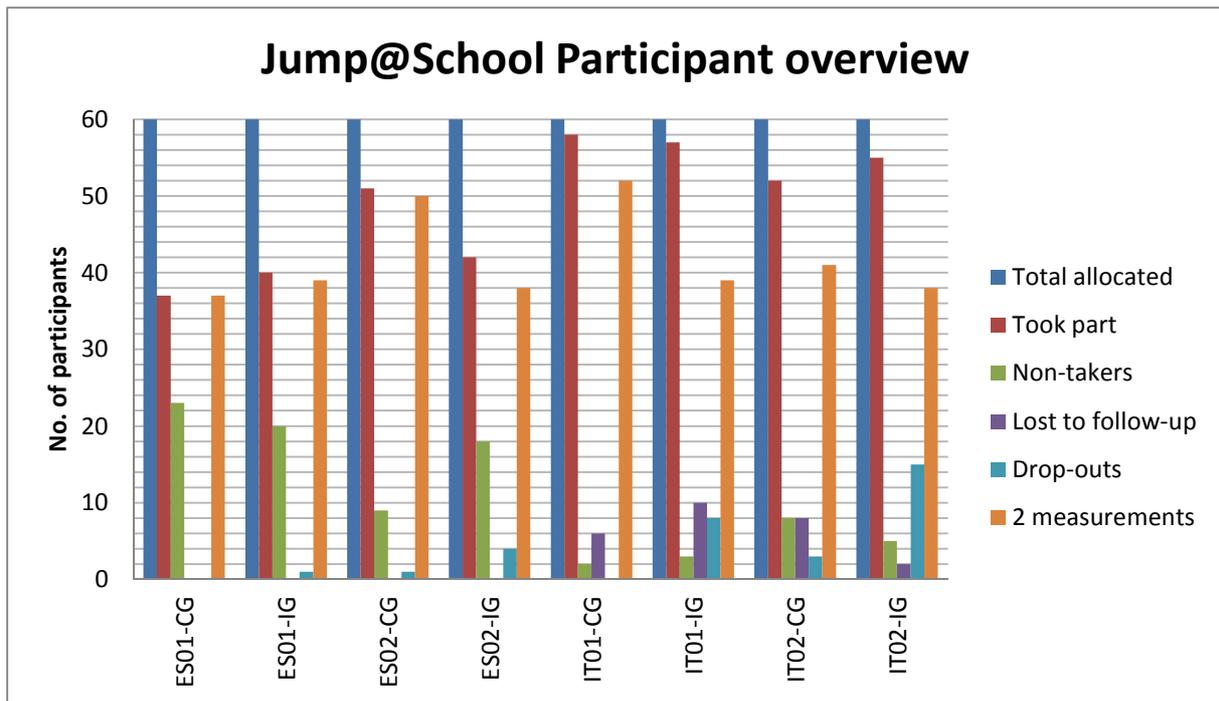


Figure 1: Participant overview for the analysis using the soft questionnaire items

1. In each of the four schools (Juan de Garay (ES01) & Mallila (ES02), Spain and Tortoli (IT01) & Iglesias (IT02)) 60 participants were randomly allocated to the control group (CG) and 60 to the intervention group (IG)
2. Right from the start, after the random allocation, some participants did not get parental consent to participate in the intervention or had already dropped out of school. These participants are represented by the ‘non-takers’ bars on the graph above. Here large country differences can be observed, in that this was a bigger problem in the Spanish schools than in the Italian schools.
 - a. In ES01, in the control group, 38.3% of the participants or n=23
 - b. In ES01, in the intervention group, 33.3% of the participants or n=20
 - c. In ES02, in the control group, 15% of the participants or n=9
 - d. In ES02, in the intervention group, 30% of the participants or n=18
 - e. In IT01, in the control group, 3.3% of the participants or n=2
 - f. In IT01, in the intervention group, 5% of the participants or n=3
 - g. In IT02, in the control group, 13.3% of the participants or n=8
 - h. In IT02, in the intervention group, 8.3% of the participants or n=5
3. In comparison, the number of drop-outs further illustrated the distinctions between countries. Generally in Spain, once the students got parental consent to participate in the intervention, only very few of them dropped out during the intervention. In Italy more students dropped out during the intervention. Furthermore, in Italy, although some students took part in all or most of the intervention, they were ‘lost to follow-up’ in that they could not be traced during the administration of the posttest.

School/group	Drop-outs	Lost to follow-up
ES01-CG	0.0%	0.0%
ES01-IG	1.7%	0.0%
ES02-CG	1.7%	0.0%
ES02-IG	6.7%	0.0%
IT01-CG	0.0%	10.0%
IT01-IG	13.3%	16.7%
IT02-CG	5.0%	13.3%
IT02-IG	25.0%	3.3%

Table 2: Percentage of participants who dropped out or were lost to follow-up

4. The participants who started the intervention therefore are:

	Started/took part	With 2 measurements (pretest & posttest)
ES01-CG	61.7%	61.7%
ES01-IG	66.7%	65.0%
ES02-CG	85.0%	83.3%
ES02-IG	70.0%	63.3%
IT01-CG	96.7%	86.7%
IT01-IG	95.0%	65.0%
IT02-CG	86.7%	68.3%
IT02-IG	91.7%	63.3%

Table 3: Percentage of participants who started the intervention versus those who filled in the soft questionnaire at both points in time

For detailed flow-diagrams of the participants per school (please see annex 5.1)

2. The grade point average

2.1. Summary

There is no firm evidence the intervention impacted the grades students received at the end of the school year. Small differences in favour of the treatment group were obtained in schools Spain 2 and Italy 2. This result could be due to insufficient duration of the intervention, insufficient intensity either because planned activities were too few or students did not attend regularly, and insufficient orientation of the intervention to grade improvement (see aftermath lessons learnt report for more detailed explanations of the possible reasons for the results).

2.2. Control and treatment group regardless of participation

The grades students received were reported at four points in time, the end of the 2014/2015 school year (GPA for selection of participants), the beginning of the intervention period in the middle of the 2015/2016 school year (pre GPA), the end of the 2015/2016 school year (post GPA) and the middle of the 2016/2017 school year. The grades were converted into grade point averages running from zero to ten.

A multilevel analysis was performed on the grade point averages with the student being the subject and the four points in time the individual measurements. Multilevel analysis permits using all data points regardless of whether all three are available for a student or not. A repeated measures design was used. The analysis was performed for each school separately. The grade point averages were regressed on time (four levels), group (two levels, i.e. treatment and control), the interaction of time and group, the natural logarithm of the initial grade point average and the interaction between it and time. The output from the procedure is a coefficient for each variable enabling the computation of the trend by which the grade point average changes over time.

The result is shown in Figure 2. On the vertical axis the trend change of the grade point average between the end of one school year and the next is shown. The ends of school years are used rather than the beginning and the end of the intervention period because grading in the middle of the school year is believed to follow a different logic than at the end of school years and therefore not to be readily compatible.

First of all, in schools Spain 2 and Italy 2 there visibly is no difference between the control and the treatment group in how their grade point averages changed over time. In school Italy 1 there is a small difference in favour of the control group and likewise in school Spain 1 where the difference is a trifle larger.

Secondly, in all four schools and both, in the control and the treatment groups, students starting out with lower grade point averages achieved greater positive change than students with initially higher grade point averages. Partly this is, of course, due to the ceiling on grades. From a high grade point average it is nearly impossible to achieve an improvement, and some will certainly not be able to maintain it which accounts for the negative trend visible at the upper ends of the empirical range of grade point averages.

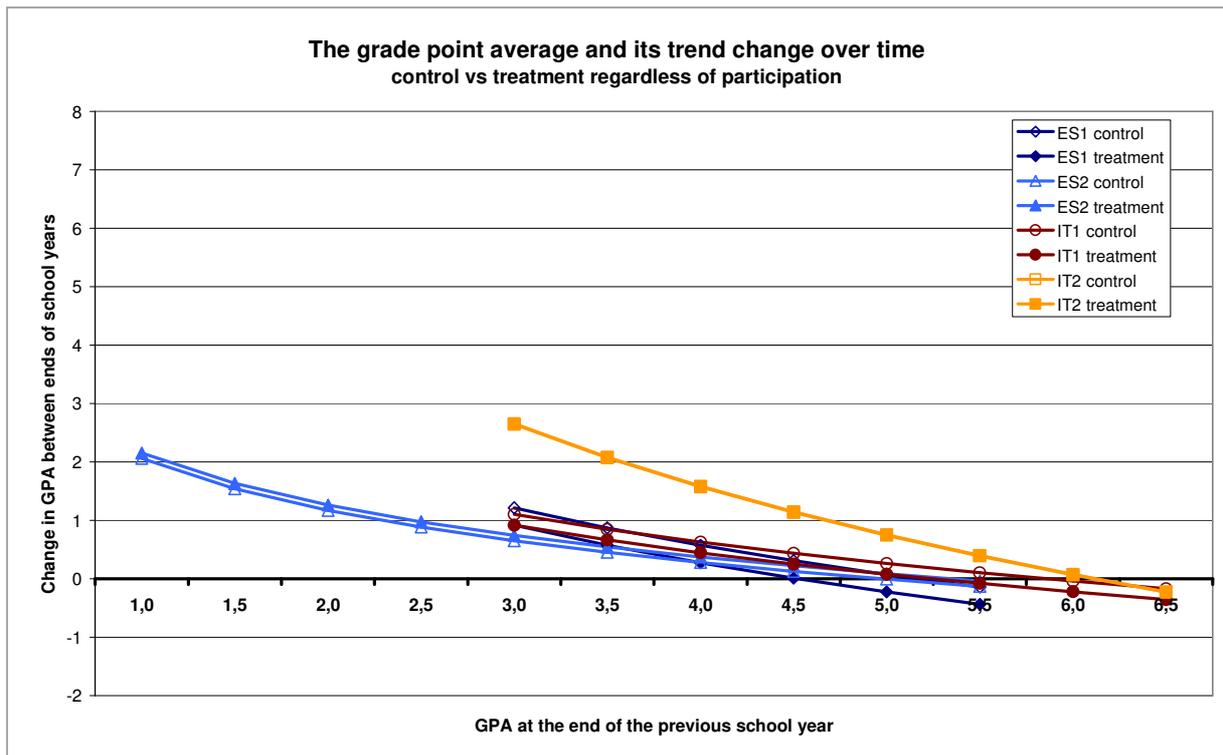


Figure 2: The grade point average and its trend change over time – control and intervention group regardless of participation

Table 4 shows the estimated coefficients, standard errors, and levels of significance. It is the coefficient for the interaction time * treatment that matters because it captures any difference in development over time between the control and the treatment group. The good news is that overall grade point averages tended to improve while the bad news is that it did not affect the treated students any more than the untreated. The proof is that the coefficient of the interaction time * treatment turns out to achieve insufficient significance in all four schools. In school Spain 1 the probability of the coefficient really being different from zero is 82 percent while in Spain 2 it is only 35 percent. Likewise in Italy 1 it is 70 percent while in Italy 2 it is only 3 percent. Conventionally 95 percent are required in order to treat a result as significantly different from zero. Moreover, in the two schools with a higher, though still insufficient, probability of the coefficient being different from zero (82 percent and 76 percent, respectively) it is negative meaning that the improvement over time in the treatment group tended to be less than in the control group.

A coefficient that is positive and highly significant – the probability of it being different from zero is greater than 99 percent – in all four schools is that on the natural logarithm of the initial grade point average ($\ln gpa_1$) (Table 4). To include it is, of course, tautological for the first grade point average because its logarithm is used to predict its value but not so for the two subsequent grade point averages. The positive value of the coefficient means that a greater initial grade point average predicted a greater grade point average at subsequent points in time. The interaction between $\ln gpa_1$ and time ($\ln gpa_1 * time$ in Table 4) however is negative in all four schools and achieves at least 98 percent probability of really being different from zero in all of them. This negative value means that lower initial grade point averages increased more over time than larger ones did and vice versa.

Tab. 5: Influences on the grade point average at three points in time

Coefficient	Spain		Italy	
	School 1	School 2	School 1	School 2
intercept	-3,18	0,05	-3,79	-5,33
time	1,84	1,03	1,46	3,37
treatment	0,18	-0,20	0,09	0,01
time * treatment	-0,15	0,05	-0,09	0,00
Ingpa1	5,05	3,10	5,38	6,24
time * Ingpa1	-1,12	-0,64	-0,82	-1,86
Standard error				
intercept	1,01	0,46	1,29	1,71
time	0,45	0,22	0,63	0,84
treatment	0,25	0,24	0,19	0,25
time * treatment	0,11	0,10	0,09	0,12
Ingpa1	0,64	0,29	0,72	0,93
time * Ingpa1	0,29	0,14	0,35	0,46
Significance				
intercept	0,00	0,92	0,00	0,00
time	0,00	0,00	0,02	0,00
treatment	0,47	0,41	0,64	0,97
time * treatment	0,18	0,65	0,30	0,97
Ingpa1	0,00	0,00	0,00	0,00
time * Ingpa1	0,00	0,00	0,02	0,00

N=1402. Repeated measures analysis.

Table 4: Influences on the grade point average at three points in time (regardless participation)

2.3. Who dropped out of the four treatment groups?

Students selected for participation in the experiment discontinued their participation at various stages. In Spain many never entered while in Italy they did enter but dropped out some time after the first survey round and became unavailable for the second one which was only very rarely the case in Spain (Table 5).

Tab. 6: Participation in the experiment of students selected for participation

	not participating	started	did most activities	did all activities	Total
Spain 1	20	1	0	39	60
Spain 2	18	4	0	38	60
Spain total	38	5	0	77	120
Italy 1	3	8	10	39	60
Italy 2	5	15	2	38	60
Italy total	8	23	12	77	120

Table 5: Participation in the experiment of students selected for participation

A question that arose was whether participation was linked to the initial grade point average. Students could have avoided participation either because they felt it would frustrate them or, on the contrary, because they felt it might divert too much time from straightforward academic activity. On this, the data show a mixed picture (Figure 3). In school Italy 2 evidently students in the treatment group stuck the longer with the experiment the lower their GPA at the end of the preceding school year was. No such clear trends appear in the other schools. In Italy 1 the students dropping out soon after the first survey may have had a lower GPA than the others, in Spain 2 those that did the full programme may have had lower GPA

while in Spain 1 they may have been the ones with the higher GPA. In Spain 1 there was only one student in the treatment group that only started the intervention and then discontinued participation.

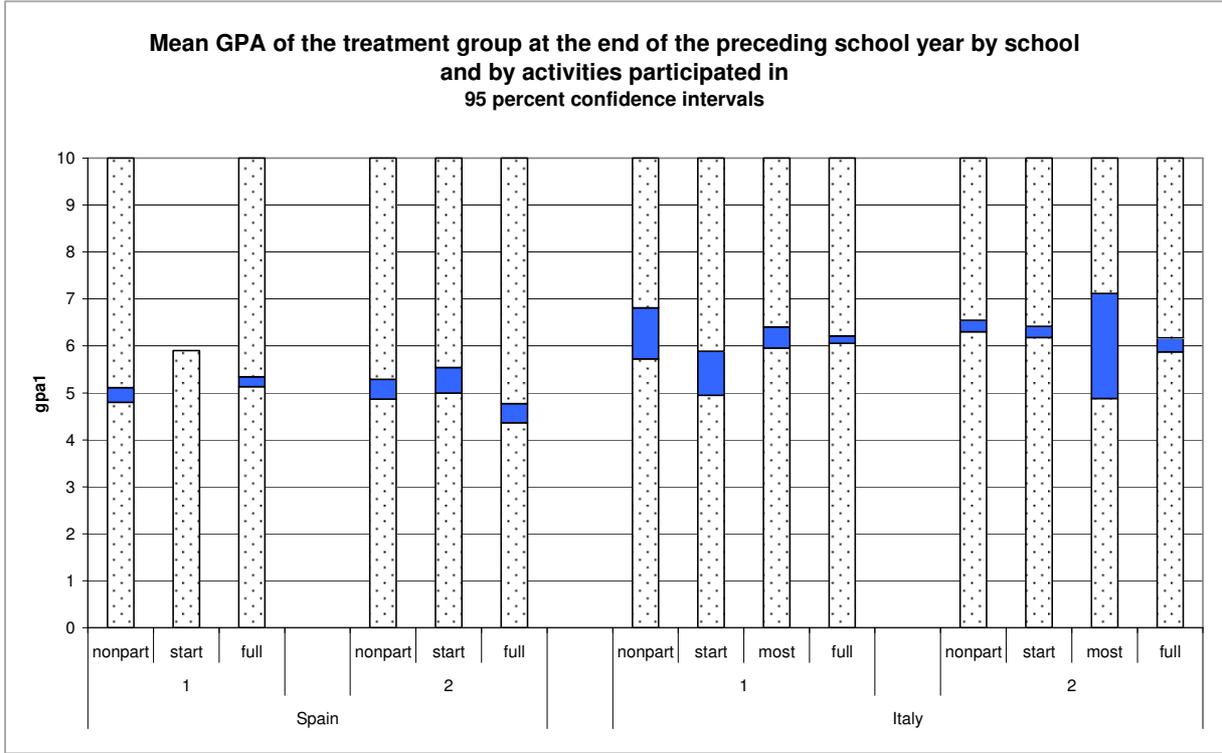


Figure 3: Mean GPA of the treatment group at the end of the preceding school year by school and by activities participated in

The motivation for sticking with the programme could have been that it offered a diversion from school or that it helped with school. The evidence here, however, only suggests that in two schools the poorer students carried through with it, in one the better students did, and in one the poorer students started into the programme but then dropped out.

Since there are few participants that did most but not quite all activities, they will henceforth be grouped with those that did all activities, and those that only started will be grouped with the non-participants.

2.4. Non-participants as part of the control group

One way of dealing with the non-participation of parts of the treatment group is to include the non-participants in the control group. Doing so is tantamount to making the assumption that non-participation was a random occurrence and did not follow any particular pattern.

The coefficient on the treatment variable is now close to zero for both Spain and Italy 1, and negative in the two other cases reaching 94 percent probability of not being zero for Spain 2 but only 46 percent for Italy 2 (Table 6). The time by treatment interaction is also close to zero for Spain 1 and Italy 1, and counteracts the negative coefficients of the treatment variable for the two other schools. It reaches 99 percent probability for Spain 2 of being greater than zero

and 87 percent for Italy 2. As a result, in both these schools, the treatment group shows greater improvement in the GPA than the control group does (Figure 4).

Tab. 7: Influences on the grade point average at three points in time

Coefficient	Spain		Italy	
	School 1	School 2	School 1	School 2
intercept	-3,19	0,20	-3,66	-4,85
time	1,84	0,89	1,33	2,90
treatment	-0,02	-0,47	0,02	-0,17
time * treatment	-0,01	0,29	-0,02	0,19
Ingpa1	5,12	3,03	5,33	6,01
time * Ingpa1	-1,16	-0,59	-0,77	-1,64
Standard error				
intercept	1,02	0,46	1,28	1,72
Time	0,46	0,21	0,62	0,85
treatment	0,27	0,25	0,19	0,27
time * treatment	0,12	0,11	0,09	0,13
Ingpa1	0,65	0,29	0,72	0,94
time * Ingpa1	0,29	0,13	0,35	0,46
Significance				
intercept	0,00	0,66	0,00	0,01
Time	0,00	0,00	0,03	0,00
treatment	0,95	0,06	0,93	0,54
time * treatment	0,90	0,01	0,80	0,13
Ingpa1	0,00	0,00	0,00	0,00
time * Ingpa1	0,00	0,00	0,03	0,00

N=1402. Repeated measures analysis.

Table 6: Influences on the grade point average at three points in time – treatment non-takers as part of the control group

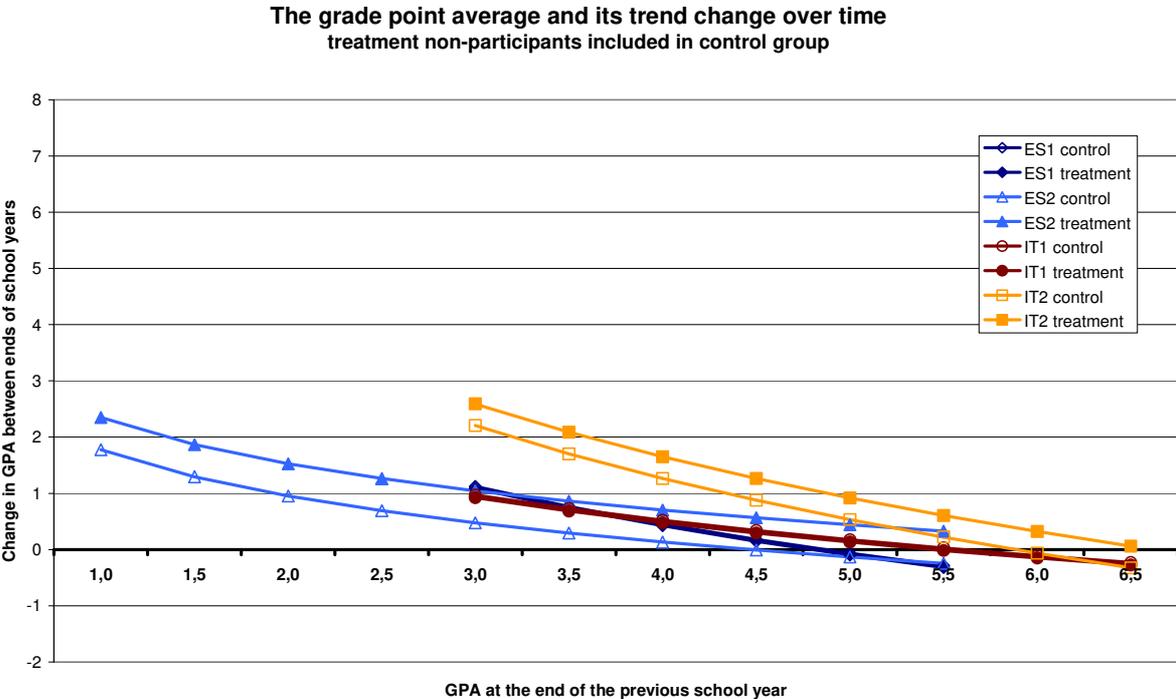


Figure 4: The grade point average and its trend over time – treatment non-takers as part of the control group

2.5. Non-participants excluded from the analysis

A second way of dealing with the non-participation of parts of the treatment group is to exclude the non-participants from the analysis. Again, doing so is tantamount to making the assumption that non-participation was a random occurrence and did not follow any particular pattern. A drawback of this approach is the loss of cases in the analysis reducing its power.

The coefficient on the treatment variable is now fairly close to zero for all schools except Spain 2 where it is negative reaching 89 percent probability of not being zero (Table 7). The time by treatment interaction is likewise fairly close to zero except for Spain 2 where it reaches 94 percent probability of being greater than zero. As a result the treatment group in Spain 2 shows about .5 points greater improvement in the GPA than the control group does while differences are negligible in the other schools (Figure 5: Influences on the grade point average at three points in time – non-takers excluded from the analysis).

Tab. 8: Influences on the grade point average at three points in time				
Coefficient	Spain		Italy	
	School 1	School 2	School 1	School 2
intercept	-3,53	0,21	-5,60	-5,49
time	2,17	0,97	2,61	3,50
treatment	0,07	-0,42	0,05	-0,09
time * treatment	-0,07	0,22	-0,06	0,11
Ingpa1	5,28	2,99	6,39	6,32
time * Ingpa1	-1,33	-0,60	-1,47	-1,93
Standard error				
intercept	1,10	0,46	1,74	1,74
time	0,49	0,22	0,85	0,86
treatment	0,29	0,26	0,20	0,28
time * treatment	0,13	0,11	0,09	0,13
Ingpa1	0,70	0,29	0,97	0,95
time * Ingpa1	0,31	0,14	0,47	0,47
Significance				
intercept	0,00	0,65	0,00	0,00
time	0,00	0,00	0,00	0,00
treatment	0,82	0,11	0,80	0,76
time * treatment	0,58	0,06	0,54	0,39
Ingpa1	0,00	0,00	0,00	0,00
time * Ingpa1	0,00	0,00	0,00	0,00

N=1218. Repeated measures analysis.

Table 7: Influences on the grade point average at three points in time – non-takers excluded from the analysis

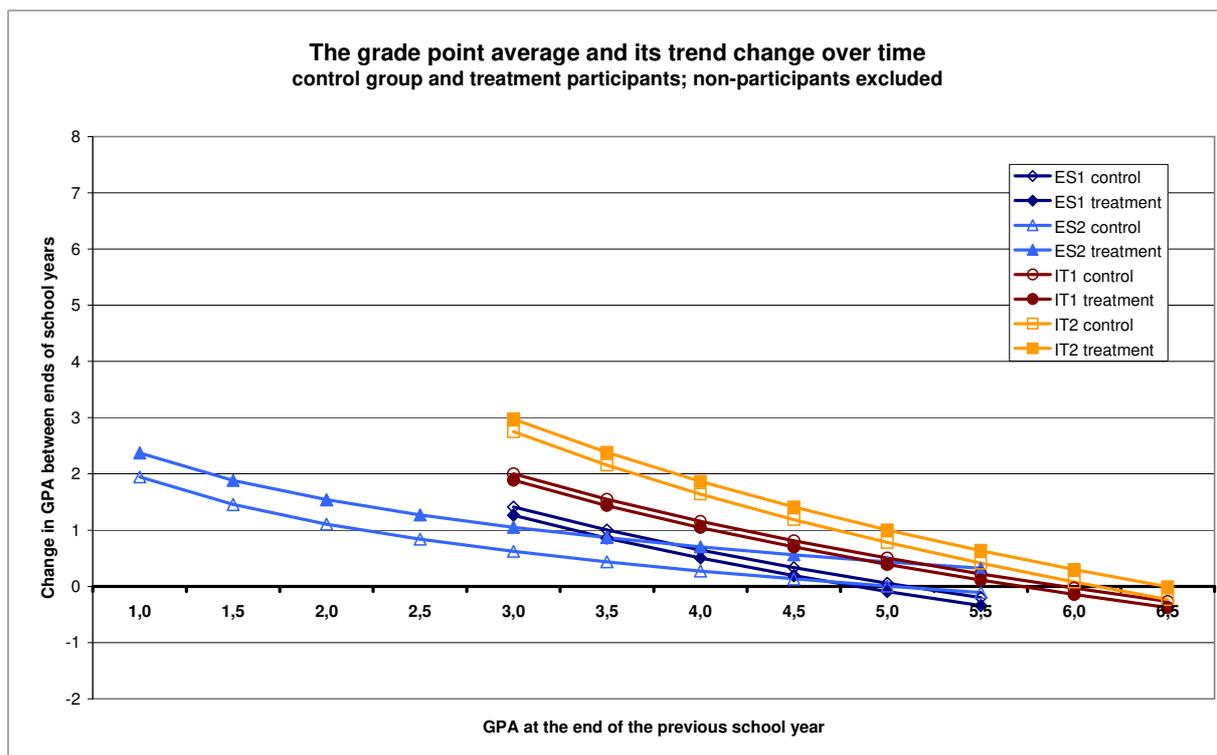


Figure 5: Influences on the grade point average at three points in time – non-takers excluded from the analysis

2.6. Modelling participation explicitly

Very similar results are obtained by modelling participation of treatment group students explicitly. An additional variable that is 1 for the participants and 0 for the non-participants is introduced into the regression analysis along with its interaction with the time variable. The result is that the coefficient on the treatment variable is positive for all four schools without achieving more than 71 percent probability of being different from zero in any of them (Table 8). Further it is being counteracted by the time by treatment interaction in all four cases resulting in little or no impact of the treatment in any of the schools (Figure 6). The best result is seen for Spain 2 with an advantage of about .5 grade points for the treatment group and about .3 for Italy 2.

Tab. 9: Influences on the grade point average at three points in time

Coefficient	Spain		Italy	
	School 1	School 2	School 1	School 2
intercept	-3,26	0,16	-4,32	-4,95
time	1,89	0,94	1,93	2,99
treatment	0,37	0,18	0,43	0,25
time * treatment	-0,27	-0,24	-0,40	-0,25
Ingpa1	5,10	3,02	5,67	6,03
time * Ingpa1	-1,15	-0,58	-1,09	-1,65
participating	-0,29	-0,60	-0,38	-0,36
time * participating	0,18	0,46	0,34	0,39
Standard error				
intercept	1,02	0,46	1,38	1,71
time	0,45	0,21	0,67	0,84
treatment	0,34	0,32	0,38	0,35
time * treatment	0,15	0,14	0,19	0,16
Ingpa1	0,64	0,29	0,77	0,93
time * Ingpa1	0,29	0,13	0,37	0,46
participating	0,37	0,34	0,39	0,38
time * participating	0,16	0,15	0,19	0,18
Significance				
intercept	0,00	0,72	0,00	0,00
time	0,00	0,00	0,00	0,00
treatment	0,29	0,56	0,25	0,47
time * treatment	0,09	0,08	0,04	0,12
Ingpa1	0,00	0,00	0,00	0,00
time * Ingpa1	0,00	0,00	0,00	0,00
participating	0,44	0,08	0,33	0,33
time * participating	0,28	0,00	0,08	0,03
N				
subjects	120	120	120	120
observations	358	352	344	348

1402 observations on 480 subjects. Repeated measures analysis.

Table 8: Influences on the grade point average at three points in time – modelling participation explicitly; treatment group split into participants and non-participants

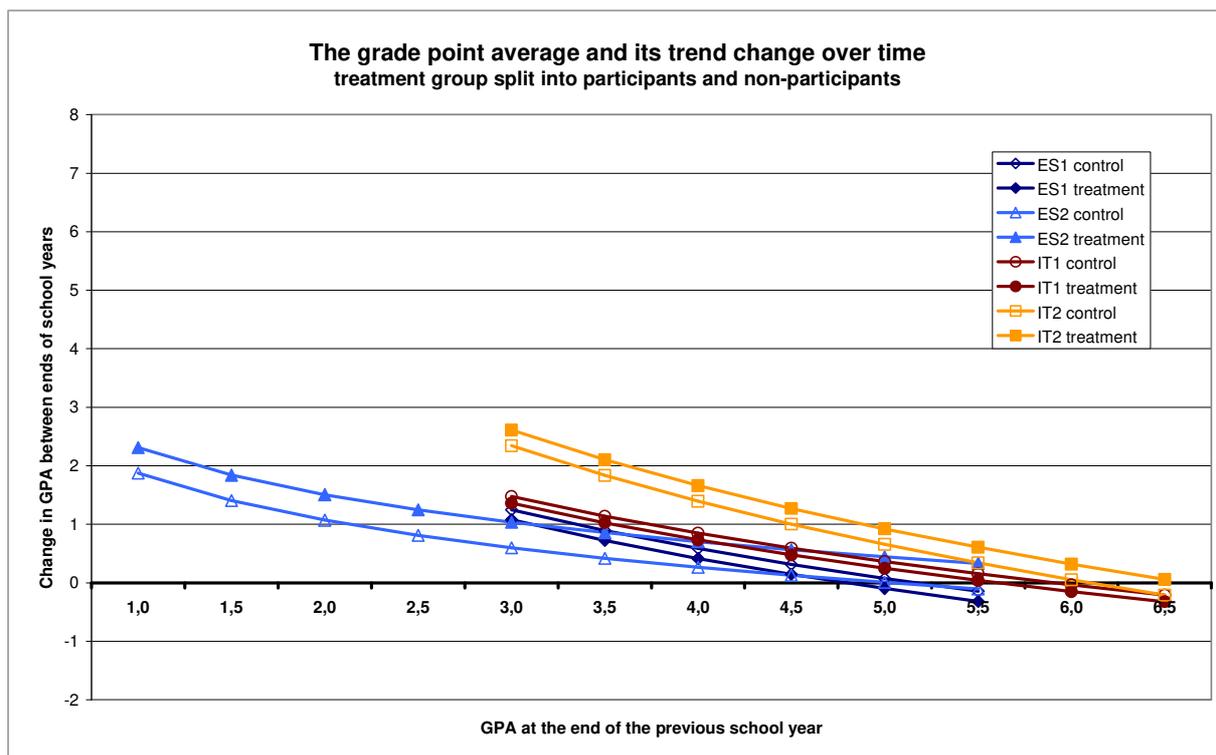


Figure 6: Influences on the grade point average at three points in time – modelling participation explicitly; treatment group split into participants and non-participants

The way the non-participation of part of the treatment group is handled proves to be of little consequence. Either of the three procedures produces the result that in school Italy 1 there was no difference between control and treatment while Spain 1 saw signs of a difference in favour of the control group, and Italy 2 and especially Spain 2 saw some difference in favour of the treatment group.

2.7. Modelling participation explicitly with additional data

The evaluation team regards explicit modelling to be superior to the other forms of handling the non-participation of pupils selected for the treatment group and will therefore report further results only for this method.

Since grade point averages became available for a fourth point in time, i.e. the winter of 2016-2017, and also three measurements for a second cohort of students at the two Spanish schools, the analysis was repeated including the additional data. This reverses some of the earlier results. The coefficient on the treatment variable is nearly zero now and does not achieve more than 19 percent probability of being different from zero in any of the schools (Table 9: Influences on the grade point average at three points in time – modelling participation explicitly; treatment group split into participants and non-participants with additional data Table 9). Likewise the time by treatment interaction reaches only 13 percent probability of being different from zero in school Spain 1 (Figure 7). It performs better in the other schools being negative in Spain 2 with a probability of 69 percent, in Italy 1 with a probability of 76 percent, and Italy 2 with a probability of 67 percent. The combined result is disappointing (Fig. 6). In school Italy 1 there may have been a slight advantage for the treatment group but no difference at all can be discerned in any of the three other schools. It may be argued that including more data from the middle of the school year could be responsible for this outcome.

The Italian data, in particular, show evidence of tactical grading (see section 2.9.2 of this report) which may be less responsive to students' actual performance than to other concerns.

Tab. 10: Influences on the grade point average at four points in time				
Coefficient	Spain		Italy	
	School 1	School 2	School 1	School 2
intercept	-3,67	0,18	-4,51	-3,00
time	2,18	0,73	2,02	1,76
treatment	-0,05	-0,04	-0,01	0,06
time * treatment	-0,01	-0,07	-0,11	-0,12
Ingpa1	5,41	3,01	5,92	4,98
time * Ingpa1	-1,35	-0,47	-1,22	-1,00
participating	0,01	-0,02	-0,10	0,05
time * participating	-0,01	0,10	0,18	0,12
Standard error				
intercept	0,85	0,41	1,15	1,36
time	0,33	0,17	0,45	0,52
treatment	0,22	0,20	0,24	0,30
time * treatment	0,08	0,07	0,09	0,13
Ingpa1	0,53	0,26	0,64	0,74
time * Ingpa1	0,20	0,10	0,25	0,29
participating	0,23	0,20	0,25	0,32
time * participating	0,08	0,07	0,10	0,13
Significance				
intercept	0,00	0,66	0,00	0,03
time	0,00	0,00	0,00	0,00
treatment	0,81	0,86	0,95	0,83
time * treatment	0,87	0,31	0,24	0,33
Ingpa1	0,00	0,00	0,00	0,00
time * Ingpa1	0,00	0,00	0,00	0,00
participating	0,95	0,90	0,70	0,87
time * participating	0,92	0,16	0,07	0,38
N				
subjects	168	168	120	120
observations	589	582	445	427

2043 observations on 576 subjects. Repeated measures analysis.

Table 9: Influences on the grade point average at three points in time – modelling participation explicitly; treatment group split into participants and non-participants with additional data

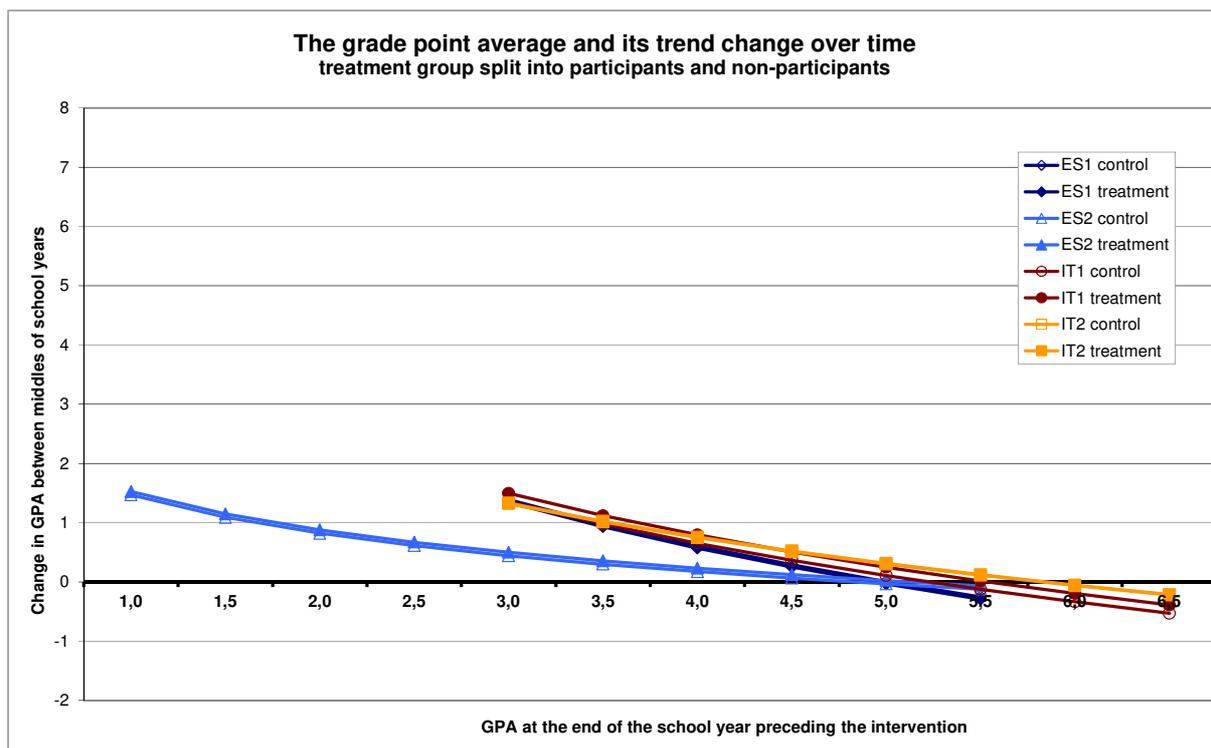


Figure 7: Influences on the grade point average at three points in time – modelling participation explicitly; treatment group split into participants and non-participants with additional data

Since the second Spanish cohort came on later than the first, there could have been concern about including it in the analysis in the first place. Including a dummy for the cohort in the analysis showed this to be unfounded. The dummy remained utterly insignificant with the coefficient achieving a probability of only 16% of being different from zero in Spain 1 and 37% in Spain 2. Again there is no discernible difference between treatment and control groups.

2.8. Accounting for absences

Schools made data on the number of days students were absent from school during the intervention school year available. Including the absences in the regression model and again modelling participation explicitly the treatment variable becomes substantially positive in school Spain 1. It also becomes positive in Spain 2 but at only 58 percent probability of being different from zero. In the two Italian schools it remains zero in practice. The time by treatment interaction counteracts the treatment variable in both of the Spanish schools. It is nearly 100 percent sure to be negative in Spain 1 and 95 percent so in Spain 2. It is also negative in the Italian schools but much closer to zero and much less certain to be different from zero (Table 10). In the end result a negligible advantage for the treatment group emerges in Italy 1 and a small advantage of 0.3grade points for the control group in Spain 1.

Tab. 11: Influences on the grade point average at three points in time

Coefficient	Spain		Italy	
	School 1	School 2	School 1	School 2
intercept	-1,01	3,57	-4,61	-2,93
time	1,77	0,22	2,21	1,86
treatment	1,71	0,35	-0,02	-0,06

time * treatment	-0,66	-0,31	-0,08	-0,04
Ingpa1	2,94	0,50	5,98	4,93
time * Ingpa1	-0,71	0,12	-1,31	-1,01
participating	-1,40	-0,47	-0,09	0,20
time * participating	0,50	0,35	0,15	0,02
absences	-0,02	-0,02	0,00	-0,01
Standard error				
intercept	1,71	0,73	1,13	1,31
time	0,64	0,27	0,46	0,51
treatment	0,58	0,44	0,23	0,29
time * treatment	0,21	0,15	0,09	0,13
Ingpa1	1,08	0,46	0,63	0,71
time * Ingpa1	0,40	0,17	0,25	0,28
participating	0,62	0,47	0,25	0,31
time * participating	0,23	0,17	0,10	0,13
absences	0,00	0,00	0,00	0,00
Significance				
intercept	0,56	0,00	0,00	0,03
time	0,01	0,42	0,00	0,00
treatment	0,00	0,42	0,92	0,84
time * treatment	0,00	0,05	0,37	0,77
Ingpa1	0,01	0,28	0,00	0,00
time * Ingpa1	0,08	0,49	0,00	0,00
participating	0,03	0,32	0,72	0,52
time * participating	0,03	0,04	0,11	0,90
absences	0,00	0,00	0,04	0,00
N				
subjects	119	116	120	120
observations	238	232	445	427
1342 observations on 475 subjects. Repeated measures analysis.				

Table 10: Influences on the grade point average at three points in time – accounting for absences

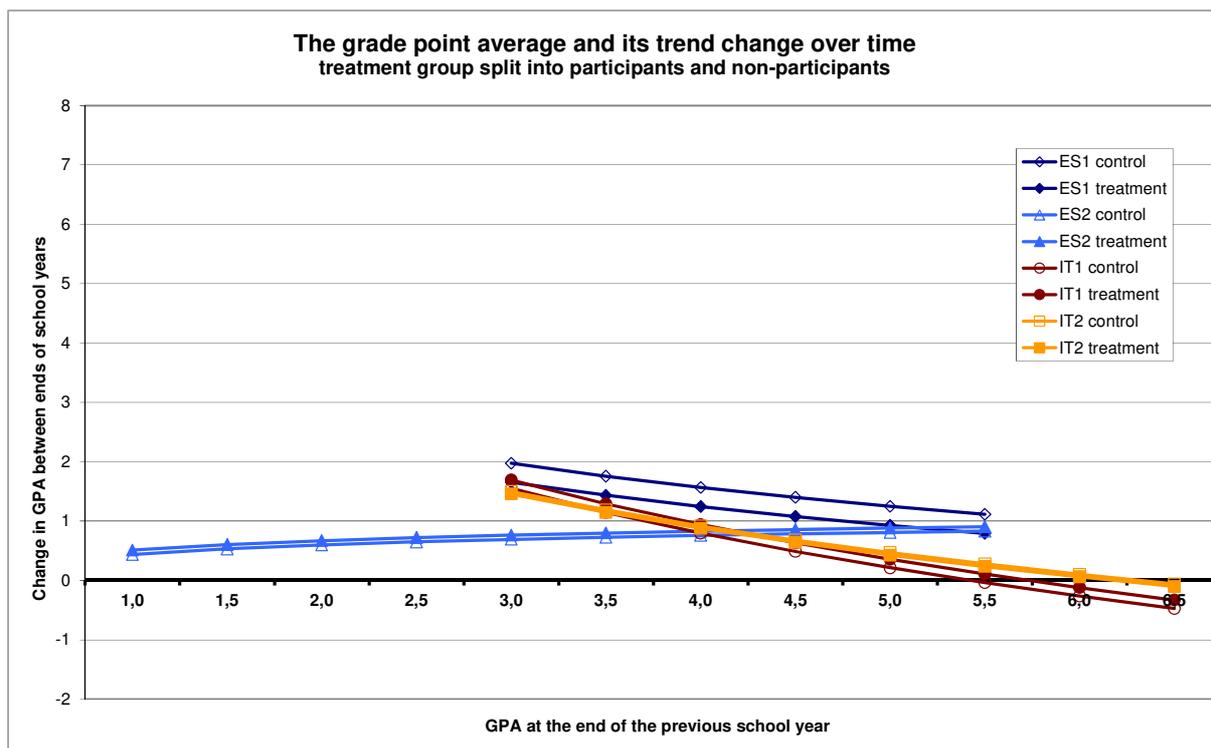


Figure 8: Influences on the grade point average at three points in time – accounting for absences

In total the evidence suggests the intervention had no discernible impact on the development of students' grade point averages, although it may have had other impacts.

2.9. What happened to the participants 6 months after the intervention?

Although not originally planned in the evaluation design, the project consortium thought it fit to check the status of the selected participants as well as their grade point averages after the end of the first semester of the academic year 2016/2017. This was done for three main reasons: To check whether the participants were still in school, the change in their grades and to prove or disprove the hypothesis that the mid-year examinations are assessed harsher than the end of year examinations to force the students to study harder during the rest of the school term for their end of year examinations. The change in the between the GPA of the first semester of the school year 2015/2016 to the GPA of the first semester of the school year 2016/2017 are described in the section 2.7 above. Below the other two aims of collecting the GPA at a fourth point in time are discussed in more detail.

2.9.1. School drop-outs by the end of the first semester of 2016/2017

Together with the GPA from the end of the first semester of the academic year 2016/2017 information to the students' status was also provided. There were seven possibilities:

1. Students were still in school
2. Students had repeated the school year
3. Students had moved to a different school
4. Students were enrolled to an evening programme and were attending
5. Students were enrolled to an evening programme and were not attending

6. Students had officially left school
7. Students were still officially enrolled but no longer attended school

To get a clear picture about how the intervention and control group participants were spread among the seven groups presented above, the participants were classified into four different groups (see Figure 9):

1. The control group participants (control)
2. Participants who had been allocated to the intervention group but did not take part in the intervention (nonpart)
3. Participants who had been allocated to the intervention group, had taken part in some activity of the intervention but had dropped-out (start)
4. Intervention group participants who took part in all or most of the activities of the intervention (all)

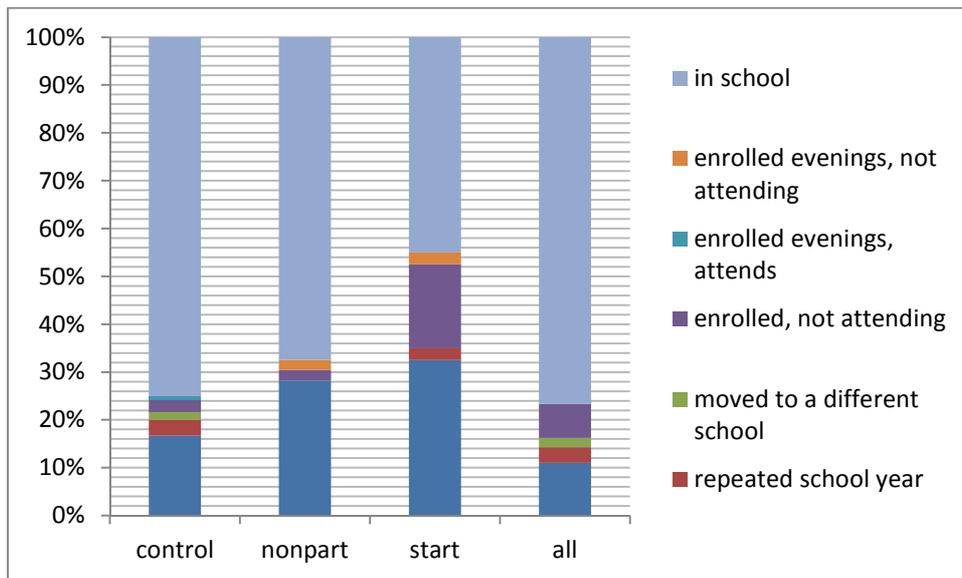


Figure 9: Students status at the end of the first semester of the academic year 2016/2017 crossed by rate of participation

In the diagram below, the statuses listed above, are grouped into two: either ‘left school’ or ‘in school’. That means that points 1 to 4 above were grouped together while 5 to 7 were also grouped together.

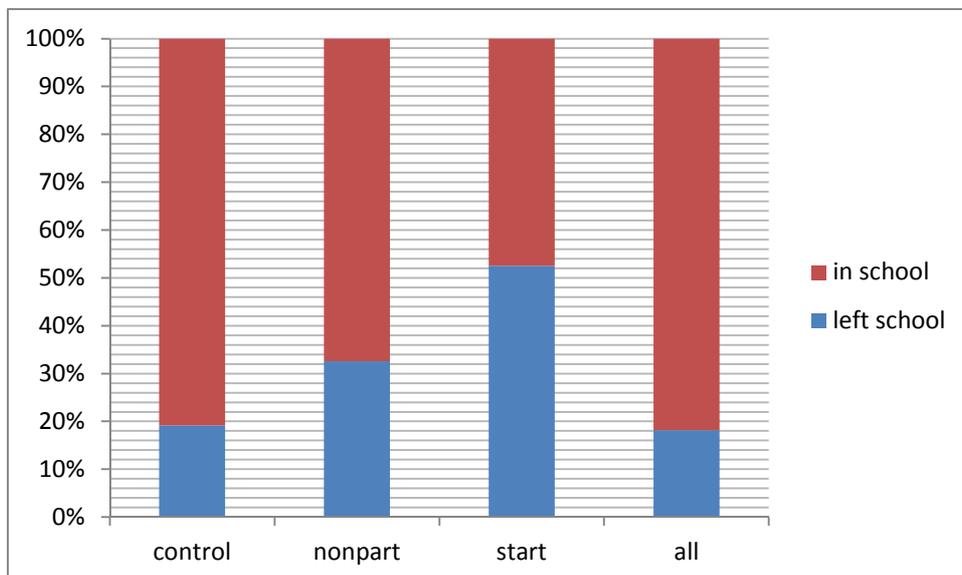


Figure 10: Students who had dropped out of school by the end of the first semester of 2016/2017

From Figure 9 above, it is clear that most of the participants, who dropped-out of the intervention represented by the ‘start’ bar, had the highest percentage of students who dropped out of the school by the end of the first semester of the following year after the intervention. This group is followed by the non-takers group; that is, participants who had been allocated to the intervention group but refused to take part in the intervention. The intervention group participants who also took part in all or most of the Jump@School activities had the lowest rate of drop-outs while the control group in comparison to the non-takers and intervention drop-outs also had a relatively low level of drop-outs.

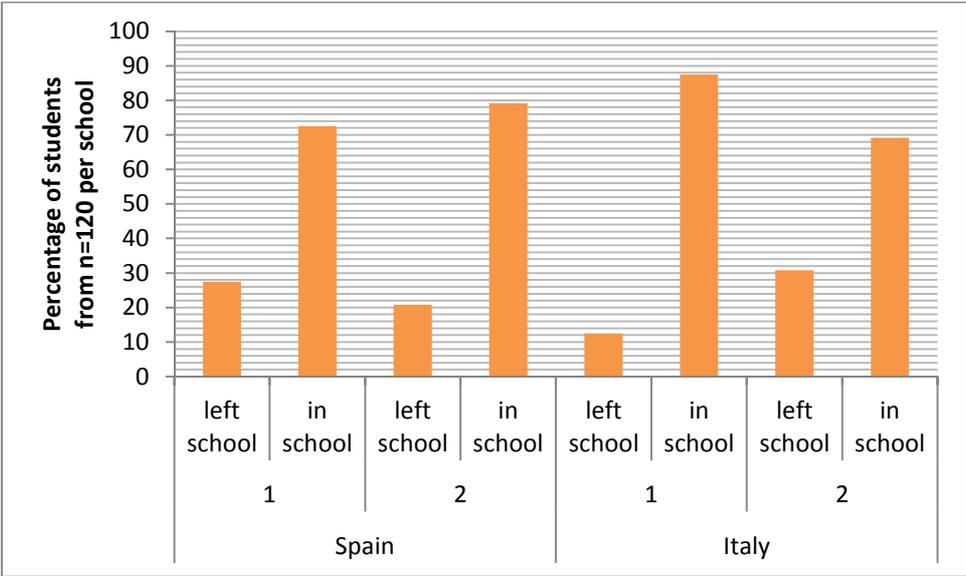


Figure 11: Levels of school drop-outs per school regardless of group (n=120 per school)

Looking at the schools comparisons individually (Figure 11 above and Figure 12 below); the second school in Italy followed by the first school in Spain had the highest proportion of school drop-outs from the participants of the Jump@School pilot study by the end of the first semester of the school year 2016/2017; about 6 months after the end of the Jump@School intervention. The first school in Italy had the lowest number of drop-outs from the students selected to participate in either the control or the intervention group of the Jump@School study.

The school differences and additionally the country differences become evident when looking at which group (either the control group or the intervention group) the students who dropped out belonged to. In the first school in Spain (ES01), almost 60% of the students who had left school by the end of the first semester of the following school year were from the control group while in the second Spanish school (ES02); over 50% of the participants who left school in this time were from the control group. In Italy the picture is different. In the first school in Italy just over 10% of all the students who dropped out of school by the end of the following semester were from the control group, while in the second Italian school this figure was just over 30%. This leads to the conclusion that most of the students who left school until the end of the first semester of the following academic year after the Jump@School intervention, were from the control group in Spain and in Italy, from the intervention group. Particularly in Italy, these were those students that had started the intervention but then dropped out or rather discontinued their participation (see Figure 13).

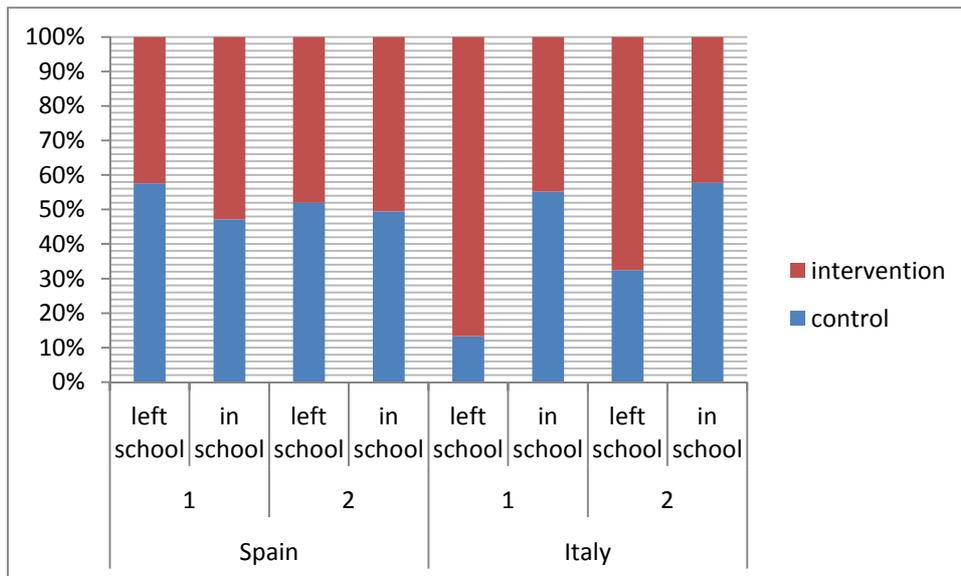


Figure 12: Students who had dropped out of school by the end of the first semester of 2016/2017 according to school

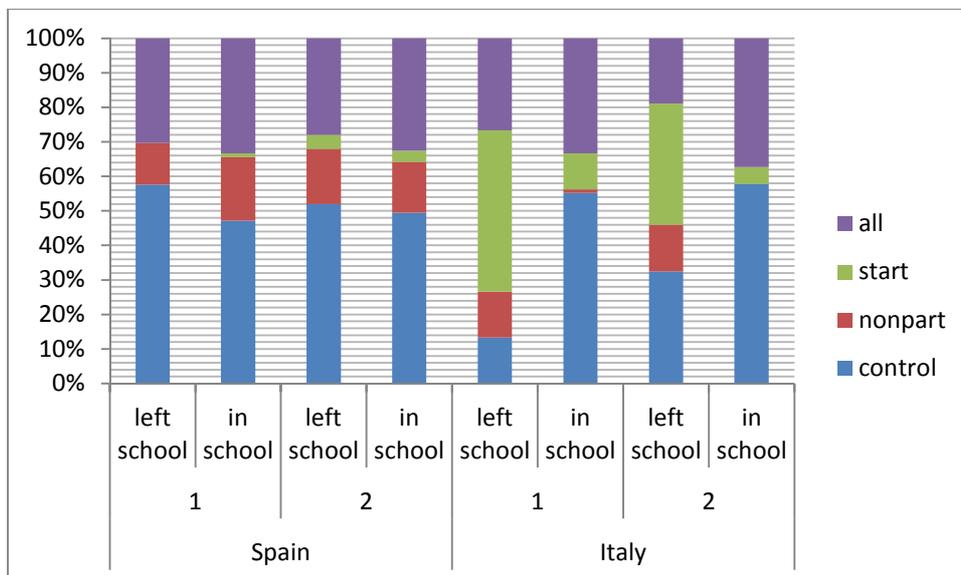


Figure 13: Students who had dropped out of school by the end of the first semester of 2016/2017 according to school and type of participant¹

2.9.2. Assessment of examinations at different points in time

The fourth GPA measure, from the first semester of the school year 2016/2017 enables proving or disproving the hypothesis of tactical assessment or grading by teachers in that mid-year examinations are assessed much harsher than end of year examinations to motivate the students to study harder during the rest of the school year. This is because it allows for direct comparisons with the pre GPAs from the end of the first semester of the school year 2015/2016.

¹ Although the assumption of the chi-squared test has been violated, because some cells observe an expected count of less than 5, there are indications in Italy, there is an association between leaving or staying in school and the type of participant i.e. if they were in the control group, non-takers, drop-outs or participants of the Jump@School intervention. In Spain no such indication can be observed (ES01 $p=0.68$ and $V=0.11$; ES02 $p=0.97$ and $V=0.04$; IT01 $p<0.00$ and $V=0.45$ and IT02 $p<0.00$ and $V=0.53$).

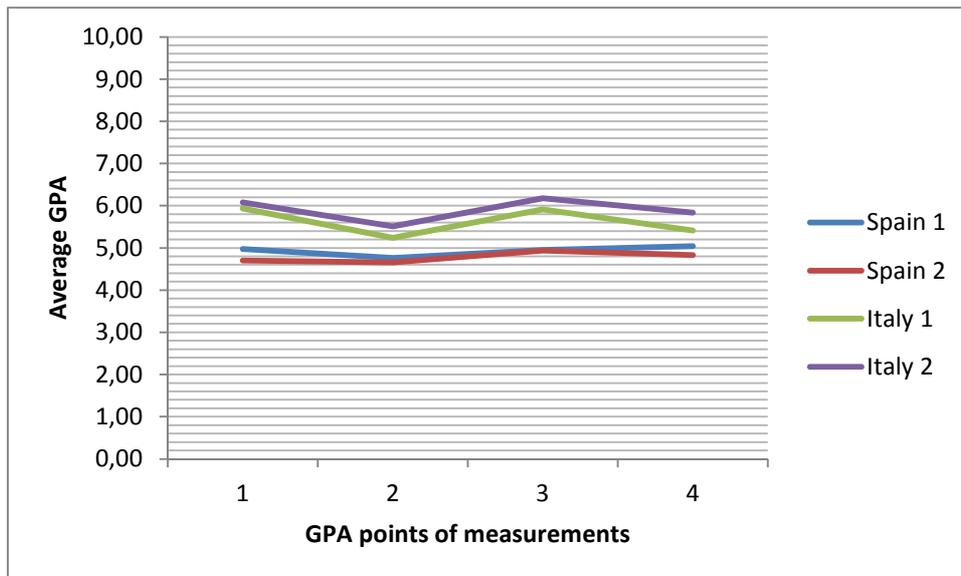


Figure 14: Change in GPAs depending on time of year

The chart above shows the average GPA per school at the four measurement points. Point 1 and 3 represent the end of school years; namely, end of school year 2014/2015 and 2015/2016 respectively; while point 2 and 4 represent the middle of school years; namely 2015/2016 and 2016/2017 respectively. Two main points that can be noted from Figure 14 above:

1. The four average grades are very similar and differ from one another by 0.28 points in both schools in Spain to 0.69 in Italy 1 (in Italy 2 the difference is 0.67). This is the difference between the highest and the lowest averages.
2. In Italy there is a very clear indication of tactical grading. Both mid-year GPAs are considerably lower than the end of year GPAs. In Spain, this effect is not as clear although the same is also true for the second Spanish school. In the first Spanish school, the mid-year GPA for the year 2015/2016 (gpa2) is lower than the rest, with the two following GPAs improve from the last; although only to a very minimal extent (0.09 points).

These results, at least for Italy, prove the hypothesis that mid-year examinations are graded harsher than the end of year examinations to presumably motivate the students to work harder for the end of year examinations.

3. The 'soft' facts

The items of the soft questionnaire were analysed using paired t-tests to test for within-group differences; i.e. the change from the pretest to the posttest for each group individually. To test for between-group differences; the differences between the change in the intervention group to the difference in the change in the control group, independent t-tests were carried out. As this is an impact assessment of an experiment with directional hypothesis; 1-sided significance was taken instead of the traditional 2-sided significance.

For each of the dimensions, the items covered in the student self-assessment questionnaire and their results - for both the participants of the control group and the intervention group - are visualised through a line chart. Each item is represented by 'V' and a number (see 5.2 for the exact questionnaire items according to dimensions).

The values on the vertical axis represent 5 instances and these are enumerated below:

1. A statistically significant change in the expected direction (i.e. a significant improvement from pretest to posttest. For positive formulated items, this means an increase in the mean and for negatively formulated items it implies a decrease in the mean)
2. An insignificant change in the expected direction (i.e. an improvement but not statistically significant)
3. No change (i.e. the mean of the pretest is equal to that of the posttest)
4. An insignificant change in the opposite direction (i.e. a worsening in the rating of an item from the pretest to the posttest)
5. A statistically significant change in the opposite direction (i.e. a worsening from the pretest to the posttest. This refers to a decrease in the mean for positively formulated items whereas for negatively formulated items, an increase in the mean from the pretest to the posttest)

Some marker points have black outlines indicating that there are statistically significant group differences from the pretest to the posttest; this implies that belonging to either the control group or the intervention group determines the rating of the item (the probability of a group difference existing is greater than 95%). The marker points highlighted in yellow indicate cases where the group differences were just short of being statistically significant (the p-value was greater than 0.05 but less than 0.1) – the probability of a group difference existing is between 90% and 95%.

In the sections below, a summary or an interpretation of the main findings per school and cohort are presented; after which the results of each dimension for each school and cohort individually are presented.

3.1. Spain

3.1.1. 1st cohort, Spain School 1: Juan de Garay (ES01)

In Juan de Garay the impact of the intervention was felt most with regard to improvement of learning technique and discipline in learning. This is represented predominantly by the sixth dimension of the soft questionnaire: 'self-regulation control'. Due to the intervention, the students who took part in the Jump@School intervention improved their learning techniques:

case in point being that they more often than not made a plan before starting an assignment and checked their school work for mistakes.

Furthermore, the intervention improved the student's discipline in learning by it increasing their engagement with learning concretely by for example putting more effort in learning outside school regardless of whether they had a test coming up or not. In addition, the students reduced their tendency of doing school work at the last minute and were more determined to finishing anything they started.

These marked improvements in learning techniques and discipline in learning correspond to the theme of one of the two workshops carried out in this school on 'learning to learn'. It is worth mentioning that some of the individual sessions also worked on these aspects.

In addition, a very important result for this school is that compared to the four intervention schools, this is one of the two schools where the intervention seems to have had a direct impact on the students' intention to complete their school leaving certificate. Although this intention lessens from the pretest to the posttest, its change compared to the control group's change shows that belonging to the intervention group and therefore having taken part in the Jump@School intervention increases the likelihood of the students completing school compared to if they did not take part. In this regard, the intervention seems to have also improved the students' perception of the benefits of completing their high school diploma; this can be explained by the fact that they more strongly believe that by completing their high school certificate, they will no longer be told by others what to do, will therefore be more autonomous and that it will give them a sense of success.

The improvements due to the intervention noted above are very likely to be related to the fact that the levels of the students' stress that can be attributed to school was significantly reduced by the intervention. Additionally and possibly on a related note, because the students' school-related stress levels had been reduced by the intervention, they enjoyed school more and therefore also enjoyed telling others about what they had learned at school. Another possible explanation of the reason they liked telling others what they had learned at school more after the intervention is that the activities of the intervention were quite different to the normal school learning; specifically during the workshops they enjoyed learning using different, creative methods and they carried out activities that they would otherwise not undertake at school. Contradictorily, the intervention seems to have reduced the students' assertion of liking going to school or caring about school. This could be interrelated to the point raised earlier that the intervention provided the students with alternative learning environments. The realisation of the possibility of learning differently to the way they had been doing up to then, could have reduced their school motivation and valuing learning in school.

Although, like above, the students seem to have improved on their learning skills, there is still an indication that they do not care about good grades and only work hard enough to pass. However, considering that the students chosen to take part in the intervention were the 'poorer' students with regard to their grades, putting all their efforts into just passing rather than excelling is not necessarily a negative result.

Below, the results of each item for within (pre to post) and between groups (control versus intervention group) analyses are presented according to the dimensions of the soft questionnaire.

3.1.1.1. Dimension 1: School motivation and valuing learning in school

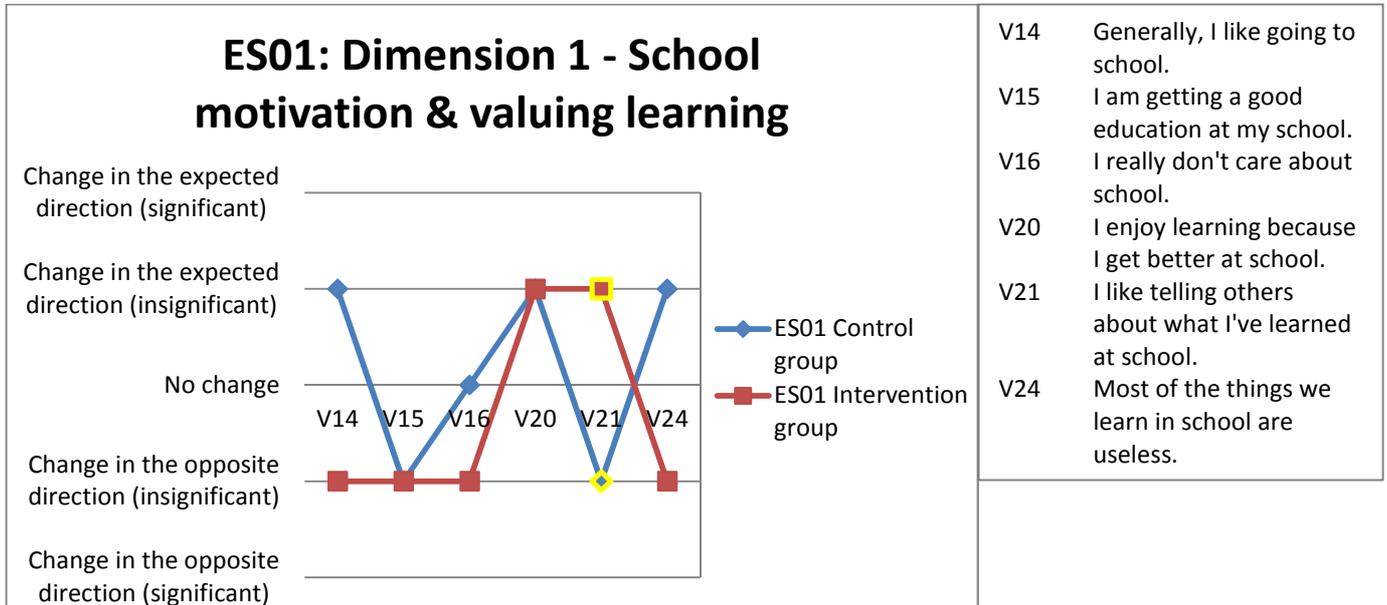


Figure 15: ES01 Dimension 1 - school motivation and valuing learning

For both groups (1st cohort) in the first Spanish school, ES01, there are no significant changes from the pretest to the posttest on any of the items in this dimension.

For two of the six items: ‘I enjoy learning because I get better at school’ (V20) and ‘I like telling others about what I've learned at school’ (V21), there is a slight, statistically non-significant, improvement for the intervention group. Worth noting is that for the former item, ‘I enjoy learning because I get better at school’ (V20), the control group also experiences a slight improvement. The gain scores for both groups are very small and almost equal (0.027 & 0.026). Therefore, for this item, it could be out rightly said that the intervention had no effect on the participant’s outlook in this regard. This is a similar case for the item ‘I am getting a good education at my school’ (V15). For this item, both groups show a decline in their perception, unlike in V20, the gain score is higher (-0.243 for the control group and -0.231 for the intervention) but almost equal for both groups and as a result, the effect of the intervention on this item can definitely be ruled out.

For the other four items, a statistically negligible decline can be observed. Worth noting is that in item V14 ‘I am getting a good education at my school’ and in V24 ‘Most of the things we learn in school are useless’ there is a very slight decline in the intervention group’s assessment of these items (0.026). However in comparison, the control group undergoes a larger improvement (0.216 & 0.135 respectively). The group differences for both items are however, not statistically significant.

Similarly, the control group’s assessment of the item V16 ‘I really don’t care about school’, stayed the same in the pretest and the posttest (M=1.73 – in the realm between ‘strongly disagree’ and ‘disagree’). For the intervention group, there is a non-significant decrease of

0.231 (at the pretest most of the participants ‘strongly disagreed’ or ‘disagreed’ with the statement, while at the posttest, most of the participants ‘disagreed’ with the statement.

The group differences for the item ‘I like telling others about what I've learned at school’ (V21) is just short of being statistically significant, i.e. just above a p value of 0.05, nonetheless the sum of the gain scores is over 0.3. The intervention group fairs better than the control group indicating that participants of the Jump@School intervention were more likely to enjoy telling others about what they have learned at school after receiving the intervention.

3.1.1.2. Dimension 2: Withdrawal

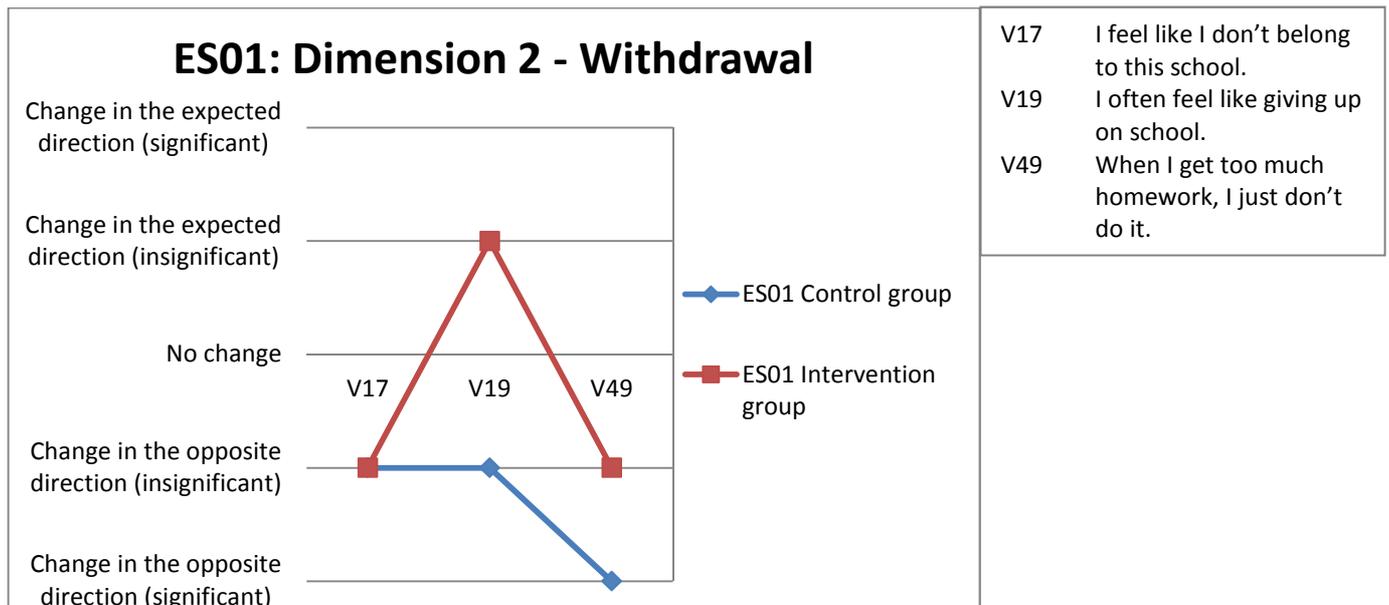


Figure 16: ES01 Dimension 2 - withdrawal

Looking at the changes from the pretest to the posttest for each group (intervention and control group) in the first cohort in ES01 individually, for the items on the dimension covering ‘withdrawal’, there is only one statistically significant change: As pertains the item ‘When I get too much homework, I just don’t do it’ (V49), the control group’s assessment significantly deteriorates from the pretest to the posttest. Although at the posttest the intervention group’s mean for this negatively formulated item increases, suggesting that a larger chunk of the intervention group’s participants more readily agreed that when they get too much homework, they just don’t do it, this change was not statistically significant. The group difference for this item is not statistically significant either and shows no effect.

Also worth mentioning is the difference in the rating of the intervention group of the item: ‘I often feel like giving up on school’ (V19) from the pretest to the posttest. There is a slight improvement in this item indicating that at the posttest, the intervention group less frequently felt like giving up on school. From all the three items representing this dimension on withdrawal, the ES01 1st cohort intervention group is the only group that depicts some kind of improvement, although not statistically significant. The control group in this case marginally worsened from the pretest to the posttest; however this difference between groups is not statistically significant and shows no effect of group.

3.1.1.3. Dimension 3: Anxiety and uncertainty control

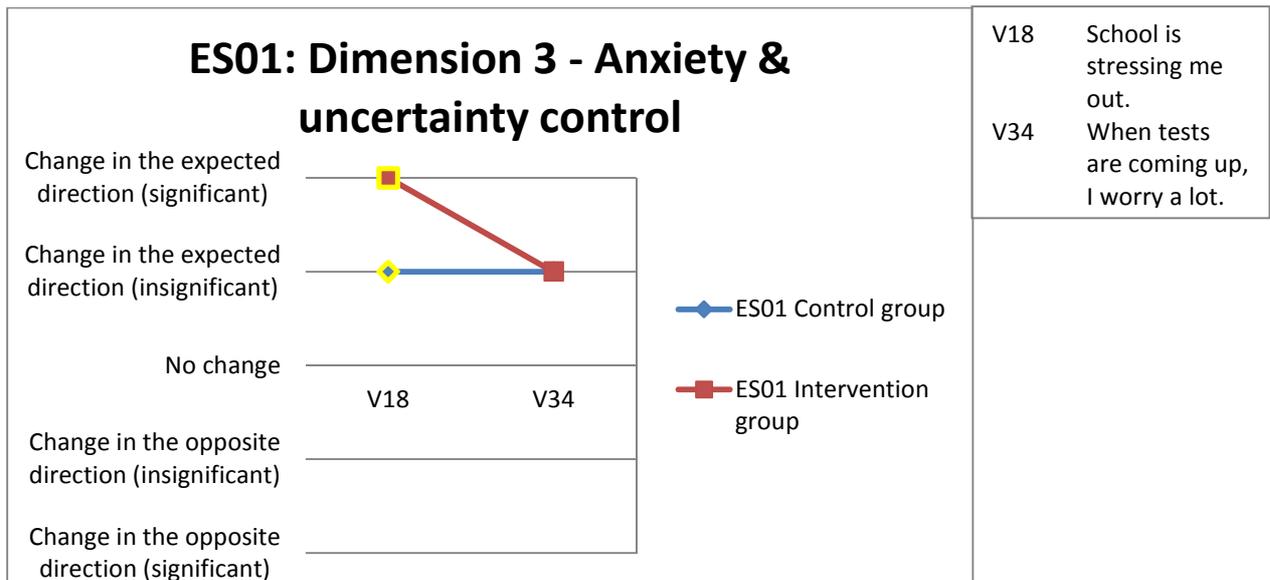


Figure 17: ES01 Dimension 3 – Anxiety & uncertainty control

One of the two items making up the third dimension on anxiety and control observed a significant change in the expected direction in the intervention group of the 1st cohort of ES01 from the pretest to the posttest. This item was: ‘School is stressing me out’ (V18). After the intervention, the number of participants indicating that school was stressing them out was significantly less than at the beginning of the intervention. For the control group, this item was also rated more positively at the posttest, although the change from pretest to posttest was not statistically significant. The group differences for this item were just short of being significant and the sum of the gain scores was higher than 0.3. This suggests that being part of the Jump@School intervention was almost a guarantee that the participants attitudes towards school as a burden would positively change.

Both groups also improved in the rating of the other item making up this dimension: ‘When tests are coming up I worry a lot’ (V34). However although the mean difference of the intervention group was slightly higher, both these differences were not statistically significant. The variation between the two group’s mean differences was not statistically significant.

3.1.1.4. Dimension 4: Engagement with learning

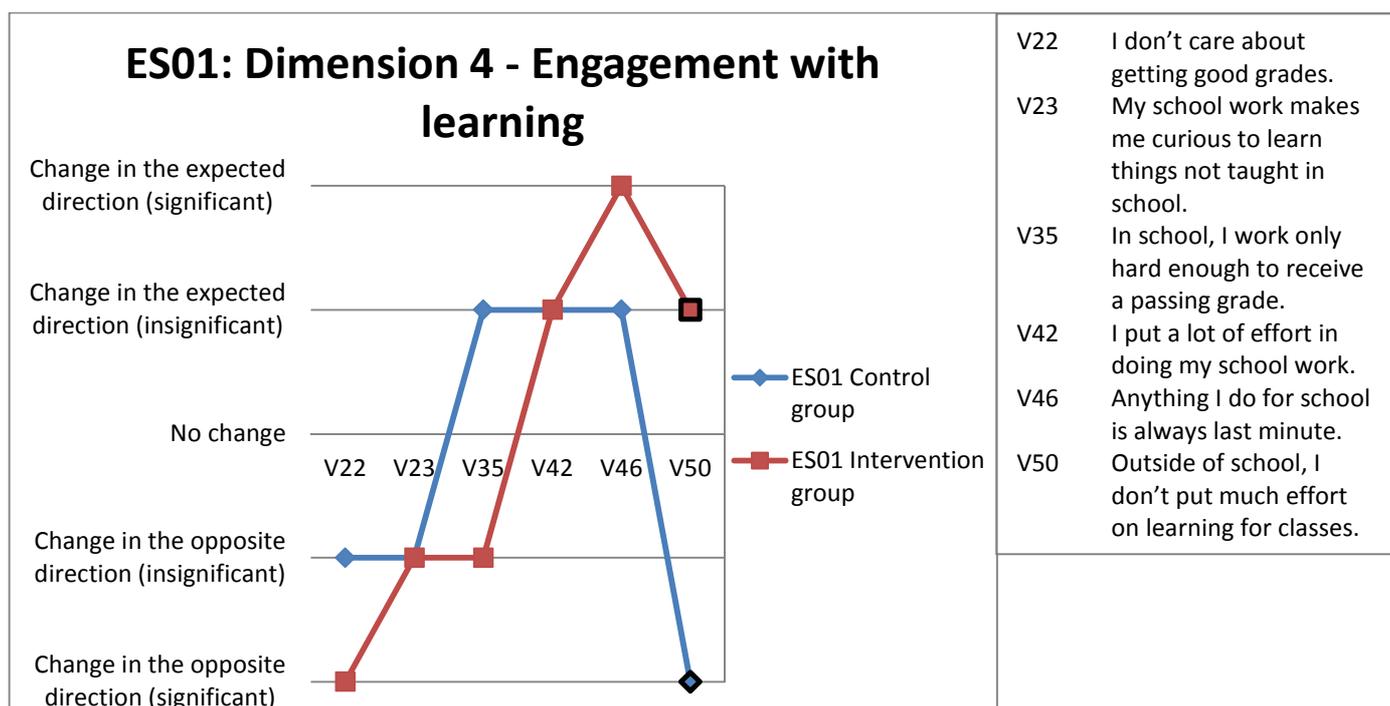


Figure 18: ES01 Dimension 4 – Engagement with learning

For the dimension representing ‘engagement with learning’, the intervention group of the 1st cohort in ES01 showed positive changes, i.e. changes in the expected direction in three out of the six items, one of which was statistically significant, from the pretest to the posttest. These items were:

1. ‘I put a lot of effort in doing my school work’ (V42).
2. ‘Anything I do for school is always last minute’ (V46).
3. ‘Outside of school, I don’t put much effort on learning for classes’ (V50).

The item ‘Anything I do for school is always last minute’ (V46), saw a significant positive change from the pretest to the posttest, signifying that after receiving the intervention, the intervention group participants reduced their tendency to doing school work at the last minute. The control group’s assessment of this item also improved from pretest to posttest, however this change was not statistically significant. There were no group differences for this item.

For the item ‘Outside of school, I don’t put much effort on learning for classes’ (V50), the intervention group’s valuation improved from the pretest to the posttest. Nonetheless, this change was not statistically significant. In comparison, the control group saw a significant negative change for this item; i.e. at the posttest, there was significantly more indication than at the pretest that they do not put a lot of effort on learning for classes outside of school. The difference between the changes in the two groups from the pretest to the posttest was statistically significant, meaning that belonging to the control group was an indication of a negative change in the rating of this item or otherwise said receiving the Jump@School intervention improved the participant’s attitude towards learning outside of school.

Contrariwise, in the intervention group, the item ‘I don’t care about getting good grades’ (V22) experienced a significant negative change; i.e. after receiving the intervention, the participants cared less about getting good grades. In comparison, the control group also rated

this item more negatively at the posttest than at the pretest, however this change was not statistically significant. The difference between the two groups was not statistically significant for this item.

Also worth noting is the fact that the intervention group rated the items ‘My school work makes me curious to learn things not taught in school’ (V23) and ‘In school, I work only hard enough to receive a passing grade’ (V35) worse at the posttest than at the pretest; i.e. the change of the rating of these items was in the opposite direction to what was expected (negative). Nevertheless, these differences were not statistically significant. In contrast, the control group rated both these items better at the posttest than at the pretest showing a positive change, one of which was not statistically significant. The group differences for both these items are also not statistically significant.

3.1.1.5. Dimension 5: Commitment to complete an education

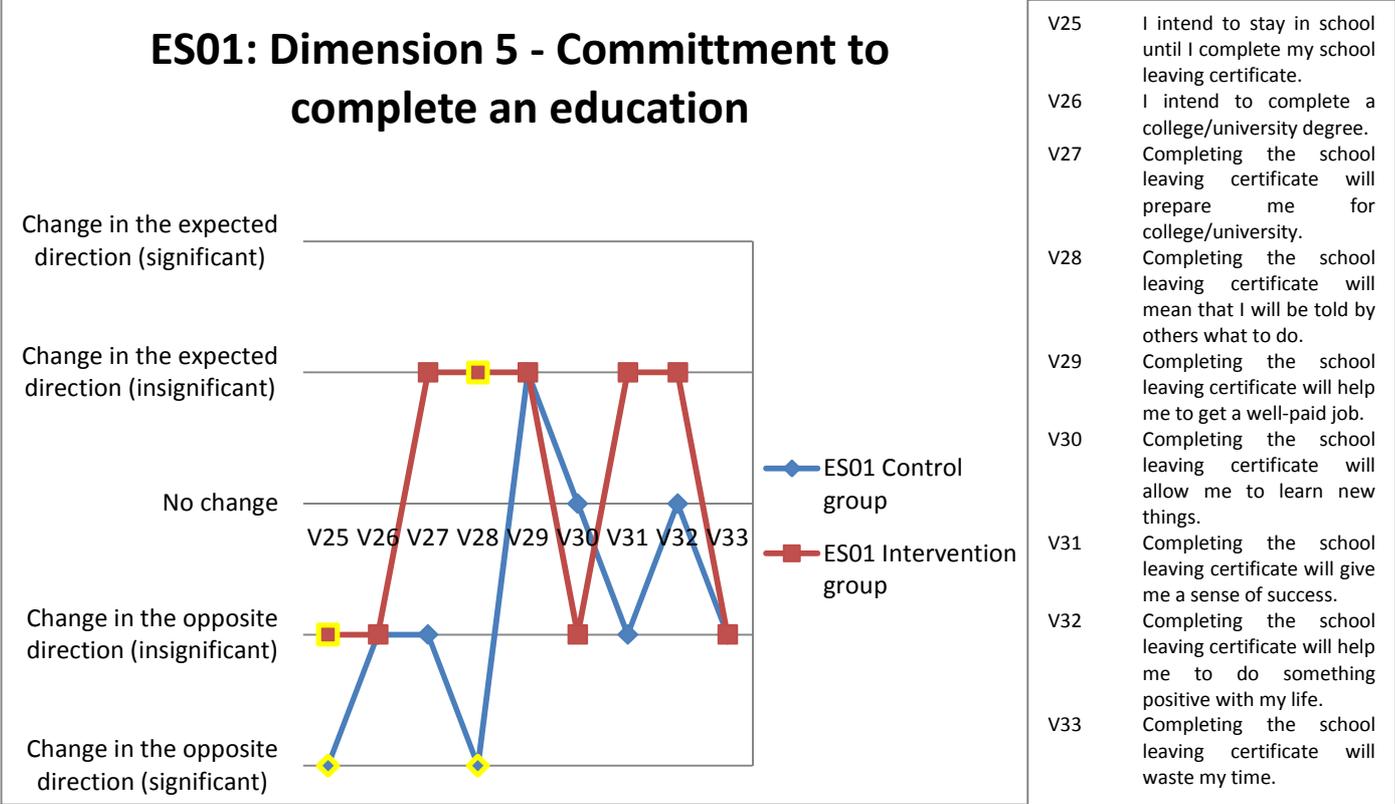


Figure 19: ES01 Dimension 5 – Commitment to complete an education

The intervention group of the 1st cohort of ES01 showed improvements in five of the nine items that encompass this dimension on ‘commitment to completing an education’. The other four items observed only slight changes in the opposite direction to what was expected. All these changes however, are not statistically significant.

The item: ‘Completing the school leaving certificate will mean that I will be told by others what to do’ (V28) was one of the five items showing minimal improvements for the intervention group. The control group showed a significant negative change in the rating of this item from the pretest to the posttest. Although the group differences for this item fell just above the threshold of the p-value of 0.05, they fell within the significance level of p<0.1.

The main dependent variables of the soft questionnaire were two items in this dimension: ‘I intend to stay in school until I complete my school leaving certificate’ (V25) and ‘I intend to complete a college/university degree’ (V26). The score of the intervention group for both these items decrease from the pretest to the posttest but nonetheless, the differences are however not statistically significant in both cases. In comparison, the control group’s rating for these two items also declined but to a higher extent than for the intervention group. The control group’s rating for the item: ‘I intend to stay in school until I complete my school leaving certificate’ (V25) even witnessed a significant negative change. The group differences are at a significance level of $p < 0.1$ meaning that belonging to the intervention group increased one’s chances of intending to complete their school diploma.

3.1.1.6. Dimension 6: Self-regulation control

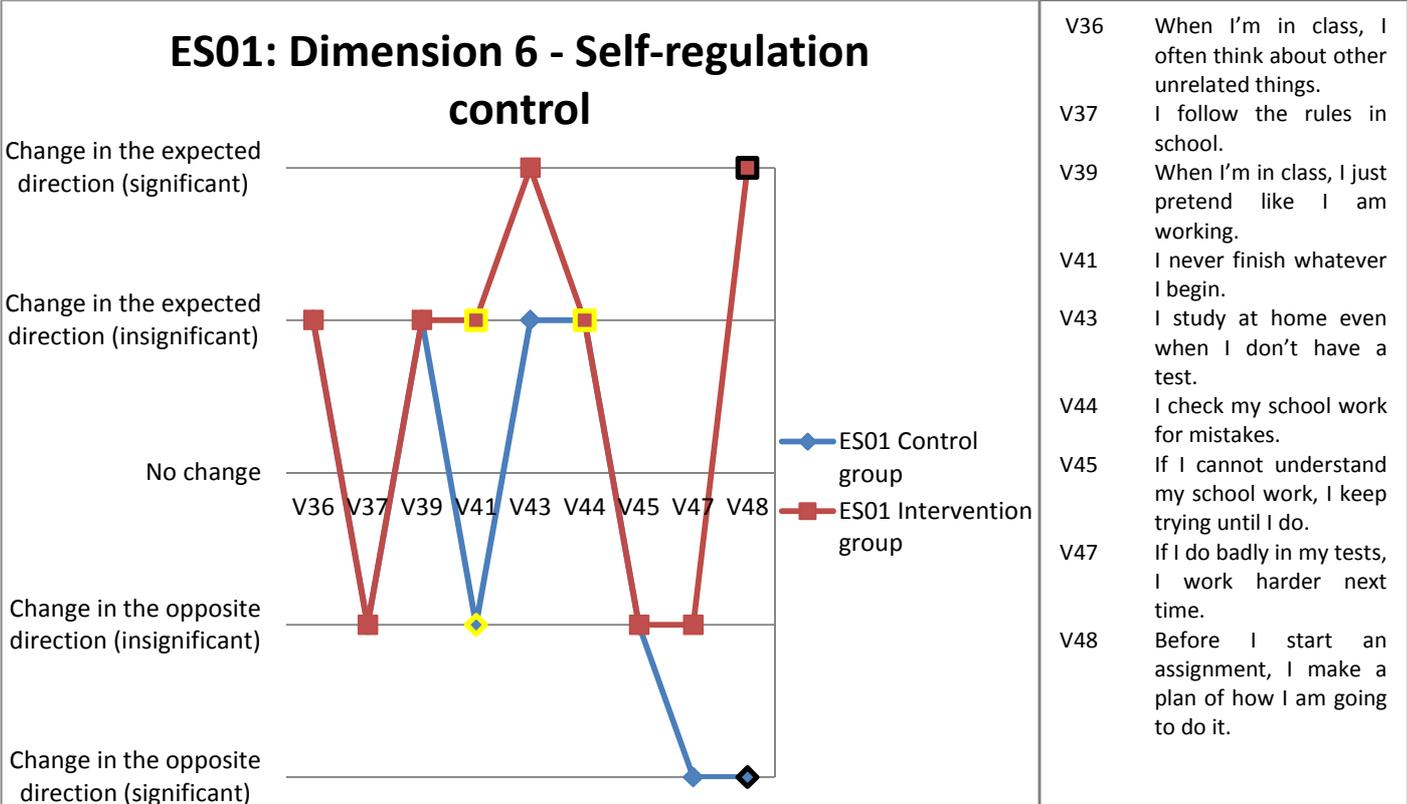


Figure 20: ES01 Dimension 6 – Self-regulation control

The intervention group of the 1st cohort of ES01 exhibited positive changes in six out of nine items representing this dimension on ‘self-regulation and control’; two of these items had significant positive changes. The two items with significant changes in the expected direction were: ‘I study at home even when I don’t have a test’ (V43) and ‘Before I start an assignment, I make a plan of how I am going to do it’ (V48). For the latter item, the control group depicted a significant change in the opposite direction making the group differences for this item to be statistically significant. This means that after the intervention, the participants of the Jump@School intervention more frequently made a plan of doing their assignments as compared to before the intervention. In addition, belonging to the intervention group and consequently receiving the intervention was the deciding factor in this improvement. For the other item where the intervention group experienced a significant, positive change, ‘I study at home even when I don’t have a test’ (V43), the control group just slightly improved.

For the item: ‘If I cannot understand my school work, I keep trying until I do’ (V45), both groups bore negative changes, however the change in the control group’s score for this item from the pretest to the posttest was significant. The group differences for this item were not statistically significant.

The intervention group participants more readily agreed at the posttest that they finished what they begin whereas the control group participants indicated the opposite. These difference although not statistically significant to a p level of 0.05, summed up to more than 0.3 points and therefore worth mentioning.

Both groups at the posttest more readily indicated that they checked their school work for mistakes (V44). Although the rating of this item insignificantly improved for both groups, the intervention group’s performance improved to a much higher degree and the difference between the gain scores was higher than 0.3 warranting this change to be mentioned also.

3.1.1.7. Dimension 7: Self-confidence with learning

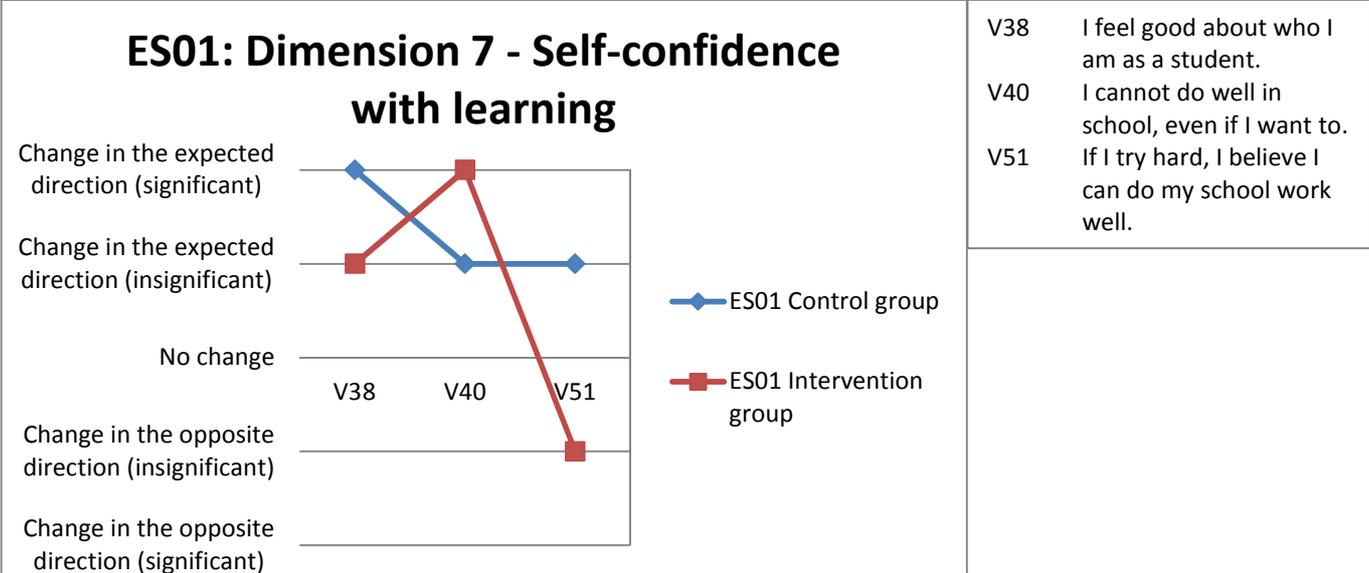


Figure 21: ES01 Dimension 7 – Self-confidence with learning

In the intervention group in ES01, two of the three items representing this dimension in ‘self-confidence with learning’ showed improvements from the pretest to the posttest, one of which was statistically significant. In the control group, there was an improvement in all three items and likewise one of was statistically significant.

After the intervention, there was a significant improvement in the intervention group’s participants attitude towards succeeding when they have the will to do so (‘I cannot do well in school, even if I want to’ - V40). The control group’s mean at the posttest was lower than in the pretest, indicating a slight improvement for this negatively formulated item.

For the item: ‘I feel good about who I am as a student’ (V38), the situation was reversed. Here, the control group experienced a positive significant change while the intervention group’s performance only slightly improved. For both these items the changes between the groups was not large enough to reveal group differences.

For the last item in this dimension, 'If I try hard, I believe I can do my school work well' (V51), the control group's scoring barely declined from the pretest to the posttest while that of the control group barely improved. The gain scored for both groups was not high enough to merit group differences.

3.1.2. 1st cohort, Spain School 2: Mallila (ES02)

The intervention in the first cohort in Mallila like in the first cohort in Juan de Garay had the highest impact on the students learning techniques and discipline in learning represented by the sixth dimension of the soft questionnaire: 'self-regulation control'. With regard to the learning techniques, the intervention specifically heightened the students' abilities to make a plan before starting an assignment.

The students' discipline in learning improved in the sense that their perseverance increased; they did not give up learning just because they did not do well in tests, rather, they worked harder by for example studying at home even when they didn't have a test coming up and also they increased their tendency to finish what they started. Furthermore, although the tendency of participants of the intervention to do school work at the last minute increased from the pretest to the posttest, in comparison to the control group, participating in the intervention meant a lower probability of this.

Like in Juan de Garay, the improvement of learning techniques and discipline in learning correlates to the theme of one of the two workshops carried out in this school on 'learning to learn'. In addition, some of the individual sessions worked on these aspects. Collectively, therefore, the intervention increased the students' appreciation of the benefits of learning: for example that it leads them to getting better at school and it also improved their self-images as students due to the fact that after the intervention, they more readily agreed that they felt good about who they were as students.

Interestingly, the intervention helped to increase the students' concentration during classes in that they indicated that they less often think about other unrelated things during class. At the same time however, the intervention seems to have encouraged the students to pretend like they are working while in class. At the first glance, this seems contradictory to the former. However, it could to some extent be argued that this is a sign that the students' importance of school had increased in that after the intervention, they cared more about which image they portrayed to their teachers and would rather pretend like they are working than out rightly show disinterest. This argument has been cemented further by the fact that the intervention seems to have improved the students' valuing of school with students who received the intervention being more likely to admit that they cared about school.

Despite the positive results of the intervention indicated above, another interesting finding is that the intervention in this school seems to have decreased the students' valuing of what they are taught at school. This is due to the fact that after the intervention, students who received the intervention more readily found that the things taught in school were useless. This could be interpreted in a couple of ways: On one hand, although this would need further scientific analysis of the school curriculum in Spain, it could be that what is learned in school is actually useless and therefore it would be a positive result of the intervention that it has increased the critical awareness of the students. On the other hand, because the intervention used new, creative methods to for example teach the students how to learn better in the learning to learn workshop, in comparison they find that what they are taught in school is useless.

Like in the other Spanish school, the intervention seems to have a positive effect on reducing the school-related stress levels of the students and this could have influenced some of the positive results described above or even vice versa. For example, by improving their learning techniques, they were less stressed with school. Following the same argument, being less

stressed with school could have increased their delight in telling others about what they had learnt at school. Another possible explanation of the reason why they liked telling others what they had learned at school more after the intervention is that the activities of the intervention were quite different to the normal school learning; specifically during the workshops they enjoyed learning using different, creative methods and they carried out activities that they would otherwise not do at school.

The intervention in this school did not have any influence on the items directly relating to commitment to completing an education.

Below, the results of each item for within (pre to post) and between groups (control versus intervention group) analyses are presented according to the dimensions of the soft questionnaire.

3.1.2.1. Dimension 1: School motivation and valuing learning in school

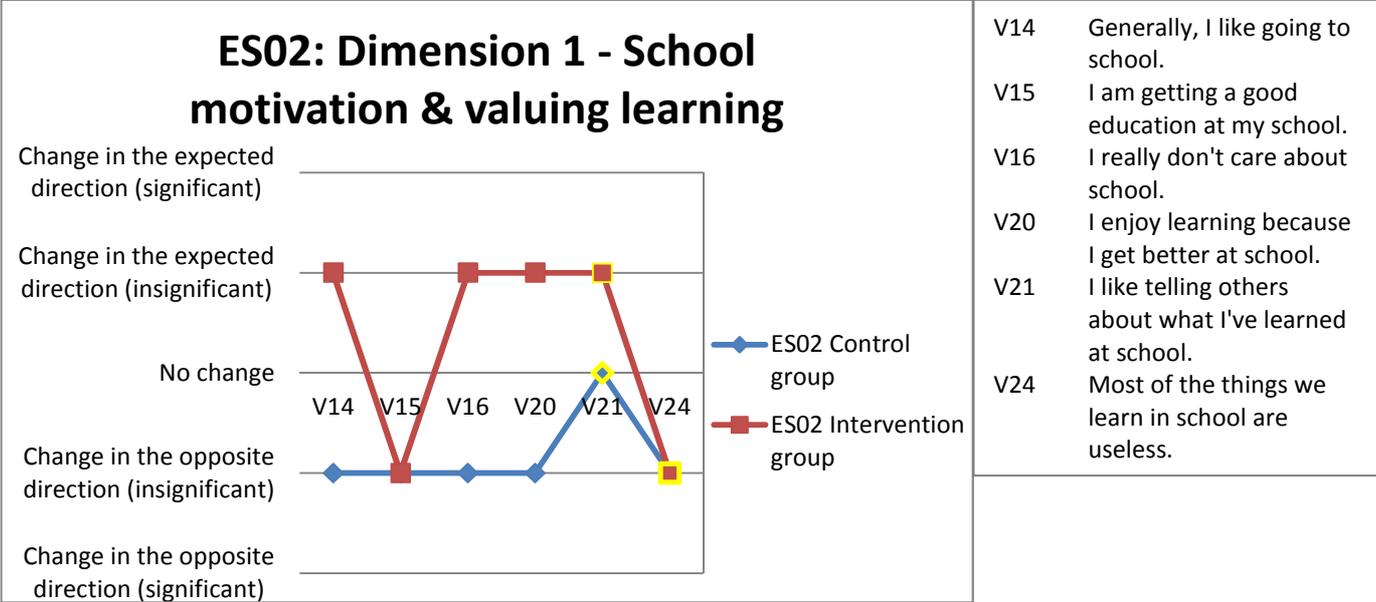


Figure 22: ES02 Dimension 1 – School motivation & valuing learning

None of the items in this dimension ‘school motivation and valuing learning in school’ demonstrate a statistically significant change from the pretest to the posttest for either of the two groups (intervention and control). Worth noting however is that for the intervention group, the value of four of the items in this dimension somewhat increased in the expected direction (positively), whereas the value of these same items slightly decreased (become worse) for the control group. The items affected were:

- ‘Generally, I like going to school’ (V14)
- ‘I really don't care about school’ (V16)
- ‘I enjoy learning because I get better at school’ (V20)
- ‘I like telling others about what I've learned at school’ (V21)

The progress of the other two items in this dimension: ‘I am getting a good education at my school’ (V15) and ‘Most of the things we learn in school are useless’ (V24) is slightly negative for both groups.

There are no statistically significant differences between groups for all the six items in this dimension. However, although the group difference for the item: ‘I like telling others about what I've learned at school’ (V21) is not statistically significant, the sum of the mean differences from the pretest to the posttest for the two groups is higher than 0.3 and therefore considered worth mentioning.

Furthermore, the development of the intervention group’s scoring of the item ‘Most of the things we learn in school are useless’ (V24) from the pretest to the posttest is just short of being significant (p=0.06). This change is in the opposite direction to what was expected. It was expected that after the intervention the participants would consider the things that they learn in school more useful, however this result for the intervention group is contrary to this hypothesis. The control group experiences only a very small change in the negative direction on this item. Although the group differences are not significant, summing together the mean differences from the pretest to the posttest of each of the groups brings a value larger than 0.3.

3.1.2.2. Dimension 2: Withdrawal

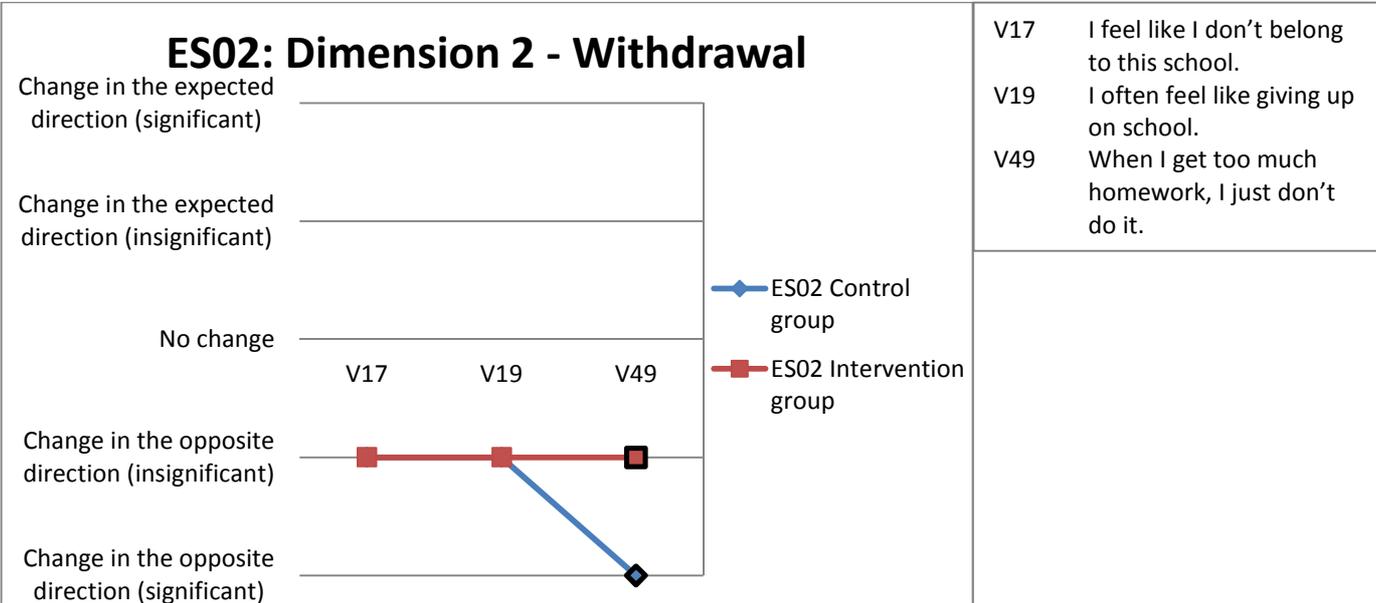


Figure 23: ES02 Dimension 2 - Withdrawal

Like in the 1st cohort in ES01, for this dimension on withdrawal, only the difference in the control group between the pretest and the posttest for the item: ‘When I get too much homework, I just don’t do it’ (V49) is statistically significant. The performance of the control group on this item declined significantly from the pretest to the posttest. In the same vein, the performance of the intervention group on this item was in the same direction; however, the decline was not high enough to be statistically significant. For this item the group differences are however statistically significant, hence the marker points have been outlined in black. This signifies that belonging to the control group and therefore having not received the Jump@School intervention, implies that participant more readily agree that when they get too much homework, they just don’t do it compared to being in the intervention group that received the treatment.

As pertains the other two items for both groups, there are only minor declines from the pretest to the posttest and the mean differences between the groups are not statistically significant.

3.1.2.3. Dimension 3: Anxiety & uncertainty control

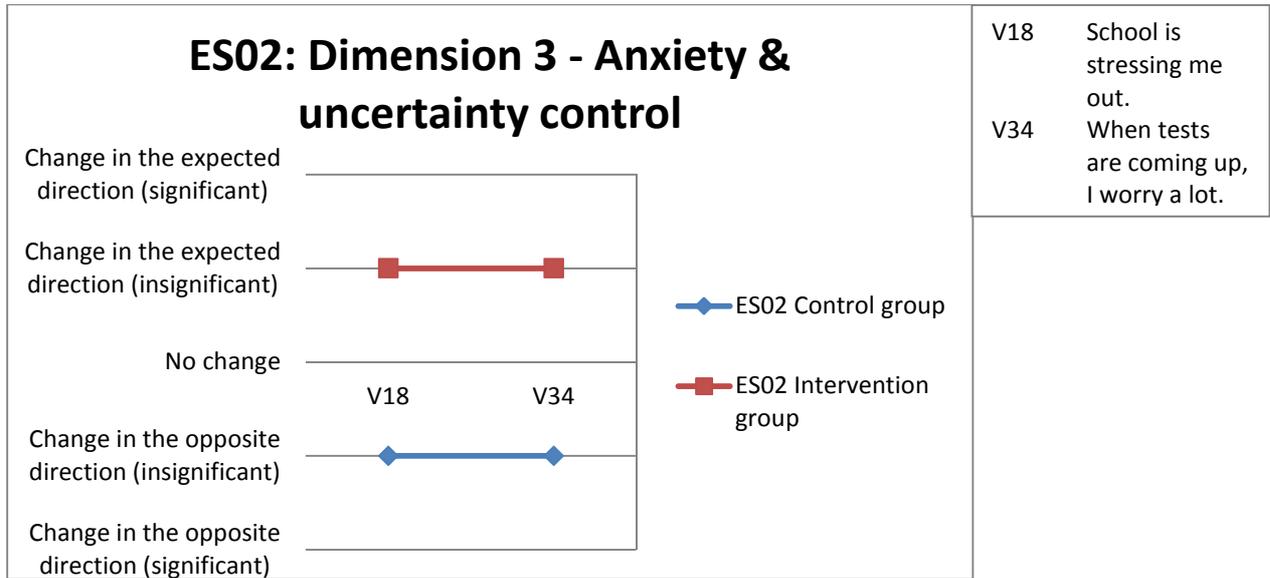


Figure 24: ES02 Dimension 3 – Anxiety & uncertainty control

Both groups in the 1st cohort in ES02 show contrasting results for the two items making up this dimension on ‘anxiety and uncertainty control’; however, none is statistically significant. For both items, the intervention group shows slight improvements from the pretest to the posttest while the control group purveys the exact opposite; slight negative changes for both items. Despite both groups’ scores being on different ends of the scale, the group differences are not statistically significant.

3.1.2.4. Dimension 4: Engagement with learning

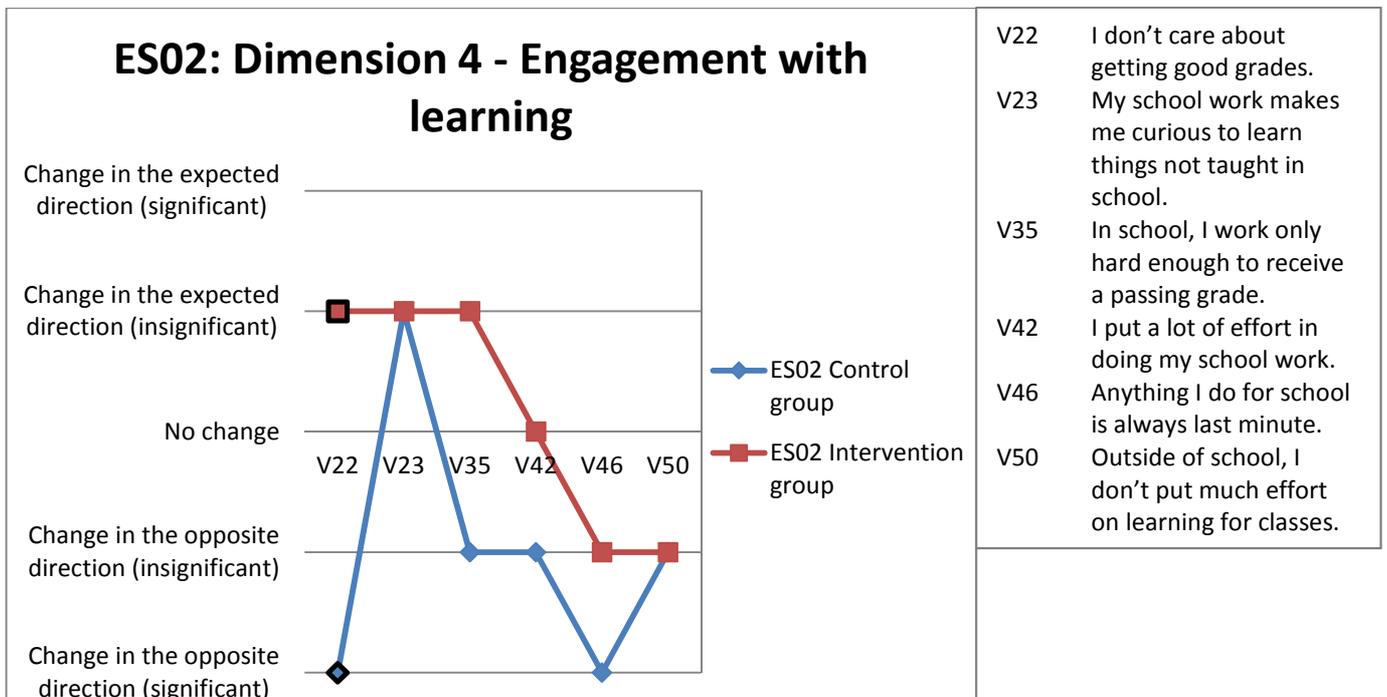


Figure 25: ES02 Dimension 4 – Engagement with learning

Of the six items representing this dimension on ‘engagement with learning’, the intervention group shows improvement in three of them and the control group in just one of them. All these improvements are not statistically significant. From the remaining three items, the intervention group shows no change in one of the items while the other two exhibited slight negative changes. In the case of the control group, of the five remaining items, two observe a statistically significant negative change while the other three observe a mild negative change. At the posttest, the control group significantly more readily agreed to the item: ‘I don’t care about getting good grades’ (V22) while the intervention group less readily agreed to it. For this item, the group differences are also significant indicating that taking part in the intervention was a catalyst in the participants’ more positive attitude about getting good grades.

The control group’s rating of the item: ‘Anything I do for school is always last minute’ (V46) is also statistically significant on the negative side of the scale. Likewise, for this item the rating of the intervention group also declines, but only very slightly. There are no group differences evident.

3.1.2.5. Dimension 5: Commitment to complete an education

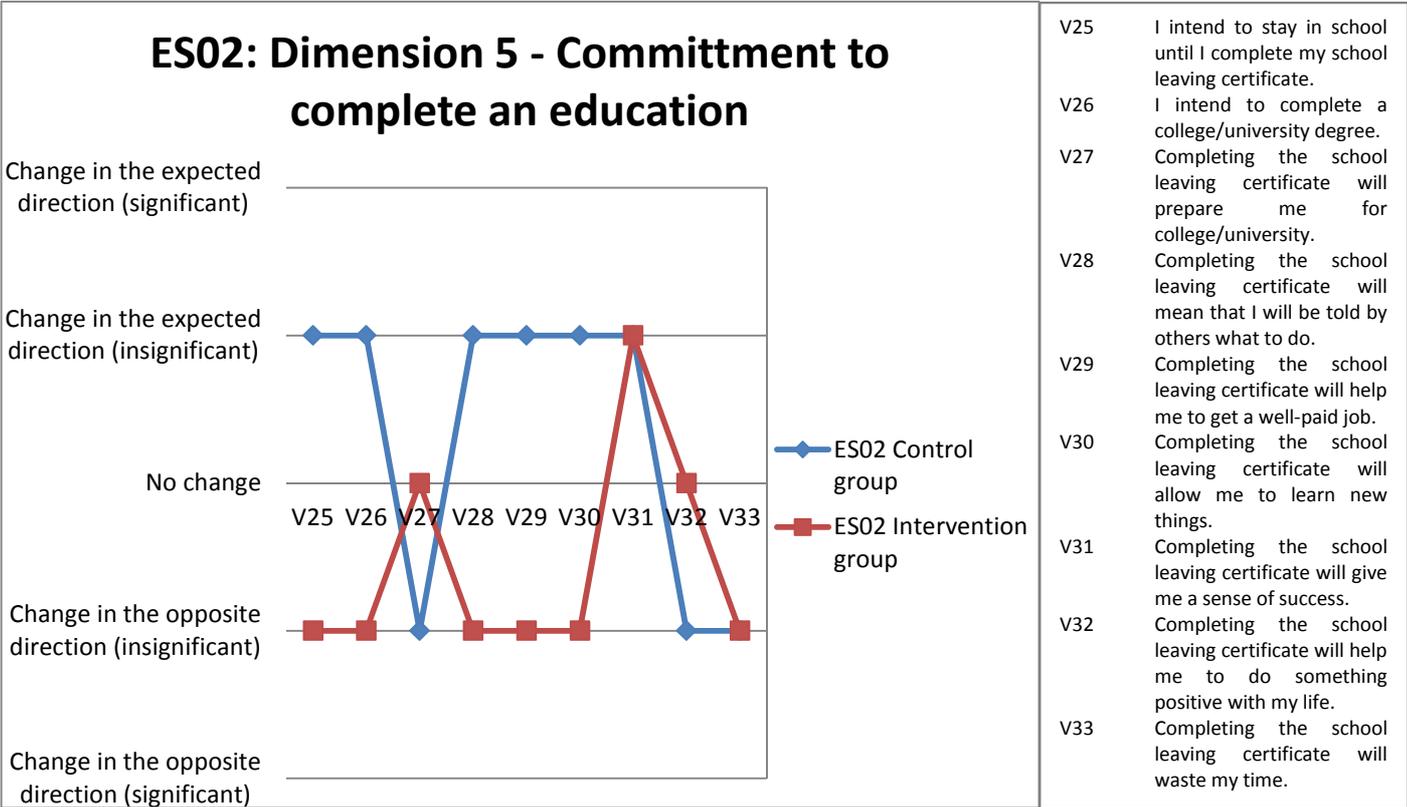


Figure 26: ES02 Dimension 2 – Commitment to complete an education

Dimension five, ‘commitment to complete an education’, denoted by nine items, shows more negative results for the intervention group than the control group, nevertheless none of the changes either within the groups (change from pretest to posttest for each group individually) or between the groups (differences between the gain scores of the control group and the intervention group), are statistically significant. The intervention group experienced a minimal decline in the rating of six of the nine items, no change in two of the items and a slight improvement in just one item. In the following items, the rating of the intervention group showed an insignificant change in the opposite direction to what was expected

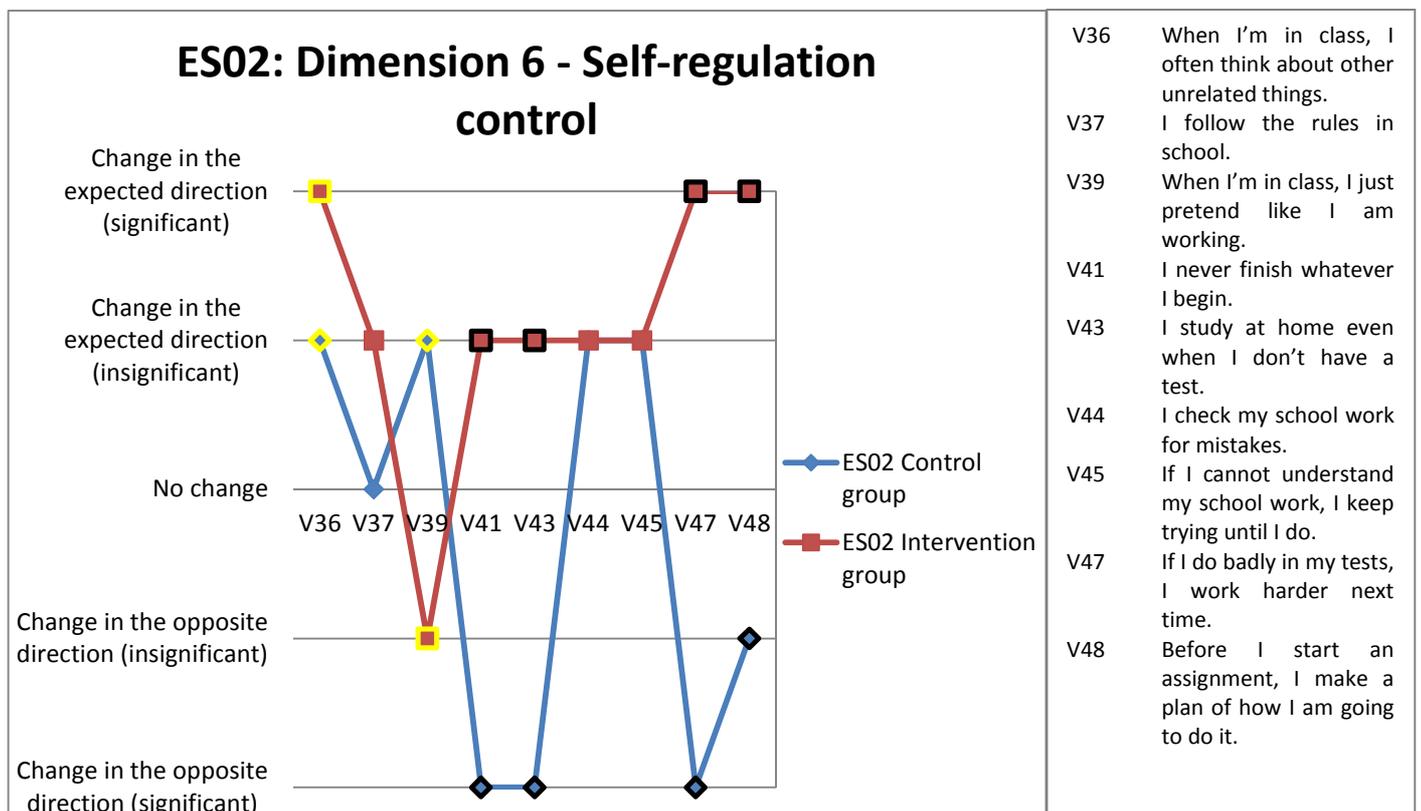
(negative) while for the same items, the control group showed the opposite; i.e. a slight improvement:

1. 'I intend to stay in school until I complete my school leaving certificate' (V25)
2. 'I intend to complete a college/university degree' (V26)
3. 'Completing the school leaving certificate will mean that I will be told by others what to do' (28)
4. 'Completing the school leaving certificate will help me to get a well-paid job' (V29)
5. 'Completing the school leaving certificate will allow me to learn new things' (V30)

Noteworthy, is that the above listed items include the two main dependent variables of the soft questionnaire: commitment to complete their high school certificate and college or university degree.

Both groups agreed more at the posttest that completing the school leaving certificate will give them a sense of success, although here the control group exhibited a slight higher increase.

3.1.2.6. Dimension 6: Self-regulation control



Unlike the previous dimension, which showed more negative results for the intervention group of the first cohort of ES02, this dimension on 'self-regulation control' evinced more positive results for the intervention group. From the nine items that map this dimension, the intervention group observed positive results in eight of them; three of which had significant changes from the pretest to the posttest. The only item which demonstrated a slight negative change for the ES02 intervention group from the pretest to the posttest was 'When I'm in class, I just pretend like I am working' (V39); whereas in comparison, the control group showed slight improvements. The group differences are just short of being significant at a

significance level of 0.05 ($p=0.058$) and the difference between the gain scores is larger than 0.3.

The change in the above item is however contradictory to the rating on the item: 'When I'm in class, I often think about other unrelated things' (V36) which is quite similar, where the intervention group experienced a significant positive change indicating that after the intervention, the participants more readily disagreed with the statement. Although the control group also showed an improvement on this item, this change was only very slight; in addition, though the group differences fall above the threshold of 0.05 and are just short of being significant ($P=0.051$) the differences between gain scores is higher than 0.3 and therefore worth mentioning.

The item: 'If I do badly in my tests, I work harder next time' (V47) showed two results on different poles of the chart for the two groups. The intervention group showed a significant positive change from the pretest to the posttest (after the intervention, the participants of the Jump@School intervention, more readily agreed that if they do badly on their tests they would work harder next time) while the control group showed a significant negative change (the control group participants less readily agree that if they did badly on their tests they would work harder next time). The group differences for this item are also statistically significant; demonstrating that the Jump@School intervention ensured a change in attitude towards failed tests or rather had a positive influence on the participants' attitudes regarding failure.

Like in ES01, the intervention group participants demonstrated a positive statistically significant change on the item: 'Before I start an assignment, I make a plan of how I am going to do it' (V48), while the control group observed a negative change, although not statistically significant. The group differences for this item were also statistically significant attesting to the fact that receipt of the Jump@School intervention in ES02 improved the participants' ability to study and specifically make plans for their assignments.

For the items: 'I never finish whatever I begin' (V41) and 'I study at home even when I don't have a test' (V43), the intervention group experienced a positive change in the expected direction; both statistically insignificant, but for the latter a much larger improvement than for the former. On the other hand, for both items, the control group exhibited a statistically significant negative change. Moreover, group differences are statistically significant for both items indicating that the Jump@School intervention benefitted the participants with regard to self-regulation; that after the intervention, the participants were more able and motivated to finish what they begin and to study at home even when they don't have a test.

3.1.2.7. Dimension 7: Self-confidence with learning

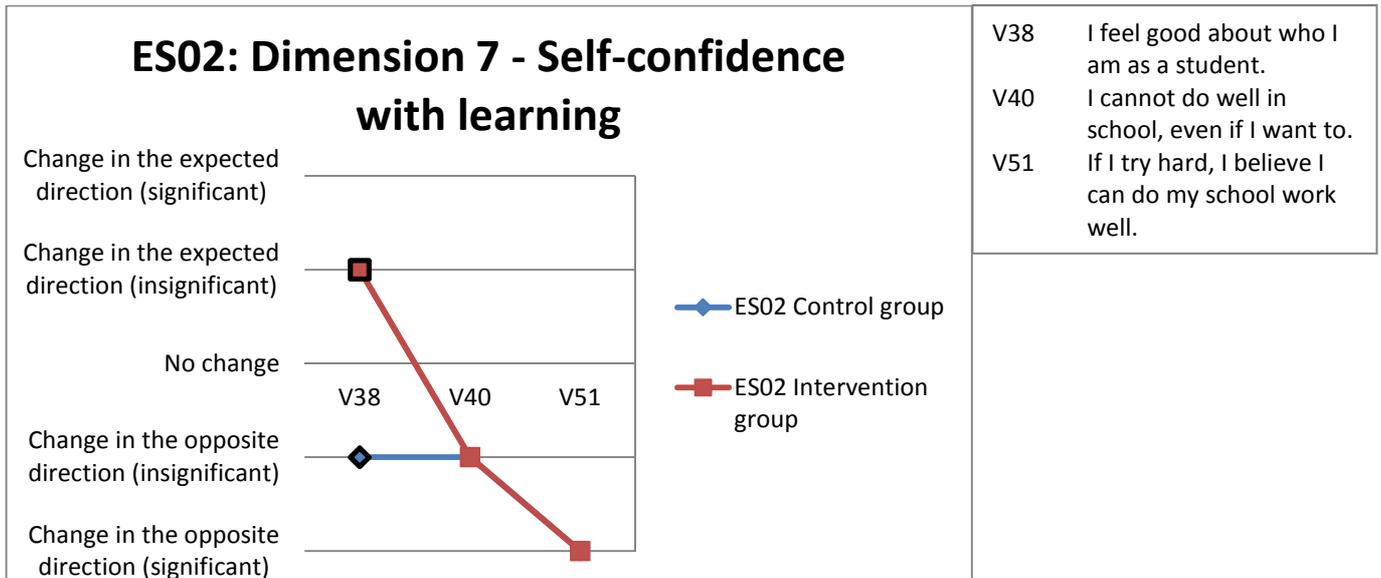


Figure 28: ES02 Dimension 7 – Self-confidence with learning

From the three items representing this dimension, the intervention group of the first cohort of ES02 portrayed an improvement in just one of them while the control group showed a decline in all three items; one of which is statistically significant.

The intervention group participants indicated more readily (but not statistically significantly) after the intervention, that they felt good about whom they are as a student (V38). On the contrary, the control group observed a slight decrease on the rating of this item. Although neither of the groups individually experienced a significant change from the pretest to the posttest, the group differences are statistically significant. This indicates that belonging to the intervention group assured the participants of benefitting in being moulded in terms of their attitude as students.

With regard to the item ‘If I try hard, I believe I can do my school work well’ (V51), both groups observed to a similar extent, significant, negative changes from the pretest to the posttest; i.e. at the time of the posttest, participants of both groups tended to have a defeatist attitude about their school work.

3.1.3. 2nd cohort, Spain School 1: Juan de Garay (ES01)

Unlike with the first cohort in both schools in Spain where it was clear that most changes resulting from the intervention were related to the sixth dimension of the soft questionnaire – ‘self-regulation control’ – based on the group differences for the second cohort in both schools in Spain, it cannot be determined which dimensions were most affected by the intervention. This result is very likely linked to the small sample size of the second cohort in both schools; namely: in Juan de Garay both groups were made up of only nine participants each, while in Mallila, although the number of participants was slightly bigger, the control group involved 18 participants while the intervention group included 11 participants.

In Juan de Garay, one item, each in five of the seven dimensions observed significant group differences meaning that the changes observed, can be attributed to the Jump@School intervention. The two dimensions where the Jump@School intervention does not statistically seem to have had any impact on the changes in attitude of the participants are: Dimension 4 ‘Engagement with learning’ and dimension 5 ‘Commitment to complete an education’.

Following in the theme of the first cohort in Spain, also for the second cohort in this school, the Jump@School intervention managed to reduce the school-related stress of the participants and as a result, there were some indications that that the students of the intervention group followed school rules more after the intervention. Moreover, the decreased school-related stress in turn or vice versa considerably reduced the participants’ apprehension of tests and assessments.

Additionally, the intervention increased the participants’ valuing of learning in that after the intervention, they more readily disagreed with the statement: ‘Most of the things we learn in school are useless.’ Continuing with this idea; there were indications that the Jump@School intervention enlightened the participants as regards to the benefits of learning. Specifically, that learning facilitates improved school performance and arouses one’s interests beyond the standard school curriculum; that is, it increases one’s curiosity to learn about things that are not taught in school. Other than the students’ awareness of the advantages of learning being raised by the intervention, there was an inkling that their learning abilities were also heightened in that they were more likely to check their school work for mistakes after the intervention.

Interestingly, despite these improvements, the Jump@School intervention seems to have increased the participants’ feeling of giving up on school and feeling of hopelessness as regards to succeeding in school; exactly the opposite of what that intervention was aiming for. This is demonstrated by the increased assertion by the intervention group participants after the intervention that they regularly feel like giving up on school; that failing or not doing well in examinations does not motivate them to work harder next time and regardless of how hard they try, they cannot do well in school. These declarations all seemingly lead to a general feeling of not caring about school. These negative results could be a product of the nature of pre-post measurements, as described in the aftermath lessons learn report. It is possible that through the different individual and group activities of the Jump@School intervention, the topic of early school leaving was addressed directly. Meaning that even though the students may not have previously actively thought about this phenomenon, the fact that it was thematised led them to reflect on their own situations and as a result, they may have noticed characteristics within themselves that would potentially classify them as being at risk of early school leaving. In studies or interventions dealing with mobbing for example, the effect are similar as described above, in that interventions lead to increased awareness about the topic

and therefore an increased sense of being a victim of the circumstances. However, after a while, the true effects of the intervention start being seen, in that this feeling of being mobbed eventually decreases. Since there were only two points of measurements in the Jump@School evaluation model, it was not possible to determine, whether these feelings of giving up on school eventually decreased and as a result proving or disproving this hypothesis.

Whereas the participants of the first cohort in both experimental countries enjoyed telling others what they had learnt in school more after the intervention, the intervention in the second cohort in Juan de Garay does not seem as to have impacted the participants’ behaviour in this regard.

Below, the results of each item for within (pre to post) and between groups (control versus intervention group) analyses are presented according to the dimensions of the soft questionnaire.

3.1.3.1. Dimension 1: School motivation and valuing learning in school

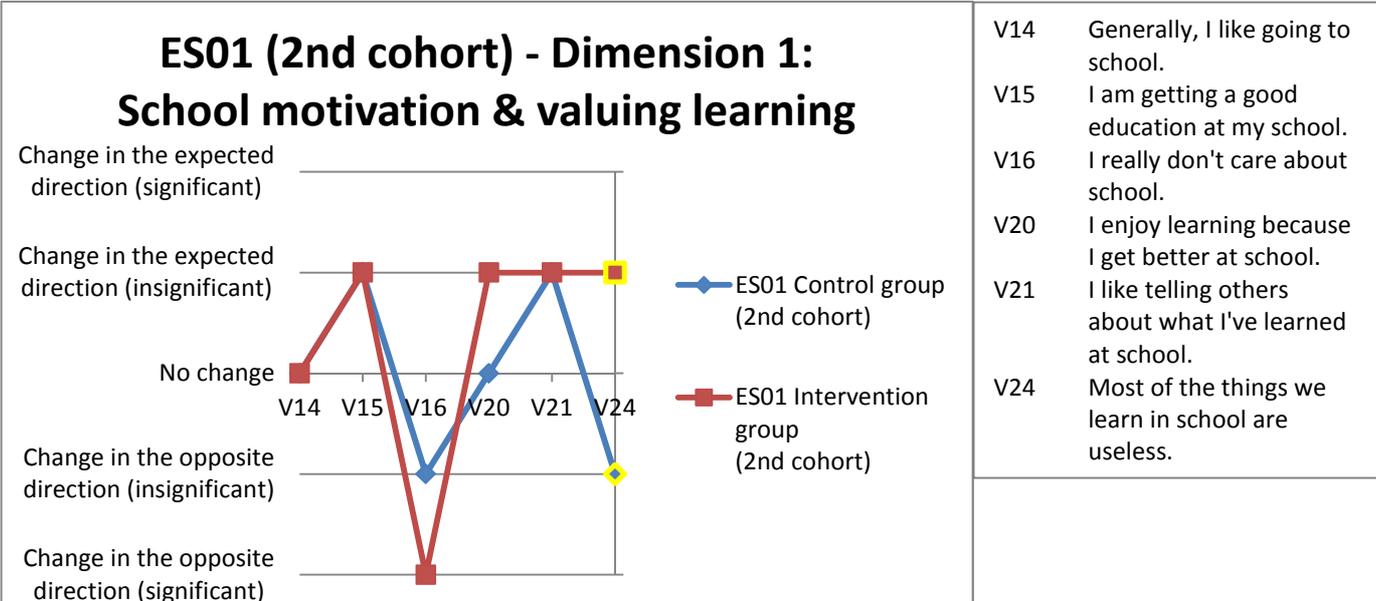


Figure 29: ES01 (2nd cohort) Dimemension 1 – School motivation & learning

Looking at the changes within the groups from the pretest to the posttest, from all the items representing the first dimension of the soft questionnaire, the intervention group of the 2nd cohort in Juan de Garay school in Valencia improved, however not significantly, in all items except two: one of which observed no changes from the pretest to the posttest (‘Generally, I like going to school’ – V14) and the other which observed a statistically significant decline (‘I really don’t care about school’ – V16). In comparison, from the pretest to the posttest, the control group of the 2nd cohort in this school only showed slight improvements in two of the six items ‘I am getting a good education at my school’ (V15) and ‘I like telling others about what I have learnt at school’ (V21). In two items there was no change from the pretest to the posttest: ‘Generally, I like going to school’ (V14) and ‘I enjoy learning because I get better at school’ V20). Furthermore, like with the intervention group, the assessment of the item ‘I really don’t care about school’ (V16) declined from the pretest to the posttest, however to a lesser extent than the intervention group’s assessment; in this case being statistically

insignificant. Furthermore, the assessment of the control group of the 2nd cohort in Juan de Garay of the item ‘Most of the things we learn in school are useless’ (V24) insignificantly declined from the pretest to the posttest; whereas the opposite was the case for the intervention group.

Considering group differences, the difference between the gain scores of the two groups from the pretest to the posttest, only one item: ‘Most of the things we learn in school are useless’ experienced a statistically significant group difference; however not to the commonly acceptable threshold of 0.05 but rather to a p-value of <0.1 but with gain differences of 0.778 which is considerably high. It can be assumed that had the sample size been bigger, the significance levels would be higher. Nevertheless it can be concluded that it is 90% likely that participating in the Jump@School intervention positively changed the participants’ perception of the things taught in school compared to having not received the intervention.

3.1.3.2. Dimension 2: Withdrawal

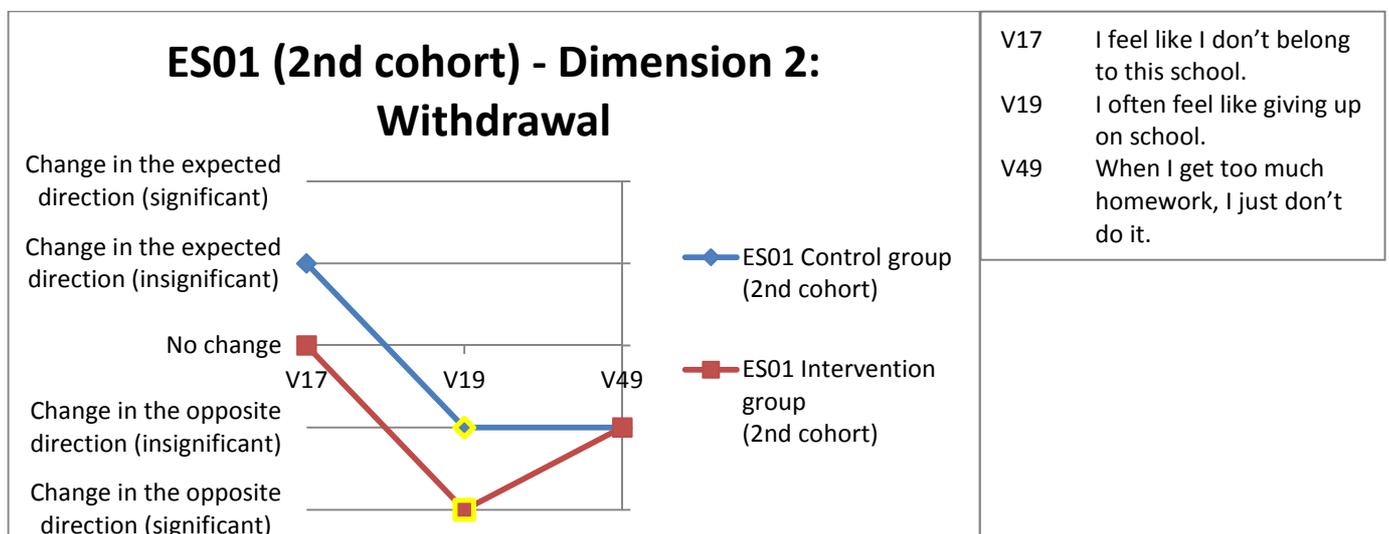


Figure 30: ES01 (2nd cohort) Dimension 1 - Withdrawal

- V17 I feel like I don't belong to this school.
- V19 I often feel like giving up on school.
- V49 When I get too much homework, I just don't do it.

From the three items representing ‘withdrawal’, the intervention group of the 2nd cohort in Juan de Garay experienced no change on the item ‘I feel like I don’t belong to this school’ (V17) while at the same time it showed negative changes in the two remaining items from the pretest to the posttest: ‘I often feel like giving up on school’ (V19) and ‘When I get too much homework I just don’t do it’ (V49). Noteworthy is that the decline in the former item, is to a statistically significant level. In comparison, the control group of the 2nd cohort in the same school observed negative changes from the pretest to the posttest on the same two items. However with regard to the item: ‘I often feel like giving up on school’ (V19) this change was to a lesser extent and statistically insignificant; while concerning the item: ‘When I get too much homework, I just don’t do it’ (V49) the change was to a slightly greater extent than in the intervention group but at the same time insignificant (decline of 0.333 in the control group compared to 0.111 in the intervention group). The control group showed a slight improvement on the item: ‘I feel like I don’t belong to this school’ (V17).

Group differences emerge only on the item: ‘I often feel like giving up on school’ (V19), where although both groups experienced an increase in the feeling of giving up on school from the pretest to the posttest, the difference between these changes results in a group

3.1.3.4. Dimension 4: Engagement with learning

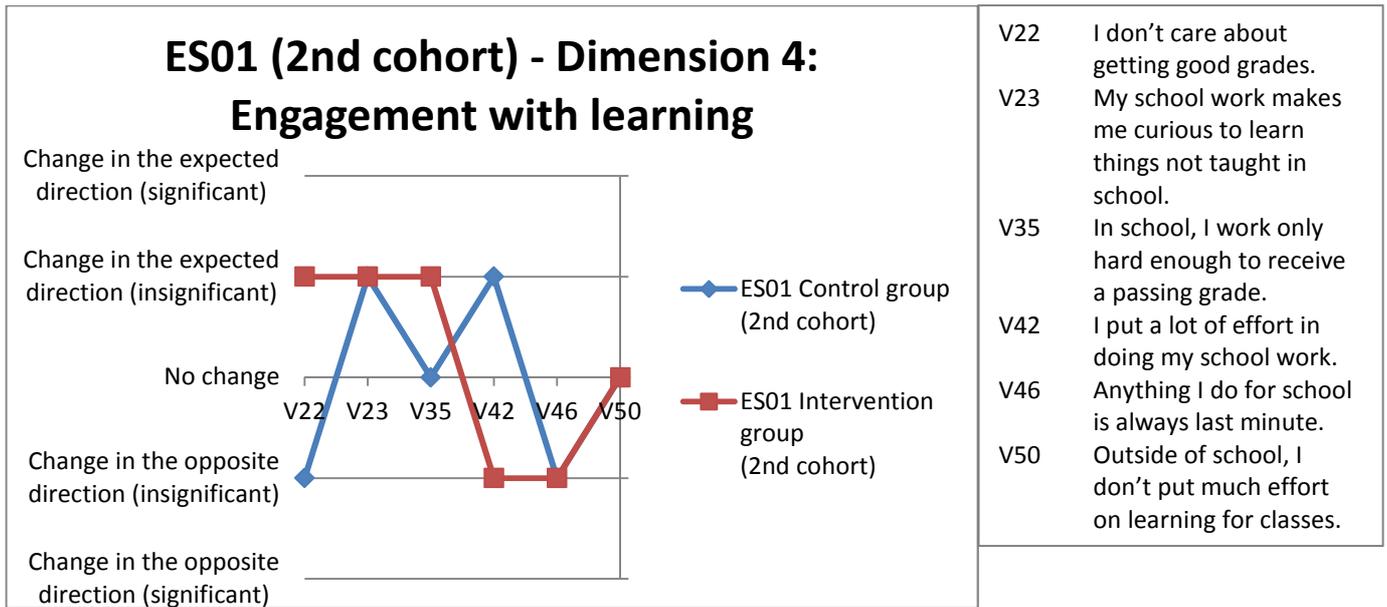


Figure 32: ES01 (2nd cohort) Dimension 4 – Engagement with learning

Examining the changes from pretest to posttest for each group individually in the 2nd cohort in the Juan de Garay School in Spain on the six items representing engagement with learning, none of the two groups show any statistically significant changes on any of the items. In all items except the item ‘Outside of school, I don’t put much effort on learning for classes’, where both groups exhibit no change from pretest to posttest and the item: ‘In school, I work only hard enough to receive a passing grade’ where the control group observes no change but the intervention group shows a slight improvement, marginal improvements and deteriorations for each group can be observed. The intervention group for example shows marginal improvements also on the items: ‘I don’t care about getting good grades’ and ‘My school work makes me curious to learn things not taught in school’ whereby the control group exhibits a marginal deterioration in the former and a slight improvement in the latter. On the latter item, ‘My school work makes me curious to learn things not taught in school’, from the pretest to the posttest, the control group’s performance improves by 0.222 compared to 0.778 for the intervention group. For the item: ‘I put a lot of effort in doing my school work’, the intervention group observes a small negative change while at the same time the control group observes an insignificant positive change. Both groups manifest an insignificant change in the opposite direction to the expected on the item: ‘Anything I do for school is always last minute’ with the control group faring slightly worse: a decline of 0.444 compared to a decline of 0.333 by the intervention group signifying for example maturation effects (see aftermath lessons learnt report).

None of the items representing this dimension exhibit significant group differences.

3.1.3.5. Dimension 5: Commitment to complete an education

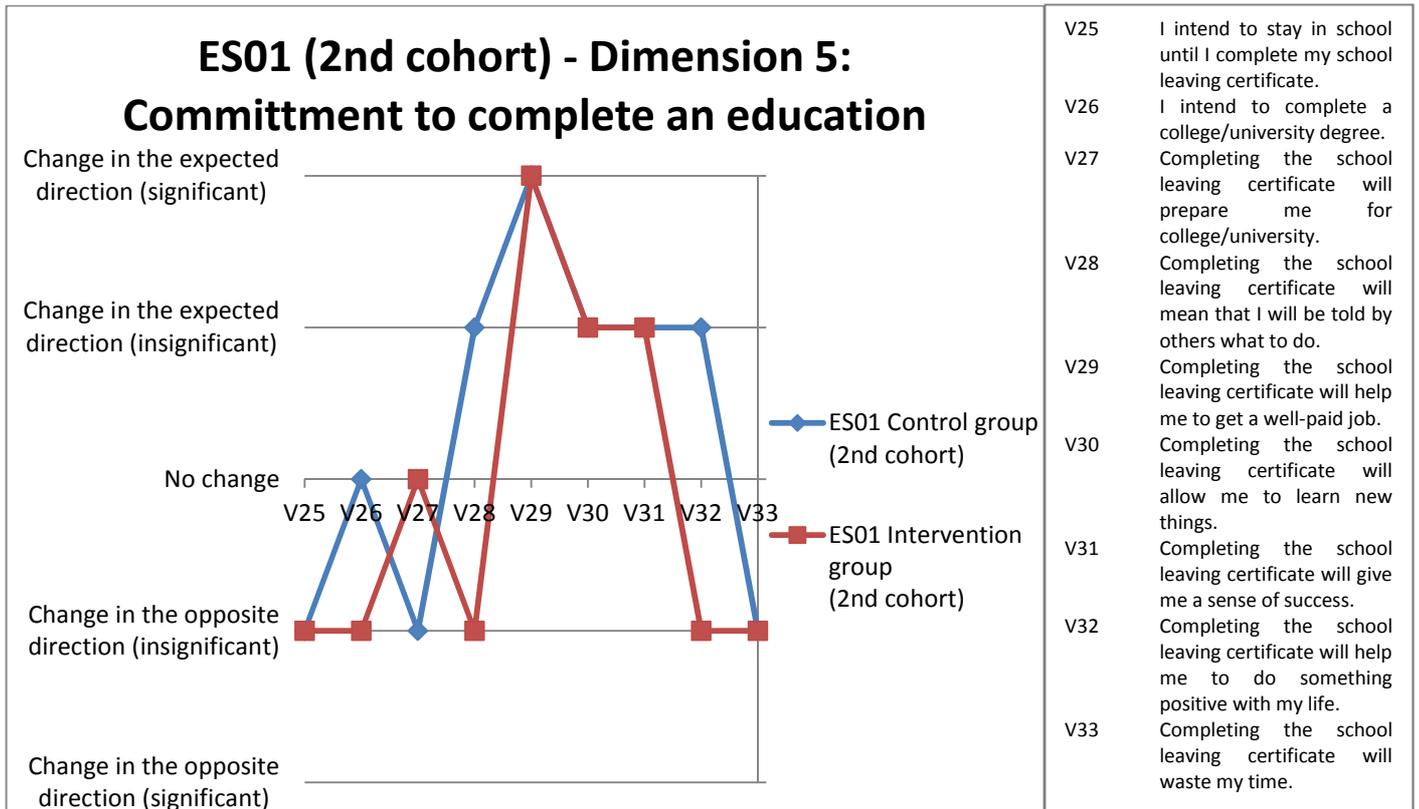


Figure 33: ES01 (2nd cohort) Dimension 5 – Commitment to complete an education

Of the nine items representing the dimension on ‘commitment to complete an education’, only one item observed significant changes from the pretest to the posttest. For the item ‘Completing the school leaving certificate will help me get a well-paid job’ (V29), both the intervention group and control group of the 2nd cohort in the Juan de Garay School in Spain show statistically significant positive changes from the pretest to the posttest; meaning that during the intervention period, the linkage of education and the labour market became clearer and more valuable to the participants of both groups. As the change in both groups was in the same direction and to a similar degree, it could be attributed to maturation effects (please refer to the aftermath lessons learnt report for more details).

With regard to the main dependent variables of the soft questionnaire: ‘I intend to stay in school until I complete my school leaving certificate’ (V25) and ‘I intend to complete a college/university degree’ (V26), the intervention group slightly worsens from the pretest to the posttest on both items, while the control group shows no change for the latter item and a slight deterioration, like the intervention group, for the former item.

The remaining items either showed no change from the pretest to the posttest for both groups or showed insignificant changes in both directions. The intervention group showed insignificant improvements on the items ‘Completing the school leaving certificate will allow me to learn new things’ (V30) and ‘Completing the school leaving certificate will give me a sense of success’ (V31). This was the case for the control group on the same items as well – again showing signs of maturation effect. The intervention group showed no change on the item ‘Completing the school leaving certificate will prepare me for college or university’ (V27); while for the following items, the observed change, although insignificant, was in the opposite direction to the expected:

- ‘Completing the school leaving certificate will mean that I will be told by others what to do.’ (V28)
- ‘Completing the school leaving certificate will help me to do something positive with my life.’ (V32)
- ‘Completing the school leaving certificate will waste my time.’ (V33)

On the other hand, whereas the intervention group showed no change on the item ‘Completing the school leaving certificate will prepare me for college or university’ (V27), the control group’s performance slightly worsened. This was the case also for the item ‘Completing the school leaving certificate will waste my time’ (V33). Unlike the intervention group, the control group slightly improved on the item: ‘Completing the school leaving certificate will mean that I will be told by others what to do.’ (V28)

None of the items representing this dimension exhibit significant group differences.

3.1.3.6. Dimension 6: Self-regulation control

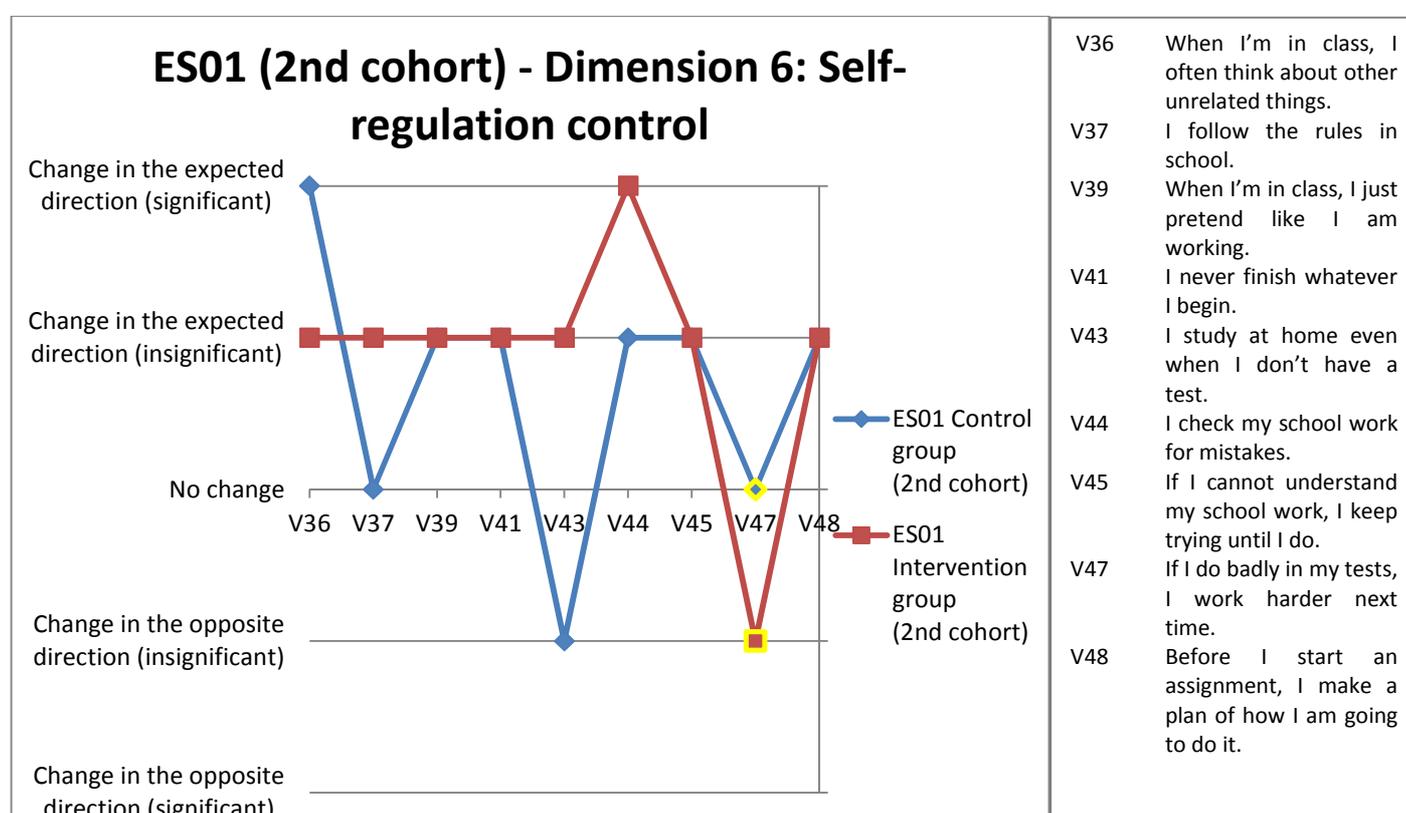


Figure 34: ES01 (2nd cohort) Dimension 6 – Self-regulation control

The dimension on self-confidence with learning is made up of nine items. In the 2nd cohort in the Juan de Garay School in Spain, the intervention group’s evaluation of these items from the pretest to the posttest was very coherent except for the item: ‘If I do badly in my tests, I work harder next time’ (V47) where the intervention group observed an insignificant negative change. The control group showed no change from the pretest to the posttest on this item. However, this item was the only one in this dimension that showed statistically significant group difference. The group difference was to a significant level of $p < 0.1$; this suggests that reception of the Jump@School intervention reduces the participants drive to try harder when

they fail. This is a negative result contradicting the objectives of the Jump@School intervention.

All the other items showed improvements from the pretest to the posttest, whereby only the change on one item was statistically significant: ‘I check my school work for mistakes’ (V44) implying that after the intervention, participants who participated in the Jump@School intervention were more likely to check their school work for mistakes. This was a similar case for the control group whose evaluation of this item also improved between the two measurement times however to a lesser intensity than the intervention group. The group difference for this item was not statistically significant indicating that this change cannot be assertively attributed to participation in the Jump@School intervention.

For this dimension, the picture for the control group was more diverse with one item exhibiting an insignificant negative change from the pretest to the posttest: ‘I study at home even when I don’t have a test’ (V43); two items observing no change from the pretest to the posttest: ‘I follow the rules in school’ (V37) and ‘If I do badly in my tests, I work harder next time’ (V47) while the rest of the items showed improvements from the pretest to the posttest. From the items that showed an improvement from the pretest to the posttest, only the change of one item was statistically significant: ‘When I’m in class, I often think about other unrelated things’ (V36) meaning that at the time of the second measurement, students included in the study but had not taken part in the intervention were less likely to think about unrelated things during classes. For this item, the intervention group’s performance also improved but to a lesser degree (statistically insignificant). The group difference for this item was also statistically insignificant meaning that this difference cannot be attributed to the participation in the Jump@School intervention or lack thereof.

3.1.3.7. Dimension 7: Self-confidence with learning

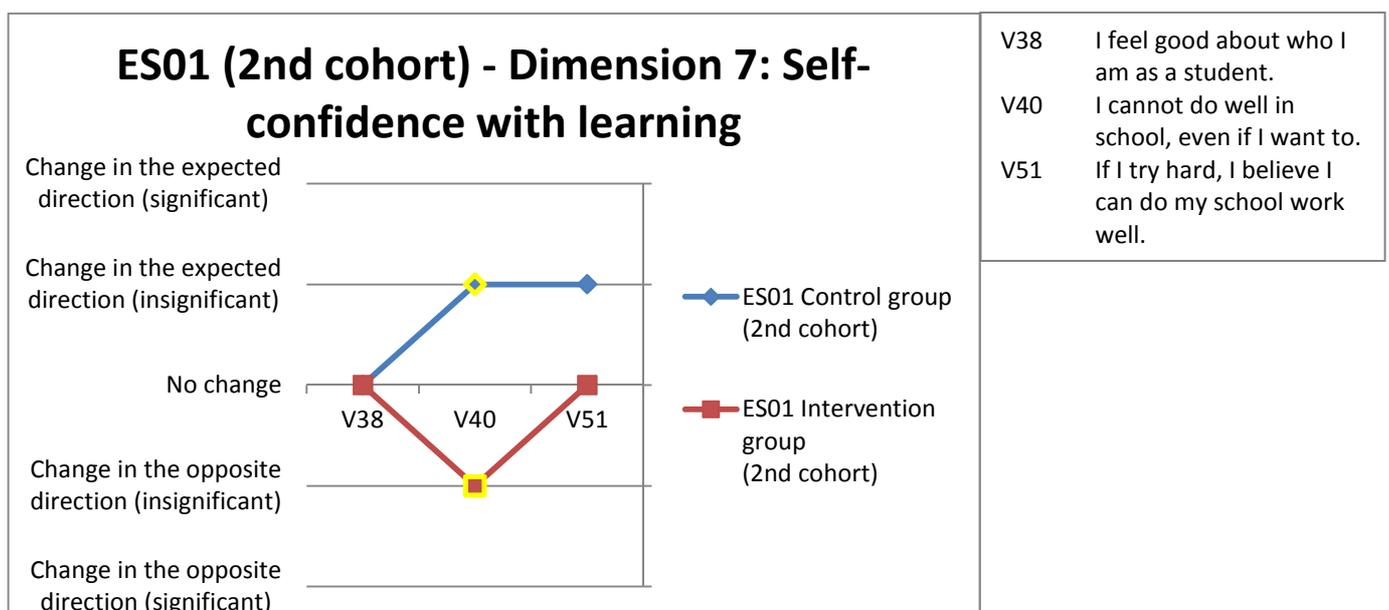


Figure 35: ES01 (2nd cohort) Dimension 7 – Self-confidence with learning

Three items represent the dimension on ‘self-confidence with learning’. Looking at the changes from the pretest to the posttest per group alone in the 2nd cohort in the Juan de Garay School, the intervention group exhibits no change on two of the items, while it shows an

insignificant change in the opposite direction to the expected, a negative one, on one item: 'I cannot do well in school, even if I want to' (V40). On this item, the control group provides a contrasting result, that is, an insignificant positive change. The group difference here is significant at a level of $p < 0.1$ providing the connotation that the Jump@School intervention increases the students' pessimism with regards to doing well in school – it is likely that participation in the Jump@School intervention increases the students' probability of assuming that they cannot do well even if they wish to.

On the remaining two items, the control group shows an improvement on the item: 'If I try hard, I believe I can do my school work well' (V51) and no change on the item: 'I feel good about who I am as a student' (V38). Neither group differences on these two items are significant.

3.1.4. 2nd cohort, Spain School 2: Mallila (ES02)

Overall, the Jump@School intervention seems to have had a more positive effect on the second cohort of Mallila School compared to the second cohort of the Juan de Garay School. A similar scenario was replicated here like with the second cohort in the Juan de Garay School whereby at least one item in five of the dimensions showed significant group differences. However in this case, all except one item showed changes in the expected direction. The two dimensions that did not observe any group differences and therefore making it not possible to associate the changes observed directly with the Jump@School intervention were dimensions 1: ‘School motivation and valuing learning’ and dimension 7: ‘Self-confidence with learning’.

Although, it cannot be statistically confirmed, most likely based on the small sample size in the second group in Mallila school, there is a strong indication that the most changes, like in the first cohort in both Spanish schools, caused by the intervention were regarding the sixth dimension on ‘self-regulation control’. These changes concur with the fact that one of the two workshops held, one was on ‘learning to learn’. Concretely, the Jump@School intervention increased the participants’ adherence to school rules and the ability of checking their work for mistakes improved. Furthermore, it contributed to the students’ increased self-exertion in that, after the intervention, the participants of the Jump@School intervention aimed beyond just passing their examinations; that is, they were more motivated to receive good grades rather than just passing grades. Furthermore, there was a strong indication of this self-exertion, in that the intervention group participants more readily agreed that if they did not understand their school work, they would keep trying until they did, they also studied at home and disagreed more to the statement that if they got too much homework, they just wouldn’t do it. On a related note, there were suggestions that their learning technique further improved in that after the intervention they were more likely to make a plan, before undertaking an assignment.

Like with the intervention groups in Spain, both in the first and second cohorts, here too, the Jump@School led to reduced school-related stress of the participants and as a result, the participants were more accepting of the school structure demonstrated by their increased readiness to follow school rules and their increased feeling of belonging to the school.

With regards to the main dimension of the soft questionnaire: ‘commitment to complete an education’, the results show that the intention of the students who participated in the Jump@School intervention to complete a college or university degree reduces with participation in the intervention. At the same time, they less readily agree that completing their high school diploma will waste their time. This suggests that, although the students see the usefulness of completing their high school diploma, they do not associate its usefulness with completing a university degree because probably they are aiming to take a different educational route after completing their education for example vocational training.

The results of each item for within (pre to post) and between groups (control versus intervention group) analyses are presented below according to the dimensions of the soft questionnaire.

3.1.4.1. Dimension 1: School motivation and valuing learning in school

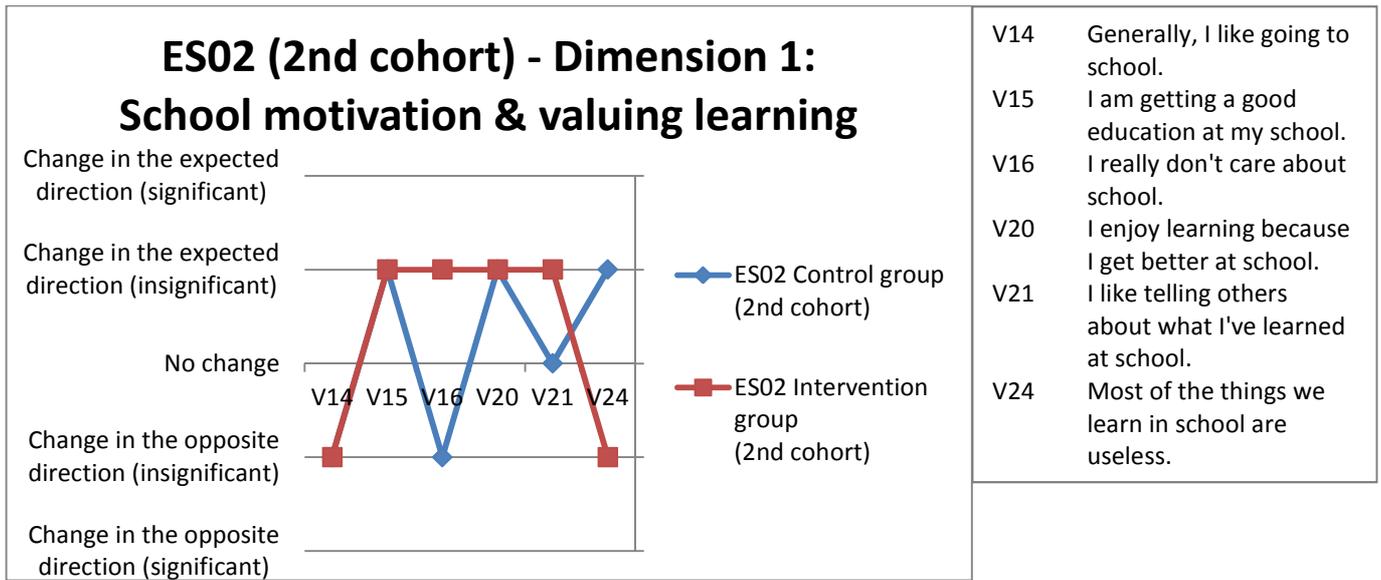


Figure 36: ES02 (2nd cohort) Dimension 1 – School motivation & valuing learning

Exploring the difference in assessments per group from the pretest to the posttest, the assessment of the intervention group of the 2nd cohort in Mallilla school in Valencia improved in four of the six items, however not significantly: ‘I am getting a good education at my school’ (V15), ‘I really don't care about school’ (V16), ‘I enjoy learning because I get better at school’ (V20) and ‘I like telling others about what I've learned at school’ (V21). This is the case for only three items for the control group of the 2nd cohort in the same school: ‘I am getting a good education at my school’ (V15), ‘I enjoy learning because I get better at school’ (V20) and ‘Most of the things we learn in school are useless’(V24). Worth noting is that regarding the latter item: ‘Most of the things we learn in school are useless’ (V24), the assessment of the intervention group declined to a considerably higher degree (-0.273) than the improvement noted in the control group (+0.056); nevertheless, both these changes were not statistically significant. For the item: ‘Generally, I like going to school’ (V14), the evaluation of both groups declined from the pretest to posttest to similar degrees (-0.222 for the control group compared to -0.182 for the intervention group). Whereas the intervention group’s assessment of the following items from the pretest to the posttest improved although not statistically significant, that of the control group declined for the item: ‘I really don't care about school’ (V16) and observed no change for the item: ‘I like telling others about what I've learned at school’ (V21).

Regarding group differences, although slight differences can be observed as described in the paragraph above relating to the changes per group from the pretest to the posttest, none of these differences were statically significant. Among others, this could be related to the small sample size.

3.1.4.2. Dimension 2: Withdrawal

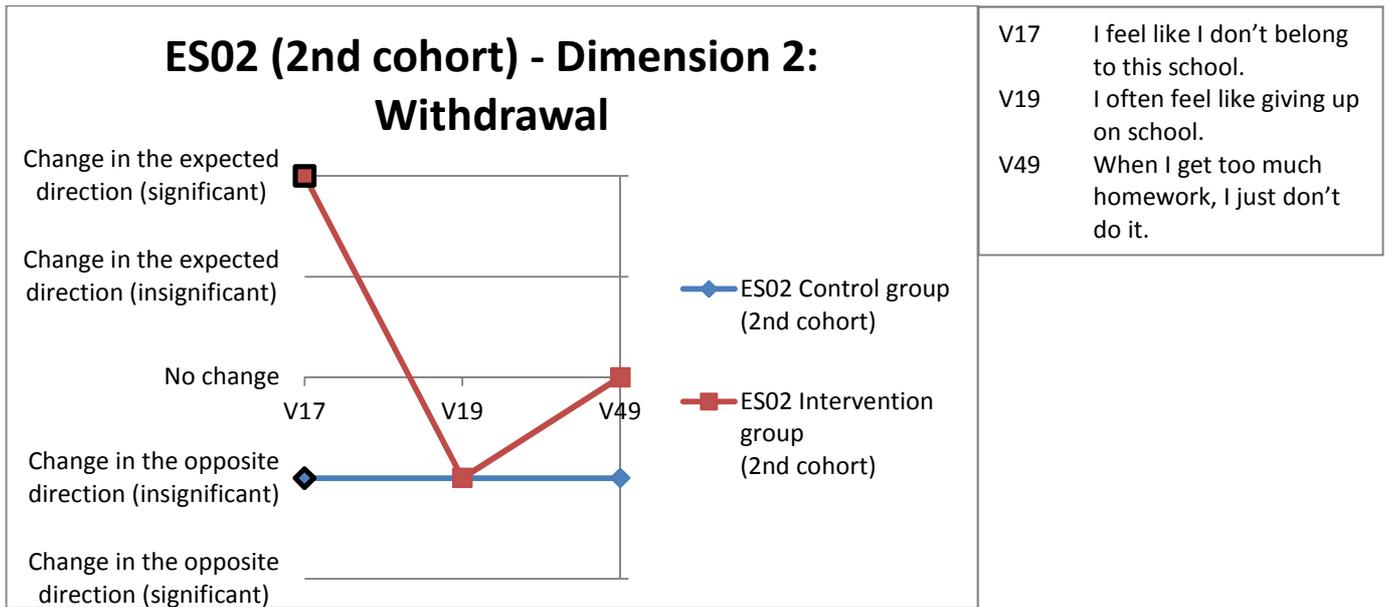


Figure 37: ES02 (2nd cohort) Dimension 2 - Withdrawal

On all three items representing ‘withdrawal’, the control group of the 2nd cohort in Mallila school observed negative changes from the pretest to the posttest however not statistically significant. On the other hand, the intervention group depicted a more mixed picture regarding the changes in the participants’ assessment of the same items from the pretest to the posttest. In reference to the item: ‘I feel like I don’t belong to this school’ (V17), this group showed a statistically significant improvement from the pretest to the posttest meaning that at the posttest, the participants of this group felt more like they belonged to Mallila school. At the same time, in comparison to the changes observed by the control group, this is the only item that marked a significant group difference to a level below the normal threshold of 0.05. This suggests that taking part in the Jump@School intervention relative to not receiving the support of the Jump@Operator increases the feeling of belonging to the school.

Furthermore, the assessment of the intervention group participants in the 2nd cohort in this school of the item: ‘I often feel like giving up on school’ (V19) slightly declined from the pretest to the posttest (-0.091) compared to that of the control group (0.389). With the final item in this dimension: ‘When I get too much homework, I just don’t do it’ (V49), the intervention group evinced no change from the pretest to the posttest.

3.1.4.3. Dimension 3: Anxiety and uncertainty control

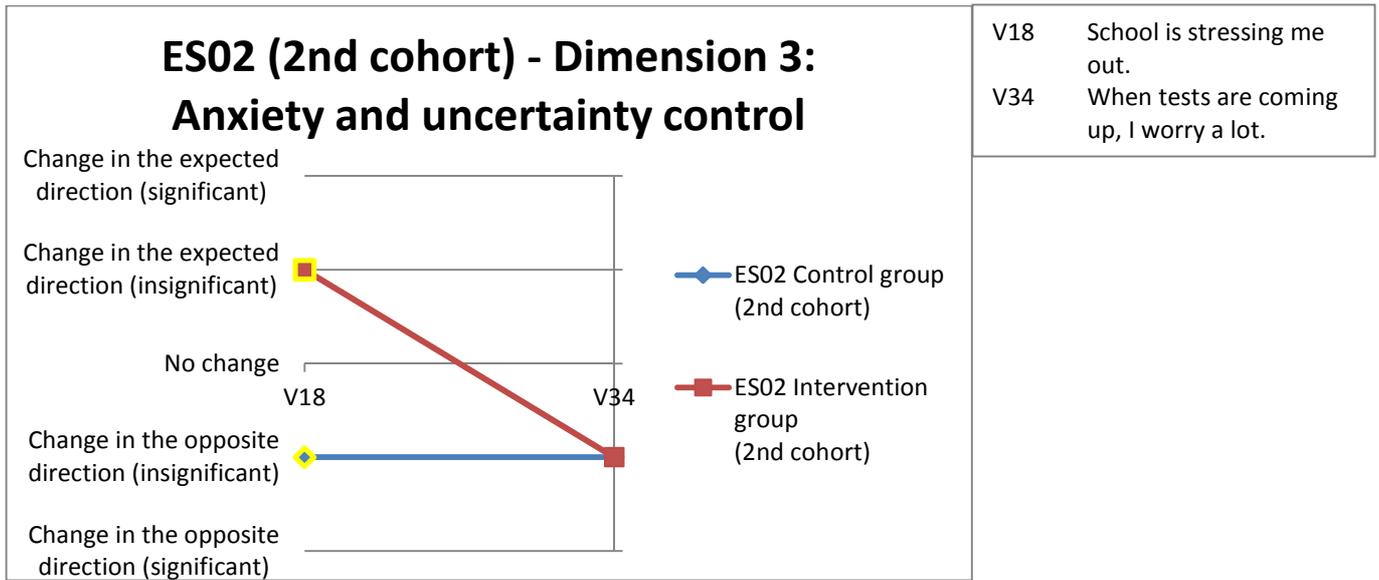


Figure 38: ES02 (2nd cohort) Dimension 3 – Anxiety and uncertainty control

With regard to the two items of the soft questionnaire building the ‘anxiety and uncertainty control’ dimension, the intervention group of the 2nd cohort in Mallila showed two colliding results, both of which are statistically insignificant: on the item: ‘School is stressing me out’ (V18), a marginal positive result and on the item: ‘When tests are coming up, I worry a lot’ (V34), a minimally negative result. For both items, the control group of the 2nd cohort in the same school showed insignificant changes from pretest to posttest in the opposite direction to the expected.

Group differences were visible with regard to the first item in this dimension with the intervention group faring better; implying like in Juan de Garay, that participating in the Jump@School intervention as opposed to not participating reduced the school-related stress levels of the pupils.

3.1.4.4. Dimension 4: Engagement with learning

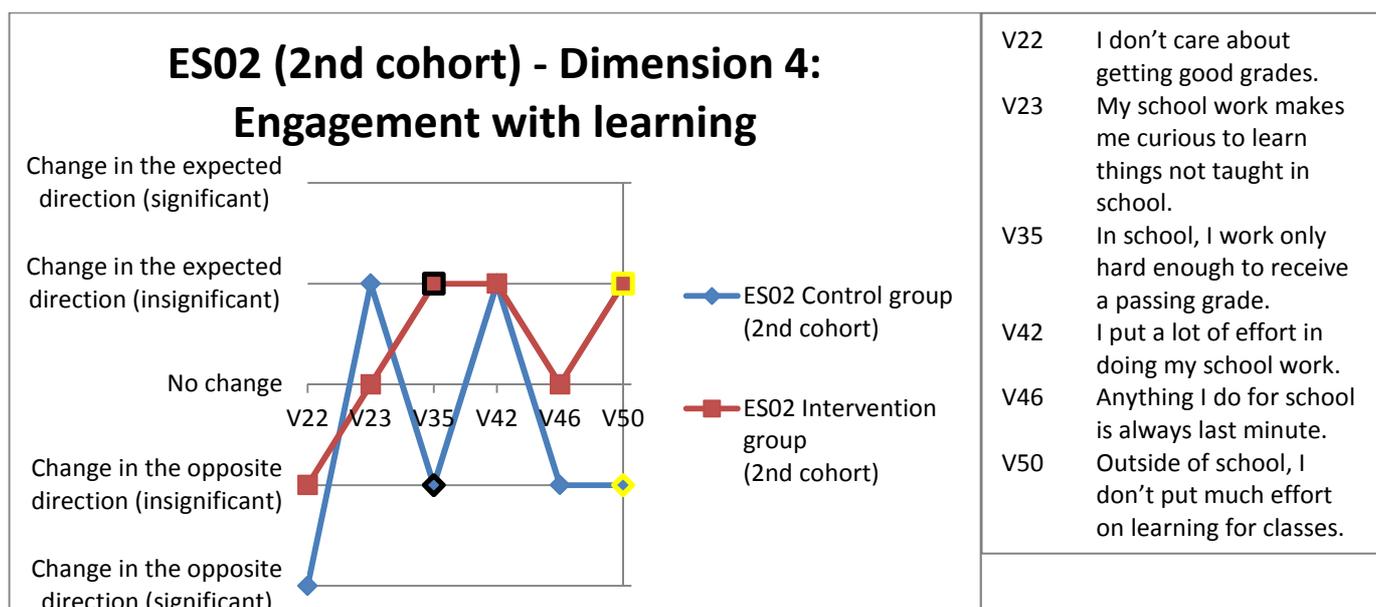


Figure 39: ES02 (2nd cohort) Dimension 4 – Engagement with learning

Of the six items representing engagement with learning, the intervention group of the 2nd cohort in Mallila school observed no change from the pretest to the posttest on two of the items: ‘My school work makes me curious to learn things not taught in school’ (V23) and ‘Anything I do for school is always last minute’ (V46). Concerning the same items, the control group showed a slight insignificant improvement with the former item and a slight insignificant worsening with the latter.

With regards to the item: ‘I don’t care about getting good grades’ (v22) the assessment of the participants in both groups worsened from the pretest to the posttest, however that of the control group worsened significantly.

With the rest of the items: ‘In school, I work only hard enough to receive a passing grade’ (V35), ‘I put a lot of effort in doing my school work’ (V42) and ‘Outside of school, I don’t put much effort on learning for classes’ (V50) the intervention group showed slight improvements. With the first and the last item, the control group exhibited insignificant negative changes. However, the difference between the changes in both groups on these items were statistically significant with the first to a level below $p=0.05$ and the last below $p=0.1$. This implies that participation in the Jump@School intervention increases the probability of one’s change in attitude as regards to working hard. Whereas the participants of the intervention group are more likely to work hard to do better than just the minimum required and also put more effort on learning outside the school environment, without the intervention, students are more likely to strive just for the minimum and not putting much effort on learning outside of school.

3.1.4.5. Dimension 5: Commitment to complete an education

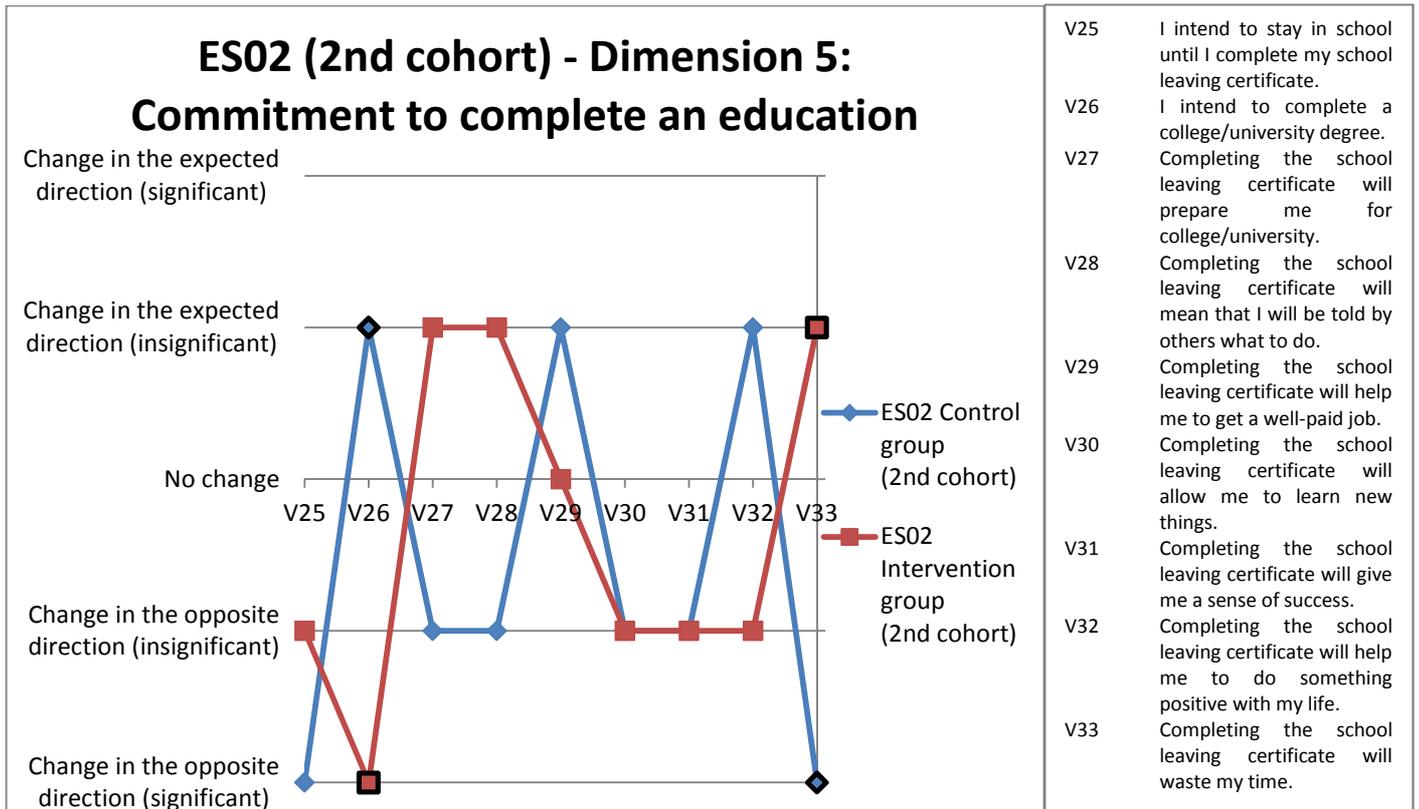


Figure 40: ES02 (2nd cohort) Dimension 5 – Commitment to complete an education

The changes from the pretest to the posttest of both groups of the second cohort in Mallila school in Spain in the items illustrating the dimension on ‘Commitment to complete an education’ are rather inconsistent with some items observing no change while others show significant and insignificant positive and negative changes.

With respect to the two main dependent variables of the soft questionnaire, both located in this dimension, the results for both groups vary. For the first item: ‘I intend to stay in school until I complete my school leaving certificate’ (V25), from the pretest to the posttest, the intervention group observed an insignificant negative change while the control group’s change was in the same direction but to a statistically significant degree. Nevertheless, the difference between the changes in both groups was not statistically significant. As a result, it cannot be confidently said that participation in the Jump@School intervention had any effect on the participants’ attitudes as regards to completing their high school diploma. The other main dependent variable: ‘I intend to complete a college/university degree’ (V26) however, showed significant group differences. The intervention group’s performance on this item significantly deteriorated from the pretest to the posttest – meaning that the student’s intention to complete a college or university degree was much lower at the end of the intervention than at the beginning. The control group on the other hand showed a somewhat contrasting effect – the students’ intention to complete a college or university degree increases from the pretest to the posttest even though not statistically significant. As the difference in the performance of the two groups was statistically significant, it is implied that belonging to the intervention group and therefore having taken part in the Jump@School intervention, significantly reduces one’s intention to complete a college or university degree – a result opposite to what the Jump@School intervention was actually aiming at.

Another item that shows significant group differences is: 'Completing the school leaving certificate will waste my time' (V33). Here, the intervention group's performance slightly improved from the pretest to the posttest, while that of the control group significantly worsened during the intervention period. The difference between these changes was statistically significant suggesting that being in the intervention group and therefore having taken part in the Jump@School intervention, significantly improves one's agreement or acceptance that completing their high school diploma is valuable and not a waste of time.

Of the remaining items, none of the changes from the pretest to the posttest, regardless of the direction were statistically significant. Both groups showed insignificant changes in the opposite direction to the expected on the following two items: 'Completing the school leaving certificate will allow me to learn new things' (V30) and 'Completing the school leaving certificate will give me a sense of success' (V31) suggesting that these changes could be as a result of maturation effect (see aftermath lessons learnt report) as they are in the same direction and to a similar intensity.

For the following items, the two groups observed contrasting results. On items: 'Completing the school leaving certificate will prepare me for college/university' (V27) and 'Completing the school leaving certificate will mean that I will be told by others what to do' (V28), the intervention group showed insignificant improvements while the control group showed insignificant worsening. However the difference between the changes of both groups was not statistically significant meaning that it cannot be confidently said that taking part in the Jump@School intervention is a determining factor for the participants' positive change in attitudes with regard to the usefulness of completing the high school diploma as a preparation for college or university or the sign of independence in that one would not be told by others what to do. The same is true for the following items where the control group shows an insignificant positive change while intervention group shows an insignificant negative change on the item: 'Completing the school leaving certificate will help me to do something positive with my life' (V32) and no change on the item: 'Completing the school leaving certificate will help me to get a well-paid job' (V29). As the group difference is insignificant here too, these changes cannot be ascribed to the Jump@School intervention.

3.1.4.6. Dimension 6: Self-regulation control

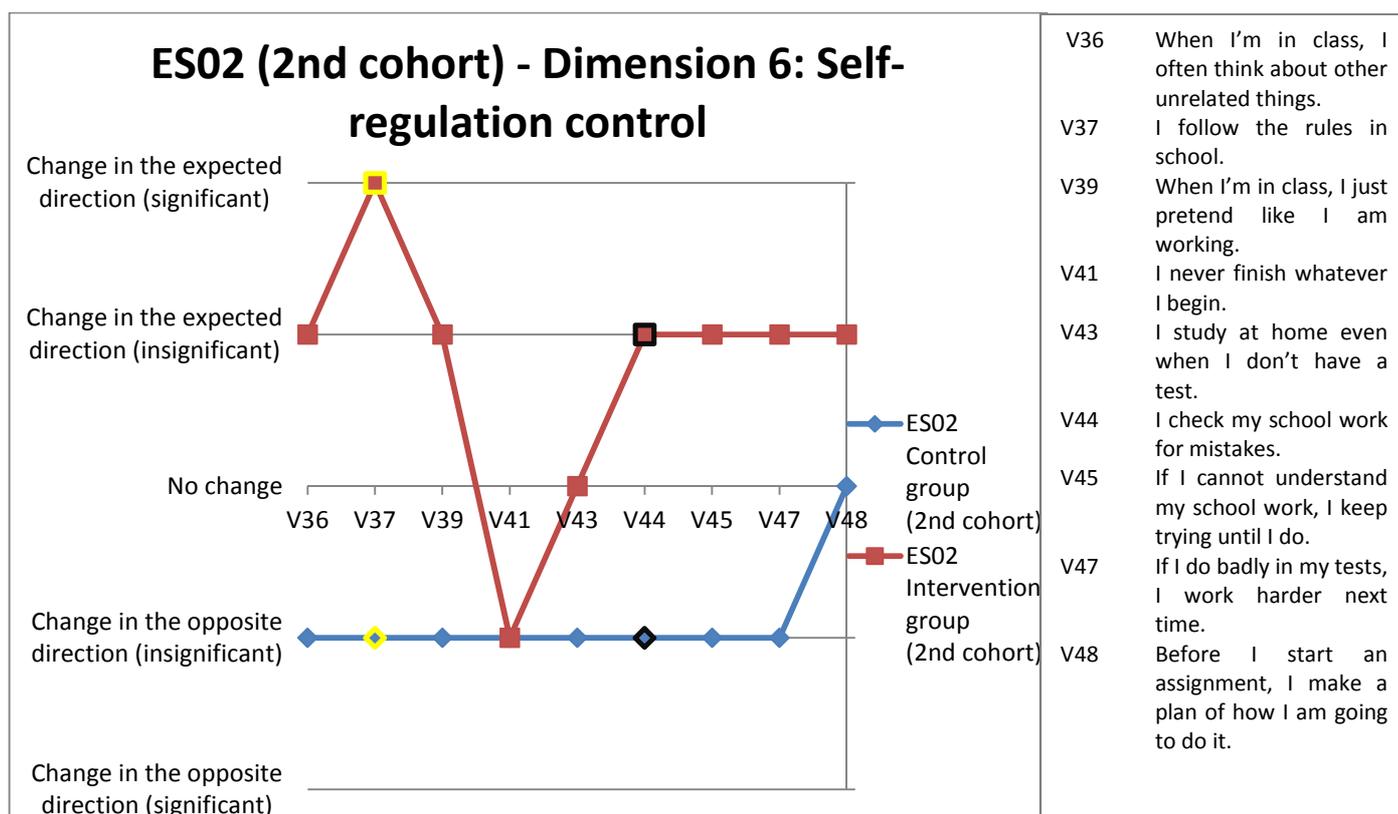


Figure 41: ES02 (2nd cohort) Dimension 6 – Self-regulation control

Regarding the changes of both the intervention and control group from the pretest to the posttest in the items forming the dimension of ‘self-regulation control’, the results are largely uniform; however each group in a different direction. On all items except for two, one showing no change and the other a decline, the intervention group’s scores improved from the pretest to the posttest while the control group shows negative changes on all items apart from one where it observes no change: ‘Before I start an assignment, I make a plan of how I am going to do it’ (V48).

Worth noting are results for the intervention group on three items:

1. ‘I follow the rules in school.’ (V37)

On this item, the intervention group’s performance statistically significantly improved from the pretest to the posttest while that of the control group declines but not significantly. However, here, the resulting group differences is statistically significant to a level of $p < 0.1$. This means that participation in the Jump@School intervention leads to an improvement of the students’ adherence to school rules.

2. ‘I never finish whatever I begin.’ (V41)

From the pretest to the posttest, the evaluations of this item by the intervention group and the control group change in the opposite direction to the expected. These changes are to a similar intensity and as a result could be attributed to the phenomenon of maturation.

3. ‘I check my school work for mistakes.’ (V44)

After the intervention period, the participants of the intervention group increasingly indicate that they check their school work for mistakes. If considered for the whole group however, this improvement is not statistically significant. The control group on the other

hand shows the opposite result, namely an insignificant change in the opposite direction. Nevertheless, the difference between both groups is significant to a significance level of $p < 0.05$. This signifies that reception of the Jump@School intervention compared to lack of exposure to it, increases one's probability of checking their work for mistakes.

None of the other items in this dimension showed statistically significant group differences.

3.1.4.7. Dimension 7: Self-confidence with learning

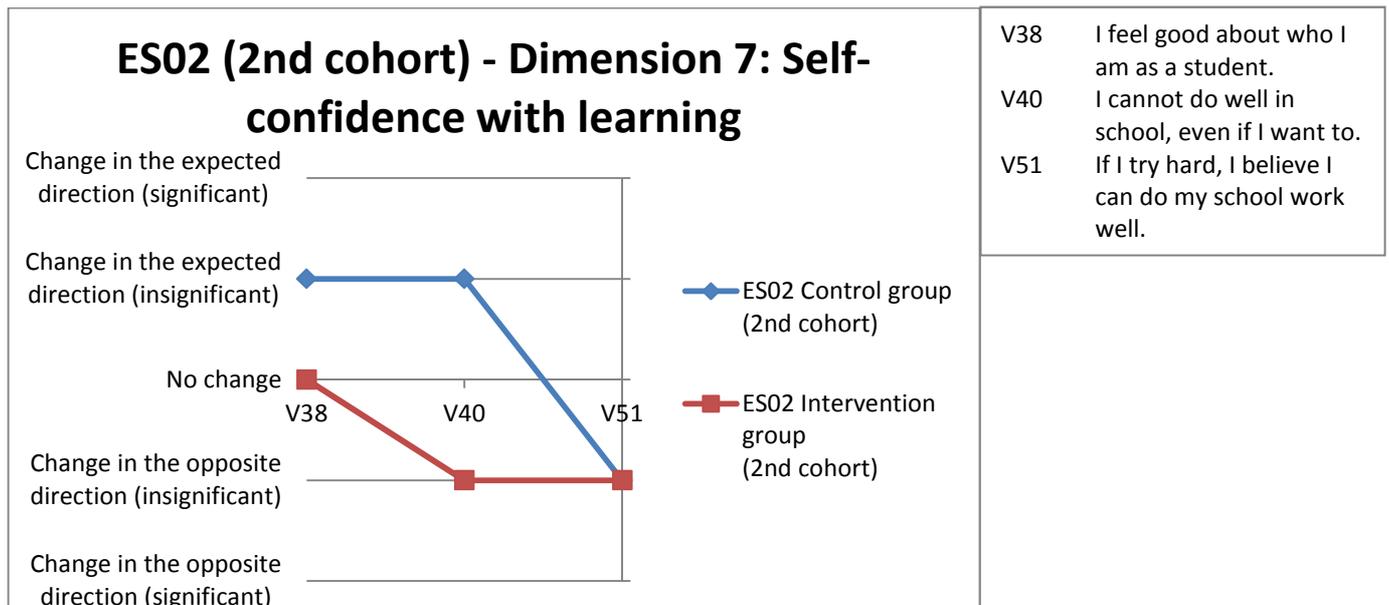


Figure 42: ES02 (2nd cohort) Dimension 7 – Self-confidence with learning

Both the intervention group and the control group's performance worsen from the pretest to the posttest on the item: 'If I try hard, I believe I can do my school work well' (V51). On the item: 'I cannot do well in school, even if I want to' (V40) changes from the pretest to the posttest of both groups are insignificant; whereas the control group's change is positive and that of the intervention group is negative. The control group shows a slight improvement on the item: 'I feel good about who I am as a student' (V38) as well while the intervention group exhibits no change on this item from the pretest to the posttest. None of the group differences are statistically significant and as a result none of the changes regardless in which direction can directly be attributed to the Jump@School intervention.

3.1.5. Comparison of the 1st and 2nd cohorts in Spain

A comparison of the changes between the cohorts was briefly looked at (see section 5.4 of the report). However, as this analysis goes beyond the scope of the research questions of the study, no explanation for the results is provided but rather the mean differences and significance levels are provided. This is to assist the consortium in evaluating how the implementation in the two cohorts took place, the differences and similarities as well as their effectiveness. This could be an interesting starting point for future studies.

3.2. Italy

3.2.1. Italy School 1: Tortoli (IT01)

Unlike in the two Spanish schools where the impact of the intervention was felt most with regard to learning techniques and discipline in learning, in Tortoli the intervention seems to have impacted the fifth dimension on 'commitment to complete an education' most. In fact with regard to discipline in learning, the intervention in this school only increased the students' conformity to school rules, of which the intervention in the Spanish schools had no effect on, and also increased the concentration of the students in class in that after the intervention the students less often thought about other unrelated things during class time. The intervention in this school had no noticeable impacts on the items relating to learning techniques.

Besides ES01, this was the only other school that showed a direct impact of the intervention on the main dependent variable of the soft questionnaire: the commitment to complete the high school certificate. Although this intention lessens from the pretest to the posttest, its change compared to the control group's change shows that belonging to the intervention group and therefore having taken part in the intervention increases the likelihood of the students completing school compared to having not taken part in it. Furthermore, the intervention had a positive impact on the students' perception and motivation towards pursuing further education (college/university). Through the intervention they learned the benefits of completing their high school diploma as a preparation for college/university as opposed to being told by others what to do therefore increasing autonomy and as a sense of success.

Unlike in the two Spanish schools where the school-related stress levels of the students decreased as a result of the intervention, in this school the intervention seems to have had no impact on this item directly. However, at the same time, it seemed to increase the students' level of anxiety associated with tests. Simultaneously, the participants of the intervention felt less affiliated to the school or less like they belonged to the school after the intervention. This could be as a result of increased anxiety. As seen in the Spanish schools, when the intervention manages to reduce the school-related stress levels of the students, then the feeling of belonging to the school does not change as a result. Another explanation for this phenomenon could be the nature of the intervention. It could be argued that before the intervention, the students did not know that there could be alternative ways of learning and also to some extent the intervention showed the participants what other possibilities are available outside of school. For example the workshops carried out, 'photo food' or 'guided-fishing' labs, gave the students an insight into the labour market. These workshops might have provided the students with role models who for example succeeded without having to complete formal education.

Nevertheless, interestingly, although the students feeling of belonging to the school significantly decreased after the intervention, their school motivation and valuing learning increased. This was clear because the intervention group participants more readily disagreed that they don't care about school, and they more readily agreed that they like going to school, they get a good education at their school and they enjoy learning because they get better at school.

Below, the results of each item for within (pre to post) and between groups (control versus intervention group) analyses are presented according to the dimensions of the soft questionnaire.

3.2.1.1. Dimension 1: School motivation and valuing learning in school

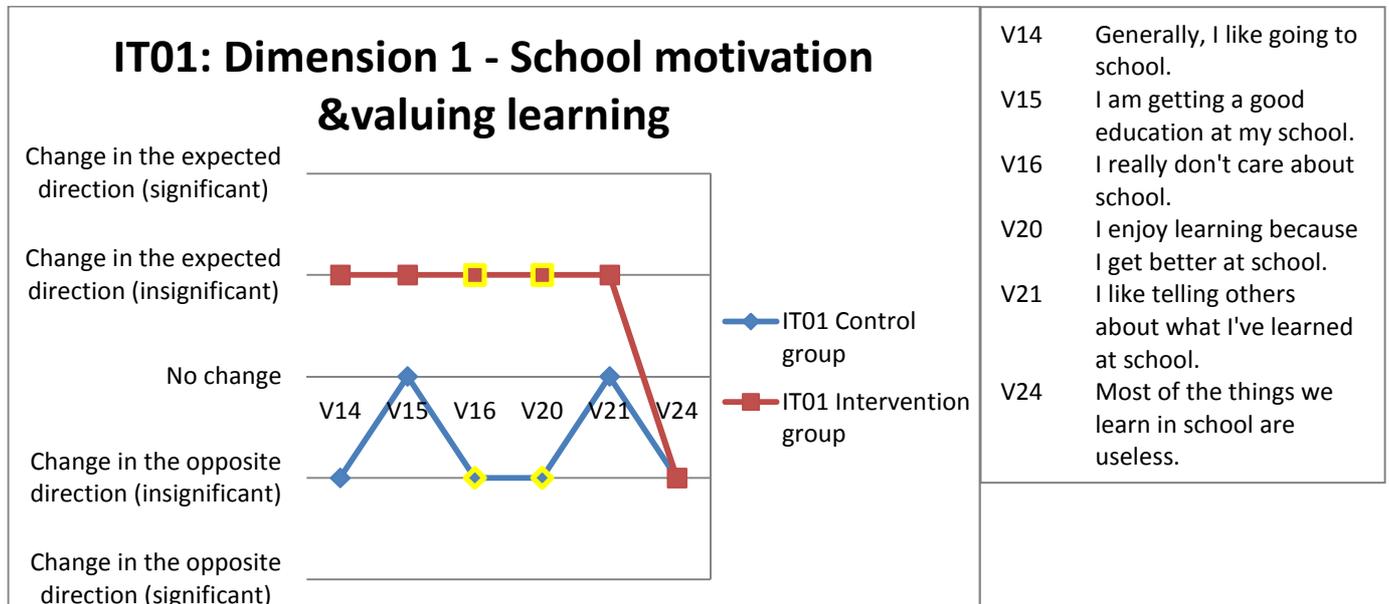


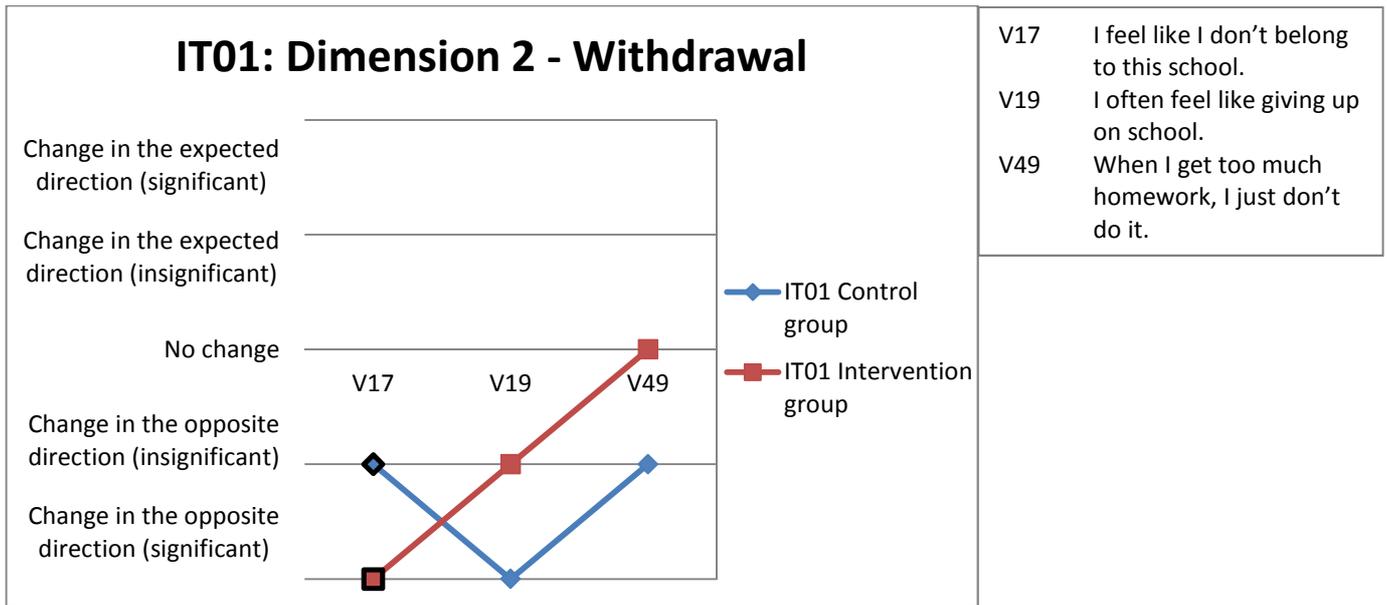
Figure 43: IT01 Dimension 1 – School motivation and valuing learning

With regard to the dimension ‘school motivation and valuing in learning in school’, the intervention group in Tortoli (IT01) observed a small, statistically insignificant increase in all items except the item ‘Most of the things we learn in school are useless’ (V24) which depicts a small change in the opposite (negative) direction. In comparison to the performance of the control group, the control group observed small negative changes for all items except two where there was no change from the pretest to the posttest.

The item ‘I really don't care about school’ (V16) is negatively formulated and the group differences are barely significant; just short of the benchmark for significance of $p=0.005$. The mean difference of the intervention group decreases while that of the control group increases. This implies that belonging to the intervention group influenced the participants to care more about school at the end of the intervention.

Another item whose group differences are not statistically significant but the sum of the gain scores is higher than 0.3 is ‘I enjoy learning because I get better at school’ (V20). Like in the item described previously, here the intervention group gets slightly better while the control groups gets slightly worse from the pretest to the posttest. None of these differences is however statistically significant.

3.2.1.2. Dimension 2: Withdrawal



V17 I feel like I don't belong to this school.
V19 I often feel like giving up on school.
V49 When I get too much homework, I just don't do it.

Figure 44: IT01 Dimension 2 - Withdrawal

For the item: ‘I feel like I don’t belong to this school’ (V17), there is a statistically significant difference in the mean of the pretest and of the posttest in the intervention group. This difference is in the opposite direction to what was expected. The hypothesis was that taking part in the intervention, i.e. being in the intervention group, would increase the students’ feeling of belonging to the school. These results show that after the Jump@School intervention, the participants of the intervention group had significantly more heightened feelings of not belonging to the school. Although for the control group there is also a worsening in this item, this change is not statistically significant. Furthermore, the group differences for this item are also statistically significant. This indicates that belonging to the intervention group and therefore having received the Jump@School intervention, affirms students’ feelings of increased lack of belonging to the school.

The mean difference of the pretest and the posttest for the control group for the item: ‘I often feel like giving up on school’ (V19) is also statistically significant. The change represents an increase in the control group participant’s frequency of feeling like giving up on school over time. Comparing the development of the intervention group in this item, there is a marginal, insignificant increase of the participants of this group’s readiness to agree to this item. The group differences for this item are not statistically significant.

For the last item: ‘When I get too much homework, I just don’t do it’ (V49) there is no mean difference between the pretest and the posttest for the intervention group, while the control group suffers a slight increase in the mean (negative) in the negatively formulated item.

3.2.1.3. Dimension 3: Anxiety & uncertainty control

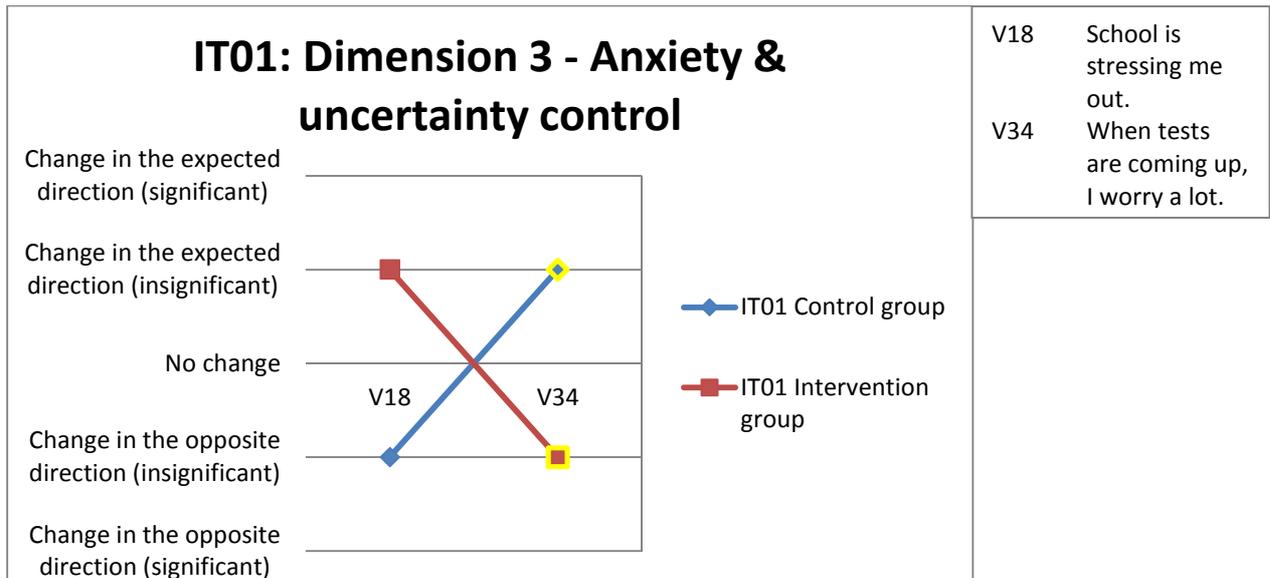


Figure 45: IT01 Dimension 3 – Anxiety & uncertainty control

The changes in the two items illustrating the dimension on anxiety and control, show changes in two opposing directions for the intervention group and the control group, both of which are not statistically significant. The intervention group shows a slight improvement on the first item: ‘School is stressing me out’ (V18) while for the same item, the control group shows a slight negative change. For the second item: ‘When tests are coming up, I worry a lot’ (V34), the results were reversed; the control group shows a slight improvement while the intervention group shows a slight decline. The group differences for both items are not statistically significant. However, for the latter, although far off from being statistically significant ($p=0.142$), the difference of the gain scores is larger than 0.3 and therefore worth noting.

3.2.1.4. Dimension 4: Engagement with learning

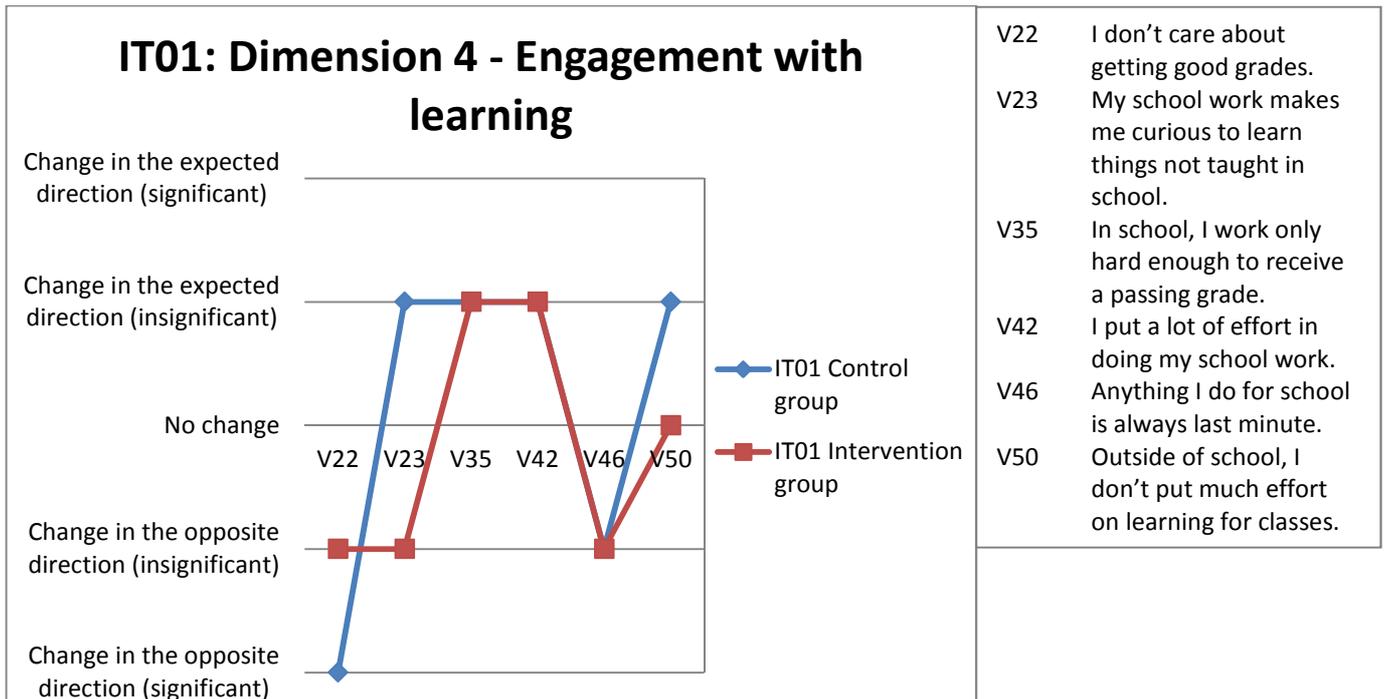


Figure 46: IT01 Dimension 4 – Engagement with learning

With regard to the six items on engagement with learning, the intervention group does not show any statistically significant differences from pretest to posttest. However the direction of the developments are varied: two items show a slight improvement, three a negative change and one, no change. The control group paints a more positive picture relating to this dimension in that four of the items show a slight positive changes and two negative changes, whereby one of them is statistically significant.

Both groups participants' mean increased from pretest to posttest for the item: 'I don't care about getting good grades' (V22) (as this item is negatively formulated, an increase in the mean, indicated deterioration); however, for the control group this change is significant, suggesting that it can be ascertained that when someone does not receive the intervention, they will care less about getting good grades over time.

None of the items representing this dimension exhibit significant group differences.

3.2.1.5. Dimension 5: Commitment to complete an education

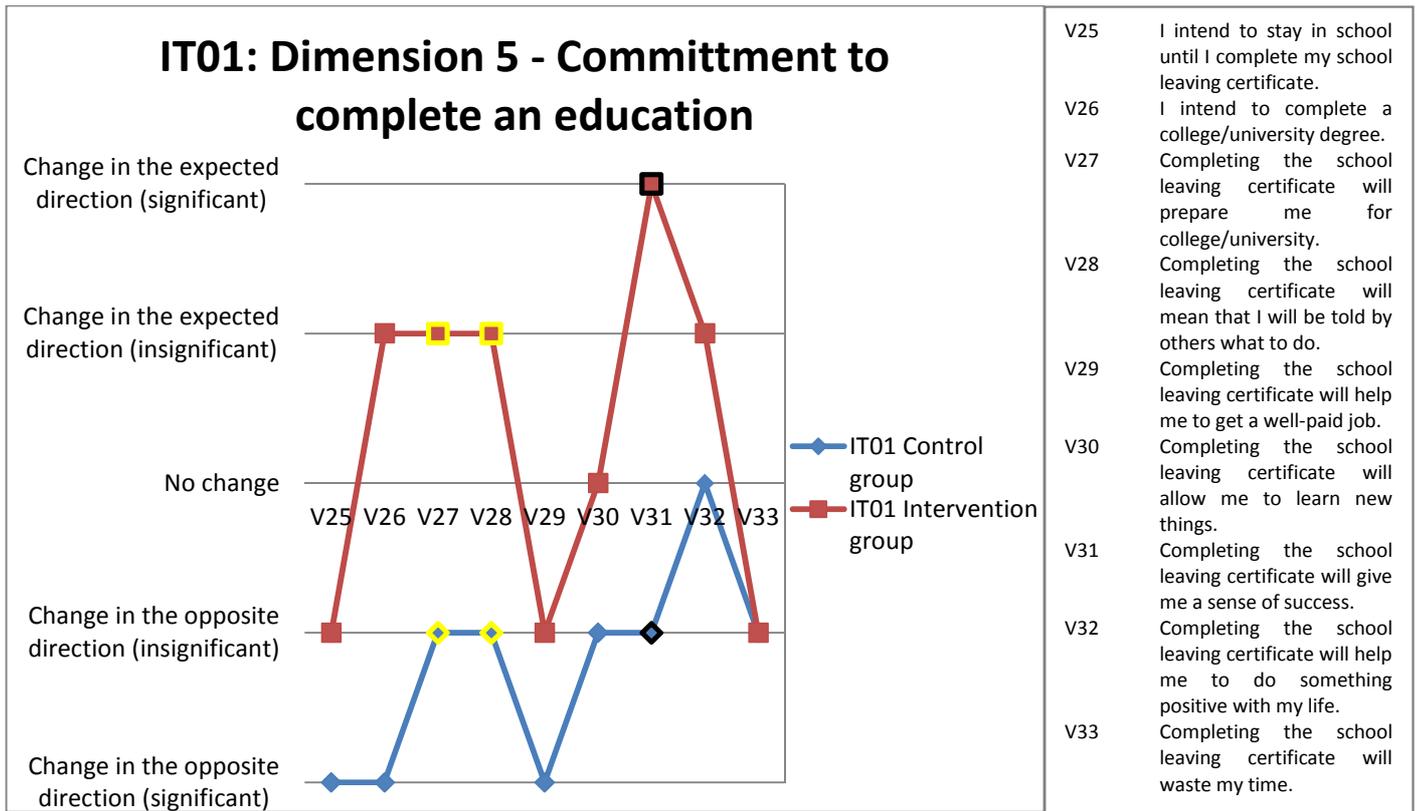


Figure 47: IT01 Dimension 5 – Commitment to complete an education

Unlike in ES02 for example, where even though not significantly, the control group performed better than the intervention group in the items making up this dimension on commitment to complete an education, in IT02, the intervention group performed better in all nine items of this dimension except one: ‘Completing the school leaving certificate will waste my time’ (V33) where both groups have a slightly higher mean at the posttest than at the pretest; indicating a slight negative change in the opposite direction to what was expected. The expectation in this case was that the intervention group participants would learn the value of completing their education.

The intervention group in IT01 had a significant improvement from the pretest to the posttest on the item: ‘Completing the school leaving certificate will give me a sense of success’ (V31). This was contrary to the performance of the control group whose mean slightly declined from the pretest to the posttest. The group differences for this item are also statistically significant, indicating that participation in the Jump@School intervention ensured a higher understanding of the participants’ benefits for completing their education with regard to getting a sense of success.

With reference to the main dependent variables of the self-assessment questionnaire (soft questionnaire): ‘I intend to stay in school until I complete my school leaving certificate’ (V25) and ‘I intend to complete a college/university degree’ (V26), their responses are in opposite directions. For the former, both groups experienced a decrease in the mean from the pretest to the posttest, but the control group’s difference is higher and statistically significant. For the latter, the intervention group experienced an increase in the mean from the pretest to the posttest, whereas the control group experienced a significant decrease. None of the group differences for both items are statistically significant.

The control group also exhibits a statistically significant negative change from pretest to posttest on the item: ‘Completing the school leaving certificate will help me to get a well-paid job’ (V29). For this item, the intervention group’s mean also decreases but only somewhat and as a result there are no group differences evident.

As concerns the items: ‘Completing the school leaving certificate will mean that I will be told by others what to do’ (V28) and ‘Completing the school leaving certificate will help me to get a well-paid job’ (V29), the intervention group’s performance slightly increased while that of the control group slightly decreased. The group differences of the first item is barely significant (0.06) and difference between the gain scores is over 0.3; while for the second item, the p-value is further off from the threshold (0.11) but the differences in the gain scores is over 0.3 and therefore worth mentioning.

3.2.1.6. Dimension 6: Self-regulation control

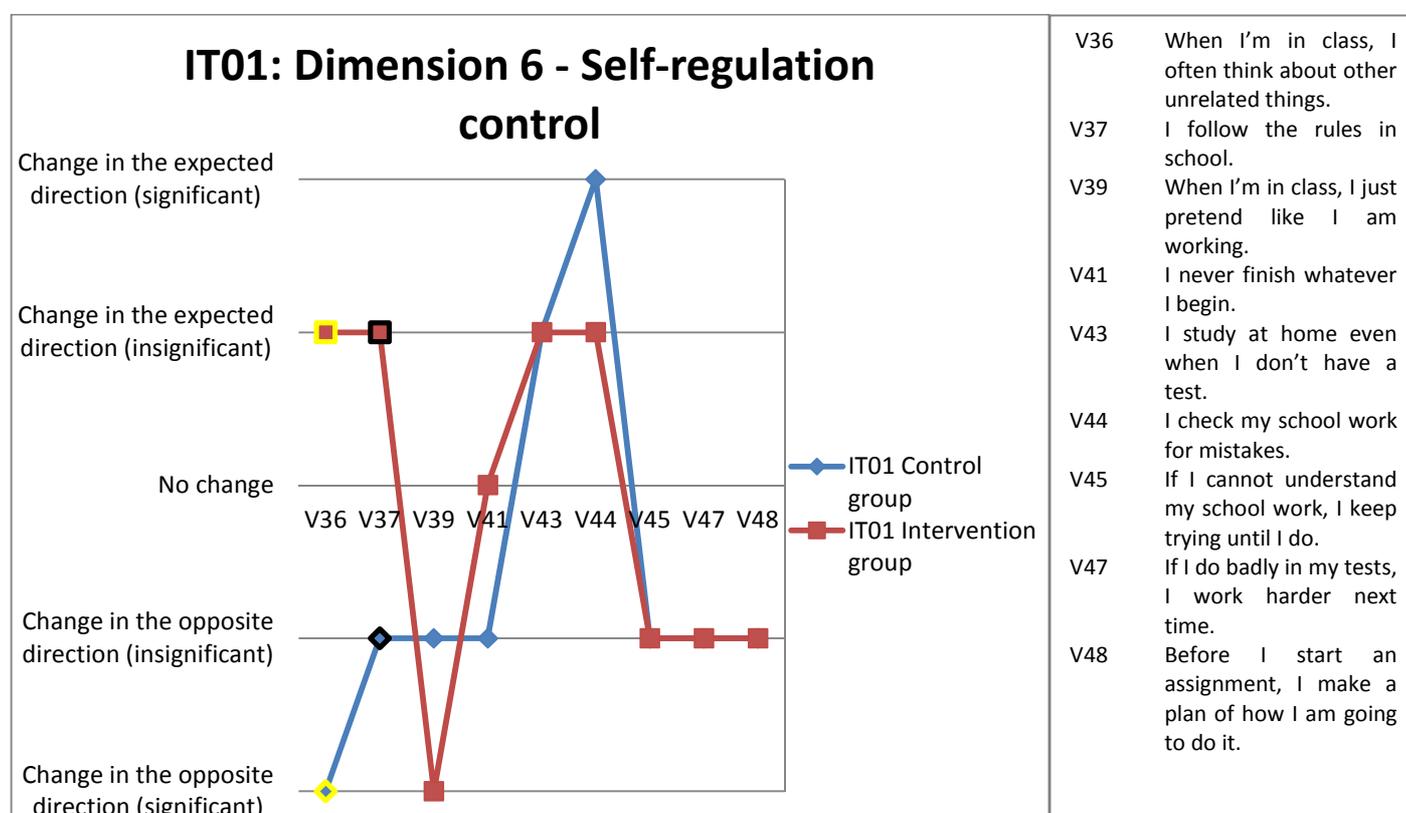


Figure 48: IT01 Dimension 6 – Self-regulation control

This dimension represented by nine items purveys a mixed picture with regard to the development from the pretest to the posttest for the intervention group: four items bear insignificant improvements; four worsen but only one is significant and one, no change.

The mean of the intervention group for the item: ‘When I’m in class, I just pretend like I am working’ (V39) significantly increases from the pretest to the posttest. As this is a negatively formulated item, an increase in the mean expresses a negative change. In comparison, the control group’s mean also increases from the pretest to the posttest but not significantly. The group differences for this item are not significant.

The results of the items: ‘When I’m in class, I often think about other unrelated things’ (V36) and ‘I follow the rules in school’ (V37) follow a similar pattern. In both cases the intervention group underwent an insignificant change in the expected direction; i.e. the intervention group participants less frequently think about other unrelated things during classes and more freely follow the rules in school after the intervention. The control group on the other hand for the former item underwent a significant negative change; the participants of the control group significantly more often thought about other unrelated things during class time and for the former (I follow the rules in school) the change is negative but not significant. Group differences are significant for the former item ‘I follow the rules in school’ (V37)signifying that participating in the Jump@School intervention benefits the participants’ ability to follow the rules in school. Group differences for the item ‘When I’m in class, I often think about other unrelated things’ (V36)are barely significant but the differences of the gain scores is higher than 0.3 and therefore worth mentioning.

The control group in IT01 made a positive significant change in the item: ‘I check my school work for mistakes’ (V44) whereas the intervention group also improved in this item but not significantly. The group differences for this item are not significant.

3.2.1.7. Dimension 7: Self-confidence with learning

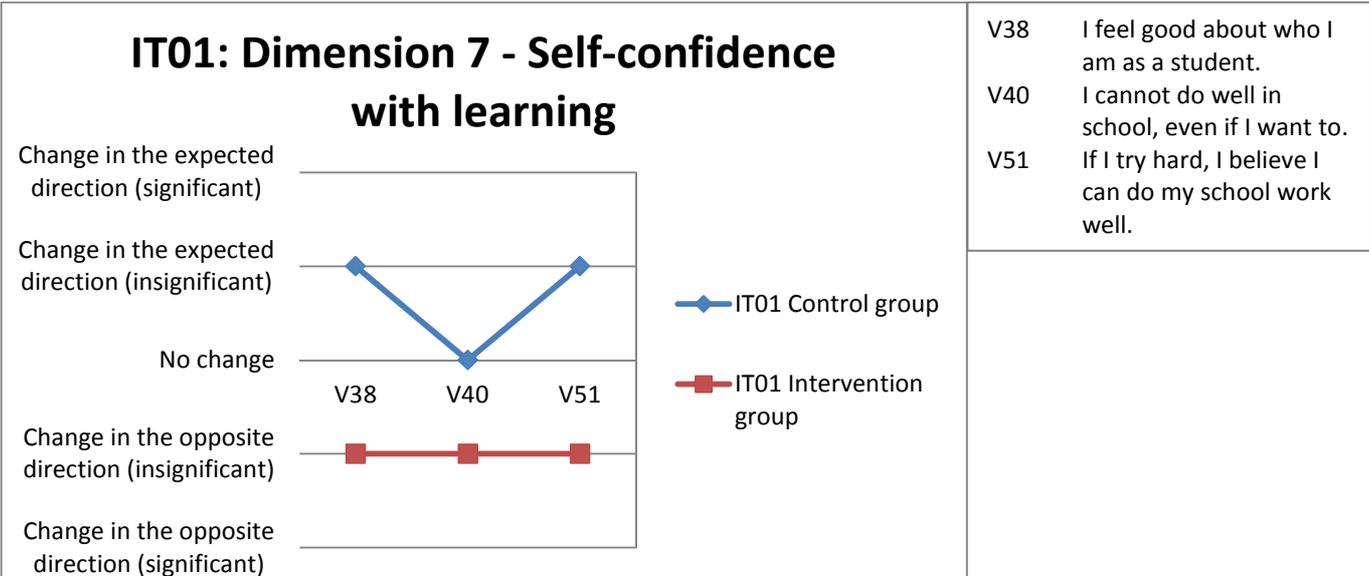


Figure 49: IT01 Dimension 7 – Self-confidence with learning

The development of the three items representing self-confidence with learning for both groups is small and non-significant. The intervention group worsens marginally in all three items, while the control group improves in the first (I feel good about who I am as a student – V38) and the last item (If I try hard, I believe I can do my school work well – V51) and evinces no changes in the second item (I cannot do well in school, even if I want to – V40). None of the group differences are significant.

3.2.2. Italy school 2: Iglesias (IT02)

Of the four intervention schools, Iglesias saw the highest negative effects of the intervention on the participants. Like in the other three intervention schools, the participants of this school as a result of the intervention enjoyed telling others what they had learned at school. As discussed previously, and taking the other results in this school into consideration, this could be due to the nature of the intervention; the new and creative methods that were implemented in the different activities such as workshops which are much more informal and which could to some extent be described as more fun (as proven by the results of the analysis of the Jump@School specific items) than regular school teaching methods.

Furthermore, the intervention improved the students' appreciation or valuing of school in that after the intervention the participants more readily admitted that they are getting a good education at school. On a related note but on the contrary, like in the other Italian school (IT01), the intervention seems to have made the participants feel more like they didn't belong to the school and that they more often felt like giving up on the school. With regard to feeling like giving up on school, this is the only school out of the four intervention schools that showed a significantly negative change for the intervention group: For ES01, participants less often felt like giving up on school while in ES02 and IT01 the intervention doesn't seem to have any significant effect on this item. The Jump@School intervention was a preventative measure of early school leaving, unfortunately in this case, it seems that taking part in the intervention increased the participants' inclination of withdrawal from school.

As a result of feeling more withdrawn, the participants fail to see the benefits of completing their school leaving certificate. For example, they believe that completing their school leaving certificate will waste their time, will not help them learn new things and it means that they will be told by others what to do. Interestingly however, the participants still see that completing a school certificate will give them a sense of success.

Although the realisation that completing school will give them a sense of success, this does not seem to be reason enough for the participants to work harder. The participants are convinced that they already put a lot of effort in doing their school work but at the same time they don't believe that they are capable of doing their school work well even if they tried hard. As a result, if they don't understand something in their school work, they are less prone to trying to figure it out.

With regard to the sixth dimension that deals with learning techniques and discipline in learning, the participants' symptoms of withdrawal pervades. After the intervention, they don't follow the rules in school, they more often think about other unrelated things during classes and they more readily agree that they never finish whatever they start.

In comparison to the results of the other intervention schools, the results of this school stand out but unfortunately, negatively. It is necessary to reflect on what specifically happened in this school to yield these results. In addition, with regards to the other schools, there were a number of results that were contrary to what was expected and thus there needs to be more reflection among the implementation teams and the consortium in general.

Below, the results of each item for within (pre to post) and between groups (control versus intervention group) analyses are presented according to the dimensions of the soft questionnaire.

3.2.2.1. Dimension 1: School motivation and valuing learning in school

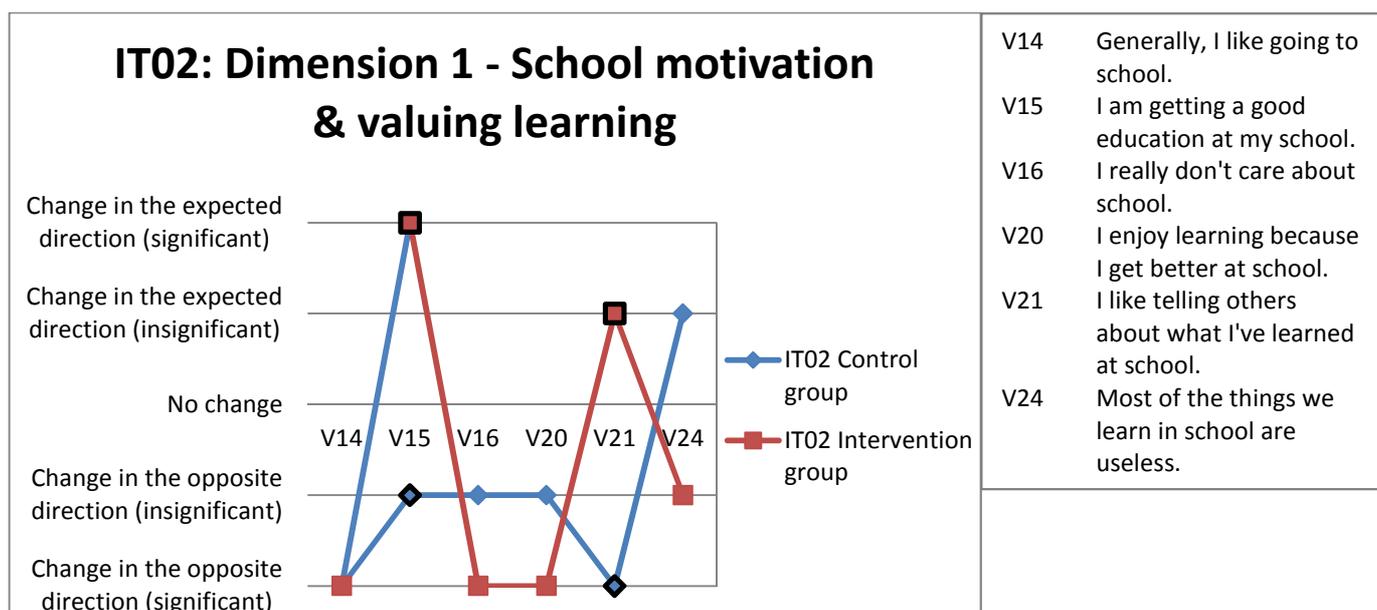


Figure 50: IT02 Dimension 1 – School motivation and valuing learning in school

In comparison with regards to the first dimension ‘School motivation and valuing learning in school’, this school (IT02) had by far the most volatile results and also the only one with statistically significant changes from pretest to posttest for individual groups out of the four schools. Noticeably, for the intervention group four of the six items portray a marked a statistically significant change: one of which is positive; in the expected direction: ‘I am getting a good education at my school’ (V15) while the other three are negative changes; contrary to what was expected: ‘Generally, I like going to school’ (V14); ‘I really don't care about school’ (V16) and ‘I enjoy learning because I get better at school’ (V20). From the two remaining items, one observes a slight positive change from the pretest to the posttest: ‘I like telling others about what I've learned at school’ (V21) while the other was negative: ‘Most of the things we learn in school are useless’ (V24).

The control group in this school shows a slightly different pattern. Only the change from pretest to posttest for two items is statistically significant; both negative: ‘Generally, I like going to school’ (V14) and ‘I like telling others about what I've learned at school’ (V21). All the other items, except one, show a slight negative, statistically insignificant change from pretest to posttest. The exception in this case is ‘Most of the things we learn in school are useless’ (V24) which for the intervention group, showed the opposite; the rating for this item slightly worsened from pretest to posttest in that the posttest mean was higher than the pretest for the intervention group (as the statement is negatively phrased, this represents a negative change).

Again, this school is the only one out of the four which observed statistically significant group differences. The difference in the gain score (difference between the posttest and the pretest) between the control group and the intervention group was statistically significant for the items: ‘I am getting a good education at my school’ (V15) and ‘I like telling others about what I've learned at school’ (V21). In both cases the intervention group’s scores improved the intervention group more readily ‘agreed’ or ‘strongly agreed’ that they are getting a good education at their school and also at the time of the posttest, it can be deduced that the

intervention group enjoy telling others about what they had learned in school more than the control group.

3.2.2.2. Dimension 2: Withdrawal

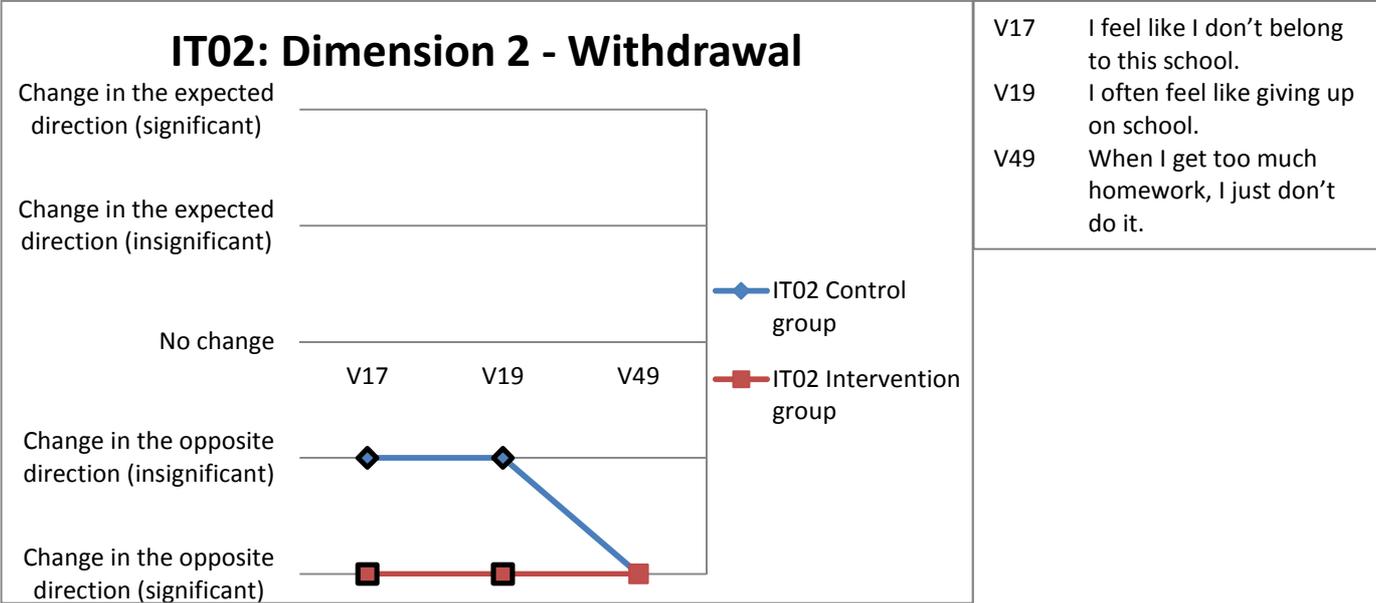


Figure 51; IT02 Dimension 2 - Withdrawal

For all the three items representing ‘withdrawal’, the intervention group in IT02 experiences statistically significant changes from the pretest to the posttest in the opposite direction. This means that having the intervention impacted the intervention group participants negatively: They felt less like they belonged to the school (v17), more frequently felt like giving up on school (V19) and when they had too much homework, they were less likely to do it after the intervention (V49).

As all these items were formulated negatively, an increase in the mean from the pretest to the posttest shows change in the opposite direction to what was expected (a negative change). For the control group, the mean of the posttest mildly and insignificantly increased from the pretest in the posttest for the first two items. However, this increase was statistically significant for the item: ‘When I get too much homework, I just don’t do it’ (V49), just like in the control group.

There were statistically significant group differences for the first two items, where although there is an increase in the mean from the pretest to the posttest for both groups, the increase in the intervention group is significantly higher. These group differences therefore suggest that belonging to the intervention group and therefore having received the intervention, significantly - negatively - affected the participants rating to these items: Receiving the intervention leads the participants to feel like they don’t belong to the school and increases the frequency at which the participants felt like giving up on school.

3.2.2.3. Dimension 3: Anxiety & uncertainty control

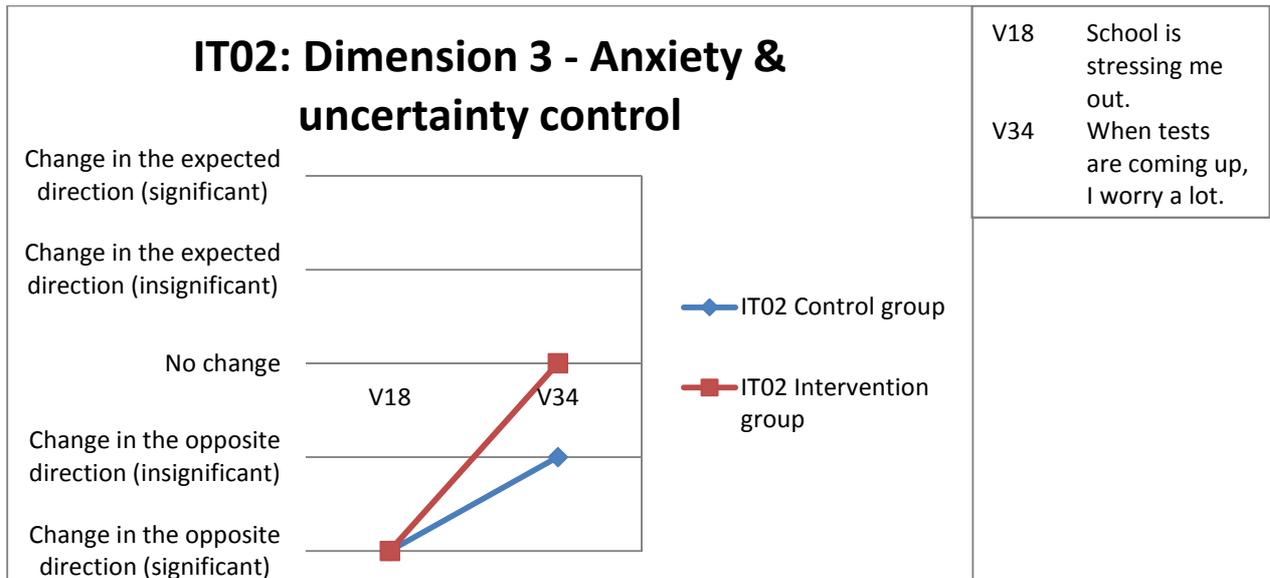


Figure 52: IT02 Dimension 3 – Anxiety & uncertainty control

Both the participants of the intervention group and those of the control group felt that school was stressing them out (V18) at the time of the posttest than at the pretest; one of the two items building the dimension on anxiety and uncertainty. The other item is ‘When tests are coming up, I worry a lot’ (V34): here there was no change for the intervention group from pretest to posttest and for the control group there was a minor worsening. There were no significant group differences for the two items.

3.2.2.4. Dimension 4: Engagement with learning

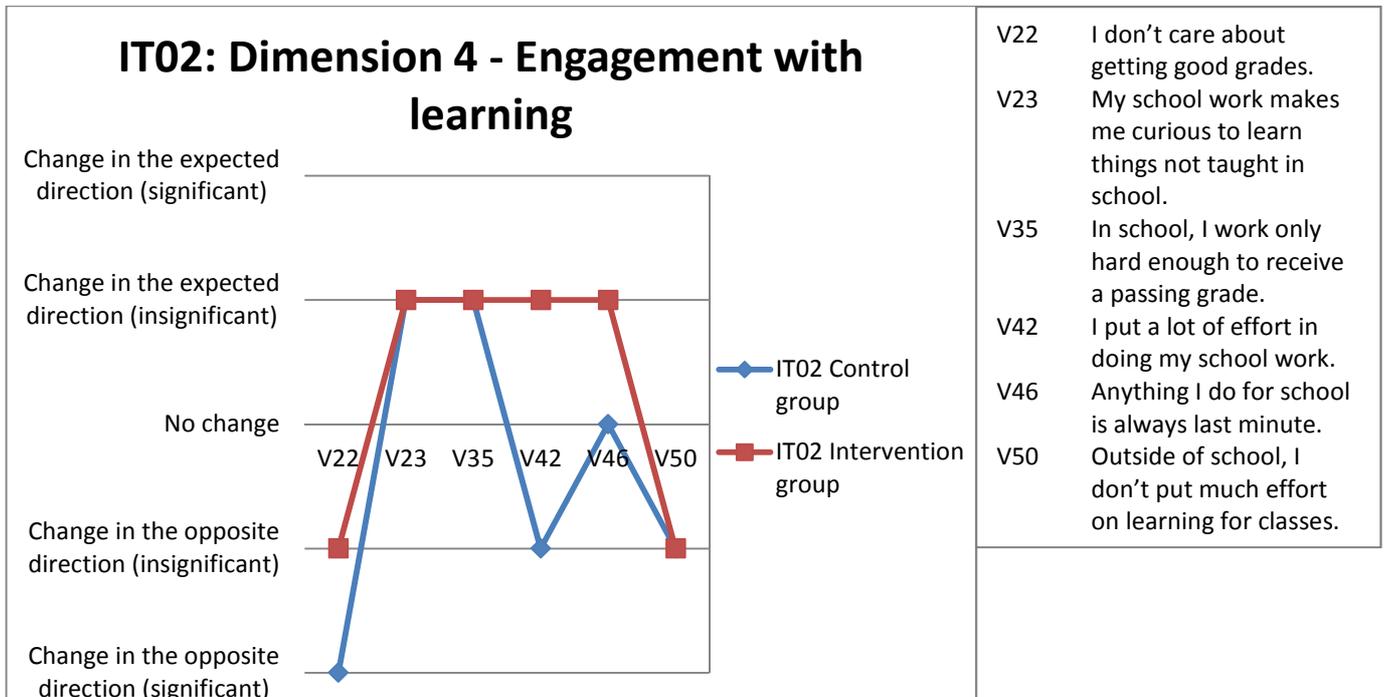


Figure 53: IT02 Dimension 4 – Engagement with learning

Of the six items building the dimension of ‘engagement with learning’, the intervention group exhibited marginal improvements in four of the items and marginal deterioration in two of the items. As for the control group, only in two of the items was there a slight improvement and in three of the items a worsening; one of which is significant and in one item no change. The one item with a significant change from the pretest to the posttest was ‘I don’t care about getting good grades’ (V22). Here the control group is significantly worse off at the time of the posttest in comparison to the time of the pretest and the intervention group also has a negative change but non-significant.

There were no significant group differences for any of the items.

3.2.2.5. Dimension 5: Commitment to complete an education

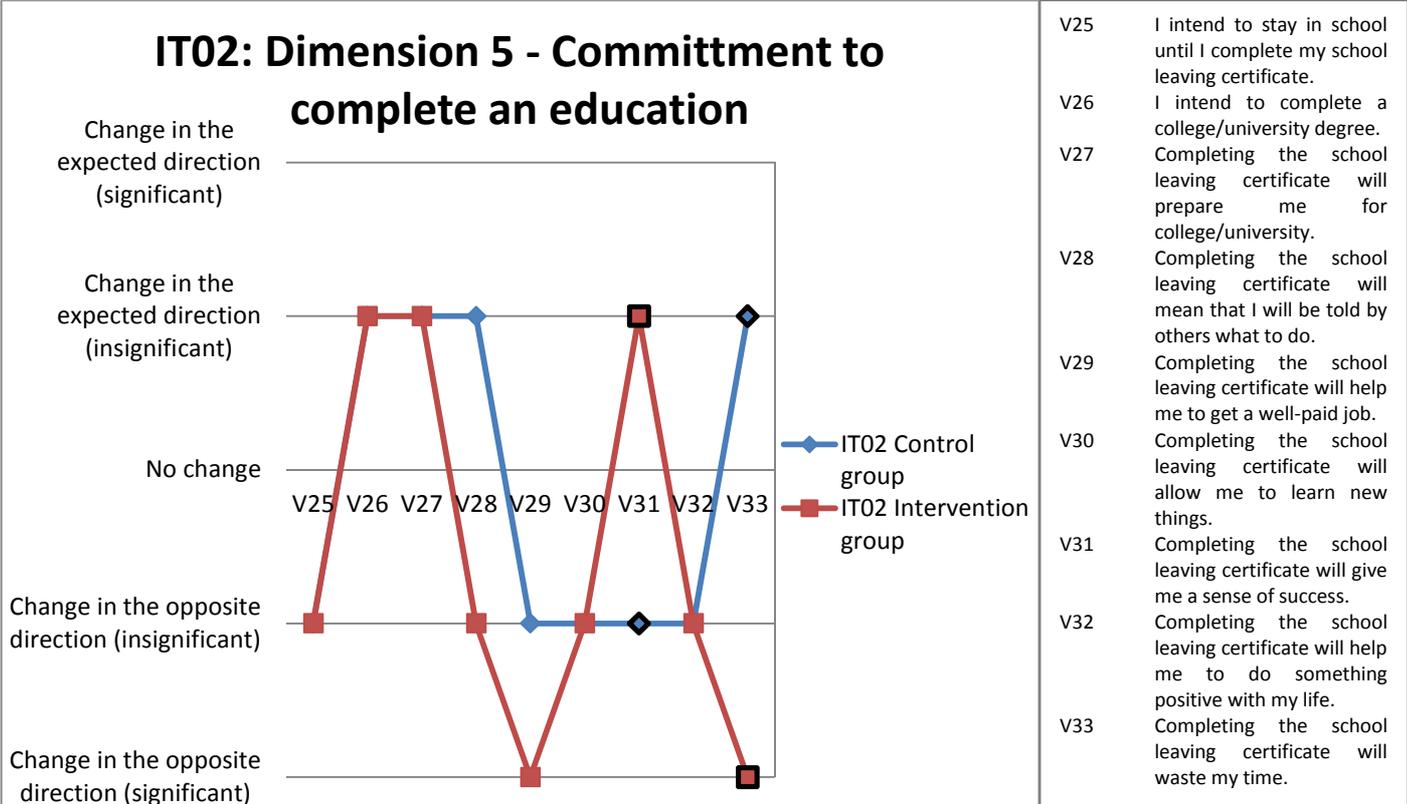


Figure 54: IT02 Dimension 5 – Commitment to complete an education

Unlike in IT01 where the intervention group fared better in most of the items representing this dimension on commitment to complete an education, in IT02 the intervention group fared worse in four of the items; two of which significantly and fared better in just one of the items. This item was: ‘Completing the school leaving certificate will give me a sense of success’ (V31) where the mean of the intervention group at the posttest was slightly higher than at the pretest. For this item the difference between groups is significant suggesting that receiving the Jump@School intervention enabled the participants to understand that completing their school leaving certificate will benefit them personally by increasing their sense of success.

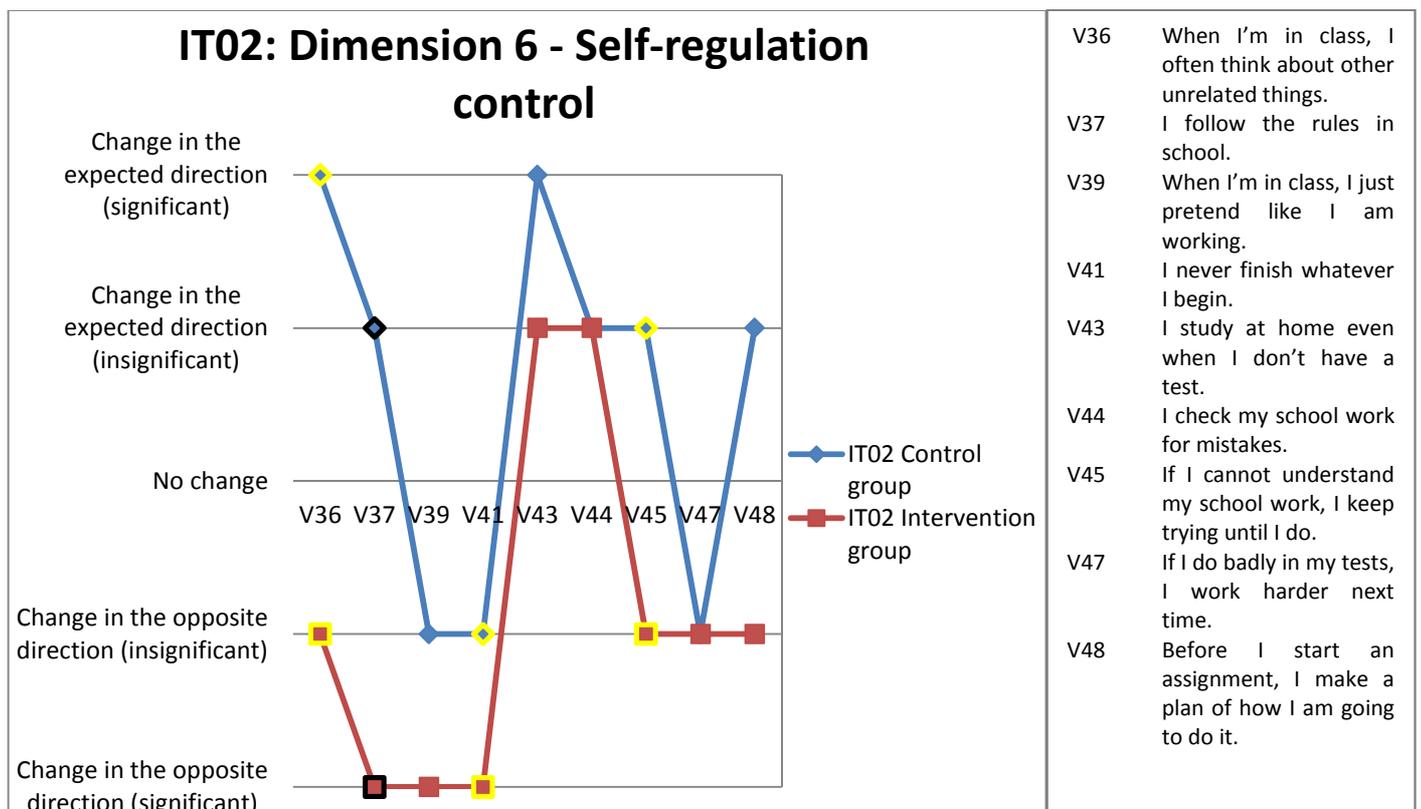
For the item: ‘Completing the school leaving certificate will waste my time’ (V33), the intervention group of IT02 had a significant increase in the mean from the pretest to the posttest. As this was a negatively formulated statement, this resulted in a significant negative change. In contrast, the control group’s mean marginally decreased from the pretest to the posttest, representing a slight positive outcome. The difference between groups for this item is

also significant. This suggests that participating in the Jump@School activities in IT02 posed the participants with the disadvantage that they believed that completing their high school certificate was a waste of time.

The intervention group of IT02 also had a significant negative change for the item: ‘Completing the school leaving certificate will help me to get a well-paid job’(V29), meaning that after the intervention, they were significantly less convinced that completing a school leaving certificate will get them a well-paid job. The control group in this school also had negative change from the pretest to the posttest on this item; however, this change was only marginal and the group differences are not significant.

Considering the main dependent variables for the soft questionnaire: ‘I intend to stay in school until I complete my school leaving certificate’ (V25) and ‘I intend to complete a college/university degree’(V26), the situation is very similar for the intervention group to that of IT01. For the former item (I intend to stay in school until I complete my school leaving certificate – V25), both groups experienced a slight negative change; i.e. the mean at the posttest is lower than that of the pretest, with the intervention group’s mean being slightly lower. In addition, for the former item (I intend to complete a college/university degree – V26), both groups experienced a slight positive change; i.e. the mean at the posttest is higher than that at the pretest; with the control group’s mean being marginally higher. All these changes are not significant and do not bear significant group differences.

3.2.2.6. Dimension 6: Self-regulation control



- V36 When I’m in class, I often think about other unrelated things.
- V37 I follow the rules in school.
- V39 When I’m in class, I just pretend like I am working.
- V41 I never finish whatever I begin.
- V43 I study at home even when I don’t have a test.
- V44 I check my school work for mistakes.
- V45 If I cannot understand my school work, I keep trying until I do.
- V47 If I do badly in my tests, I work harder next time.
- V48 Before I start an assignment, I make a plan of how I am going to do it.

In this dimension, in all nine items except two, where the results of both groups are very similar- the development from the pretest to the posttest for the intervention group is worse off than of the control group.

The mean of the item: 'I follow the rules in school' (V37) for the intervention group significantly decreased from the pretest to the posttest, a change contrary to what was expected, while that of the control group saw a minor increase. The group differences for this item are also statistically significant, implying that participation in the Jump@School intervention leads the students to less readily follow the rules in school – a negative effect.

The intervention group participants also more readily indicated at the posttest that they never finish what they start. Again, this is a change contrary to what was expected as it was anticipated that the intervention would help them improve on such things like finishing off what one started. In comparison, the control group also featured a negative change but one which was not statistically significant. The group differences for this item are not statistically significant; however the difference between the gain scores was higher than 0.3 and worth mentioning.

Other group difference that were not significant but considered worth mentioning were for the items: 'When I'm in class, I often think about other unrelated things' (V39) and 'If I cannot understand my school work, I keep trying until I do' (V45). With regard to the former item, 'When I'm in class, I often think about other unrelated things' (V39), the mean of the intervention group slightly increases (negative change) while that of the control group significantly decreases (positive change). Here, the group differences are not statistically significant; but the difference between the gain scores is higher than 0.3. With regards to the latter item, 'If I cannot understand my school work, I keep trying until I do' (V45), the intervention group slightly worsens while the control group slightly improves. The group differences here are also not statistically significant but the difference between the gain scores are higher than 0.3 and therefore worth mentioning.

For the item: 'I study at home even when I don't have a test'(V43), both groups bore an improvement from pretest to posttest whereby the improvement of the control group was significant and higher than that of the intervention group. The group differences in this case were not significant.

3.2.2.7. Dimension 7: Self-confidence with learning

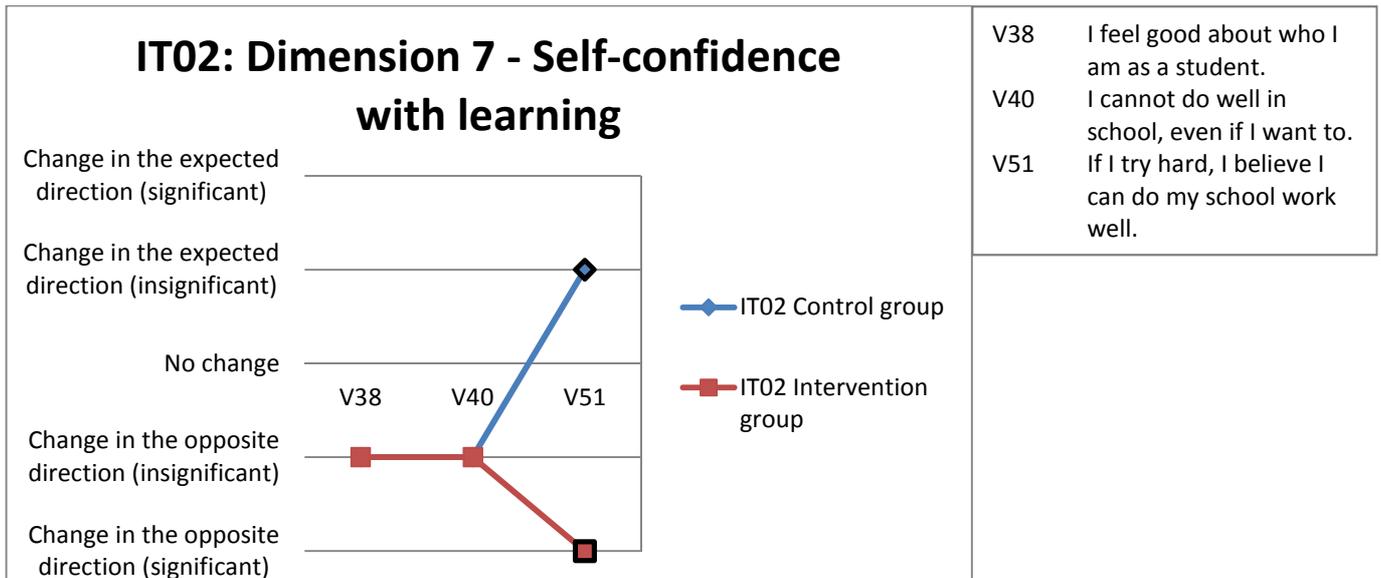


Figure 56: IT02 Dimension 7 – Self-confidence with learning

The dimension self-confidence with learning depicted through three items, shows overly similar results for the development from the pretest to the posttest of the two groups, intervention and control group, with the exception of the item ‘If I try hard, I believe I can do my school work well’ (V51). This item illustrates a significant change in the opposite direction (negative change) for the intervention group and a very marginal improvement by the control group. The group differences here are also significant denoting that partaking in the Jump@School intervention affects the self-confidence of the participants negatively in the sense that after the intervention they are less confident that if they try hard they are able to do their work well.

4. Jump@School intervention-specific items

4.1. 1st cohort

4.1.1. Overall the Jump@School activities were fun.

No participant strongly disagreed with this statement; while only 1 participant from (ES02) disagreed with this statement and 18 participants from a total of 153 participants in the intervention group, representing 11.76%, who filled in the post questionnaire neither agreed nor disagreed with this statement. Most of the participants (87.58%) agreed (41.18%) or strongly agreed (46.41%) with this statement.

Participants from the Spanish school more readily agreed or strongly agreed with this statement as compared to participants in the Italian schools: 92.31% from ES01 and 94.74% from ES02 compared to 89.47% from IT01 and 73.68% from IT02. The exact descriptive statistics for this item can be found in the annexes below (Table 12).

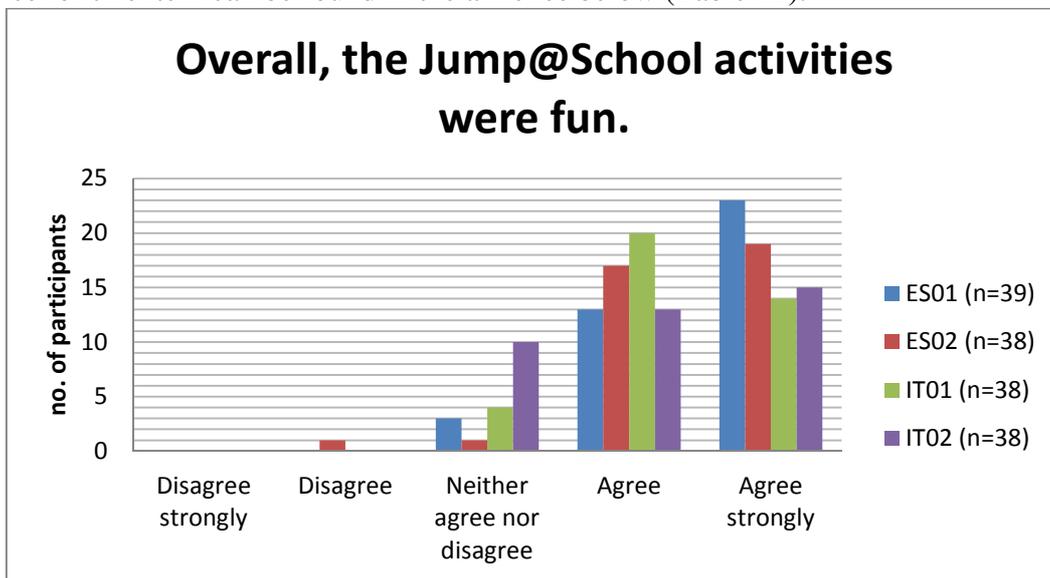


Figure 57: Overall the Jump@School activities were fun

4.1.2. The Jump@School project helped me to learn how to study.

From the total number of intervention group participants who also fully filled in the posttest (n=153), 9.14% or 14 participants strongly disagreed (n=4) or disagreed (n=10) with this statement. 35.29% of the participants in total neither agreed nor disagreed to it. In comparison to the other Jump@School specific items, this item was least readily agreed or agreed strongly by the participants. Nevertheless, more than half of the participants under question (55.56%) agreed (32.03%) or strongly agreed (23.53%) with this statement.

Differences between the two countries also emerged here. More Spanish participants tended to agree or strongly agree with this statement as compared to Italian participants: 82.05% from ES01 and 78.95% from ES02 as compared to just 36.84% from IT01 and 23.68% from IT02. Coincidentally, country differences were also evident among the students who neither agreed nor disagreed to this statement. In the Spanish schools this ranged from 15% to 18% while in the Italian schools this ranged from 47% (IT01) to 60% (IT02). The exact descriptive statistics for this item can be found in the annexes below (Table 13).

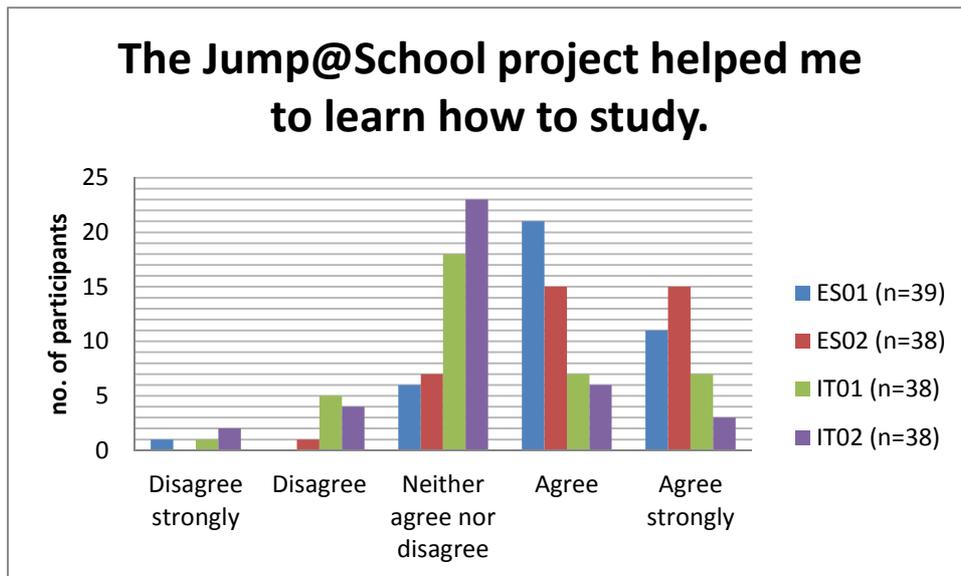


Figure 58: The Jump@School project helped me to learn how to study

4.1.3. The Jump@School project helped me to gain confidence in myself.

Only 6 out of the 153 intervention group participants who also completed the posttest strongly disagreed (n=1 from IT01) or disagreed (n=5) with this statement. Like in the previous two items directly related to the Jump@School intervention, most of the participants (64.71%) agreed (37.91%) or strongly agreed (26.08%) with this statement; while 31.37% of them neither agreed nor disagreed with it.

In terms of country differences, the same trend as in the previous two items also continues here - participants in the Spanish schools more readily agree or strongly agree with this statement as compared to those in the Italian schools: 82.05% from ES01 and 71.05% from ES02 as opposed to 50% in IT01 and 55.26% in IT02. Again more Italian participants neither agreed nor disagreed to this item: around 42%; compared to 17% to 23% in Spanish schools. The exact descriptive statistics for this item can be found in the annexes below (Table 14).

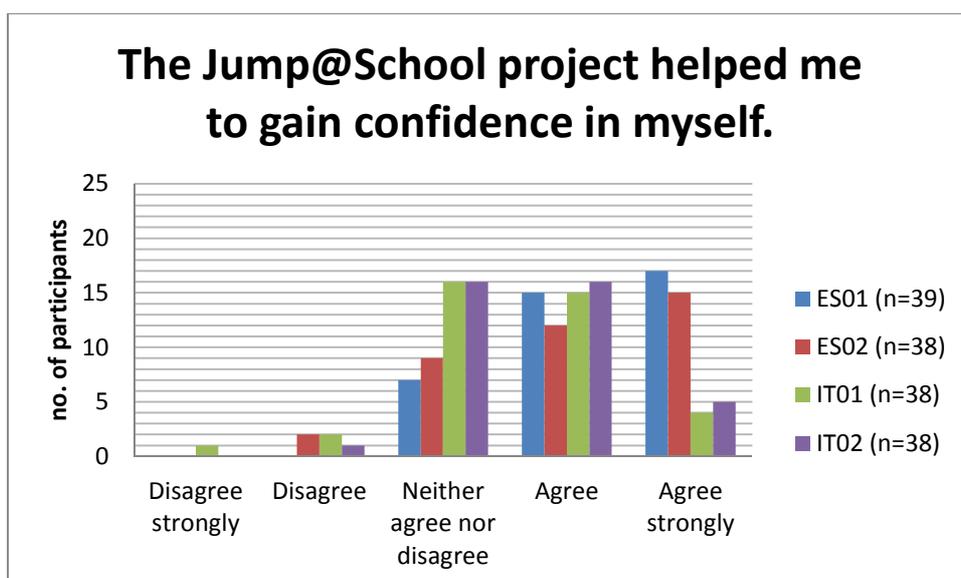


Figure 59: The Jump@School project helped me to gain confidence in myself

4.1.4. Jump@School helped me to develop goals for my future professional life.

In terms of the total number of participants, the response to this item is very similar to that of the previous items: very few participants disagree or strongly disagree with this item (n=5) – second lowest disagreement rate from the 5 items directly related to the Jump@School activities, most of the participants agree or strongly agree with this item (n=100 or 65.36%) and around 31% of the participants neither agree nor disagree to this item.

Intervention group participants from the Spanish schools, who also filled in the posttest, more readily agree or strongly agreed to the item: 79.49% from ES01 and 86.84% from ES02 as contrasted with 60.53% from IT01 and 34.21% from IT02. It is worth noting that whereas 13% to 17% of the participants in the Spanish schools neither agreed nor disagreed with this item, this figure was much higher in the Italian schools 31.58% in IT01 and 63.16% in IT02. The exact descriptive statistics for this item can be found in the annexes below (Table 15)

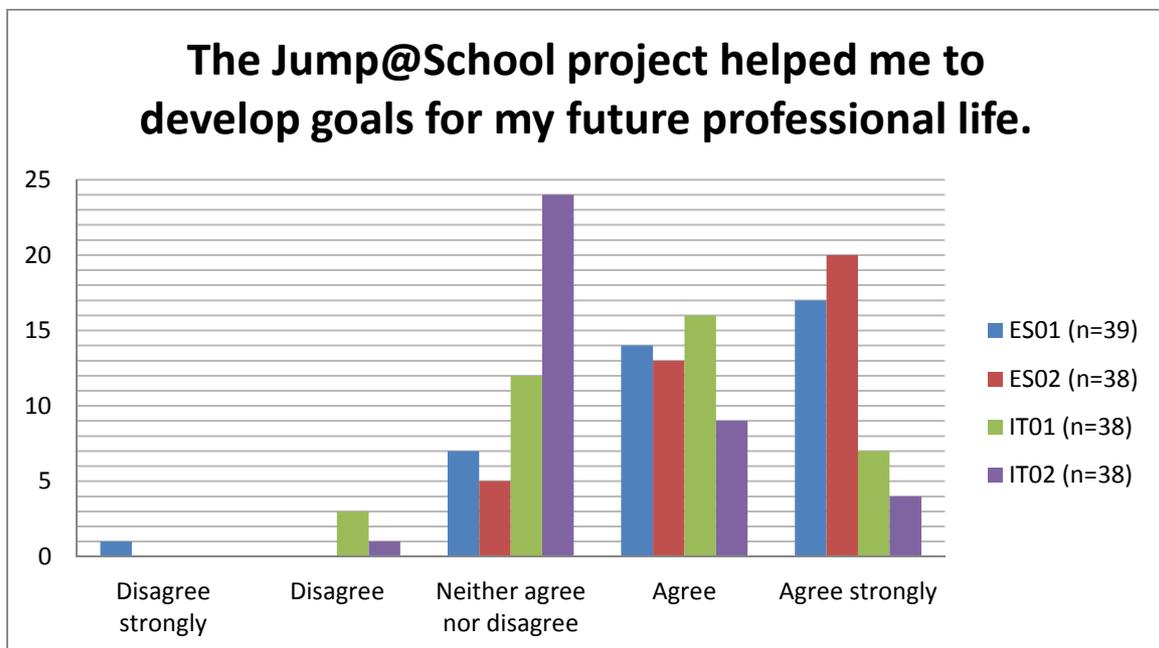


Figure 60: The Jump@School project helped me to develop goals for my future professional life

4.1.5. Through the Jump@School activities, I am more motivated for school work.

This item experienced the highest disagreement rate from the five Jump@School specific items in the soft questionnaire with 16 or 10.46% of the participants disagreeing strongly (n=2) or disagreeing (n=14) with the item. Again, in total, more than half of the participants (57.52%) agreed (28.10%) or strongly agreed (29.41%) with the item. Like in the previous 3 items around 30% of the participants neither agreed nor disagreed with the item.

Similar to previous items, the total percentage of participants who agreed or strongly agreed with the item was pulled down by the rating of the Italian participants; 76.92% of the participants from ES01 and 73.68% of the participants from ES02 agreed or strongly agreed with the statement while only 44.74% of the participants from IT01 and 34.21% of those from IT02 agreed or strongly agreed with the statement. Italian participants tended to neither agree nor disagree with the statement (31.58% from IT01 and 57.89% from IT02). Noteworthy is

from all these items, this specific item experienced the highest number of participants disagreeing or strongly disagreeing with it. This was especially evident for IT01 where 1 participant strongly disagreed (2.63%) and 8 participants disagreed (21.05%) with this item. The exact descriptive statistics for this item can be found in the annexes below (Table 16).

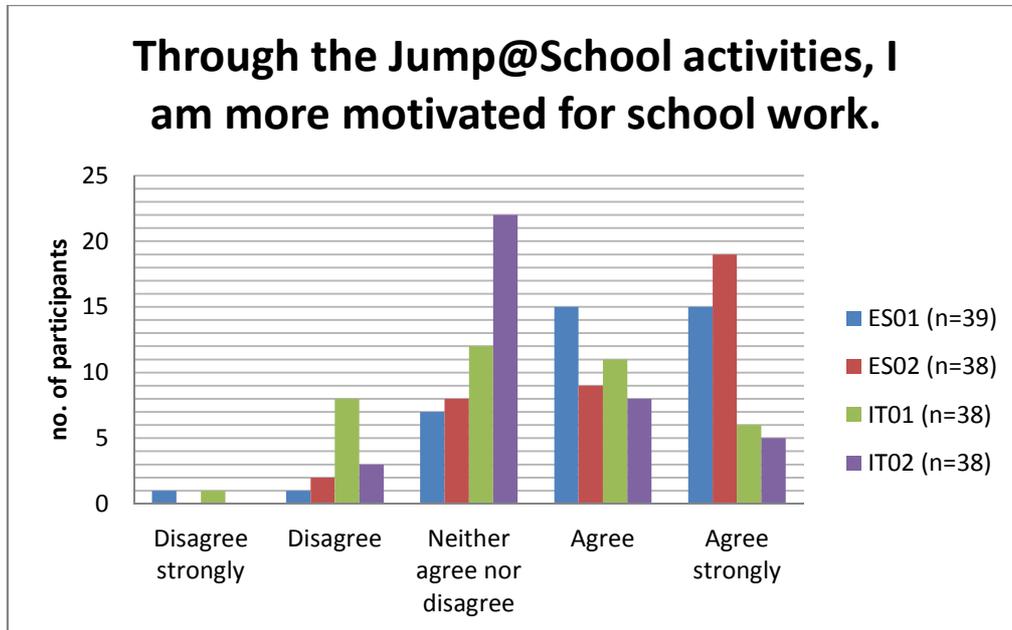


Figure 61: Through the Jump@School activities, I am more motivated for school work

4.2. 2nd cohort (Spain only)

4.2.1. Overall the Jump@School activities were fun.

Altogether, half the participants of the 2nd cohort of the Jump@School intervention in Spain ‘agreed’ and the other half ‘agreed strongly’ that in ‘overall, the Jump@School activities were fun’. Here, school differences were visible with students from Juan de Garay being more likely to ‘agree strongly’ (66.7%) with the statement while those from Mallila being more likely to just ‘agree’ (63.6%) with the statement. In comparison to the 1st cohort in Spain, the responses to this statement are very similar although those from the first cohort were somewhat more mixed with: 54.5% ‘agreeing strongly’, 39% ‘agreeing’, 5.2% ‘neither agreeing nor disagreeing’ and 1.3% ‘disagreeing’ to this statement.

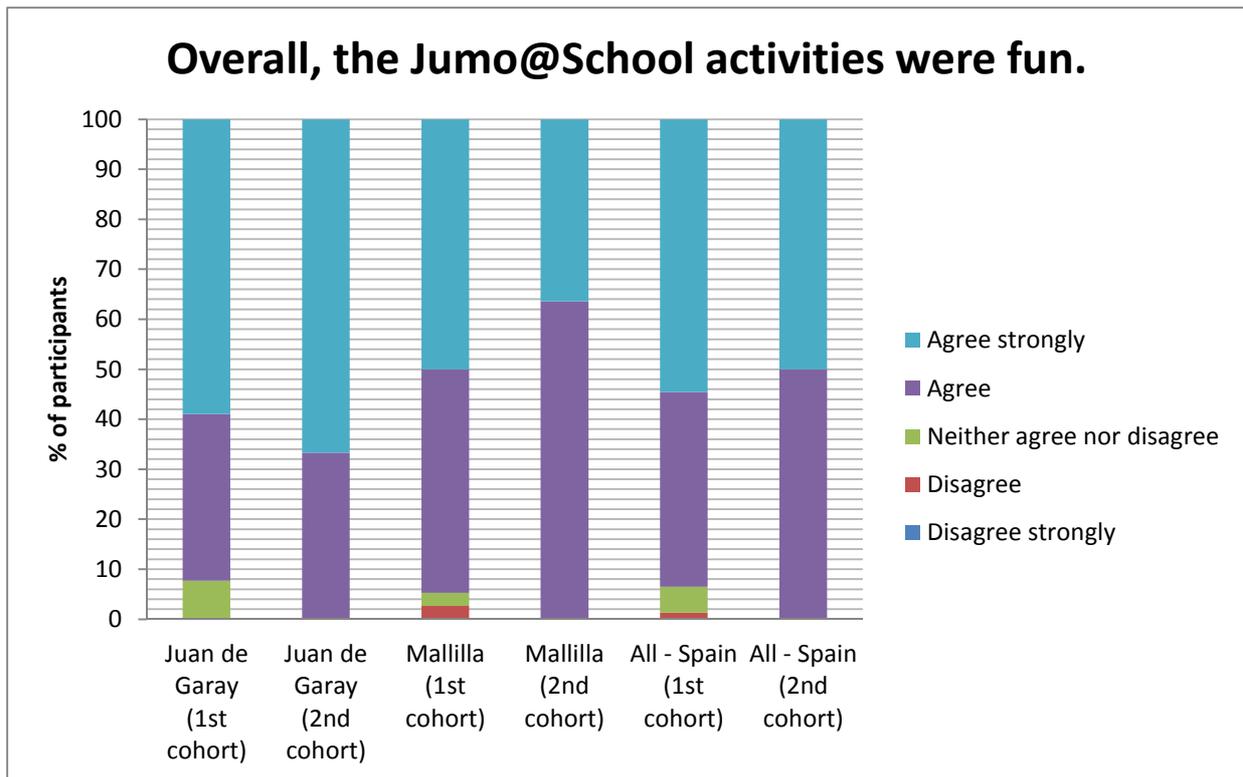


Figure 62: Overall the Jump@School activities were fun. (2nd cohort – Spain)

4.2.2. The Jump@School project helped me to learn how to study

With regard to the item: ‘The Jump@School project helped me to learn how to study’ 85% of the participants of the 2nd cohort in Spain were in general agreement with the statement of which 55% ‘agreed’ and 30% ‘agreed strongly’. The rest ‘neither agreed nor disagreed’ to this statement. In this case, the more participants of the Mallilla school were likely to ‘agree strongly’ to this statement (36.4%) compared to those participants from Juan de Garay (22.2%). In comparison to the first cohort, although the results were largely similar, the results for this cohort show a more coherent picture. In the first cohort although just above 80% of the participants ‘agreed’ (46.8%) or ‘agreed strongly’ (33.8%) to this statement, some participants also showed some disagreement (2.6%).

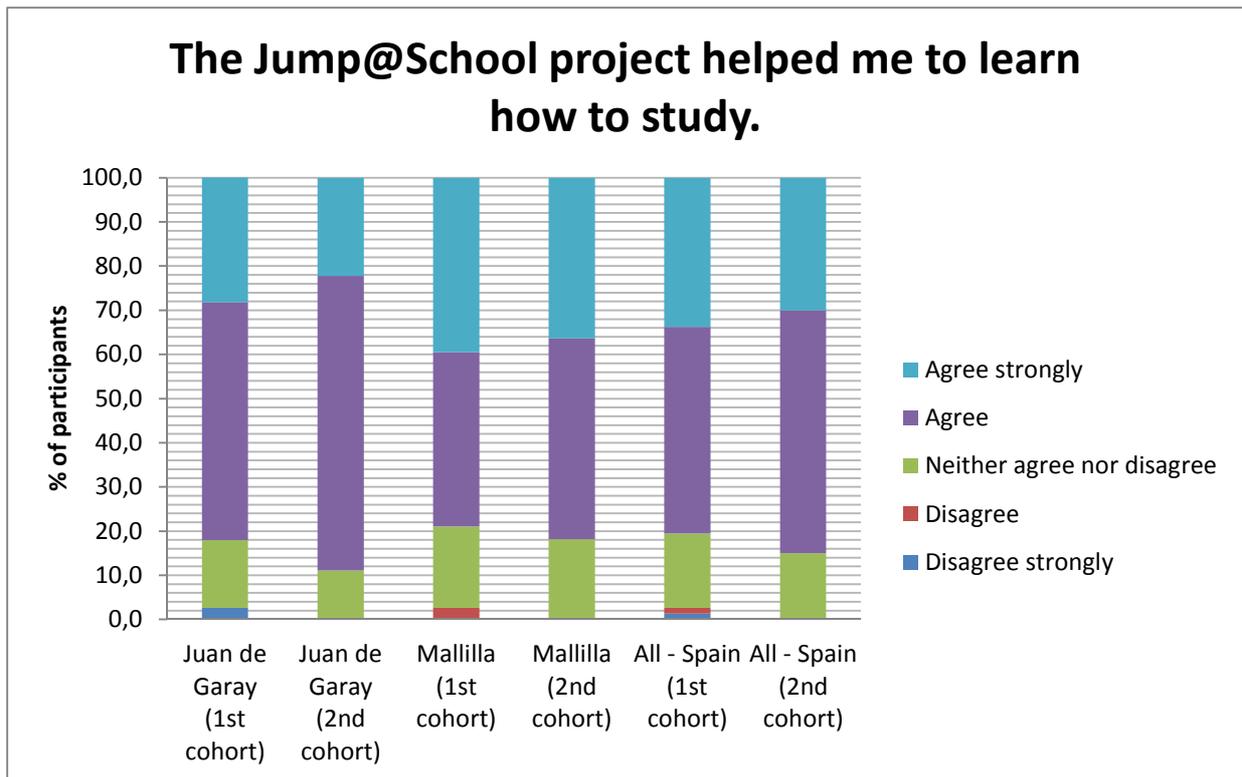


Figure 63: The Jump@School project helped me to learn how to study. (2nd cohort – Spain)

4.2.3. The Jump@School project helped me to gain confidence in myself.

The item: ‘The Jump@School project helped me to gain confidence in myself’ largely saw positive responses from the participants with 75% ‘agreeing’ – (50%) or ‘strongly agreeing’ (25%) – to it. Nevertheless 20% of the participants were neutral while 5% disagreed with the statement. In comparison to the 1st cohort, this result was slightly worse because here only 2.6% of the participants ‘disagreed’ with the statement; 20.8% were neutral and 76.6% ‘agreed’ (35.1%) or ‘strongly agreed’ (41.6%). With respect to group differences, out of the two schools in the 2nd cohort, Mallilla is the only school where some participants showed a level of disagreement (9.1%). Furthermore, in comparison to Juan de Garay, the participants in Mallilla were less likely to ‘agree strongly’ (9.1%) with the statement compared to 44.4% in Juan de Garay.

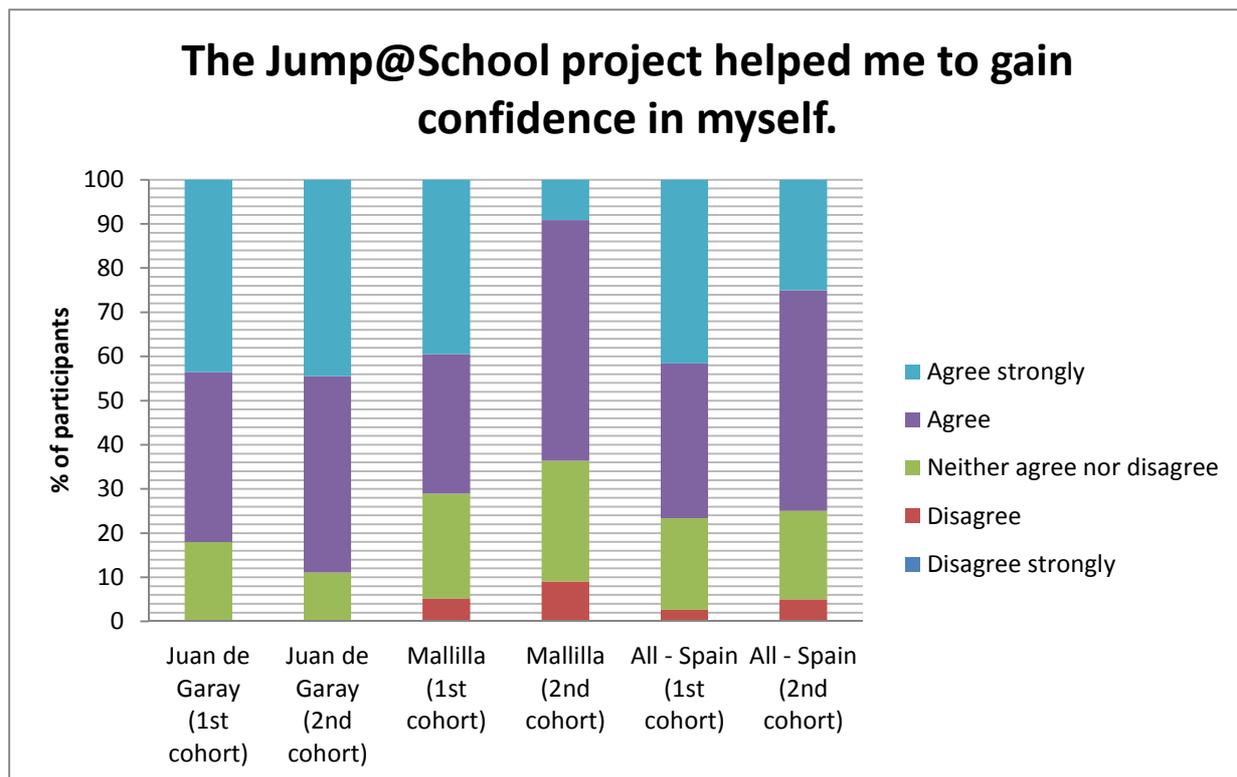


Figure 64: The Jump@School project helped me to gain confidence in myself. (2nd cohort – Spain)

4.2.4. Jump@School helped me to develop goals for my future professional life.

Like with the previous items, this item too observed a considerably high level of agreement from the participants of the 2nd cohort of the Jump@School intervention in Spain; however, to a lower extent that with the other items: 70% ('agree' – 50% and 'agree strongly' – 20%). At the same time, 25% of the participants 'neither agreed nor disagreed' with the statement while 5% 'disagreed' with it. Here school differences were particularly clear. Whereas Mallilla observed 81.8% degree of agreement (63.6% 'agreed' and 18.2% 'agreed strongly'), in Juan de Garay this was at 55.6% (33.3% 'agreed' while 22.2% 'agreed strongly') and of the two schools this was the only one that showed the slightest indication of disagreement to this statement (11.1%).

Comparing these results to the results of the 1st cohort in Spain, there was a higher level of agreement in the 1st cohort with 83.1% – 'agreeing' (35.1%) and 'agreeing strongly' (48.1%) – to this statement. Nevertheless, although no one 'disagreed' with statement in the 1st cohort like in the 2nd (5%), 1.3% of the participants 'disagreed strongly to it.

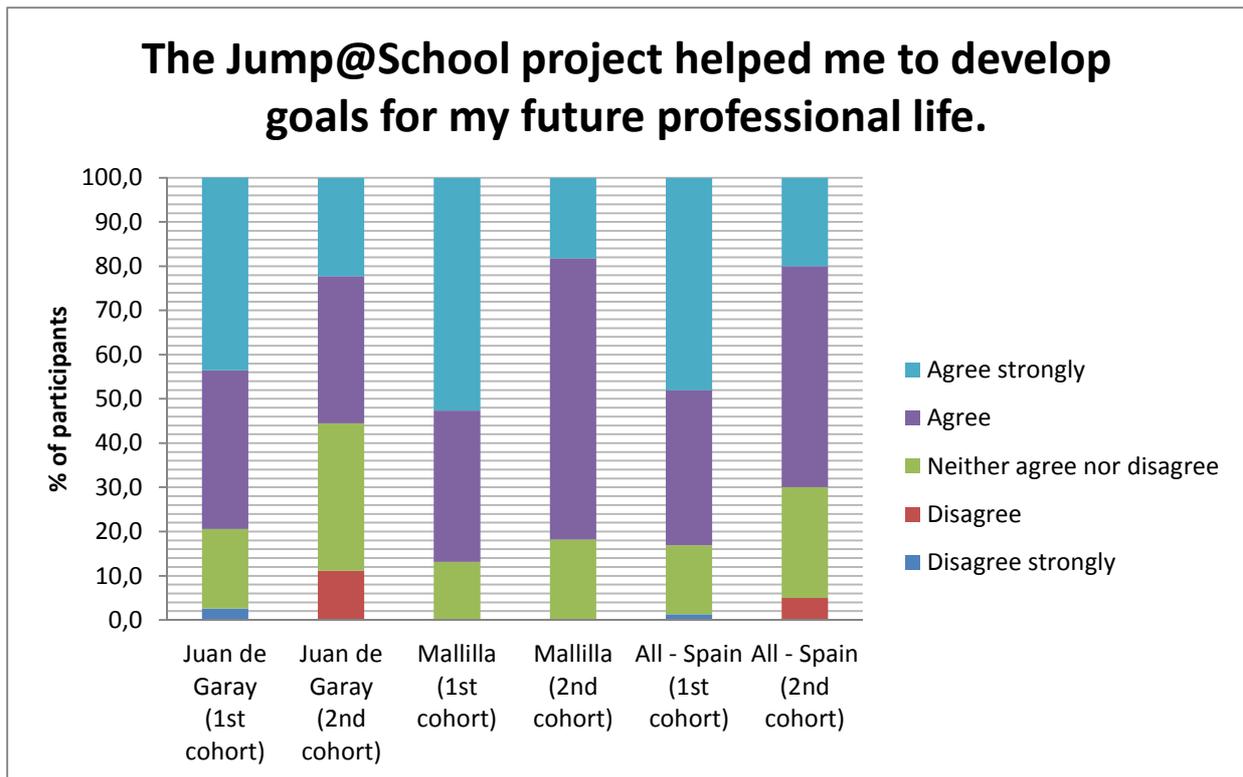


Figure 65: The Jump@School project helped me to develop goals for my future professional life.

4.2.5. Through the Jump@School activities, I am more motivated for school work.

Out of the five Jump@School specific items, the 2nd cohort of the Jum@School intervention responded to this item with the least level of agreement (65%). Nevertheless, none of the participants expressed ‘disagreement’ to this item but rather 35% of them ‘neither agreed nor disagreed to it’. A juxtaposition of the two schools reveals a similar situation with the only difference being that the participants in Juan de Garay were more likely to ‘strongly agree’ (33.3%) to this statement than participants from the Mallila school (9.1%) where instead 54.5% of the participants only ‘agreed’ to the statement.

Comparing the two cohorts, the 1st cohort witnessed a higher percentage of participants either ‘agreeing’ or ‘agreeing strongly’ to this statement (75.3%) compared to 65%. However, at the same time, in the 1st cohort, some participants also indicated that they ‘disagreed’ (3.9%) or ‘disagreed strongly’ (1.3%) with this statement; whereas in the 2nd cohort none of the participants indicated either of these two options.

Through the Jump@School activities, I am more motivated for school work.

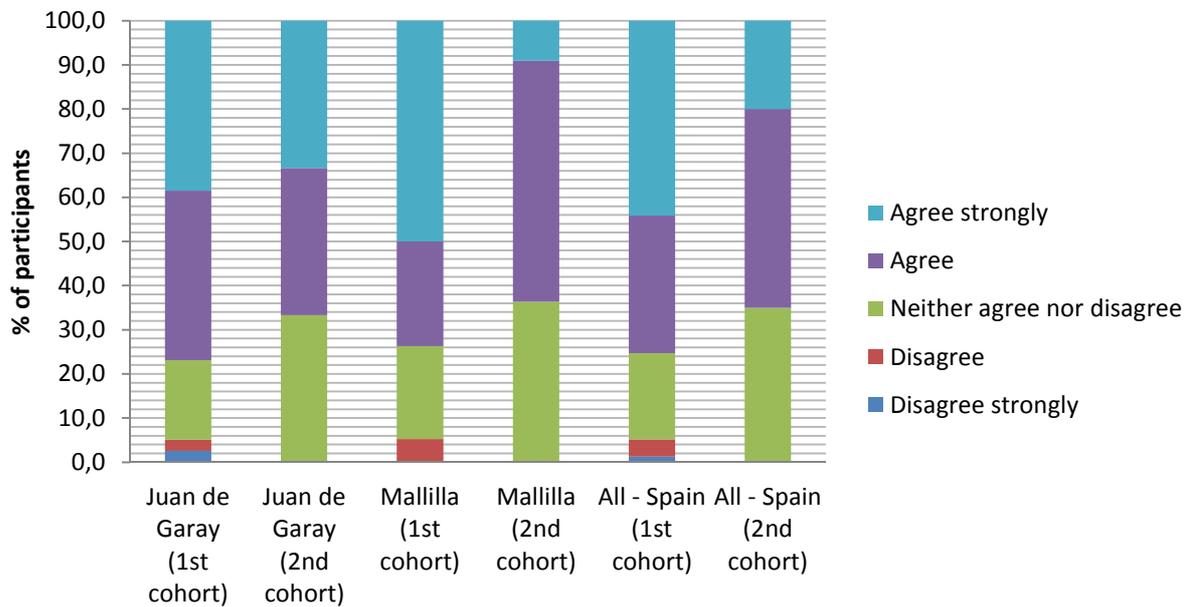


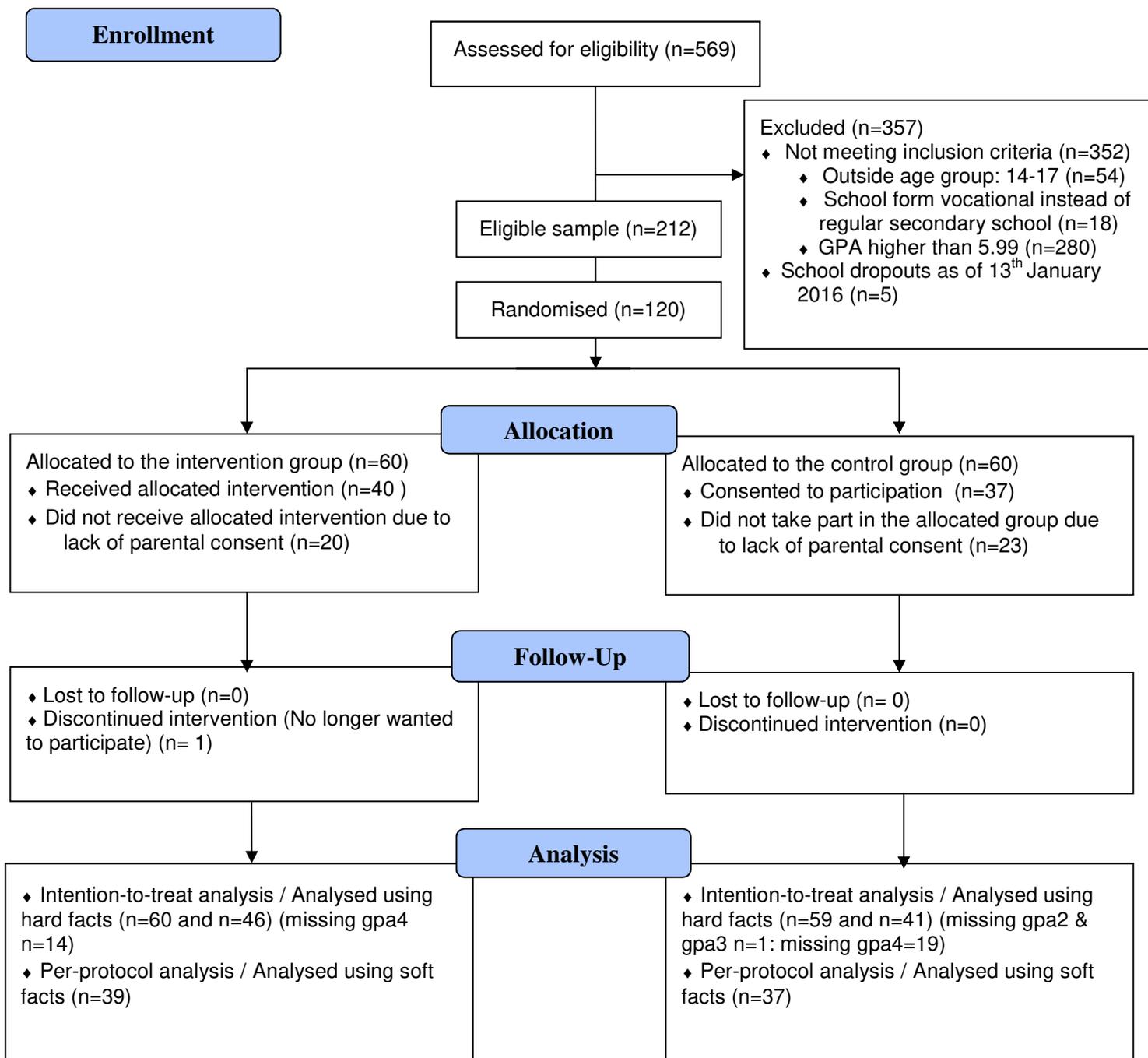
Figure 66: Through the Jump@School activities, I am more motivated for school work. (2nd cohort – Spain)

5. Annexes

For more detailed results, please feel free to contact us and we will provide you with a copy of the dataset (tschank@zsi.at).

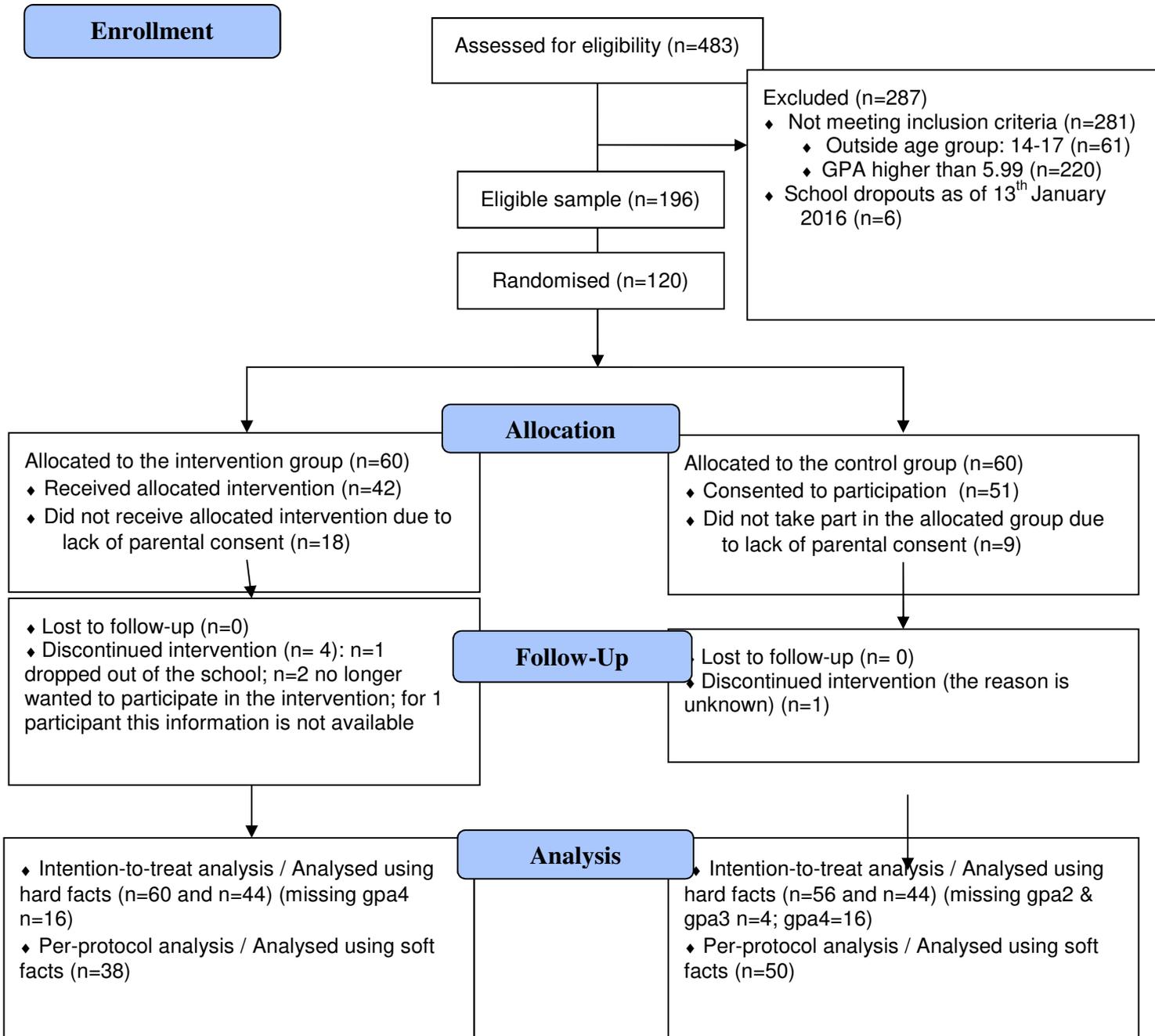
5.1. Overview of participants

5.1.1. ES01²- 1st cohort

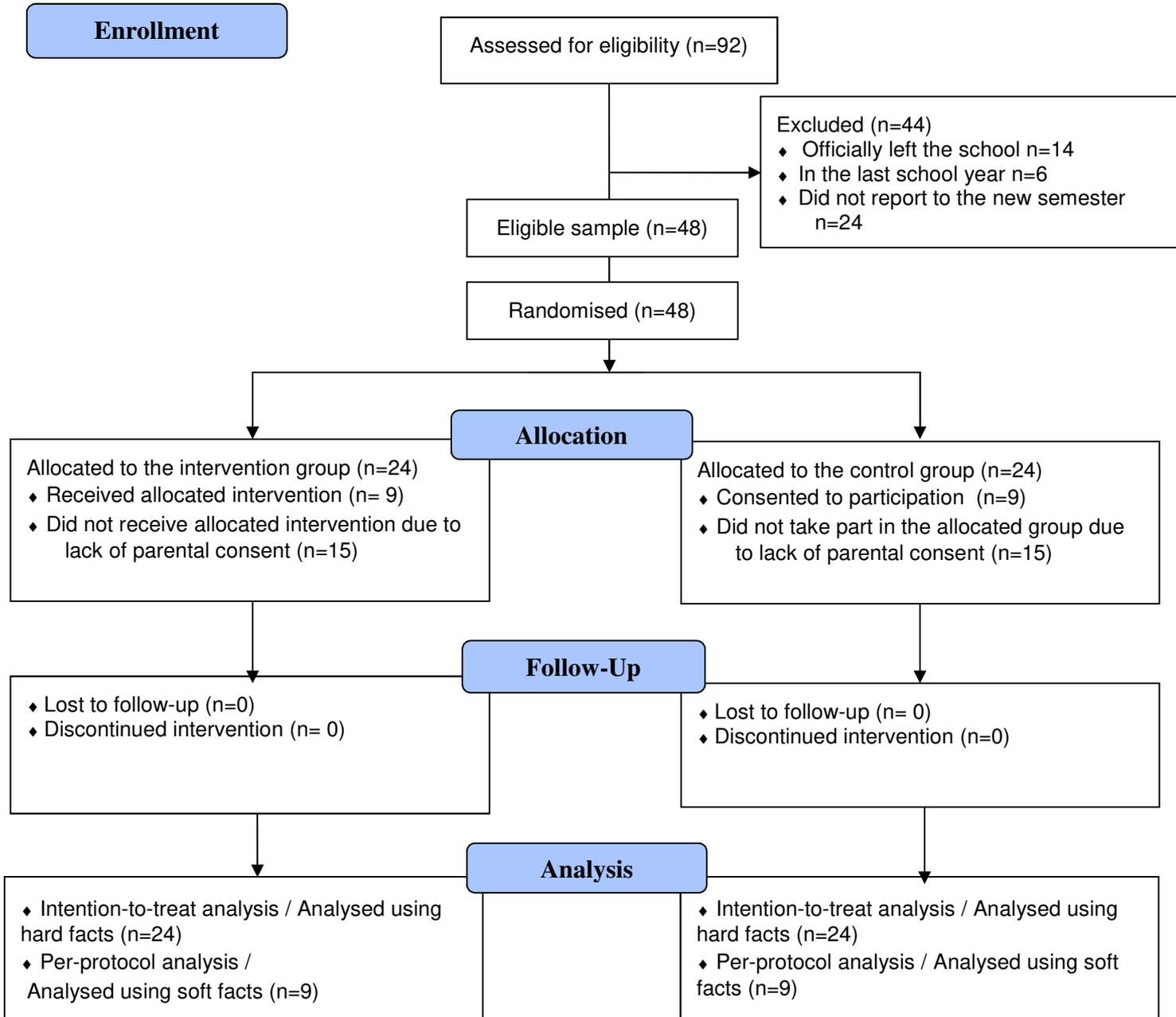


² Two values are presented under: 'Analysed using hard facts'. The first represents the figure used for the pre-post analysis; while the second is used to measure the medium-term impact of the intervention (GPA 2016/2017). This applies for all the flow charts below.

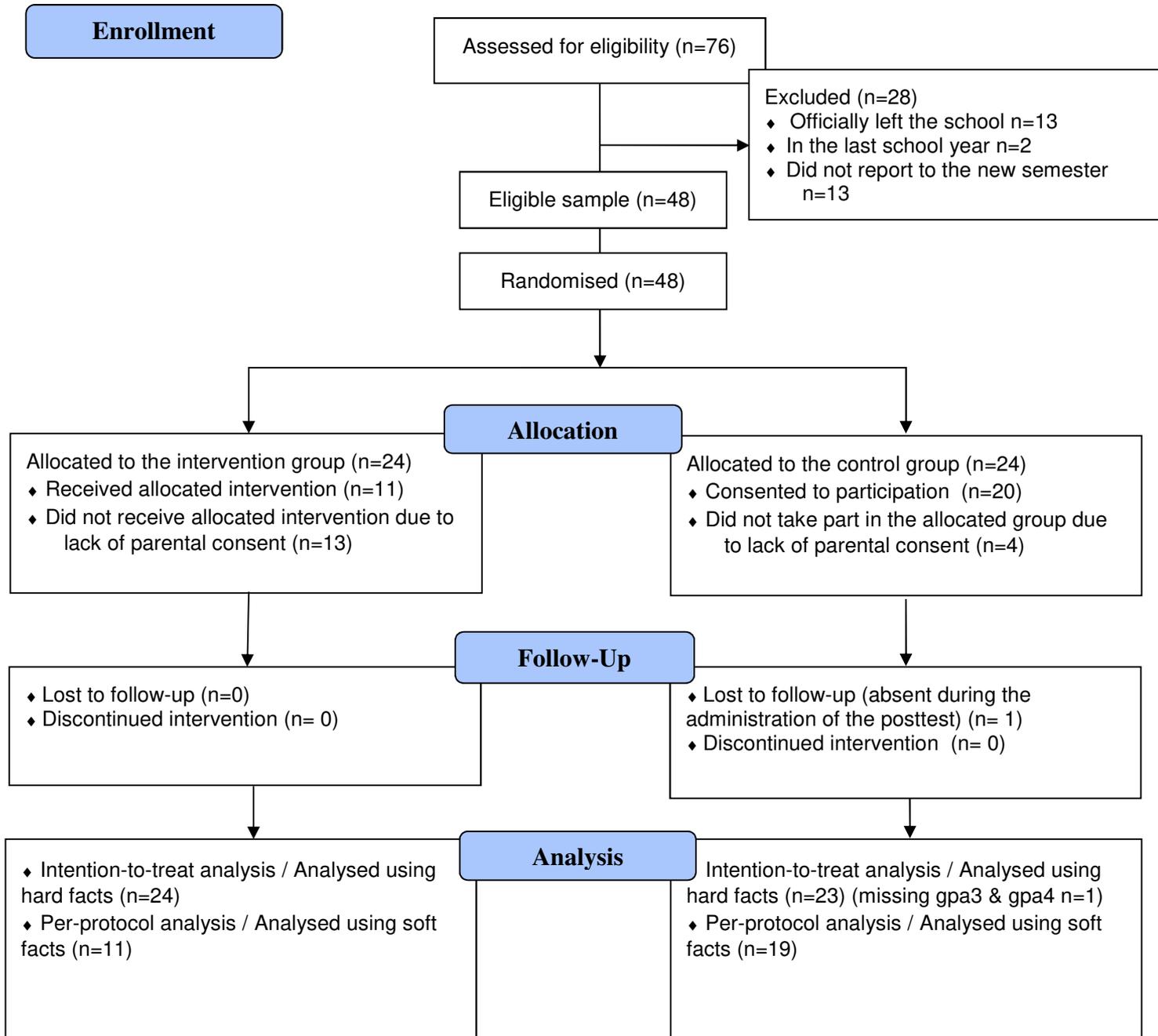
5.1.2. ES02 - 1st cohort



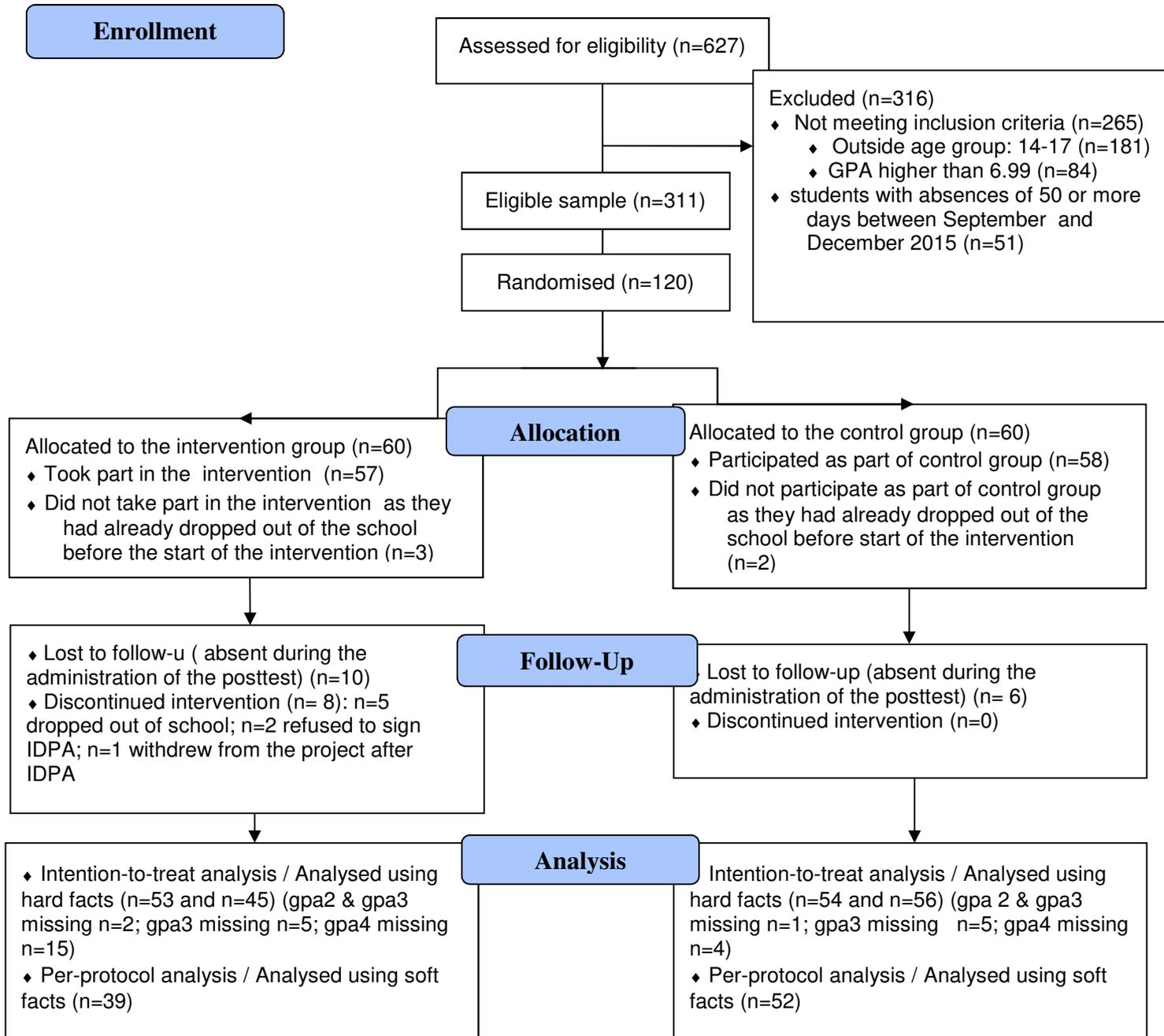
5.1.3. ES01- 2nd cohort



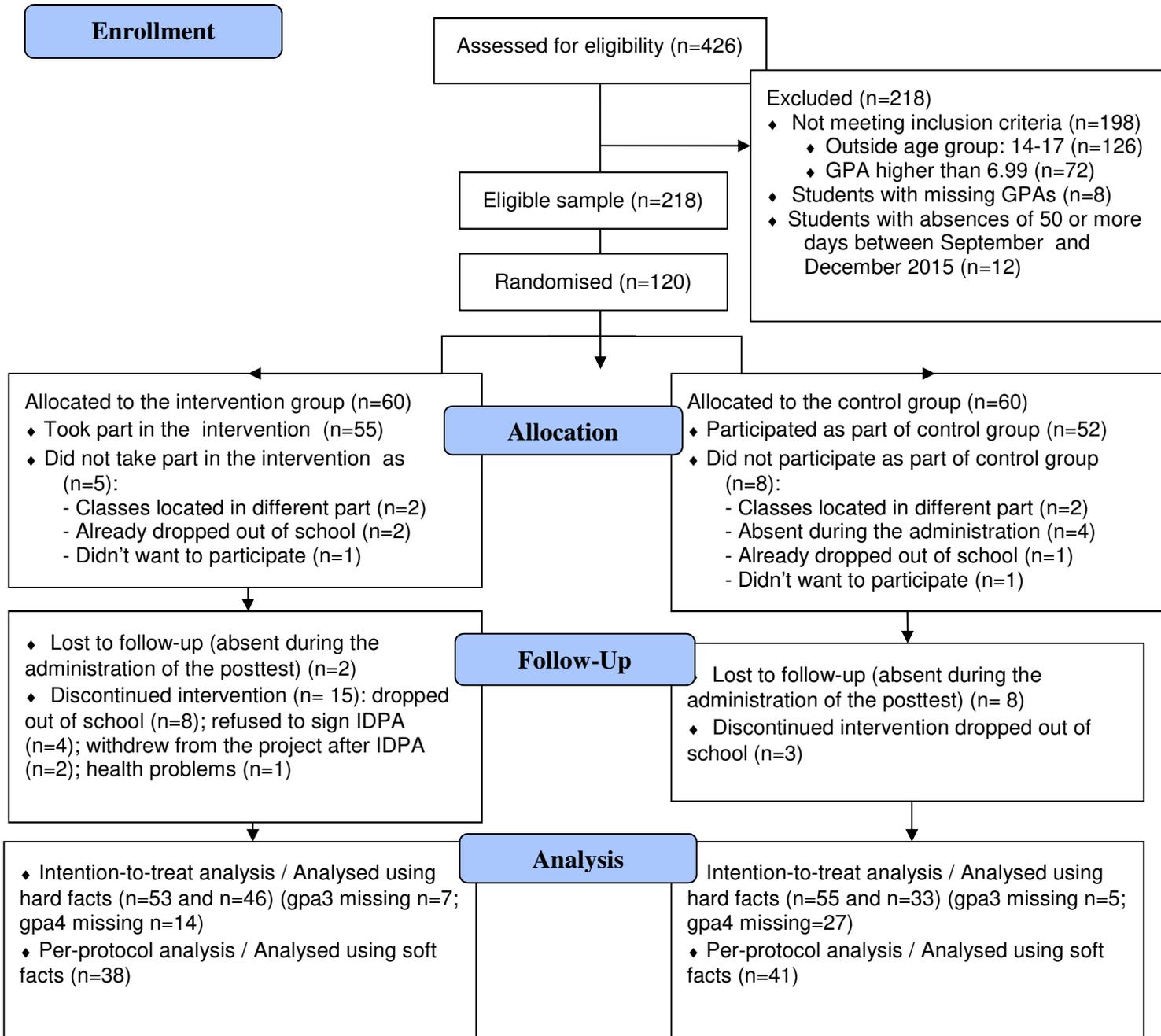
5.1.4. ES02 – 2nd cohort



5.1.5. IT01



5.1.6. IT02



5.2. Overview of dimensions and items of the soft questionnaire

Dimension 1: School motivation & valuing learning in school

- V14 Generally, I like going to school.
- V15 I am getting a good education at my school.
- V16 I really don't care about school.
- V20 I enjoy learning because I get better at school.
- V21 I like telling others about what I've learned at school.
- V24 Most of the things we learn in school are useless.

Dimension 2: Withdrawal

- V17 I feel like I don't belong to this school.
- V19 I often feel like giving up on school.
- V49 When I get too much homework, I just don't do it.

Dimension 3: Anxiety & uncertainty control

- V18 School is stressing me out.
- V34 When tests are coming up, I worry a lot.

Dimension 4: Engagement with learning

- V22 I don't care about getting good grades.
- V23 My school work makes me curious to learn things not taught in school
- V35 In school, I work only hard enough to receive a passing grade.
- V42 I put a lot of effort in doing my school work.
- V46 Anything I do for school is always last minute
- V50 Outside of school, I don't put much effort on learning for classes

Dimension 5: Commitment to completing an education

- V25 I intend to stay in school until I complete my school leaving certificate.
- V26 I intend to complete a college/university degree.
- V27 Completing the school leaving certificate will prepare me for college/university.
- V28 Completing the school leaving certificate will mean that I will be told by others what to do.
- V29 Completing the school leaving certificate will help me to get a well-paid job.
- V30 Completing the school leaving certificate will allow me to learn new things.
- V31 Completing the school leaving certificate will give me a sense of success.
- V32 Completing the school leaving certificate will help me to do something positive with my life.
- V33 Completing the school leaving certificate will waste my time.

Dimension 6: Self-regulation & Control

- V36 When I'm in class, I often think about other unrelated things.
- V37 I follow the rules in school.
- V39 When I'm in class, I just pretend like I am working.
- V41 I never finish whatever I begin.
- V43 I study at home even when I don't have a test.
- V44 I check my school work for mistakes.
- V45 If I cannot understand my school work, I keep trying until I do.
- V47 If I do badly in my tests, I work harder next time.
- V48 Before I start an assignment, I make a plan of how I am going to do it.

Dimension 7: Self-confidence with learning

V38	I feel good about who I am as a student.
V40	I cannot do well in school, even if I want to.
V51	If I try hard, I believe I can do my school work well.

Table 11: Overview of the dimensions and the items making up each dimension

5.3. Jump@School specific items:

Overall the Jump@School activities were fun.								
	ES01 – 1 st cohort (n=39)	ES02 – 1 st cohort (n=38)	ES01 – 2 nd cohort (n=9)	ES02 – 2 nd cohort (n=11)	IT01 (n=38)	IT02 (n=38)	Total	Total in %
Disagree strongly	0	0	0	0	0	0	0	0,00%
Disagree	0	1	0	0	0	0	1	0,58%
Neither agree nor disagree	3	1	0	0	4	10	18	10,40%
Agree	13	17	3	7	20	13	73	42,20%
Agree strongly	23	19	6	4	14	15	81	46,82%
Total	39	38	9	11	38	38	173	100%

	ES01 – 1 st cohort	ES02 – 1 st cohort	ES01 – 2 nd cohort	ES02 – 2 nd cohort	IT01	IT02
Disagree strongly						
Disagree		2,63%				
Neither agree nor disagree	7,69%	2,63%			10,53%	26,32%
Agree	33,33%	44,74%	33,30%	63,60%	52,63%	34,21%
Agree strongly	58,97%	50,00%	66,70%	36,40%	36,84%	39,47%
Total	100%	100%	100%	100%	100%	100%

Table 12: Overall the Jump@School activities were fun.

The Jump@School project helped me to learn how to study								
	ES01 – 1 st cohort (n=39)	ES02 – 1 st cohort (n=38)	ES01 – 2 nd cohort (n=9)	ES02 – 2 nd cohort (n=11)	IT01 (n=38)	IT02 (n=38)	Total	Total in %
Disagree strongly	1	0	0	0	1	2	4	2,31%
Disagree	0	1	0	0	5	4	10	5,78%
Neither agree nor disagree	6	7	1	2	18	23	57	32,95%
Agree	21	15	6	5	7	6	60	34,68%
Agree strongly	11	15	2	4	7	3	42	24,28%
Total	39	38	9	11	38	38	173	100%

	ES01 – 1 st cohort	ES02 – 1 st cohort	ES01 – 2 nd cohort	ES02 – 2 nd cohort	IT01	IT02
Disagree strongly	2,56%				2,63%	5,26%
Disagree		2,63%			13,16%	10,53%
Neither agree nor disagree	15,38%	18,42%	11,10%	18,20%	47,37%	60,53%
Agree	53,85%	39,47%	66,70%	45,50%	18,42%	15,79%
Agree strongly	28,21%	39,47%	22,20%	36,40%	18,42%	7,89%
Total	100%	100%	100%	100%	100%	100%

Table 13: The Jump@School project helped me to learn how to study.

The Jump@School project helped me to gain confidence in myself								
	ES01 – 1 st cohort (n=39)	ES02 – 1 st cohort (n=38)	ES01 – 2 nd cohort (n=9)	ES02 – 2 nd cohort (n=11)	IT01 (n=38)	IT02 (n=38)	Total	Total in %
Disagree strongly	0	0	0	0	1	0	1	0,58%
Disagree	0	2	0	1	2	1	6	3,47%
Neither agree nor disagree	7	9	1	3	16	16	52	30,06%
Agree	15	12	4	6	15	16	68	39,31%
Agree strongly	17	15	4	1	4	5	46	26,59%
Total	39	38	9	11	38	38	173	100%

	ES01 – 1 st cohort	ES02 – 1 st cohort	ES01 – 2 nd cohort	ES02 – 2 nd cohort	IT01	IT02
Disagree strongly					2,63%	
Disagree		5,26%		9,10%	5,26%	2,63%
Neither agree nor disagree	17,95%	23,68%	11,10%	27,30%	42,11%	42,11%
Agree	38,46%	31,58%	44,40%	54,50%	39,47%	42,11%
Agree strongly	43,59%	39,47%	44,40%	9,10%	10,53%	13,16%
Total	100%	100%	100%	100%	100%	100%

Table 14: The Jump@School project helped me to gain confidence in myself.

The Jump@School project helped me to develop goals for my future professional life								
	ES01 – 1 st cohort (n=39)	ES02 – 1 st cohort (n=38)	ES01 – 2 nd cohort (n=9)	ES02 – 2 nd cohort (n=11)	IT01 (n=38)	IT02 (n=38)	Total	Total in %
Disagree strongly	1	0	0	0	0	0	1	0,58%
Disagree	0	0	1	0	3	1	5	2,89%
Neither agree nor disagree	7	5	3	2	12	24	53	30,64%
Agree	14	13	3	7	16	9	62	35,84%
Agree strongly	17	20	2	2	7	4	52	30,06%
Total	39	38	9	11	38	38	173	100%
	ES01 – 1 st cohort	ES02 – 1 st cohort	ES01 – 2 nd cohort	ES02 – 2 nd cohort	IT01	IT02		
Disagree strongly	2,56%							
Disagree			11,10%		7,89%	2,63%		
Neither agree nor disagree	17,95%	13,16%	33,30%	18,20%	31,58%	63,16%		
Agree	35,90%	34,21%	33,30%	63,60%	42,11%	23,68%		
Agree strongly	43,59%	52,63%	22,20%	18,20%	18,42%	10,53%		
Total	100%	100%	100%	100%	100%	100%		

Table 15: The Jump@School project helped me to develop goals form my future professional life.

Through the Jump@School activities, I am more motivated for school work.								
	ES01 – 1 st cohort (n=39)	ES02 – 1 st cohort (n=38)	ES01 – 2 nd cohort (n=9)	ES02 – 2 nd cohort (n=11)	IT01 (n=38)	IT02 (n=38)	Total	Total in %
Disagree strongly	1	0	0	0	1	0	2	1,16%
Disagree	1	2	0	0	8	3	14	8,09%
Neither agree nor disagree	7	8	3	4	12	22	56	32,37%
Agree	15	9	3	6	11	8	52	30,06%
Agree strongly	15	19	3	1	6	5	49	28,32%
Total	39	38	9	11	38	38	173	100%

	ES01 – 1 st cohort	ES02 – 1 st cohort	ES01 – 2 nd cohort	ES02 – 2 nd cohort	IT01	IT02
Disagree strongly	2,56%				2,63%	
Disagree	2,56%	5,26%			21,05%	7,89%
Neither agree nor disagree	17,95%	21,05%	33,30%	36,40%	31,58%	57,89%
Agree	38,46%	23,68%	33,30%	54,50%	28,95%	21,05%
Agree strongly	38,46%	50,00%	33,30%	9,10%	15,79%	13,16%
Total	100%	100%	100%	100%	100%	100%

Table 16: Through the Jump@School activities, I am more motivated for school work.

5.4. Comparison of the 1st and 2nd cohorts in Spain

		Spain School 1: Juan de Garay (ES01)					
		Control group			Intervention group		
		Mean difference		Sig. (1-sided)	Mean difference		Sig. (1-sided)
		1st cohort (n=37)	2nd cohort (n=9)		1st cohort (n=39)	2nd cohort (n=9)	
v14	Generally. I like going to school.	.2162	.0000	0.1696	-.0256	.0000	0.4701
v15	I am getting a good education at my school.	-.2432	.2222	0.1145	-.2308	.1111	0.1895
v16	I really don't care about school.	.0000	.2222	0.2419	.2308	.6667	0.1032
v17	I feel like I don't belong to this school.	.1351	-.1111	0.2584	.2308	.0000	0.2951
v18	School is stressing me out.	-.1351	.1111	0.2973	-.5385	-.7778	0.3002
v19	I often feel like giving up on school.	.1622	.1111	0.4399	-.1026	.8889	**0.0269
v20	I enjoy learning because I get better at school.	.0270	.0000	0.4742	.0256	.4444	0.2075
v21	I like telling others about what I've learned at school.	-.2432	.4444	**0.0371	.1282	.6667	0.1226
v22	I don't care about getting good grades.	.1892	.2222	0.4553	.4103	-.1111	**0.0416
v23	My school work makes me curious to learn things not taught in school.	-.0811	.2222	0.1573	-.1795	.7778	**0.0216
v24	Most of the things we learn in school are useless.	-.1351	.3333	0.1477	.0256	-.4444	0.1341
v25	I intend to stay in school until I complete my school leaving certificate.	-.6216	-.2222	0.1965	-.2051	-.4444	0.2966
v26	I intend to complete a college/university degree.	-.2162	.0000	0.2359	-.0769	-.1111	0.4595
v27	Completing the school leaving certificate will prepare me for college/university.	-.0541	-.4444	0.2082	.1026	.0000	0.4354
v28	Completing the school leaving certificate will mean that I will be told by others what to do.	.2973	-.1111	*0.0973	-.0256	.1111	0.3620
v29	Completing the school leaving certificate will help me to get a well-paid job.	.2973	1.4444	**0.0070	.2051	.8889	*0.0721
v30	Completing the school leaving certificate will allow me to learn new things.	.0000	.2222	0.2486	-.2051	.2222	0.1622
v31	Completing the school leaving certificate will give me a sense of success.	-.0811	.6667	*0.0649	.2051	.1111	0.4104

v32	Completing the school leaving certificate will help me to do something positive with my life.	.0000	-.3333	0.1155	.0513	.1111	0.4366
v33	Completing the school leaving certificate will waste my time.	.0811	.2222	0.4140	.0256	.2222	0.3036
v34	When tests are coming up. I worry a lot.	-.1622	-.2222	0.4336	-.2821	-.6667	0.1873
v35	In school. I work only hard enough to receive a passing grade.	-.2162	.0000	0.2503	.0513	-.2222	0.2751
v36	When I'm in class. I often think about other unrelated things.	-.0811	-.3333	0.1852	-.2564	-.2222	0.4713
v37	I follow the rules in school.	-.0811	.0000	0.3757	-.1795	.5556	**0.0390
v38	I feel good about who I am as a student.	.4054	.0000	0.1262	.2564	.0000	0.2535
v39	When I'm in class. I just pretend like I am working.	-.2432	-.1111	0.3644	-.0256	-.2222	0.3411
v40	I cannot do well in school. even if I want to.	-.2432	-.2222	0.4753	-.3846	.7778	**0.0067
v41	I never finish whatever I begin.	.1351	-.6667	**0.0315	-.1795	-.6667	0.1451
v42	I put a lot of effort in doing my school work.	.0270	.3333	0.1577	.1282	-.1111	0.2489
v43	I study at home even when I don't have a test.	.2162	-.1111	0.1998	.5128	.2222	0.2462
v44	I check my school work for mistakes.	.0541	.3333	0.2421	.3590	.6667	0.1413
v45	If I cannot understand my school work. I keep trying until I do.	-.1892	.3333	0.1006	-.0256	.2222	0.3117
v46	Anything I do for school is always last minute.	-.0541	.4444	*0.0729	-.3333	.3333	*0.0819
v47	If I do badly in my tests. I work harder next time.	-.2432	.0000	0.1360	-.2308	-.4444	0.3064
v48	Before I start an assignment. I make a plan of how I am going to do it.	-.4595	.4444	**0.0403	.3846	.5556	0.3616
v49	When I get too much homework. I just don't do it.	.3514	.3333	0.4827	.1538	.1111	0.4542
v50	Outside of school. I don't put much effort on learning for classes.	.2973	.0000	0.2233	-.2308	.0000	0.3407
v51	If I try hard. I believe I can do my school work well.	.0811	.1111	0.4610	-.1026	.0000	0.3609

Table 17: Comparison of the two cohorts per group in Spain school 1: Juan de Garay (ES01) using a between groups T-Test.³

³ The mean differences and the significance levels (1-sided) are provided. The significance levels marked with two stars“**” are significant to a level of $p < 0.05$ and those marked with a single star, are significant to a level of $p < 0.1$

		Spain School 2: Mallila (ES02)					
		Control group			Intervention group		
		Mean difference		Sig. (1-sided)	Mean difference		Sig. (1-sided)
		1st cohort (n=50)	2nd cohort (n=18)		1st cohort (n=38)	2nd cohort (n=11)	
v14	Generally, I like going to school.	-,0600	-,2222	0,2409	,0263	-,1818	0,2116
v15	I am getting a good education at my school.	-,1600	,1111	*0,0509	-,0789	,0909	0,2343
v16	I really don't care about school.	,1000	,1111	0,4820	-,1842	-,0909	0,4057
v17	I feel like I don't belong to this school.	,1600	,3333	0,2694	,2368	-,2727	**0,0106
v18	School is stressing me out.	,2400	,1667	0,4007	-,0263	-,2727	0,2509
v19	I often feel like giving up on school.	,1800	,3889	0,2310	,0526	,0909	0,4674
v20	I enjoy learning because I get better at school.	-,0200	,2222	0,1909	,2368	,1818	0,4299
v21	I like telling others about what I've learned at school.	,0000	,0000	0,5000	,3158	,2727	0,4652
v22	I don't care about getting good grades.	,3200	,5000	0,2762	-,1053	,3636	0,1235
v23	My school work makes me curious to learn things not taught in school.	,0400	,1667	0,3237	,1316	,0000	0,3139
v24	Most of the things we learn in school are useless.	,0600	-,0556	0,3351	,3947	,2727	0,4055
v25	I intend to stay in school until I complete my school leaving certificate.	,0600	-,5556	*0,0558	-,1053	-,5455	0,1458
v26	I intend to complete a college/university degree.	,0600	,4444	0,1569	-,0263	-,2727	0,2332
v27	Completing the school leaving certificate will prepare me for college/university.	-,0600	-,0556	0,4937	,0000	,1818	0,3074
v28	Completing the school leaving certificate will mean that I will be told by others what to do.	-,0600	,1111	0,2943	,0526	-,1818	0,1960
v29	Completing the school leaving certificate will help me to get a well-paid job.	,0400	,1667	0,3285	-,0263	,0000	0,4674
v30	Completing the school leaving certificate will allow me to learn new things.	,0200	-,1111	0,3074	-,1579	-,1818	0,4657
v31	Completing the school leaving certificate will give me a sense of success.	,2000	-,0556	0,1421	,0789	-,2727	0,1263

v32	Completing the school leaving certificate will help me to do something positive with my life.	-,1400	-,0556	0,3771	,0000	-,1818	0,2724
v33	Completing the school leaving certificate will waste my time.	,1800	,3889	0,1872	,1842	-,0909	0,2339
v34	When tests are coming up, I worry a lot.	,0600	,1111	0,4207	-,0789	,0909	0,3158
v35	In school, I work only hard enough to receive a passing grade.	,0800	,2778	0,2645	-,0789	-,4545	0,1712
v36	When I'm in class, I often think about other unrelated things.	-,0600	,1111	0,2440	-,4211	-,1818	0,2567
v37	I follow the rules in school.	,0000	-,1111	0,3336	,1579	,2727	0,3085
v38	I feel good about who I am as a student.	-,1000	,0556	0,2942	,3158	,0000	0,2205
v39	When I'm in class, I just pretend like I am working.	-,1600	,2222	0,1288	,2632	-,0909	0,1747
v40	I cannot do well in school, even if I want to.	,1400	-,0556	0,1581	,1316	,0909	0,4633
v41	I never finish whatever I begin.	,3600	,3889	0,4606	-,0789	,3636	0,1155
v42	I put a lot of effort in doing my school work.	-,1800	,0556	0,1498	,0000	,0909	0,3682
v43	I study at home even when I don't have a test.	-,3800	-,1667	0,2207	,2368	,0000	0,1952
v44	I check my school work for mistakes.	,1200	-,1667	0,1463	,2368	,3636	0,3911
v45	If I cannot understand my school work, I keep trying until I do.	,0200	-,1667	0,2716	,0526	,2727	0,2951
v46	Anything I do for school is always last minute.	,3000	,3889	0,3894	,0526	,0000	0,4150
v47	If I do badly in my tests, I work harder next time.	-,2800	-,1667	0,3497	,3421	,0909	0,2013
v48	Before I start an assignment, I make a plan of how I am going to do it.	-,0200	,0000	0,4771	,7368	,3636	0,1880
v49	When I get too much homework, I just don't do it.	,5200	,4444	0,3944	,0789	,0000	0,4143
v50	Outside of school, I don't put much effort on learning for classes.	,2000	,5000	0,1989	,1316	-,0909	0,3138
v51	If I try hard, I believe I can do my school work well.	-,2800	-,1111	0,2216	-,2632	-,1818	0,3977

Table 18: Table 19: Comparison of the two cohorts per group in Spain school 2: Mallila (E502) using a between groups T-Test. ⁴

⁴ The mean differences and the significance levels (1-sided) are provided. The significance levels marked with two stars“**” are significant to a level of $p < 0.05$ and those marked with a single star, are significant to a level of $p < 0.1$