Preventing School Dropouts and Increasing School Attendance Rates: An Inter-Country Study

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ABSTRACT

The violence that students inflict on each other in school today can be devastating for students who are being bullied by peers. The consequences of this include children and young people having difficulty concentrating on classes, not wanting to attend classes, not wanting to appear in school with the thought of encountering a peer-bullying student, running away from school or dropping out of school altogether. It is inevitable that this will have a negative impact on academic achievement and future educational and employment prospects. Anxiety, insecurity and insecure environments do not coincide with the learning environment, and in this context, such atmospheres can undermine the understanding of quality in education and training for all students. In this article, an intercountry research on preventing school dropout and increasing school attendance rates was conducted. In order to prevent school leaving, it is recommended to develop and implement programs that take into account peer, teacher and school factors, along with policies.

INTRODUCTION

The qualifications of school-leaving students progress through reduction, causing individuals to be locked into vague and imprecise categories of their definitions and indicators. Today, societies that approach the consequences of school leaving with a proactive perspective strive to minimize the problem that may be experienced with the methods and techniques they apply by exerting more power. In this context, it is very important to make the school more meaningful for the students before a student thinks about leaving the school. In this article, intercountry research on preventing school dropout and

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increasing school attendance rates was conducted. It is thought that the article will guide the research to be carried out in this field in the future.

The Most Important Factors in the Prevention of School Dropout

The most important factors in the prevention of school leaving are indicated as follows (Liliane Pelletier, Driss Alaoui. Projet de prévention du décrochage scolaire et de " raccrochage " : " Il faut tout un village pour éduquer un enfant " . [Rapport de recherche] Collège Les Tamarins (Académie de La Réunion). 2017. ffhal-01724017)

1-The dynamism of the organization and the desire to find answers to the question of school difficulties;

2- Intra-organization and out-of-organization partnership request;

 3- developing a sense of belonging among actors (teachers, parents, students);

 4- Creation of a relational and educational environment conducive to listening and discussion.

Ensuring that every young person can build their professional future and succeed in society: tackling school leaving is a national priority and a subject within the framework of the "Europe 2020 Strategy", but school leaving is a process that leads young people to leave the primary education system every year without obtaining a qualification equivalent to baccalaureate or a diploma for professional purposes, such as a certificate of professional ability (CAP). This process is a result of the student's growing lack of interest in school.

Risk of Exclusion Among Early School Leavers

It is stated that 40 million young people in OECD countries correspond to 15 percent of young people in the 15-29 age range and are not involved in education, employment or training called NEET.

The number of young people employed in Spain, Greece and Ireland halved between 2007 and 2014. (05/10/2016, OECD, *https://www.oecd.org/newsroom/growing-risk-of-social-exclusion-among-early-school-leavers.htm*)

EUNEC

EUNEC is the European Network of Education Councils. The members of the Council meet to discuss in the field of education and training, to discuss the findings and recommendations of all European projects in education, and to formulate perspectives on education and to formulate statements on them.

Some Country-Based Indicators of School Dropout

There continues to be an increase in school dropouts in countries and as shown below, the school dropout rate is 25-34 on the basis of some countries and their distribution by gender.
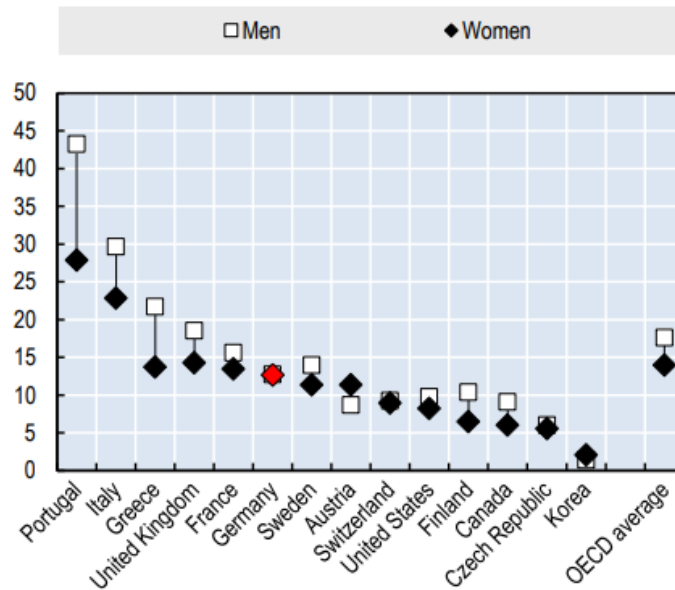
Figure 1 – Selected OECD countries with early school leaving rates, 2014

Source: Society at a Glance 2016, OECD 2016, _http://oe.cd/sag_

https://www.oecd.org/germany/sag2016-germany.pdf

In 2014, 13% of those aged 25-34 accounted for about 1.3 million. Figure 1 shows that on average the OECD (16.7%), countries such as Austria (10%), Switzerland (9%) and also the United States (9%) are also present.

In countries with a high level of education in general, young people who do not have skills have difficulty in succeeding academically or in the labor market. In Germany, school-leaving young people between the ages of 25 and 34 go into business. These indicators are indicated in Figure 2.
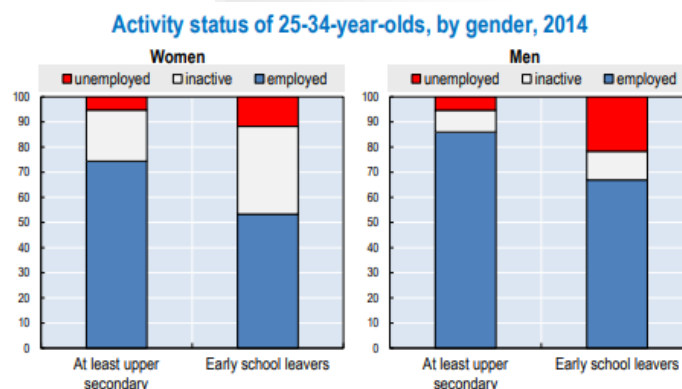
Source: OECD calculations based on the SOEP, DOI: 10.5684/soep.v31

Figure 2 - Young People Leaving School Early

Share of 25-34 year-olds living in poverty, 2014
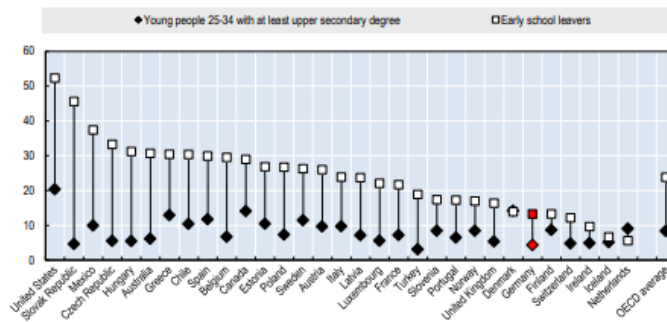
Figure 3 - Young People Who Leave School Early Face The Risk Of Poverty

Source: National household surveys based on OECD calculations and for Germany SOEP, DOI: 10.5684/soep.v31.

Figure 4 – Variability in school dropout rates

It is shown as the proportion of young people aged 25-34 who do not have a high school education level by region and according to the German average (red line).

Source: OECD calculations based on the SOEP, DOI: 10.5684/soep.v31
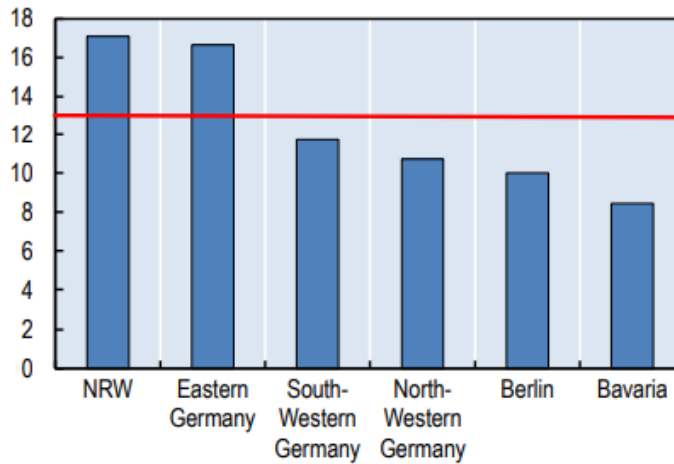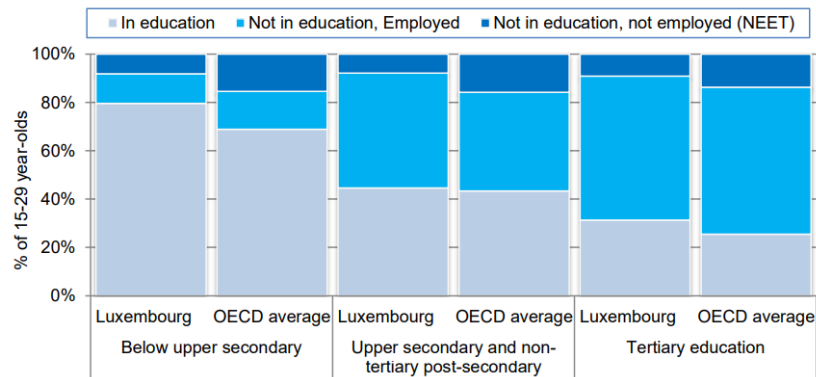
Figure 5-Percentage of 15-29 year-olds in education and not in education, by educational attainment and work status, 2014 Percentage and working status of 15-29 year olds by educational status and non-education attainment, 2014

Source: https://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Luxembourg.pdf

Program to Combat School Failure and Early School Leaving

Portugal

There are a number of measures designed to prevent school leaving with the launch of the Programme to Combat School Failure and Early School Leaving in Portugal (Programa de Combate ao Insucessoe Abandono Escolar, 2012).

In addition to the general curriculum, extra support is provided to students who are at risk of failing in primary and secondary education and to improve Vocational Education and Training in high school.

These measures include the following:

- *"Daily supervision in primary education as soon as the difficulties are eliminated*
- *Additional study time and more individualized and targeted support for students identified as being at risk*
- *Those who fail the national student evaluations in the 4th and 6th grades in the academic year, as well as the opportunity to take the exams at the end of the support period*
- *Temporary grouping of students with similar learning characteristics to address identified challenges and building emerging capacities through a more focused and individualised programme of study*
- *Implementation of information systems that will follow schools and students in real time to determine the need (for individual support and to detect possible cases of school dropouts and academic failures)*
- *Vertical integration of school processes from pre-school education to secondary education Continuity in pedagogical project (completed in 2013)*
- *To develop and adapt the vocational training offer according to student needs by creating more vocational training*
- *Courses in lower and upper secondary education and a consistent national education and training strategy to guide students and involve the business sector (Education Policy Outlook: Portugal OECD, 2014)".*

Figure 6. A Set of Measures Designed to Prevent School Leaving

Source:

(https://www.oecd.org/education/EDUCATION%20POLICY%20OUTLOOK_PORTUGAL_EN.pdf)

Hungary

Hungary has been working on system-level reforms since 2011 to better match skills with the labour market. Training and tools (Act No. CLXXXVII of 2011 on VET) are used for higher stakeholder engagement to strengthen the professional content of secondary education/learning and provide a wider field of work the main changes are the introduction of a dual model in upper secondary education, the creation of VET centers, the reform of vocational education, the vocational qualification system and increased quality assurance measures.
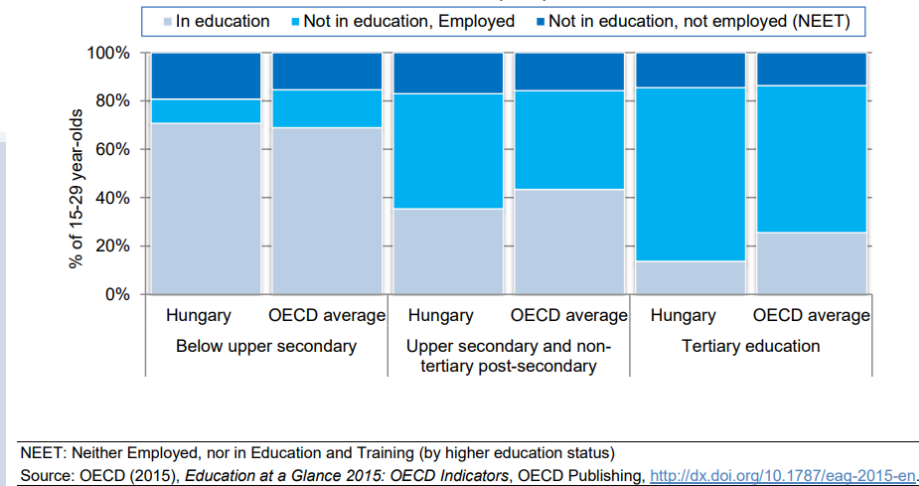

NEET: Neither Employed, nor in Education and Training (by higher education status)
Source: OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, http://dx.doi.org/10.1787/eag-2015-en.

Figure 7. Percentage of 15-29 year-olds in education and not in education, by educational attainment and work status (2014)

Source: https://www.oecd.org/education/Hungary-Profile.pdf

Türkiye

The Ministry of National Education General Directorate of Lifelong Learning (2011) is leading the way in the provision of non-formal education for: beyond the age of compulsory education. The Lifelong Learning Strategy Document (2014-18) identified six priority areas:

The monitoring report of the Directorate General for Lifelong Learning (2018) shows that participation has been actively participated since 2007, with only 36% of enrolled students, especially women, but especially in online learning.

According to TALIS Start Strong 2018, 92% of leaders hold a bachelor's degree or higher in ECEB environments.
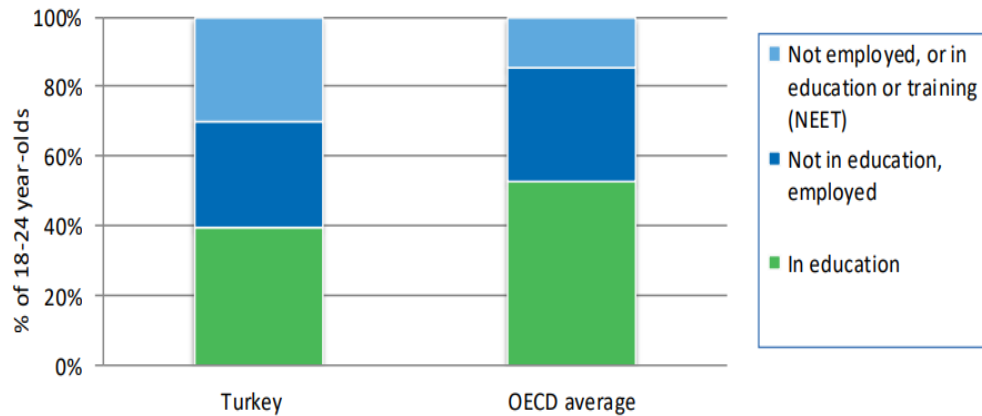
Source: OECD (2019), *Education at a Glance 2019: OECD Indicators*, OECD Publishing, Paris, https://doi.org/10.1787/f8d7880d-en.

Figure 8. Percentage of 18-24 year-olds in education and not in education, by employment status, 2018

Source: https://www.oecd.org/education/policy-outlook/country-profile-Turkey-2020.pdf

Figure 9. Key strengths and challenges in school improvement (pre-crisis analysis)

Source: https://www.oecd.org/education/policy-outlook/country-profile-Turkey-2020.pdf

Aims of Secondary Education Institutions in Turkey

ARTICLE 7- (1) Secondary education institutions;

a) To develop students in terms of physical, mental, moral, spiritual, social and cultural qualities, to respect democracy and human rights, to prepare them for the future by equipping them with the knowledge and skills required by our age ,

b) To prepare students for higher education, profession, life and business areas by giving a common general culture at the secondary education level,

c) To ensure that education and employment relations are provided with a healthy, balanced and dynamic structure in accordance with the principles and policies of the Ministry,

ç) To develop students' self-confidence, self-control and sense of responsibility,

d) To give students the habit of working and solidarity,

e) (Change: O.G.-13/9/2014-29118) In Anatolian imam hatip high schools; to gain the necessary knowledge and skills to serve as a source for the performance of religious services such as imam, orator and Qur'an course teacher

f) Students should be able to learn a foreign language at a level that can follow the developments and changes in the world,

g) To enable students to produce knowledge by developing projects by using their knowledge and skills,

ğ) To provide qualified education by using technology,

h) The adoption of lifelong learning by individuals,

ı) It aims to comply with international standards in training, production and service and to encourage certification.

Date of Official Gazette: 07.09.2013 Number of Official Gazettes: 28758

Ministry of National Education Regulation on Secondary Education Institutions,2013

https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=18812&MevzuatTur=7&MevzuatTertip=5

The School of Young People's Dreams

In the Report on Policy Recommendations on Class Attendance in Secondary Education, Reasons for School Leaving and Children Outside Formal Education (2013), the causes of school dropout and the measures to be taken to prevent dropout are examined from the perspective of the students who have left the school themselves. In a workshop organized accordingly, students who left the school were invited as participants, and the causes and solution proposals of the problem were examined from the perspective of these students with the drama method performed under the direction of experienced leaders.

When these students participating in the drama sessions are asked to show their dream school by drawing a picture on a cardboard, the young people are asked to show their dream school by drawing a picture on a cardboard, which is in the form of a campus with a theater hall, basketball, volleyball court, gymnasium, with a tea room, Internet room, vitamin bar, visitor room, guidance service and water pools in the garden, with laboratories used inside, with a botanical garden for use in biology classes, bookshelves and seating areas in its corridors. They stated that they dreamed of a school with an observatory on the roof for geography lessons, where they were freed and allowed them to realize their dreams.
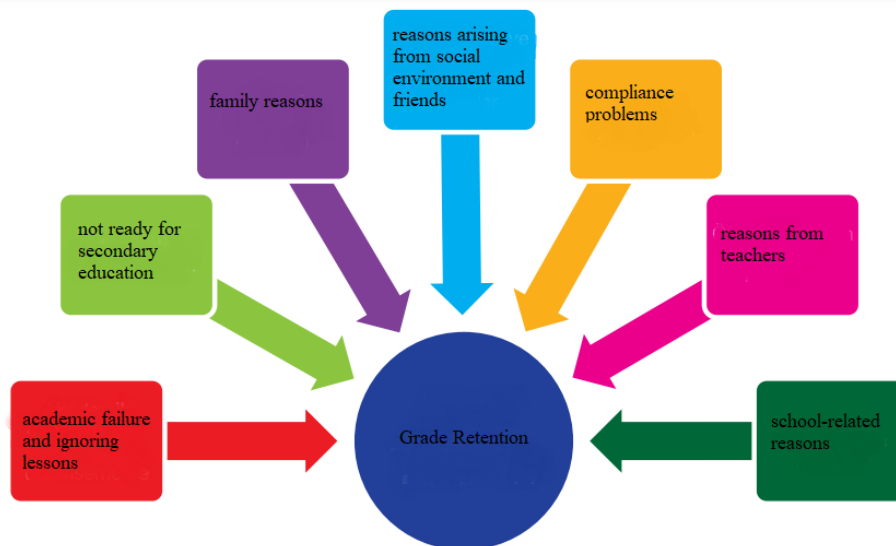
Figure 10. Reasons for Class Repeat

Source: Repetition of Classes in Secondary Education, Reasons for School Leaving and Children Outside Formal Education Policy Recommendations Report Ankara, 2013

https://www.meb.gov.tr/earged/unicef/S%C4%B1n%C4%B1f%20Tekrar%C4%B1,%20Okul%20Terki%20Politika%20Raporu.pdf

France

"School dropout prevention activities are carried out by "school dropout prevention groups" (GPDS) in schools. A "school leaving reference" called "source person" is responsible for coordinating GPDS activity and support activities. Control; teaching, training, guidance and health personnel contribute to the fight against school leaving.

Within National Education, a special mission, targeted actions, equipped with personnel and resources, are implemented to cope with early school leaving. The mission of combating school leaving (MLDS) aims to prevent school leaving, facilitate access to diplomas and qualifications for young people in the situation of dropping out of school, and provide training courses. The missions and skills of staff working within the framework of the MLDS are defined by a national measure of activity and skills.

A national training plan was implemented to raise awareness of education, training and supervision staff on issues aimed at preventing school leaving and improving the school climate. In particular, it focuses on the training of teachers on the prevention and identification of early signs of dropping out of school. In the academies, with the participation of families and all external partners of the school, a "school perseverance week" is held, which highlights the actions taken.

The fight against school leaving is part of a partnership policy aimed at healing".

https://eduscol.education.fr/891/enjeux-et-objectifs-de-la-lutte-contre-le-decrochage

Strengthened Measures at the Beginning of the 2020 Academic Year

- Article 15 of the Law No. 2019-791 of 26 July 2019 The article "trust" (which comes into force at the beginning of the 2020 school year) embodies the government's commitment to tackle poverty and dropout rates of the most vulnerable young people through an educational obligation for all young people aged 16 to 18. The target audience is young people who are not in education, training or employment, "NEETs".

- The law provides for the right of every young person between the ages of 16 and 18 to attend a course that suits their needs. The obligation to education goes beyond the right to return to education or the right to vocational training: it includes employment, civic service and other situations such as commitment to a support or social and professional integration.

The European Union is committed to the fight against early school leaving, which poses a major humanitarian, social and economic challenge. The dropout rate in France is 8.2% in 2020 (12.6% per year) 2010).

"Actions to combat early school leaving are supported by European structural and investment funds, which contribute to the achievement of this goal by supporting concrete projects in all European Regions. EU funds support projects for young people leaving school to improve job opportunities, strengthen social inclusion and fight poverty, promote education, skills acquisition and lifelong learning".

https://eduscol.education.fr/891/enjeux-et-objectifs-de-la-lutte-contre-le-decrochage

"The Guide to Monitoring and Supporting Platforms for Young People on School Leaving in France has been prepared for the administrators, actors and partner networks of the platforms. The purpose of the guide is to facilitate the operation of platforms to monitor and support students' dropout status".

https://eduscol.education.fr/905/prise-en-charge-partenariale-des-jeunes-sortis-du-systeme-educatif-sans-qualification

Epide

"EPIDE, a public institution oriented towards employment integration, serves 3,000 young people who have left school without any qualifications or diplomas and provides them with tasks that last an average of 8 months in boarding schools where resocialization is the main goal. This organization has 20 centers in mainland France. Trainees follow refresher courses there, and although very few of them go to the military, the values of military type are important there".

https://eduscol.education.fr/905/prise-en-charge-partenariale-des-jeunes-sortis-du-systeme-educatif-sans-qualification https://www.epide.fr/

"Students from Mont-Sauvy college in Orgon have set up a knowledge panel on Mont-Sauvy hill as part of a mission to combat school leaving. The opening took place on 3 May 2022. The mission to fight against school leaving at the Collège Mont-Sauvy d'Orgon is based on coordination among the many partners, which allows the establishment and monitoring of workshops for the most vulnerable students.

At the beginning of May, a panel discussion on the flora of Mont-Sauvy in Orgon and the gestures that need to be made in the natural environment was opened by the students who designed the model. This long-term work, aimed at reactivating them in a visible action outside of college, allowed them to work on multiple disciplines and cross-skills: correspondence with the ONF, Orgon town hall, identification of many plant species, layout work, etc. The production of the panel was financed by the Fondation de France".

https://www.ac-aix-marseille.fr/inauguration-du-panneau-d-information-de-la-colline-mont-sauvy-123767

Bullying

Students who are frequently bullied are about three times more likely to see themselves as strangers at school than students who are not bullied. Students who are often bullied are more likely to consider dropping formal education after completing secondary education (UNESCO, 2019).

South Korea

Lee, Chun, Kim & Lee (2020)' s study in South Korea examined the link between cyberbullying victimization and intention to drop out of school among school-age adolescents. In the study, data of 11,132 students between the ages of 10-19 who participated in the 2016 Korean Child and Youth Rights Study were used. The relationship between cyberbullying victimization, social-ecological variables and intention to drop out of school was investigated. The findings concluded that students who suffered from cyberbullying were positively associated with the intention to drop out of school.

Student Policies for Problem Resolution

- *"To establish a system for identifying, monitoring and taking measures of students who are at risk of class repetition and school dropout in education and training services.*
- *To provide study and make-up education services for courses and subjects with low academic achievement to students who are within the scope of risk.*
- *To provide extracurricular activities for the development of social behaviors, especially to students in pre-adolescence and adolescence.*
- *To reorganize the existing disciplinary regulations in the light of current needs and developments.*
- *To provide awareness and skills training in effective study techniques to all students.*
- *To prepare an Internet portal with lecture videos, question solutions and exercises that will support students in the virtual environment for courses with low success rates; to adapt existing materials for students with low academic capacity".*

Source: Repetition of Classes in Secondary Education, Reasons for School Leaving and Policy Recommendatıons for Children Outsıde Formal Education Report Ankara 2013

https://www.meb.gov.tr/earged/unicef/S%C4%B1n%C4%B1f%20Tekrar%C4%B1,%20Okul%20Terki% 20Politika%20Raporu.pdf

Results

Early school leaving leads to significant disadvantages in the labor market and a series of negative outcomes, such as unemployment, social exclusion and physical and mental health problems as a possible impact, or reduced participation in society. School dropouts represent the ultimate avoidance behavior, which includes termination of school attendance, dropping out of school. As Gyon (2011) points out, among all types of school leaving, early school leaving is a problem of both the individual and the whole community.

 In the context of the results of the research, the main difficulties faced by a student who is at high risk of dropping out of school are that he wants to work to contribute to the family in order to make a living, if it is considered within the scope of parental education, the lack of minimum conditions for education of the household at home, fragmented families, etc. In addition, it is obvious that students who encounter peer bullying or cyberbullying at school have the phenomenon of ongoing organizational alienation with the desire to move away from school. In this context, it is urgent to develop and implement special prevention and intervention programs to improve the well-being of students.

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