



AN IMPORTANT EDUCATION PROBLEM: SCHOOL DROPOUT

Editors

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SECTION I.

LITERATURE REVIEW BELGIUM

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1. Introduction

When we look at the meaning of “drop-out” or the early abandonment of school, we think of those students who didn’t graduate. They have reached the age of not being “obligated” to go to school. They stop and drop out, before having a certificate. Drop-out is an international phenomenon (Beekhoven & Dekkers, 2005) and could have many motives, originating from both individual and family factors. Even the school and their friends may affect their choice by leaving their school career early and drop out.

Early school leaving or drop-out is never caused by one single event. Mostly it is the result of the process of more and more alienation from the school. (Steinberg, 1989a; Alexander et al., 2001; Kemp, 2006; Rumberger et al., 1990; Beekhoven & Dekkers, 2005).

Fortunately, the governing bodies of Belgium and Brussels-Capital adhere strongly to the Europe 2020 Strategy. The strategy’s main directives for educational policy include the reduction of the average European rate of early school leavers to less than 10% by 2020 (European Council, 2010). In their report ‘Reducing early school leaving: Key messages and policy support’, the Thematic Working Group on Early School Leaving (2013) provides a definition of Early School Leaving (ESL) and stresses how it overlaps and differs from dropping out:

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Early School Leaving

The definition of ‘early school leaving’ used at EU level refers to ‘those young people who leave education and training with only lower secondary education or less, and who are no longer in education and training’ ” (ibid, p.8). More specifically, the label ‘early school leaver’ refers to persons of 18 to 24 year old who fulfill both of the following conditions: “(1) the highest level of education or training attained is ISCED 0, 1, 2 or 3c short, (2) no education or training has been received in the four weeks preceding the survey” (ibid).

Dropping Out

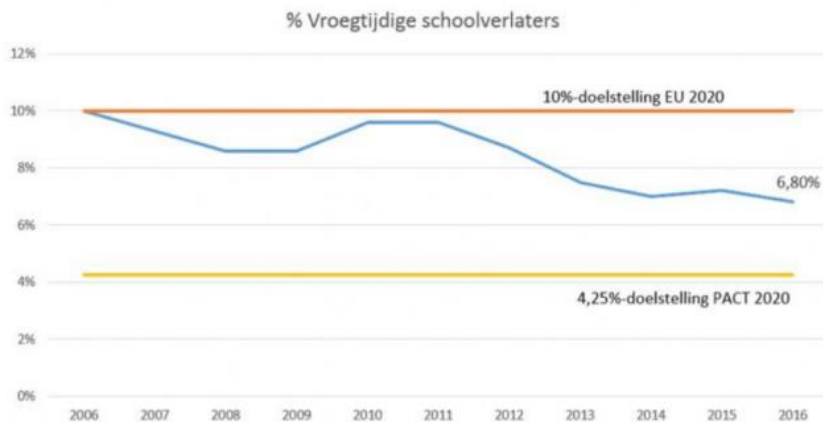
In contrast to ESL, which “may include all forms of leaving education and training prematurely” (ibid), the authors of the report define the dropping out of school as “discontinuing an on-going course, e.g. dropping out in the middle of the school term. Drop-out from education can occur at any time and can be experienced by different age groups” (ibid). Based on these definitions, many of the studies that will be discussed in the current report seem to address ESL in general rather than the specific case of ESL referred to by the term ‘dropping out’.

1.1. Current Situation

To understand the current situation in Belgium concerning school drop-out, it is important to know that the authority regarding Education is not federal but regional, so differences between regions are possible. Thus, the numbers that are given below concern only the region of Flanders, the Dutch-speaking part of Belgium. Later on we will talk about the French-speaking part of Belgium. Both Flemish and European goals were set to bring down the number of school dropout. For Europe, this is the EU2020-goal. All European participants strived to lower the number of school drop-out to less than 10% in every participating country.

The results are not yet known, but we can see that school drop-out throughout the years had been a point of attention and has improved in every country. For Flanders, their goals regarding drop-out were translated in the so called PACT2020. They strived for a decline in school drop-out by 50% in 2020

(4,25%) in relation to the start of the pact in 2008 (8,6%). Also here, results are not yet known, but improvements were definitely made.



Bron: Onderwijs.Vlaanderen: <https://onderwijs.vlaanderen.be/nl/cijfers-overschooluitval>

Remark: For a more relevant number regarding Flanders, not the EAK-tool is used, but merely a formula that was developed especially for measurements regarding school drop-out by the National Institute for Statistics:

$$\text{Percentage VSV schooljaar X} = \left(\frac{\text{aantal VSV schooljaar X}}{\text{aantal VSV schooljaar X} + \text{aantal gekwalificeerden schooljaar X}} \right) \cdot 100$$

VSV = early school leavers

Schooljaar = academic year

Aantal gekwalificeerden = number of diploma's

Numbers : the Flemish indicator

Cijfers volgens Vlaamse indicator

Schooljaar	Leerlingen met een kwalificatie	Vroegtijdige schoolverlaters	% vroegtijdige schoolverlaters
2009-2010	64.431	8.787	12 %
2010-2011	63.640	8.418	11,7 %
2011-2012	61.915	7.561	10,9 %
2012-2013	61.248	7.177	10,5 %
2013-2014	61.258	6.840	10 %
2014-2015	62.152	6.638	9,6 %
2015-2016	61.699	7.100	10,3 %
2016-2017	60.736	7.524	11 %
2017-2018	67.750	8.031	11,9 %

(<https://www.statistiekvlaanderen.be/nl/vroegtijdigeschoolverlater-s-op-basis-vanadministratieve-data>)

Conclusions

- **Almost 12% leave education without a diploma in 2017 – 2018**

According to administrative data from the Flemish Ministry of Education almost 11.9 % of the students left without a certificate.

These are school-leavers without a qualification with a professional finality or transfer to higher education.

Between the years 2009–2010 and the year 2014 – 2015 the numbers dropped.

The years after, the results increased again and more and more students didn't graduate or received a certificate of secondary education.



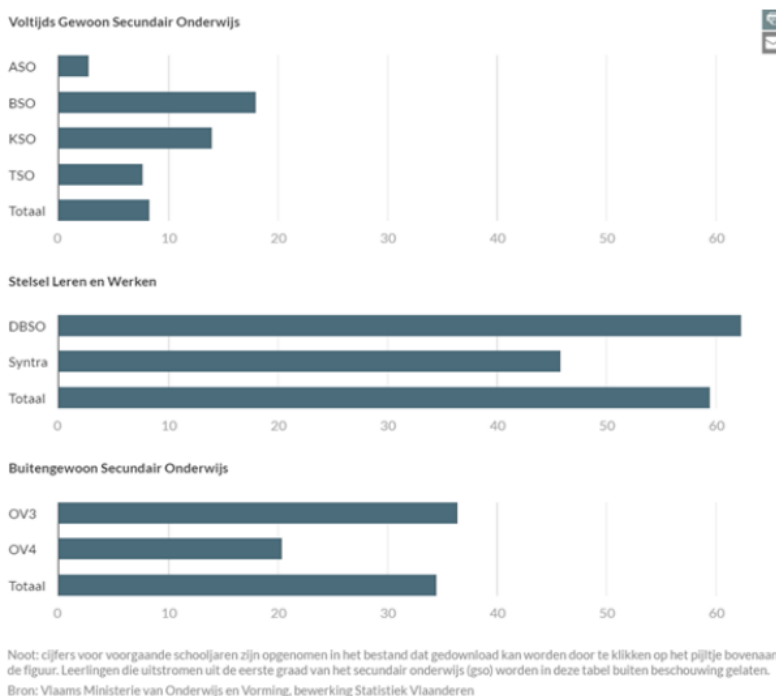
Noot: gekwalificeerden zijn personen met kwalificaties met een beroepsfinaliteit of een finaliteit doorstroom hoger onderwijs.
Bron: Vlaams Ministerie van Onderwijs en Vorming, bewerking Statistiek Vlaanderen

- **Major differences between forms of education (system)**

In ASO (general secondary level) 2% leave school prematurely,

in TSO (technical secondary level) 7,7%. In KSO (Art) and BSO (VET) it concerns respectively 14,0% and 18,0%. At

DBSO more than 6 out of 10 youngsters leave education early.



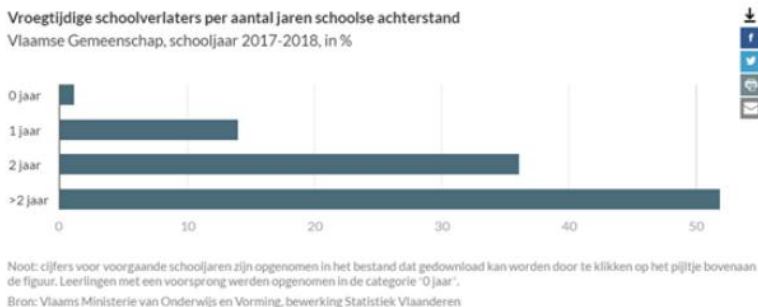
- **Early school leaving strongly linked to educational disadvantage**

Only 1% of young people drop out prematurely. The fact that people under the age of 18 are of compulsory school age, plays an important role. At that age, youngsters are normally in their final year of their secondary education or have just finished the year.

14 % of young people with one year of academic impairment leave school prematurely.

The risk of leaving school early increases with each year of academic impairment.

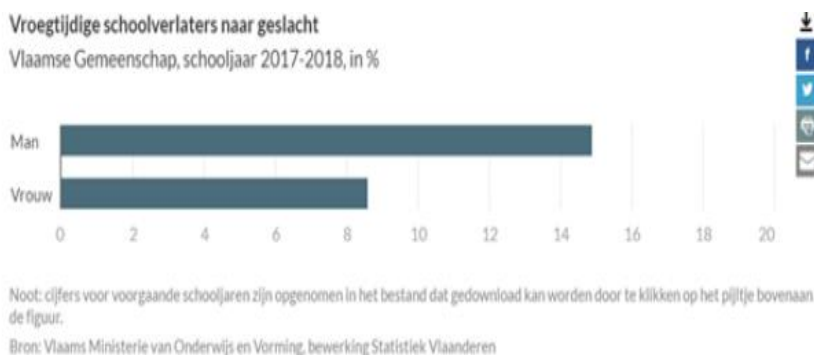
About half of the youngsters with at least two years of academic impairment do not make it to the finish.



- **More boys than girls drop out school early**

Almost 15% of the boys drop out early, whereas less than 9% of the girls drop out so soon. The upward trend of recent years is stronger with boys than girls.

The gap between both sexes has widened.



- **Large differences in home language and mother's education level (resp. 26,8% en 7,5%).**

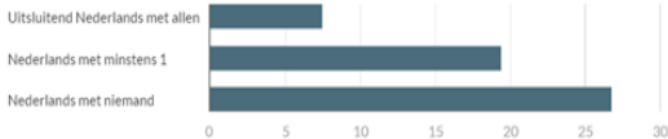
The chances of youngsters dropping out who don't have Dutch as a native language is 3 times higher than younger people who only speak Dutch.

The differences in the level of education of the mother are even stronger.

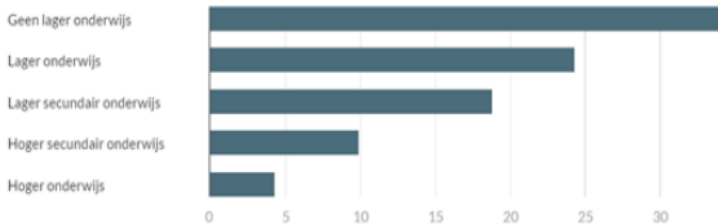
3.4 percent of young people whose mother has a higher diploma leave school early. But when we look at young people whose mother doesn't have a higher diploma the percentage increases up to 34 percent.

Vroegtijdige schoolverlaters per gezinstaal en opleidingsniveau moeder
Vlaamse Gemeenschap, schooljaar 2017-2018, in %

Gezinstaal



Opleidingsniveau moeder



Noot: cijfers voor voorgaande schooljaren zijn opgenomen in het bestand dat gedownload kan worden door te klikken op het pijltje bovenaan de figuur.

Bron: Vlaams Ministerie van Onderwijs en Vorming, bewerking Statistiek Vlaanderen

- **Young people in central cities have a higher chance of leaving school early**

18% of young people who lives in central cities like Brussels, Antwerp, ... leave school without a certificate.

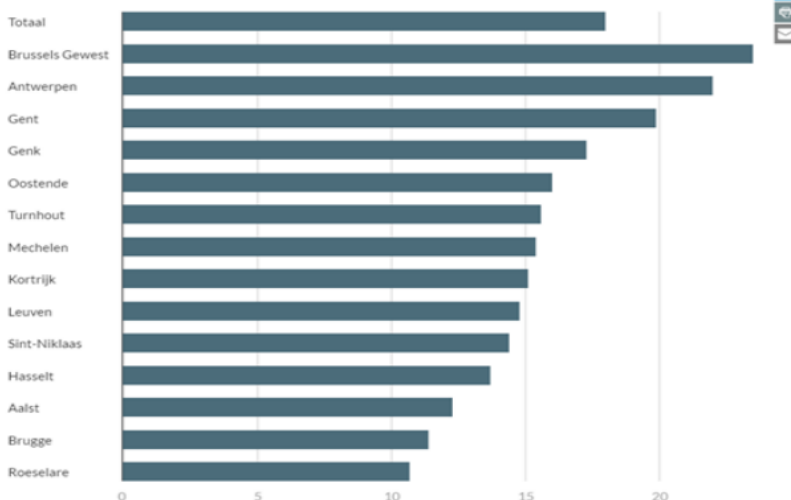
In cities like Roeselare and Bruges the percentages are just below the Flemish average (11,9%). In larger central cities like Antwerp, Brussels and Gent percentages rise up to 20% and more.

The differences between the cities mainly coincide with the differences in student population.

Larger central cities have relatively substantial shares of students with an underprivileged profile.

Vroegtijdige schoolverlaters naar woonplaats

Centrumsteden en Brussels Gewest, schooljaar 2017-2018, in %



Noot: cijfers voor voorgaande schooljaren zijn opgenomen in het bestand dat gedownload kan worden door te klikken op het pijltje bovenaan de figuur. De cijfers in deze figuur hebben enkel betrekking op leerlingen in het Nederlandstalig onderwijs. Het totaal is totaal centrumsteden en Brussels Gewest.

Bron: Vlaams Ministerie van Onderwijs en Vorming, bewerking Statistiek Vlaanderen

- **In absolute numbers more early school leavers outside central cities than in central cities**

In non-central cities the average number of young people leaving school is 9%.

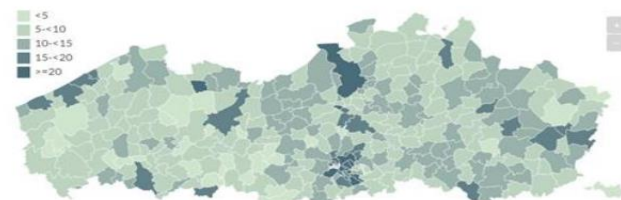
In absolute numbers there are more early school-leavers in towns (4.707) than in central cities and non-central cities (3.174).

In non-central cities the average number of young people leaving school is 9%.

In absolute numbers there are more early school-leavers in towns (4.707) than in central cities and non-central cities (3.174).

Vroegtijdige schoolverlaters naar woonplaats

Gemeenten van Vlaams en Brussels Gewest, 2017-2018, in %



Noot: de cijfers in deze figuur hebben enkel betrekking op leerlingen in het Nederlandstalig onderwijs.

Bron: Vlaams Ministerie van Onderwijs en Vorming, bewerking Statistiek Vlaanderen

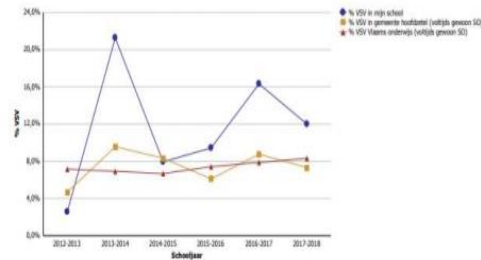
Interesting to know is that a lot of early school-leavers still strive for some form of qualification. Within two years after the school drop-out in 2017-2018, 32,9% applied for some form of 'second chance learning path'.

Here are some numbers of our own school

Vroegtijdig schoolverlaten (VSV) in mijn school naar vestigingsplaats

Schooljaar	Vestigingsplaats	Aantal VSV	Aantal VSV vs. geselecteerden *	% VSV	% VSV in gemeente Hoofddorp (voltdig gewone SO)	% VSV Vlaams onderwerp (voltdig gewone SO)	% VSV Vlaams onderwerp
2012-2013	Langskloburg, Altemeunestraat 2	1	30	2,6%			
Totaal - 2012-2013		1	30	2,6%	4,7%	7,2%	16,9%
2013-2014	Langskloburg, Altemeunestraat 2	10	47	21,3%			
Totaal - 2013-2014		10	47	21,3%	6,6%	6,8%	16,0%
2014-2015	Langskloburg, Altemeunestraat 2	1	61	1,6%			
Totaal - 2014-2015		1	61	1,6%	6,3%	6,7%	5,6%
2015-2016	Langskloburg, Altemeunestraat 2	1	53	1,9%			
Totaal - 2015-2016		1	53	1,9%	6,1%	7,4%	10,3%
2016-2017	Langskloburg, Altemeunestraat 2	8	49	16,3%			
Totaal - 2016-2017		8	49	16,3%	6,6%	7,8%	11,0%
2017-2018	Langskloburg, Altemeunestraat 2	6	50	12,0%			
Totaal - 2017-2018		6	50	12,0%	7,3%	8,3%	11,9%

* Het betreft de totale groep van leerlingen die in het betreffende schooljaar ofwel vroegtijdig zijn uitgestroomd ofwel voor het eerst het kwalificatieniveau hebben behaald. Meer informatie omtrent deze definities kan u vinden in de leerjaar.

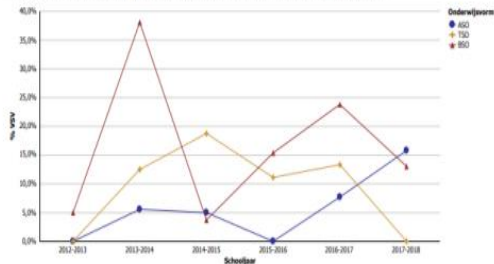


Vroegtijdig schoolverlaten (VSV) in mijn school naar uitstroombasis*

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	Aantal VSV + geselecteerden	Aantal VSV	% VSV	Aantal VSV + geselecteerden	Aantal VSV	% VSV	Aantal VSV + geselecteerden	Aantal VSV	% VSV	Aantal VSV + geselecteerden	Aantal VSV	% VSV	Aantal VSV + geselecteerden	Aantal VSV	% VSV	Aantal VSV + geselecteerden	Aantal VSV	% VSV
ASO	0	14	0,0%	1	18	5,0%	1	20	5,0%	0	18	0,0%	1	13	7,7%	2	19	10,5%
TSD	0	5	0,0%	6	8	12,5%	6	16	18,8%	1	9	11,1%	2	15	13,3%	0	8	0,0%
BSO	1	20	5,0%	15	21	28,6%	14	27	5,7%	4	36	11,1%	5	21	23,8%	3	23	13,0%
Totaal	1	39	2,6%	22	47	21,3%	21	63	7,9%	5	63	7,9%	7	49	14,3%	5	50	12,0%

* In deze tabel wordt de eerste graad uitgezloten.

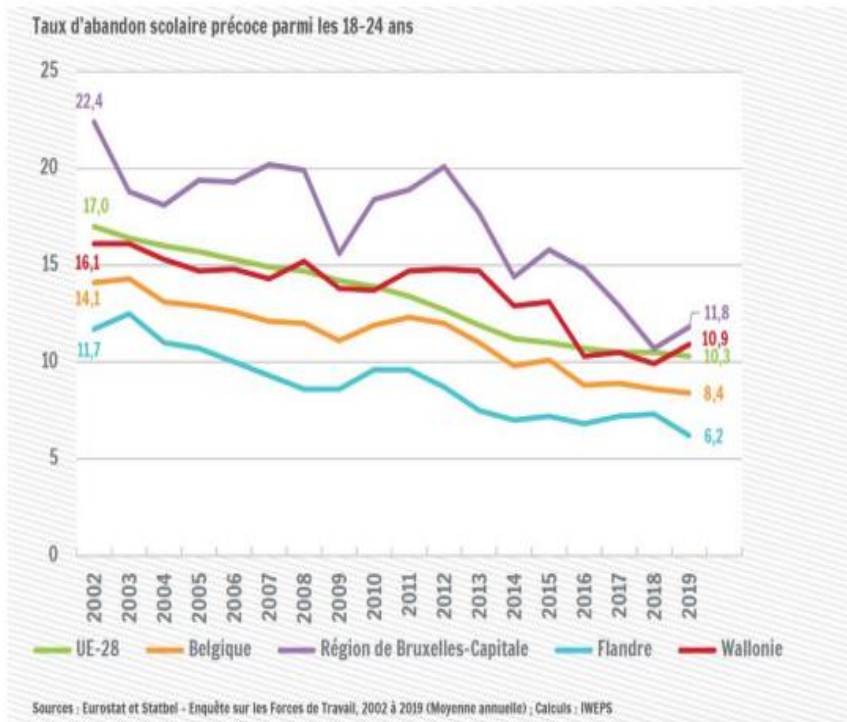
** Voor de vergelijkingsbasis worden alleen de onderwijsvormen genomen die binnen de instelling worden ingericht.



The French part of Belgium has similar statistics , here is an overview:

Early School Leaving (ESL) (or l'Abandon Scolaire Précoce (ASP) in French) in Wallonia (French Community), Belgium

In 2019 10,9% of the 18-24-year-olds have left school before graduating.

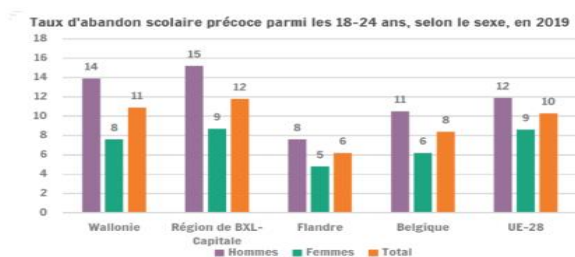


One of the EU2020 objectives is to reduce the percentage of early school-leavers to less than 9,5%. Belgium has reached this target since 2016.

Wallonia itself has reached 10,9%, a less comfortable position than Flanders (6,2%) but the Walloon region achieved better results than the Brussels-Capital region (11,8%).

Overall, the percentage is decreasing in all the regions of Belgium. Wallonia is approaching the target of 9,5%, fixed in the strategy of EU2020.

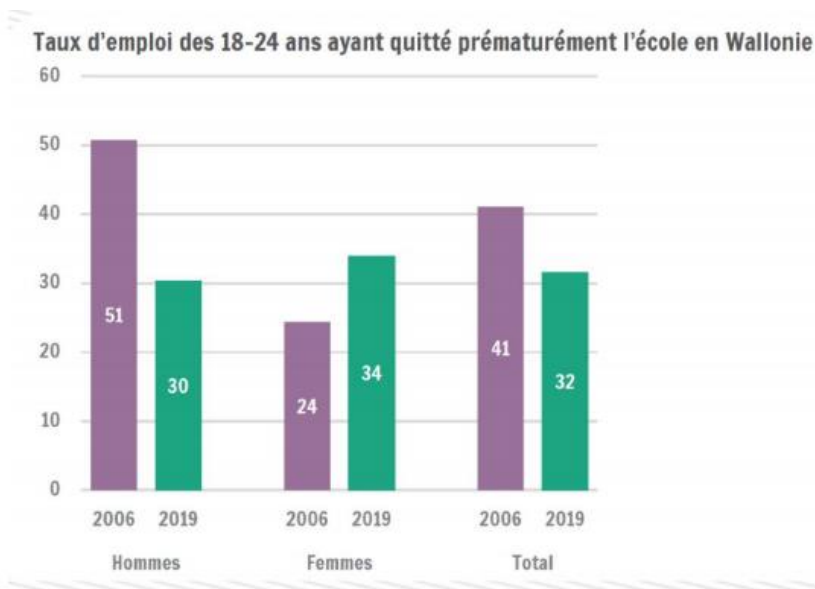
Early school leaving rates, analysis by sex, in 2019



Sources : Eurostat et Statbel - EFT, 2019 ; Calculs : IWEPS

Males leave school more frequently than females. In 2019, 14% of the men between the ages of 18 and 24 left school early, whereas only 8% of the women in the same age category.

Employment rate of early school leavers in Wallonia



Sources : Eurostat et Statbel - EFT, 2006 et 2019 ; Calculs : IWEPS

In 2019, 30% of the men and 34% of the women (who left school early) were employed.

1.2. The factors that lead to (The reasons for) school dropout.

Dropout is the result of a cumulative process, prior to the decision to leave school. A study from Katholieke Universiteit Leuven confirms following items to be the indicators for early school drop-out:

- Background of the student
 - Socio-economic family characteristics
 - Ethnic background of the student, this is confirmed by European member states (e.g. Roma leerlingen). In Belgium: native Dutch-speaking youths versus immigrant youths
 - Gender: chances increase in females

These causes can have a big influence on the role of cultural items: adaptation.

- Push and pull factors.
 - Push factors are factors within the school environment: the student no longer feels a connection with the school and tends to form a dislike against the school.
 - Pull factors are factors beside the environment of the school, e.g. the alluring effect of the labour market to earn their own money attracts them more than school. It is also possible that the labour market catches their attention when there is more unemployment and they are encouraged to attend school, like going to university.

Both factors often reinforce each other.

Study shows five different factors (motivations):

- Being tired of going to school (school fatigue) manifests itself in behavioural problems at school (push)
- Attraction of the labour market / different trainings / being independent (pull)
- Personal and family-related problems (push)
- Content of the training (disappointing choice of study) (push)

- Difficulty of training (push)

The strongest impact is the attraction of the labour market/different trainings, followed by the content of the training and school fatigue. Those factors change between sexes of the students: more girls than boys will leave school sooner than boys because of emotional stress or family-related problems. They won't finish their secondary education and drop out sooner.

They are attracted by the labour market and want to be more independent. Boys, however, usually stop their secondary education because of the training and the things they learn in this training. They seem to lose interest in their education quite easily, so they find their way to the labour market.

The attraction of making money and working is the most important factor to drop out of school early.

This study is confirmed by numbers of elder students (Rothman, Brown, Hillman, Marks, McKenzie, & Underwood, 2010; Allen & Meng, 2010; Stearns & Glennie, 2006) often combined with the content of the training/education.

1.3. The features of the students who have dropout tendency.

Indicators that can lead to dropout:

- Truancy. When students start truanting, it could be a first sign of school fatigue. However, problematic absences are only being reported when a student has been absent illegitimately for several half days. Therefore, only severely problematic truants are taken into account in these statistics. Truancy is one of the most important indicators of school alienation. Truancy can be influenced by many factors, such as the personality of the truant, the familial situation, school characteristics and friends.
- Individual characteristics: students don't feel connected to the school
 - Their school well-being is low
 - They don't feel appreciated at school

- They think that nobody is interested in them
- They have a negative/low self-image
- They have low self esteem
- They can't handle stress
- They are too ashamed about something to go to school
- Performance anxiety
- Domestic or school-related abuse
- Lack of motivation
- Learning disabilities
- School phobia
- Repeating school years

Literature regarding the subject of school drop-out points out many different reasons.

In Flanders, the main reason seemed to be the so called 'waterfall-system' in education, by which a student that doesn't match the standards is redirected into another – often less theoretical - direction, until the options are very limited.

On a federal level steps have been undertaken to reform the educational system thoroughly and to postpone the age by which students have to choose between a theoretical education or a more practical approach. This system will gradually be implemented starting 2019-2020, so results are not yet available.

There also seems to be a correlation between the level of education of the mother, the language spoken at home, the neighbourhood in which the child lives, the financial situation on the one hand and school drop-out on the other.

The more these previous factors are prominent, the greater the risk that the student at some point will drop out. For this reason, schools are given extra means to prevent this from happening. The way these means are used differ from school to school. The regional government does the follow-up.

In a study about school fatigue in ASO, the influence of friends and teachers appears to play an important role. (<https://www.scriptiebank.be/sites/default/files/374d7ebc341cd74007a2af157514f8b7.pdf>)

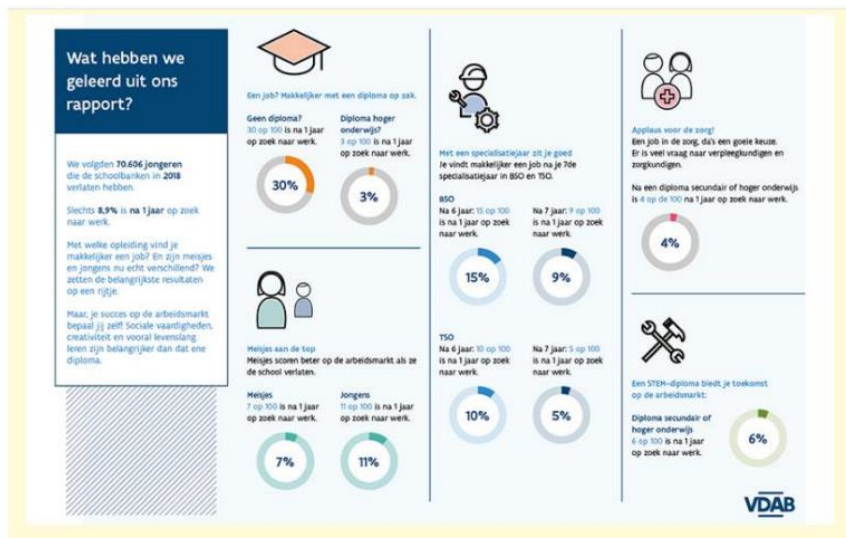
Year repetition is influenced by family composition (financially challenged families are at greater risk of year repetition) and by gender (males are at a greater risk of repeating school years than girls).

Year repetition is not necessarily positive for the student. Often they don't tend to excel in comparison to others and they appear to possess more negative feelings towards school. They tend to truant more often, are less socially integrated, express a more problematic behaviour and experience more difficulties with their peers.

The school variables that can have an impact on the number of dropouts in a school are the involvement of the students (Steinberg, 1989a; Christle, Jolivette, & Nelson, 2007; Alexander et al., 2001), the average school results and the number of students repeating their years (Christle et al., 2007; Alexander et al., 2001). Also the number of truants (Herweijer, 2006; Christle et al., 2007), the number of violations against the school regulations and the number of final suspensions (Christle et al., 2007) appear to have an influence on the number of dropouts. Furthermore, the size of the school, the number of students with a lower SES (Beekhoven & Dekkers, 2005) and the proportion of coloured people at school (Christle et al., 2007) also have an influence.

Also friends can have an impact on the chance of leaving school early. According to Ream and Rumberger (2008) the students' motivation influences their choice of friends and these on their part influence the chance of leaving school early. Research has shown that adolescents and their friends often have similar attitudes towards their school (Steinberg, 1989b; Kiuru, Aunola, Vuori, & Nurmi, 2007; Berndt, 1999; Hallinan & Williams, 1990; Scholte & Van Aken, 2006; Ream & Rumberger, 2008). Ream and Rumberger's research (2008) shows that students who have friends that appreciate the school have a smaller chance to drop out early, whereas youngsters who befriend peers that didn't graduate, have a greater chance of not graduating as well. Qualitative research in early school-leavers has shown that they primarily blame themselves of their poor results in school (Beekhoven & Dekkers, 2005). Most of them are

not really negative about their former school or teachers. All of these youngsters tend to dislike studying and think that what they had to learn, didn't match their interests. They often doubt the value and use of a diploma. The choice of dropping out of school appears to have been a rational choice: they disliked going to school and looked for another possibility. For all the respondents, dropping out of school was the result of a whole range of causes, but there was always one event that was decisive.



1.4. Strategies

The measures for preventing school dropout according to the type of the school.

Aangepaste trajecten (customised learning paths?)

Teamoverleg (team consultation) Clb & partners zoals naft (Clb & partners like naft)

Straathoekwerker (Street workers)

Gemeente (township)

Oplossingen niet opdringen maar van de lln zelf (not imposing solutions on students but letting them come from themselves)

LEMO

Below a couple of strategies that have been developed.

Ondersteuning van het CLB

A consequence of school fatigue is that people start skipping school. Compulsory education applies in Belgium. This means that children must attend classes from 1 September of the calendar year of their sixth birthday. This is not necessary at a school, this can also be done by home or private education. Children are required to attend full-time education up to the age of fifteen or sixteen. Afterwards, pupils can go to part-time education if they do not like to go to school anymore. This is three days of work and two days of school. Compulsory education ends at the age of eighteen.

When children stay away from school without a valid reason, it is called truancy. Being absent from school can too often jeopardise a successful school career. It is a challenge for teachers to give the lessons with passion and to get a grip on the school motivation of the students. When ex-truants go back to school, it is the teacher's job to find motivation in the children in order to break the negative spiral of absences and restore the bond with the school.

If a child is problematically absent, the school can call in the Center for Pupil Guidance (called CLB = centrum voor leerlingbegeleiding) . The CLB is a service that pupils, parents, teachers and school management can call on for information, advice and guidance. In the case of truancy, the teachers could request guidance. The image you see below is part of the step-by-step plan of the Flemish government about truancy. You can find the full step-by-step plan in the appendices.

If the CLB is unsuccessful, the school can call the police and draw up a truancy contract between the parents, the child and the school. Even if this does not yield any results, an official report is drawn up which is then sent to the public prosecutor's office or submitted to the Ministry of Education and Training. The ministry can then take further measures.

Time-out

Today we know a time-out under the name NAFT, this is a seamless flexible process. It is supported by Arktos, among others. You can find the presentation of Arktos as an organization in the presentation of Geertrui's internship position. When the connection between the young people and the school has disappeared, it is restored in various ways. Since the question or case is different for everyone, the process is always tailored to the interests of the young people.

In addition, contact between the school and the young person remains during the absence. In addition to individual courses, entire classes can also go through a NAFT. In this case we do not speak of a time-out. They are looking for ways to reconnect the class to the school and the teachers. This could be, for example, a class day in which activities are organized to reinforce group cohesion.

An important aspect of a time-out project is that they approach the young person from his / her entire context. Not only the problems that arise at school are looked at, but the underlying causes are investigated more deeply. For example, they discuss in individual conversations with young people where their behavior comes from. This is an educational experience for the young people in question: they get to know themselves better. They also look for "tips and tricks" for each young person that he or she can apply in difficult situations.

Round table discussions take place regularly in the school. The young person and his/her parents, the school management, confidential teacher (a teacher they really trust) and timeout supervisor will be present here. This is how they evaluate the process together.

After approximately two weeks, the young person can return to the school. The time-out period can also be extended if it appears that the young person or the school is not yet ready. It is important that the school gives the youngster a fair second chance. This way the relapse into the old behavioural pattern will be reduced. If the time-out supervisor sees that the youngster would benefit from extra guidance / support, they

will also address this. Further assistance will be started with the consent of the young person and his / her parents.

28u P.O.T

Young people who come to Etap are divided into projects. You have a pre-trajectory and a P.O.T, the latter stands for personal development trajectory. P.O.T is a trajectory of the Arktos training centre. These are students from the CDO, Center for part-time education.

Etap is therefore one of the school-support projects of Arktos and WEB. This is for young people who are unable or unwilling to participate in a school or work-oriented trajectory. Young people can take a 28-hour P.O.T. when going to school has become difficult.

By coming to Etap for 28 hours, they still fulfill a full-time trajectory. A tailored project is organized together with the young people. This can eventually also be an I.T. This is an individual process when working in a group is not yet possible or suitable. By means of challenging training courses the counselors try to work on goals that can get the youngsters back to school two days a week.

Below are some examples of training courses:

- Forms of cooperation
- Resilience training
- Workplace learning: company visit, work assignment
- Sports, creative tasks, cooking

Behind these training courses there is always a whole series of competences that the youngsters can use to function optimally in a school or work environment. Each young person has individual goals that they try to work around every day. When young people show that they are working on their goals and a positive evolution is established, they can move on to another pathway within Part-time education. The objectives are always drawn up in consultation with the young people, CLB, student counseling, parents and learning path counselor.

Secondary adult education

If you leave secondary school early, it is still possible to obtain a secondary diploma in secondary adult education. We used to know this under the heading of second chance education.

There are two options for obtaining a diploma in secondary adult education: Education field of study General Training at ASO level, Diploma-oriented training with Additional General training. A number of conditions are attached to secondary adult education. You must be at least eighteen years old, or you start this in the year you turn eighteen if you want to start your study in September. In addition, you must have the Belgian nationality or legally reside in Belgium.

WIJ-project

WIJ is the abbreviation for Work Invitation for young people. It is an intensive programme in which the distance between the young person and the labour market is reduced. This is done through very diverse training courses, internships and competence-strengthening experiences. The focus is mainly on low- or unskilled young people between eighteen and 25 years old. Young people are sent to a WIJ project by the VDAB, the Flemish Employment Agency and Vocational Training. Young people who are far from the labour market due to medical, psychological, psychiatric or mental problems do not belong to the target group of a WIJ-project.

A personal development plan (PDP) is drawn up based on personal objectives. Afterwards, a personal action plan is drawn up that is geared towards the PDP. This is completely tailored to the competences of the youngster. They organise projects such as Web and Arktos. When a youngster has plans to leave school on their eighteenth birthday, Etap youngsters try to refer them to a WIJ project at an early stage. However, it is not easy to lead the youngsters from a (mandatory) pre-trajectory or POT to a WIJ project. They often have a wrong idea of it, because it is supported by the same organization.

Examencommissie

By exam committee we mean that people can obtain a certificate or diploma of secondary education at their own pace. Studying for the Examination Board is self-study. This means that no lessons are given or courses are made available. A list is passed on of websites, books and other learning materials that can be used. The Examination Board only organises exams.

Anyone can take the exams of the Examination Board for secondary education. Your age, previous education or nationality do not play a role. Only if you are still of school age should you follow secondary education or home education classes.

Huisonderwijs

In Belgium education is compulsory for all children between the ages of six and eighteen. However, you are not obliged to receive this education at school. Your child can also receive individual homeschooling. This means that your child aged six to eighteen can also follow individual home-education. The parents teach themselves or call upon a private teacher. This form is sometimes also referred to as homeschooling. Another option is collective homeeducation. This involves children going to a private school. These schools are not recognized, financed or subsidised by the Flemish government. Under collective education you also have the option of organizing home-education for children together with a number of parents.

If your child follows homeschooling, you as a parent are responsible for all costs. As a parent you will not receive an education allowance for your child. To comply with compulsory education, you must submit a home-education certificate. If children want to obtain a diploma or certificate, these children must take exams at the Examination Board for primary or secondary education. In addition, the children are obliged to participate in the systematic contacts of the CLB. They monitor the growth, development and health of the children. The parents themselves choose which CLB the children join.

It is interesting to know that you can choose the daily schedule and the year schedule of the lessons yourself. You

choose when you have vacation and when you get lessons. The Flemish government does not impose any diploma requirements on the teachers, even if you, as a parent, teach your child yourself.

How do you organise home-education?

You start home-education at the beginning of the school year. This means that in the course of the school year, students cannot switch from school to homeschooling. If you as a parent opt for home-education, you must submit a home-education certificate with all the related information to the Compulsory Education Check unit of the Agency for Educational Services at the latest on the third school day of the school year. This statement is a form in which a parent or person who is entrusted to a minor ensures that the minor is attending homeschooling. In addition, the Education Inspectorate uses this form to collect additional information about the way in which home-education is organised.

1.5. Suggestions

The ABVV is organising a project peptalk in which the following steps are taken for students who have a tendency for dropping out.

What do they do?

During individual guidance by a life career coach at school, we look together with the student for:

- What are my talents?
- What job do I want to do?
- What are my chances of finding work?
- How can I increase my chances?
- Which (digital) competences do I need on the labour market?
- How can I learn new things?
- How do I deal with personal problems?
- How do I use 'My career' from VDAB?

We start from concrete questions the student has about his/her professional future and everything related to it.

Based on the personal situation of the student, the life career coach provides information about the labour market, studies, alternative forms of learning (longterm), combining work and study, wages and benefits, rights and obligations as an employee or job seeker, student jobs, employment measures for young people and so much more.

At the end of the counseling, each student has a properly completed file in "My career" of VDAB and a realistic action plan. All conversations are on a voluntary basis and of course in a confidential atmosphere! We foresee regular consultation with the teacher involved and the local CLB employee. If necessary, we work together with the local network of Samen tegen School Uitval and the Local Consultation Platform.

Five Steps

Each transition process consists of five steps that we go through together with the teacher involved, the CLB employee and the student:

1. Identification of potential early school-leavers The school and the teacher(s) involved choose which pupils need individual guidance the most. The life career coach provides an instrument for this that has been developed by experts involved in Project PEP TALK!. Selection can be made at the start of the school year, but also in the second or third trimester, depending on the students.
2. Perspective discussion with the young person about this identification. The teacher involved and possibly the CLB employee discuss with the student what his / her future at school and on the labour market looks like and what thresholds there are. The life career coach can attend this meeting at the request of the school or can provide guidance for this meeting.
3. Determination of the trajectory. After that, individual counseling between the student and the life career coach starts. The school and the CLB are informed about the pupil's trajectory, but with respect for privacy.
4. Course counseling. We use specific instruments during counseling (see appendix). If there are personal problems

and barriers for the student, we can work together with other local organisations: aid organisations, sports clubs, youth organizations, etc.

5. Aftercare. Every pupil can still contact the life career coach during the summer holidays and after leaving school in our offices or via digital channels. They can also contact us for information after registering with the VDAB. As an instrument the career coach uses certain cards that help the youngsters to get an insight into ... (their future).

PEP TALK! WAT DOE IK GRAAG?

TIJDS
 OP SCHOOL
 VRIJES TIE

DEZE KARTEN HEBBEN
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PEP TALK! VISION BOARD

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PEP TALK! VISION BOARD

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PEP TALK! ACTIE!

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PEP TALK! VISION BOARD

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PEP TALK! ACTIE!

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SECTION II.

LITERATURE REVIEW TURKEY

Muhittin ÇALIŞKAN ¹, Mevlut AYDOGMUS⁴

1. Introduction

School dropout means a student's leave from school because of various reasons. The difference between dropout and leaving school is that the students do not graduate with a diploma. The leaving from school at every level of education and at all ages is considered in the school dropout term. However, researchers working on school dropout focus on school dropouts seen in high schools. Because school dropout is most common in high school students. In this case, the school dropout can be regarded as leaving school without completing the process up to the end of high school education. There are many reasons for school dropouts. It is known that on the decision of the school dropout there are more than one cause. According to these explanations, we can define school dropout as follows:

“School dropout means leaving school without any degree in any of level of education, especially in high school, because of the influences of different reasons.”

School dropout mostly observed;

- in high schools,
- among high school types, more in vocational high schools,
- in upper classes
- among male students.

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School dropout begins with pressure on the student for more than one reason. When these pressures increase, the student's school loyalty decreases and the absenteeism begins. This process continues with the break away from school activities and values, and results in decision of school dropout.

School dropout is an important educational problem. The negative consequences of school dropout in the student, family and community make it necessary to reduce the dropout rate. For this reason, many countries are trying to produce policies for solving this problem. The low rate of dropout in a country can give clues about the quality of education for that country. In EU 2020 strategy it is targeted to reduce the dropout under 10%.

The negative consequences of school dropouts for students, families and society make it a problem that must be resolved urgently. We can list these negative results as follows:

- Those who have left the school will be deprived of all the gainings that the education will provide individuals.
- Those who leave the school are much more likely to be unemployed and they also have to work in low-status jobs for less, even if they are employed.
- The school dropout can cause a depressed mood, suicidal tendency, breaking bond with society, low self esteem.
- The school dropout can cause increase of crime rates and antisocial behaviors.
- Non-qualified people contribute less to the country's economy. Demand for social assistance increases.
- Governments have to allocate more resources for social supports. More taxes are levied on all citizens for social assistance and other services to be provided to these people.
- School dropouts are much more likely to engage in illegal activities than graduates.

Education in all societies has open and latent functions. Socialization, cultivation, to train innovative and individuals providing exchange, political function, economic function

training are open functions of education. As can be seen, open functions are based on the interests of the society.

Unemployment prevention, status building, spouse selection, child care, prevention of crime, preventing children from being employed and exploited economically are among the latent of function of education. Latent functions take care of the individual's interests. According to Billington, education has two meanings: To train and take to forward. The first means to train to gain physical and mental skills. The aim of the training is to gain a profession. In this case, the social or economic needs of the society or the state determine what is to be taught to schools. The second meaning of education is to take them forward; to allow the students to discover themselves, to empower them and to develop skills (such as critical thinking). Analytical philosophers divide the purposes of education into primary goals and secondary goals. Primary goals are individual, secondary goals are public or social. Among the first objectives, autonomy, critical thinking comes first. Secondary objectives includes the objectives for the community like social and cultural traditions, teaching citizenship to new generations, creating citizenship awareness for them, and vocational education.

After these explanations, we can summarize the following:

“Early school leaving means; the failure of educational functions, the loss of meaning of education, and the inability to achieve primary and secondary goals for school dropouts.”

1.1. Current State

It is difficult to reach statistics that provide up-to-date and accurate information about school dropout. This is because there is no detailed data base system that shares statistics related to the school dropout or school dropout monitoring system. Statistics on school drop-out can be obtained from the results of the research and from new enrollment-graduate numbers. In the results of some studies enrollment-graduate examined and the situation in Turkey has been given.

According to a study by Şimşek (2011), 17% of the high school students in the Southeastern Anatolia Region stated that they thought to leave the school now or in the past. The tendency was 22.05% for males and 12.41% for females.

According to the Education Monitoring Report of Education Reform Initiative rate of school dropouts in vocational and technical high schools in Turkey is 9.4%.

The dropout rate in Turkey has been tried to be estimated by the numbers of enrollment-graduate. The table below shows the number of students who are enrolled in secondary education in 2011-2012 academic year and graduated from secondary school in 2014-2015 academic year. The school dropouts in Turkey has been tried to be estimated from the data in the table.

Table 1. *Number of Students Enrolled in Secondary Education in the 2011-2012 Academic Year and Graduated From Secondary Education in the 2014-2015 Academic Year.*

Academic Year	Type of Education		
	General Secondary Education	Vocational and Technical Secondary Education	Total
2011-2012	New Enrollment		
	513.896	525.069	1.038.965
2014-2015	Graduates		
	478.283	471.885	950.168
	Number of Non-Graduate Students		
	35.613	53.184	88.797
	Non-Graduate Student (%)		
	%6.93	%10,12	%8.5

Source: It has been created by using the National Education Statistics 2011/2012 and 2014 / 2015 academic years.

According to the table, it is understood that 35.613 students enrolled in general secondary education, 53.184 students of enrolled in vocational and technical secondary education and totally 88.797 of them was not able to graduate. However, we can not reach the result that the student whose numbers given here left the school. There may be those who switch enrolled in open plan secondary schools. This table can give us an approximate idea. The reason for the low rate of school drop-out can be compulsory education in Turkey. What is important is not the estimated rates according to the graduate numbers but the students who has tendency. This is the main thing. The student may continue to study because it is compulsory but may have tendency to leave.

1.2. Reasons for School Leave

There are many reasons for leaving school. Reasons for leaving school can be grouped in different was such as individual reasons, family related reasons, school originated reasons, social reasons, teachers related reasons, friend related reasons, environmental reasons. In this study, it was adopted that the reasons of school dropouts were grouped as individuals, families and environmental reasons. The reasons related to school, teachers and friends were discussed in the "environmental reasons" group.

Individual Reasons

- Low academic achievement
- Having low self-esteem and self-confidence, often feeling insignificant, useless and desperate.
- Gender. School dropout is more common among boys.
- Unable to feel loyalty to school (not feeling loyalty to the school and education)
- School burnout, reluctance, school dislike
- Substance-use
- Having a sexual experience under the age of 15.

Family-Based Reasons

- Low socioeconomic level, poverty
- Failure of the family to meet needs
- Low parental support from the educational point of view
- The negative beliefs of the family (not believing that the child will succeed)
- Low parental expectation from the child in educational point of view
- Adoption of adult roles in an early life, work of a student in a job
- The fact that girls are cheap labor, the belief that education is unnecessary for girls as they get married and do not work.
- Fragmented family
- Problematic relationships and members in the family
- Existence of physical or sexual violence in the family
- High levels of general stress in the family, serious family disputes
- High number of family members, to have high number of siblings
- The level of education of the parents is at a high school level or below level, the father is unemployed
- Having parental stories of school dropouts
- Frequent relocation of the family
- Being a minority
- The language used at home differs from the language used at school

Environmental Reasons

- The overall average academic achievement of the school is low
- The fact that the school is very crowded, the number of male students in the school is high, the number of minority groups are higher than majority.

- The fact that the school has high number of the students who has class repetition, high number of absentees and suspension penalty
- Violent school environment, a large number of violent incidents committed at school and brought to a legal trial
- Failure of the school to prepare successfully for the next education level.
- The school's failure to offer opportunities to show talents of the students
- The low career opportunities provided by the school
- School regulations
- To take part in the racial, ethnic or religious minority group in the society
- The fact that the student has changed more than one school
- Non-supportive, repressive and irrelevant teachers
- Communication problems experienced with teachers
- The fact that the teachers are not fair
- Having friends with incompatible, problematic behaviors
- Having a full-time working friends who left school
- Having friends who doesn't have dreams for university.

The reasons for school dropout above are grouped as individual-family-environment-based reasons. When the items in each group are examined, it is seen that these three groups are related to each other. It is difficult to distinguish between individual, family and environment-based reasons. Because they are intertwined with each other. So there is not only one reason for school dropout. School dropout is a complicated question that is influenced by many reasons. For this reason, the concept of taking into account the interactions of two or more reasons is prevailing nowadays, instead of linking it to only one reason. In other words, when the individual-based reasons added to these to reasons the possibility of school dropout increases.

1.3. Characteristics of students who has tendency of school dropout

Knowing the characteristics of the students who has school dropout tendency can be useful if they are determined based on observation. These features can be listed as follows:

- Their academic successes, motivations, competency beliefs are low.
- Burnout is observed.
- Working habits are not enough.
- They do not do homework.
- They are absent for a long time.
- The levels of social acceptance are low, they are alone and facing exclusion.
- They have problems with their teachers and with their friends.
- They apply violence to their friends or they face with violence from their friends.
- They have anti-social behaviors such as fighting, constant disturbing, troublemaking, threatening and bullying, lying and derision.
- They have friends who left the school or tendency to leave, who are incompatible,, smoke and drink alcohol, etc.
- Attention deficit and indications for hyperactivity can observed

1.4. Strategies

Many prevention and intervention applications/programs are prepared and implemented to prevent school dropouts. In these applications / programs different strategies are employed. We can examine these strategies in three groups:

The first group are strategies, guidance services and psychological assistance based strategies. Individuals or group guidance / psychological counseling services are offered to students who have a tendency of school dropout. Raising awareness about the importance of getting education and graduation and organizing orientation activities can given

example for guidance services. Psychological counseling services are provided for students who have low level of social acceptance, who are lonely, socially excluded, violent, and have communication problems.

The second group of strategies is the development and implementation of an educational program. It is in the first place to prepare and implement study skills training programs to increase academic achievement. It is expected that the feeling of loyalty to the school will develop with this program. Other programs include skills development programs such as effective communication, conflict resolution, assertiveness and parental education programs, social activity training programs, long-term student and family monitoring programs, social activity training programs, follow-up applications, and after-school educational clubs.

Third group strategies are other implementations. Vocational training programs and alternative schools may be examples of other implementations. Vocational training programs are programs aimed at training intermediate employee for some intermediate professions or for acquiring certain vocational skills. The student continues his / her own school and vocational education program. Vocational education is provided in another institution other than the school. In these institutions, it is expected that the student will have the ability to gain skills related to a job, have responsibility for work, and self-confidence. Alternative schools are the institutions that are embodied for the students who have left school. The students who already left the school can complete the missing courses / credits in alternative schools. Thus they have a high school diploma. They realize this is the last chance for them.

1.5. Suggestions

In this study, school dropout which is an important educational problem was tried to be examined with different dimensions. There are two main purposes of this review. The first is to establish the theoretical bases of the products to be developed in the project "Do not DROP me OUTside" with the

information obtained from this work. The second is to get an idea of what can be done to prevent school dropout.

As a result of the literature review, some ideas have emerged that, based on the information obtained, could be done to prevent school dropouts. These ideas are presented in the form of suggestions below:

1. First, the reasons for school dropout expressed in the reports can be listed and examined. The purpose of this review is to determine the most important reasons. Once the most important reasons are identified, the ones which can be changed, in other words can intervened are identified. This leaves both the most important and the most changeable (enough of our power) reasons. Secondly, it is conceivable how to develop a strategy for these reasons.
2. A brainstorm can be made about how to prevent school dropouts. Brain storms can be applied at meetings in Konya. In this implementation, the project team who experienced how to apply the brain storm can brainstorm with different groups. The results of all the brain storming activities can be put together. These results can give us ideas about what we can do to prevent school dropouts.
3. A training program can be prepared to gain studying habits. In this program, learning strategies can be taught to students.
4. Activities aimed at improving the non-academic self-confidence of students can be planned.
5. Social events (chorus, theater, etc.) can be organized on the school so that students can participate in these activities.
6. Preventive guidance services can be planned.
7. Group guidance can be planned.
8. It is possible that someone who has left the school before and has regretted make a speech to the students. Or a video can be prepared that includes a person talking. This video can be translated into the languages of the partner countries.
9. In order to strengthen their self-efficacy beliefs, a successful graduate from the school where the student attends may be scheduled to give a speech to the students.

10. A proposal for vocational training programs may be prepared. This proposal may be submitted to the relevant institutions.
11. Alternative schools can be examined and a proposal can be prepared. This proposal may be submitted to the relevant institutions.
12. The suggestions in Ivan Illich's book, "Deschooling Society" can be discussed together. This discussion can provide us an access to new ideas.
13. School or schools with a majority of the characteristics described below may be selected to perform project applications. If a school has many of these characteristics, it can be interpreted that there are students who has school dropout tendency:
 - The schools located in slum quarters or rural areas.
 - The school to be selected must be at the high school level, especially the vocational high school.
 - The studies should be realized with Grade 11 and 12 in high schools.
 - The schools with a large number of male students can be selected.
 - The schools attended by children of poor families who are in racial, ethnic or religious minority groups
 - Very crowded schools

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SECTION III.

LITERATURE REVIEW SLOVENIA

Miran Papež ⁵

1. Introduction

The primary goal of the education system in Slovenia is to provide optimal development of the individual, irrespective of gender, social and cultural background, religion, racial, ethnic or national origin, and regardless of their physical and mental constitution or physical and mental disability.

Right to free education is enshrined in Constitution of the Republic of Slovenia. Basic education (primary school) is compulsory and is publicly funded. The state is obliged to create opportunities for citizens to obtain proper education. Universities and colleges are autonomous.

Slovenia has one of the lowest rate of early school leaving among EU countries not only because of policy measures but also because of high capacity of schools to tackle droppingout. Early school leaving is a rare phenomenon in Slovenia, with 4,2% of early school leavers in 2018, the second best result in EU. Nevertheless, the share of early school leavers among foreign-born children has been considerably higher (11.6%).

Low literacy scores (24.9% below level 2,) of adults in PIAAC are well below the sought after level of literacy. The younger generations scored relatively better.

Employment rates of recent graduates (3 years after graduation) have been on a decline from 2011 to 2014 (70.1% for ISCED 3–8) and below EU average of 76.1%.

⁵ Teacher, project manager at School Centre Velenje/Slovenia

Slovenia has reached the education targets of the Europe 2020 strategy. Early school leaving is the lowest in the European Union (3.9% in 2013), and 40.1% of the population aged 30-34 has attained a tertiary qualification. The focus now needs to shift to quality in education (2016, Education Policy Outlook, OECD).

Figure 1: *Trend of Early School Leaving statistics during the past 10 years*

2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
4,6 %	4,3 %	4,9 %	5,6 %	4,1 %	5,1 %	5,3 %	5 %	4,2 %	4,4 %	3,9 %

Source:http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=t2020_40

1.1. Description

School dropout is synonym for early school leaving. EU defines early school leavers as 18-24 year olds with only lower secondary education or less and no longer in education or training. In Slovenia that means that early school leavers:

- have not finished primary school,
- finished primary school and have not continued with secondary education or
- finished only lower secondary education (2-year lower vocational program).

In Slovenia, the term dropout is also used to describe percentage of students that have not finished secondary or upper educational program and are not necessary early school leavers. The term dropout is associated with school failure that includes repeating of school year or transfer to another educational program or school. In Slovenia students are allowed (according to Vocational Education Act) to repeat school year only once in the same educational program (except if there is illness or other justifiable reason). In case of re-failure students usually transfer to another educational program. If that is not possible, students can complete education program as a part-time students or decide to leave school and so become dropouts.

Early school leaving can take several forms. It includes young people who have dropped out of school before the end of

compulsory education, those who have completed compulsory schooling, but have not gained an upper secondary qualification, and those who have followed pre-vocational or vocational courses which did not lead to a qualification equivalent to upper secondary level.

The notion “early school leavers” is used to determine the share of school population which leaves the educational system before it manages to acquire suitable education. These individuals are normally deprived on the labour market. The volume of early school leavers also affects the burden of countries budget. In consequence the more unfavourable educational weakens competitiveness of whole society. Besides that, the early school leavers are more prone to delinquency, early pregnancy, criminal, drug abuse and suicide.

1.2. Current situation

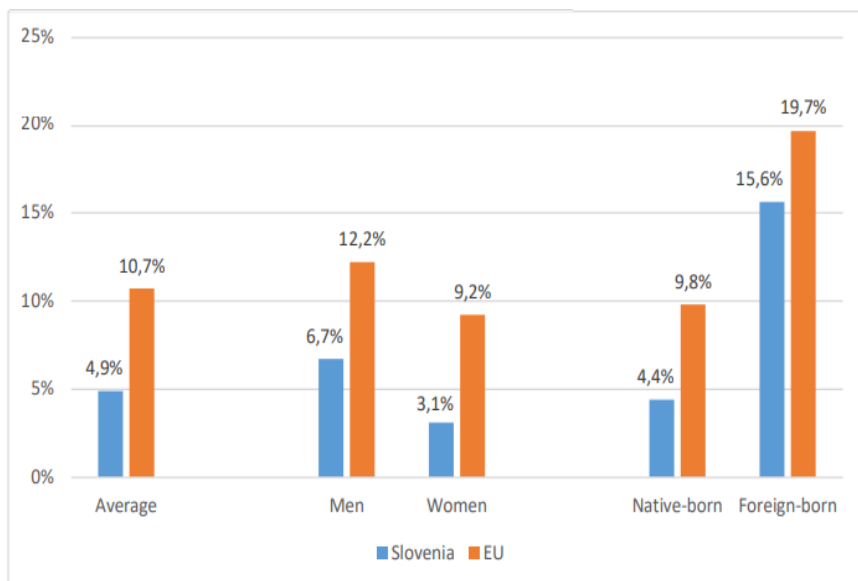
The proportion of Slovenian upper secondary students enrolled in vocational education and training is one of the highest in the EU, and the employment rate of such graduates is high. In Slovenia in school year 2019/2020 90,6 % of young people, aged 15 – 18 were enrolled in upper secondary education or 92,8 % if we also take into account those who are included in adult secondary education (<https://www.stat.si/StatWeb/News/Index/8854>).

Slovenian schools are among the most successful in the EU in terms of how many students complete education, as only 4.2 % of students leave schools early (data from 2018) that is second lowest rate in EU. European Commission stated in Education and Training Monitor 2019 – Country analysis, that “with a low rate of early school leaving and a high share of tertiary attainment, Slovenia has a highly educated population and has already met its national targets under the Europe 2020 strategy.

There are marked differences, however, between pupils with a migrant and a non-migrant background.” Data shows that there is significantly higher rate of ESL among foreign-born (15.6 %) and native-born students (4.4 %).

There is also more early school leaving among men (6.7 %) than women (3.1 %).

Figure 2: Early school leaving in Slovenia and EU in 2016



Research about the relations between students included in the educational system and those who finished it in the period of five years in Slovenia (generation of 1993-1998) has shown that:

- 13 % of students did not finish their education on any school level in the period of five years after their first enrolment;
- The largest drop-out rate is to be found in programmes of lower secondary vocational education (31,9 %);
- The drop-out rate in higher secondary education (16,6 %) is in second place;
- Third place are the technical programmes (11,9 %);
- The lowest drop-out is in general educational programmes (6,5 %). (2013, RESLEA, Country Analysis \$ Report)

Figure 3: Key indicators ET 2020 benchmarks

Key indicators

		Slovenia		EU average	
		2013	2016	2013	2016
ET 2020 benchmarks					
Early leavers from education and training (age 18-24)		3.9%	4.9%	11.9%	10.7%
Tertiary educational attainment (age 30-34)		40.1%	44.2%	37.1%	39.1%
Early childhood education and care (ECEC) (from age 4 to starting age of compulsory education)		90.9%	90.5%	93.9%	94.8%
Proportion of 15 year-olds with underachievement in:	Reading	21.1%	15.1%	17.8%	19.7%
	Maths	20.1%	16.1%	22.1%	22.2%
	Science	12.9%	15.0%	16.6%	20.6%
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)		73.8%	76.7%	75.4%	78.2%
Adult participation in learning (age 25-64)		12.5%	11.6%	10.7%	10.8%

Source: <http://www.eurydice.si/index.php/izdelki/publikacije/tematske-studije/12853-pregledizobrazevanja-in-usposabljanja-2017>

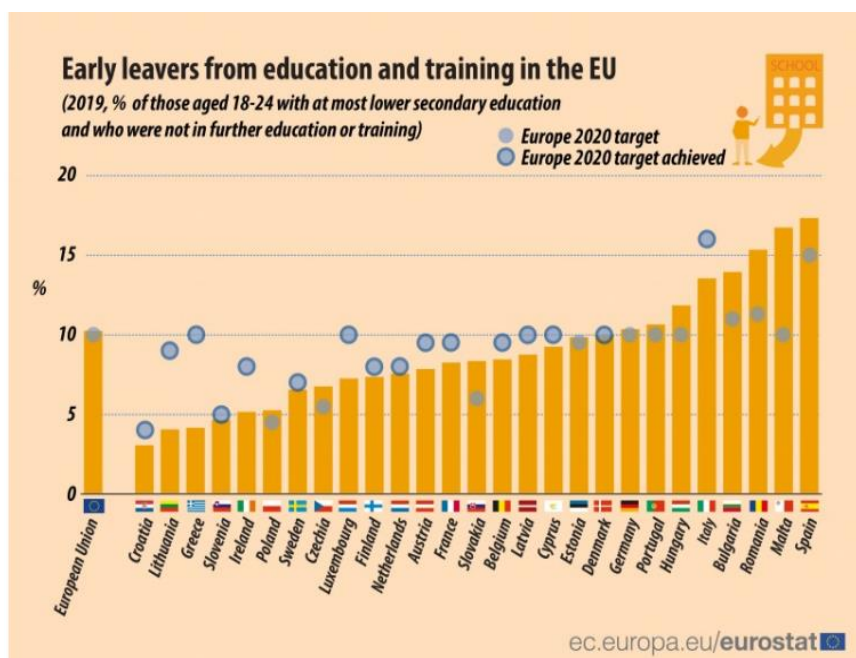
The national report states that Slovenia achieves the goal of early abandonment of education and the achievement of tertiary education, which are also the goals of an umbrella European strategy for smart and inclusive growth (Europe 2020). The target value of not more than 15% was also approached to reduce the share of 15-year-olds with low achievements in reading (15.1%), natural science (15%) and mathematical literacy (16.1%).

In some European countries however, dropout rate is very high. According to European Commission's report from 2013, in Spain, Portugal, Malta and Turkey more than 30 % of students leave school early. Dropout rate is higher than 10 % for most of European countries. However, recent data shows that there has been decrease over the past years.

Eurostat data shows that in 2016 EU average share of early school leavers was 10.7 % and that is very close to below 10 % as targeted by 2020. Lowest share of early schools leavers were observed in Croatia (2.8 %), Lithuania (4.8 %), Slovenia (4.9 %), Poland (5.2 %) and Luxembourg (5.5 %). The highest shares

were recorded in Turkey (34.3 %), Spain (20.0 %), Iceland (19.8 %), Malta (19.7 %) and Romania (19.1 %). In 2016, the share of early school leavers was lower for women than for men in every EU Member State, except in Bulgaria, the Czech Republic and Romania. EU is very near but still has to reach goal to reduce early school leaving below average rate of 10 % by 2020.

Figure 4: Early leavers from education and training in the EU Member States



Source: https://ec.europa.eu/eurostat/statisticsexplained/index.php?title=File:Early_leavers_2019-01.jpg

Reasons for low rate of dropout in Slovenia could be found on measures on ministry level as well as on school level. Such measures are individualization of education, guidance and support for less successful (student-cantered activities), but also diverse school network system.

1.3. The factors that lead to school dropout

The abandonment of school is usually a cumulative process and not an impulsive act. It happens relatively rarely that the decision for abandonment of school is made in a moment. The reasons which are usually stated by pupils – bad school grades, repetition of school year, work, and pregnancy – are not usually the correct reasons. These are more rationalisations or simplifications of more complex conditions. The factors which contribute towards dropping out are very diverse. We cannot explain the problematic of abandonment of school just with individual or family deficits. The school characteristics also play an important part in decision about abandonment of school. The action of abandoning includes a mutually dependent relationship between characteristics of pupils and school processes (Ule, 2003; 47).

The literature doesn't state unified reasons which lead towards failure of youth in school. Murfin (2008) exposed four main groups of factors: family, educational, society and individual factors. Among individual factors are:

- poor class attendance,
- behavioural and emotional problems,
- learning difficulties,
- illness,
- pregnancy and
- substances abuse.

Family factors include:

- low educational level of parents,
- low expectations,
- lack of family support,
- family violence and abuse,
- loss of a family member,
- divorce,
- weak relationship between family members,
- parents' official duties and,
- living in foster homes.

Educational factors that can lead to school dropout are:

- lack of basic skills and of motivation,
- lagging behind,
- difficulties to follow a lesson,
- poor teaching and counselling,
- lack of encouragement and
- ignorance of subject's basic requirements and obligations.

Among social factors are:

- low socioeconomic status,
- work outside school,
- frequent migrations and
- cultural causes eg. forced marriages of minors.

The causes and consequences of early school leaving are multiple and tackling the problem involves targeting a host of related social problems including alcohol and drugs misuse, sexual health issues, financial debt, housing problems and youth crime, each of which may result from or in dropping out of school or college.

1.4. The features of students who have dropout tendency

Students that are at dropout risk are more vulnerable than average students are. They have different features, background and personal history. Some common individual features that are often found in students at drop out risk include poor class attendance, low grades, low reading and mathematical abilities, low self-esteem, behavioural problems, difficulties in identifying with others, simultaneous employment and school attendance and belonging to minority groups that makes them feel isolated and alienated. (Ule M., 2003)

In 2013 School Centre Velenje participated at RESLEA (Reduction of Early School Leaving of Young People) project.

The survey was carried out. School Centre Velenje identified the students at dropout risk by following criteria:

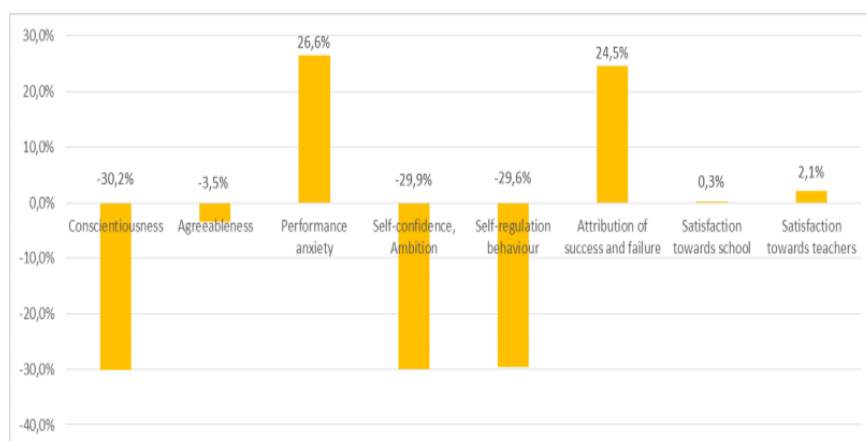
- Student has already failed school year once,

- Student had 3 or more negative grades after the first term,
- Survey results showed that student's family is dysfunctional.

In survey, key non-cognitive skills such as conscientiousness, ambition and performance anxiety were tested. Results showed that students at dropout risk have:

- significantly worse school habits (unorganized notes, do not study before tests),
- lower self-confidence and ambition,
- worse self-regulative behaviour,
- considerably more performance anxiety and
- more prone to blame themselves for school success and failure. F

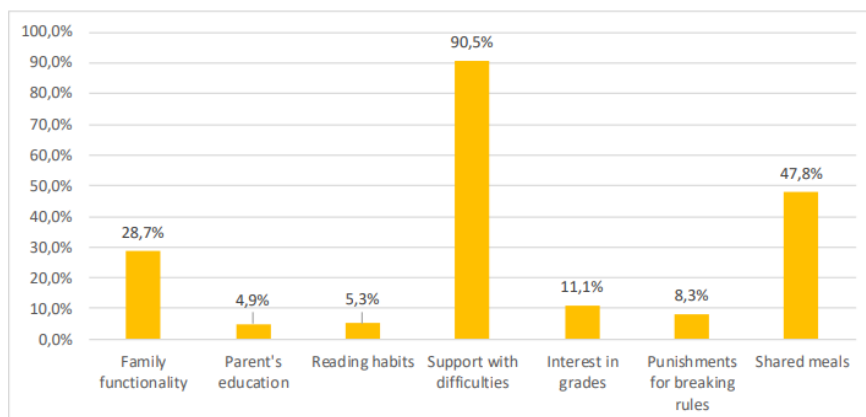
Figure 5: Differences between regular students and students at dropout risk regarding key non-cognitive skills



Since family is also very strong factors that leads to dropout we also compered students regarding family indicators. Results showed that students at dropout risk have more dysfunctional family that offers almost no support when facing difficulties and, interestingly, share fewer meals together as a family. Other family indicators showed no significant difference. Data

regarding parent's education is unreliable since students did not like answering to that question and were often not truthful.

Figure 6: Differences between regular students and students at dropout risk regarding family indicators



1.5. Dropout prevention strategies

To prevent early school leaving schools need to develop a systemic approach that includes simultaneous activities on multiple levels: work with teachers and counselling service, work with parents and work with pupils. “Dropping out” is linked to the feeling of being powerless, of senselessness and extreme lack of motivation. The engine that helps to increase motivation and find the meaning is fueled by relevant stimuli in a safe and significant relationship. Strategies to reduce dropout include prevention, compensation and intervention measures. These measures should function not only at individual level and at school but also in families and society.

Prevention measures often work at school system and national level and include:

- equal access to quality education for all children and young people,
- flexible educational pathways and easy transition between different levels of education,

- high quality and attractive curriculums and vocational education,
- good cooperation with the labour market and employers,
- better integration of refugee pupils and
- good guidance systems.⁷

Schools should also invest in better and continual education of teachers and trainers and include students and their parent in the decision-making processes. Although these measures are main responsibility of government, schools are also responsible for successful and quality implementation. In Slovenia each school should have quality committee that is in addition to school principle responsible for monitoring functioning of the school and suggesting improvements.

Schools are more responsible for implementation of intervention measures that are applied especially to students at dropout risk at the early stages of the process. Intervention measures include:

- early identification of student at dropout risk,
- focusing on individual needs,
- offering support to students at-risk and their parents (school guidance, flexibility, additional school help, certification of special needs, learning agreements, etc.),
- raising awareness for parents, teachers and society,
- empowering and educating parents and teachers to offer appropriate support and
- offering diverse and interesting extracurricular and out-of-school activities.

Several projects that included the dropout prevention and intervention measures took place in Slovenia. School Centre Velenje was part of RESLEA projects (Reduction of Early School Leaving of Young People) that aimed to develop and test a model and toolkits for reducing early school leaving in Europe. It was based on early identification of students at risk and intervening at different levels: at individual level (individual mentoring, counselling, seminars about problem solving, time management, studying methods etc.), at school (individual learning

agreements), teachers (seminars about definition of rules, conflict management, student motivation etc.), parents (seminars and brochures about how to support child's learning, advantages of parents visiting school etc.) and society (volunteers).

Project PUPO (Preventive Measures for Dropout Prevention) aimed to implement and evaluate measures for dropout prevention in 20 pilot vocational schools in Slovenia. Measures were adopted on three levels: primary preventive measures (school guiding and counselling before and after enrolment in secondary school, workshops for new students and their parents about studying methods and new rules), secondary preventive measures (preparation of the individual plan for pupils with learning problems) and tertiary preventive measures (prevention of circulation of the existing problems and disturbances for e.g. workshops for parents with the similar problems).

Project "Stop dropout!" started in 2015 and aimed to reduce the dropout rates by providing materials and tools for counsellors and trainers. It tries to identify students at-risk by The Risk Detector tool, evaluate their needs (The Personal Profile tool) and to provide flexible support (The Flexible Prevention and Support System tool based on individual support of school counsellors and other professionals).

Compensation measure could be used after the drop-out occur and aim to re-engage young people in education and training. They include accessible, quality and publicly recognized educational and training system for adults, support at the level of school system and policy, counselling and support to drop-outs and link between adult and mainstream education.

In Slovenia, there is Project Learning for Young Adults or in Slovenian PUM (Projektno učenje mladih), that works with young people between 15 and 25 who have dropped out of education or training at various points and for various reasons.

It was established in the early 1990s at a time of growing youth unemployment in Slovenia and growing recognition of the problems associated with early school leaving. Some of the

project's clients may have quite serious problems relating to offending, drug-use, and/or homelessness but others may have simply decided to change the focus of their studies and need to wait until the beginning of a new academic year to start a different course. Young people attending the project for a period of up to one year after which it is intended to motivate them to reintegrate into abandoned education, acquire vocational or expert education, and train them for greater competitiveness in the labour market.

In Slovenia, drop-out are also welcomed back to school to finish missing obligations in the form of consultations and exams for a small fee. They may also enrol in any of the other formal (or informal) adult education programs at a secondary school or at andragogic institution.

1.6. Suggestions

Literature review offered many different strategies for tackling dropout issue. Prevention measures should address all basic factors that lead to dropout. Our experiences and outcomes regarding the RESLEA project were very good but there is still space for improvement. We suggest developing similar model, preparing improved toolkits and testing them, and offer some additional activities.

Based on this literature review and our experiences regarding the RESLEA project, we offer suggestion stated below.

1. Conducting a survey to better define specific factors that lead to drop out since they may vary in different countries and school systems. Survey would be conducted in one school in each country.
2. Developing easy and useful tool for early screening students at-risk. Based on literature review it is very important to identify students at-risk as soon as possible to be able to offer appropriate support to prevent dropout.
3. Activities for better motivation for learning: offering interesting and stimulating extracurricular activities, seminars about studying methods, time management, harmful effects of computer games/smartphones/social media addiction, etc.

4. Encourage parents' interest in student achievements and stimulate their cooperation with school. Leaflets or seminars for parents about advantages of being interests in children's' grades, achievements and regularly visiting parents-teachers conferences, seminars organized by school, calling at school to report about illnesses etc.
5. Enabling parents to offer suitable support to their children. Leaflets or seminars for parents about strategies for helping to organize time and space for learning, to better motivate their children to learn and stay at school, etc.
6. Improving integration of foreign students and refugees and prepare specialized toolkits for these students and their parents.
7. Introduction of the tutoring systems. Students from higher classes would offer learning support, advices and friendship to first-year students to facilitate the transition from primary to secondary school.
8. Workshops and charity bazaars. In workshops, students would make different products, connected with their future profession or not. At special occasion (before New Year or other national holiday), they would sell this products for a small price for charity purpose. Students would be able to find and developed their talents, become more motivated for studying and develop the sense of responsibility and importance.
9. Special first day of school. First year students and their parents would be invited to school one day before the school officially starts. Empty school is better environment to become acquainted with school premises and teachers. Next day students would be less anxious and more self-assured at entering new environment.
10. Team-building activities at the beginning of the school year. Team-building activities would be prepared by school counsellor and carried out outside of school. Students could get to know each out and teachers better and form new friendships.

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SECTION IV.

LITERATURE REVIEW PORTUGAL

Diana Gonçalves⁶

1. Introduction

“Absenteeism”, also called “Early School Leaving” or “School Drop-out”, is an expression used to designate the student's absence from school. In a broader sense, it is the sum of the periods in which the students of a certain school are absent, the absence not being motivated by prolonged illness or legal leave.

School absenteeism exists in several ways, some lighter and others more acute, so it is necessary to know its intensity, as well as the conditions and circumstances that are related (González, 2005). The same author considers that this problem translates into the students' academic failure, and also represents a social problem since the opportunities for employment and personal success are increasingly diminished which may increase the problem of marginalization, delinquency and illiteracy.

Encarnación (2009) thus identifies several types of School Absenteeism:

- 1) High absenteeism (percentage of absences is greater than 50%);
- 2) Average absenteeism (percentage of absences is between 25% and 50%);
- 3) Low absenteeism (percentage of absences is less than 25%).

According to Encarnación (2009), school absenteeism can also be:

- a) Justified (when the family sends the absence justification to the school);

⁶ Social Worker and Project Coordinator in JumpIN Hub – Association for Innovation and Entrepreneurship

b) Unjustified (when the school does not have any type of document to justify absences);

c) Punctual / sporadic (when the student is absent for a considerable period of time but returns and does not repeat the absence);

d) Discontinuous (when the frequency happens alternately, interrupting the learning process and then returning to school again).

González (2005) also makes reference to the existence of Virtual Absenteeism, when the student is in the classroom just to mark his presence, without any material or intention to be there. Encarnación (2009) also mentions that a large percentage of students with absenteeism problems live in disadvantaged socio-economic environments, depriving themselves of the teaching of culture and education, which translates into a very influential variable in their development.

Saez (2005) adds that the family has a strong involvement in this problem in the sense that the representations brought by Parents with regard to schooling convey a feeling of incapacity and inferiority of the parents considering their ability to help their children. The same author also mentions the importance of the group of peers in the choices of the individual, since the influences of peers can impair the student's behavior not only with regard to indiscipline but also to attendance, relating them also to the student's own lack of motivation for presence in class. In this way, it is clear that both families, schools and entities with competence in matters of childhood and youth must carry out multidisciplinary work in order to promote the physical, psychological and social well-being of young students.

School Drop Out In Portugal - Causes and Consequences

According to the Official Journal of the European Union, 2015, the origins of "School Drop Out" are multifactorial in nature, so there is no single associated cause, it is not a single variable and above all, it should not be analyzed outside and distant from the context in which it occurs.

It can result from factors of personal, social, economic, cultural, educational and gender-related nature. In addition, the causes may also be related to the environment, the educational system itself and also the labor market, considering the present situation of “economic retraction and an intense increase in unemployment”, of which families do not have the financial structure to support young people in educational institutions and ensure successful schooling pathways.

We can also broaden the analysis to the political level, with increased pressure to reduce the resources implemented to prevent school dropout (Estêvão & Alves, 2013, p. 3). In this segment, we conclude that the quality of education systems can lead students to abandon teaching prematurely. Problems include not only the issue of school retention, but also:

1. Unfavorable school climate, violence and bullying;
2. Environment in which students do not feel respected or valued;
3. Inadequate teaching methods and curricular plans;
4. Insufficient student support;
5. Lack of education and career guidance;
6. Bad teacher-student relationship.

School dropout has multiple roots, ranging from economic, motivational, vocational, and circumstantial factors and may require the creation and implementation of comprehensive policies involving families, students, schools, teachers and localities and local authorities, policies whose effects , span an academic year or even a diminishing legislature (Maximiano, 2017).

The rate of reduction in school dropout is subject to macroeconomic and labor market conditions, which therefore makes it difficult to assess the impact caused by educational

measures that are structurally developed to prevent and combat the early school leaving process (idem, 2017).

Regarding the consequences of dropping out of school and according to the thesis of Lourenço (2013), the impact is notorious in the delay in the development of the country, given that it does not only translate into the problems of schools and young people identified in this context, but also causes social and economic problems.

It negatively affects young people who go through and / or have gone through this delicate process since school dropout “mainly has consequences for the future and the field of possibilities of individuals who, due to lack of schooling, are significantly reduced” (Lourenço, 2013, p. 6).

Currently, it is the young people / adults in a situation of school drop out who are facing greater difficulties when entering the increasingly competitive labor market because they are potentially excluded from education and lifelong learning, from a job, from culture and citizenship generally given the lack of qualifications (Detry, 1998).

In short, the School Drop Out can have consequences of varying natures, from the individual to the most global level, which triggers a battery of challenges to be placed on educational institutions and to appeal to school social intervention of today and the future (Lourenço, 2013).

“Yet identifying the causes of dropping out is extremely difficult to do because, like other forms of educational achievement (e.g., test scores), it is influenced by an array of proximal and distal factors related to both the individual student and to the family, school, and community settings in which the student lives. (Rumberger, 2001, p. 9)”

1.1. Current state

The Ministry of Education also stressed that Portugal has seen the most significant reduction in school leaving in Europe and that the "Early Leave of Education and Training indicator

has been consolidated in the European Union (EU) since 1999 and has been used by the official bodies responsible for statistics in each Member State, in the case Portuguese, the National Institute of Statistics".

"In 2002, the first year in which there is information from the 28 member states, the abandonment was 17% in the European Union [EU] and 45% in Portugal, placing Portugal in the penultimate place and in stark contrast to its counterparts," the same note said. Already in 2019, "Portugal recorded the lowest average ever - 10.6%, in line with the European average", while "in the first quarter of this year, 10.0% were reached, a figure agreed with the EU as a target for 2020", it is stressed.

On the other hand, it highlights the Government's "commitment to strengthen its intervention in this area", with "the establishment of a Working Group in the Ministry of Education that will seek to consolidate, improve and strengthen the instruments for monitoring and combating early school leaving, in the context of the current pandemic of covid-19". The Ministry of Education highlighted "a wide range of measures and initiatives (...) focused both directly on the fight against absenteeism and on combating failure, which, as is proven, is the main predictor of school drop out."

An audit from the National Court of Accounts (TdC) had warned of weaknesses in the system of data collection and monitoring of early school leaving, stressing that it is not possible to know the actual figures, a conclusion that is contained in a report released in 2019. In the document, which results from an audit of school leaving, the TdC acknowledges the progress in combating this problem, recalling that between 1992 and 2019 the rate of early school leaving went from 50% to 10.6%, approaching the European target of 10%.

Following these studies, it points to problems in the collection of data on the phenomenon and its monitoring, which affect the reliability of information on school leaving and, consequently, the effectiveness of any measures to prevent and combat it.

One of the problems pointed out in the audit is related to the definition of the concept of "early school leaving" which, not being consolidated, allows several interpretations. "The lack of a unique and unambiguous definition of absenteeism and risk of absenteeism, applicable throughout the educational system, makes it difficult to register and report on schools as to the framing and typification of the various situations of students, compromises the reliability of the data and makes it impossible to properly treat them," the document reads. This reliability of the data is, on the other hand, weakened by the fact that the registration and frequency control mechanisms are flawed.

According to the audit, the way enrollment control, in particular, is set up, enables situations of children who have never entered the education system, because there is no crossing of data between different entities, or of students who are not already attending school remains active in the information systems of the Ministry of Education. In addition to these areas, it is added that there is no central mapping, which integrates all regions and allows for timely information, since in the case of private schools there is a gap of about six months. The TdC also identified problems in the indicators used to measure early school leaving, stressing that in the national education system there is no specific indicator and that even the rates used by the National Statistical Institute are insufficient. "We do not know, therefore, the real numbers of School Drop Out in Portugal, frustrating both the efficient implementation of preventive measures and recovery of students in abandonment or at risk of abandonment, or the proper direction of funding", concludes the audit.

Nevertheless, the National Institute for Statistics has analysed the data for School Drop Out tendency, based on the government's definition of Absenteeism and mandatory school years.

The Early Education and Training Dropout rate reached its lowest level ever in 2019. According to data recently revealed by the National Statistics Institute (INE), in Portugal the "early

school dropout" was 10.6% , having reached 10.1% on the continent.

These results show how the country has had a remarkable evolution in what is considered by the European Commission as one of the main indicators of the performance of education systems.

In 2018, Portugal had already evolved very favorably - from 12.6% to 11.8% - reaching, in 2019, a result that puts the country closer to the European target - 10% by 2020. This situation is even more positive whereas it coincides with a very considerable increase in youth employment in recent years, since it could be a stimulus for not continuing studies of this population fringe.

It is important to remember that, two decades ago, when this indicator started to be calculated, according to a common methodology on a European scale, Portugal registered values close to 50% of early school leaving and which exceeded the European average by around 30%.

In a context of stagnation of this indicator on a European scale, in recent years, Portugal has managed to counter this trend and improve its results. Thus, if both trends continue - with Portugal reducing its dropout rate (which is already a fact, with the data known today) and the European average remains stagnant - the country will have, for the first time, a value of early school leaving equal to or lower than the European Union average.

Finally, it is stated that, although the 10% Abandonment target is in the process of being reached, Portugal is still far from eliminating Abandonment, standing in 21st place among the 28 countries of the European Union.

Thus, the need to measure and monitor Abandonment remains, amplified by the recent use of distance learning to mitigate the impact of the Covid-19 pandemic that intensifies the

risks of abandonment of students with a more fragile relationship with the school.

1.2. The drop out students

Some studies show that the phenomenon of absenteeism affects boys and girls in the same way, and is more frequent after puberty, where it can occur at any age. The main initial symptom is anxiety, which can lead to panic. Bernstein and Garfinkel (1986) did a study and found that 50% of their samples show symptoms of both anxiety and depression. They saw that physical symptoms also appear and that this happens due to anxiety. According to Reid (1984b; 1984c: 93), absenteeists are not aggressive or disturbing, many of them are lonely and isolated and are rarely leaders of groups.

According to him, boys simply choose not to attend classes while girls miss with parental consent and go even further stating that there is more abandonment in urban areas and in large concentrations than in rural areas or places with a small population . He also says that there is a greater absence in one school than in another, and that absentee students tend to come from large families and with a low standard of living. Absenteeists tend to be less well known by their teachers.

Janosz et al (2000) developed several studies on the identification of school dropout predictors and presented a dropout typology, showing four profiles of dropout students: the discreet, the non-engaged, the underperforming and the unsuitable. The so-called “discreet” students are those who do not have any behavior problems at school, who show a high level of commitment to education, but whose school performance is low. These are classified as discreet as they are at risk of going unnoticed by school authorities.

Students entitled “not engaged” are those who, in addition to showing little commitment to education, show, in terms of behavior, an average level of school unsuitability and also an average performance. In turn, students with “low performance”

are individuals whose level of commitment is low, whose level of school inadequacy is average and who, unlike those who are not engaged, show a very poor average performance. They are distinguished from other dropouts due to their difficulties in meeting school requirements in terms of learning.

The “unsuitable students” are teenagers who show very low school performance, weak commitment and a high level of school inadequacy, in short they are individuals whose school experience is problematic at all levels, that is, both in terms of learning as in behaviors.

1.3. Public politics and strategies to prevent school drop out

The Constitution guarantees equality of access to education regardless of the student's characteristics (sex, race, language, origin, religion, political beliefs, among others). It was through the publication of the Basic Law of the Educational System in 1986 that public educational policies began.

The publication of Law No. 46/86 on 14 October determined that compulsory education should have a duration of 9 years and that this requirement should end at the age of 15 (Rocha, Ferreira, Moreira, & Gomes, 2014). Compulsory schooling has been extended until the 12th grade in 2009. The Portuguese State now argues that the 12 years of schooling are relevant to the social, economic and cultural progress of the population and the country.

Over the years, other programs and policies were developed and implemented with the main aim to prevent and combat Absenteeism and Early School Leaving all over the schools in Portugal, such as:

- PIPSE (Interministerial Program for the Promotion of Educational Success) whose main objective was to combat school failure and had an impact mainly in disadvantaged areas, both socially and culturally.
- The Legal Regime of Autonomy in Public Schools through Decree-Law No. 43/89, with the objective of

giving autonomy to schools so that they could make personalized decisions to each case in particular. In the same year, vocational education was reinserted in public schools (due to the extinction of technical schools) with the combination of Law 46/86 and Decree-Law 2643/89 resulting in Decree-Law No. 26/89. This measure aimed to strengthen the relationship between the school and the labor market so that students would be well prepared for this transition.

- Psychology and Guidance Services (SPO) with the objective to ensure psychological support to students and to support the development of interpersonal relationships at school, hiring psychologists and reserving specific hours in children's schedules so that they could visit these services. In the same year the Education for All Program (PEPT) was created with the objective of complying with compulsory education and attendance in secondary education.
- Educational Territories of Priority Intervention (TEIP), which aimed at the social and cultural development of needy populations by providing support to the most needy communities by promoting their social and educational integration. In the same year, Alternative Curricula were created, in collaboration with TEIPS, which aimed to combat repeated school failure, integration problems and drop out of basic education, adapting curricula to the different needs of students, facilitating their social and professional integration.
- Youth Integration into Active Life Program (PIJVA) which consisted of a vocational guidance program for young people to enter the labor market, identifying young people over 15 who were not studying and giving them opportunities to complete compulsory education and support for professional insertion. In the same year, the Initial Professional Education and Training Courses (CEFPI) were created, which created the conditions for all young people to complete compulsory education and begin their professional training for those who did not intend to continue their studies immediately.

- National Plan for the Prevention of School Dropout by the resolution of the Council of Ministers no. 7/2004 of 25 August, promoting the education and training of young people aged 15 or more who were at risk of dropping out of school.
- More School Success Program (PMSE) in 2009 with the objective of improving school results and reducing school dropout, creating mechanisms for this purpose, such as the Turma Mais (integration classes) or the Fénix project (personalized support for students).

1.4. Suggestions for preventing the school drop out

In view of the current situation in which we live, children and young people may experience more difficulties in adapting personally and socially to the school and academic context, as well as in finding motivation for their studies. They may feel anxious and uncertain about the future and find it difficult to imagine themselves in it, outlining a realistic life plan. They may also experience difficulty in the vocational decision-making process and in managing school / academic expectations and motivations, and family economic difficulties may also influence the decision to continue (or not) to study.

The COVID-19 pandemic and the worsening of subsequent economic difficulties may mean an increase in the school dropout rate, as well as in the risk factors and inequalities that underlie it.

Knowing that academic education is one of the main tools for preparing citizens for adult life, contributing decisively to their economic, social and personal empowerment, and knowing that early school leaving is related to a higher probability of unemployment, low pay, social exclusion, poverty, as well as lower levels of health, well-being and satisfaction with life, we leave here some suggestions and recommendations for the prevention of school drop out, that have emerged following this literature review:

- Develop and implement policies, plans and practices that reflect the importance of promoting Psychological

Health, Educational Success, Inclusion and Well-being of the educational community, building contexts that facilitate learning and the development of personal, social and professional skills.

- Sensitize the school community to the importance of preventing dropout. It is essential that the educational community reflect, in a shared way, on the new challenges in the prevention and identification of signs that may lead to school dropout.
- Collect, regularly and systematically, information that characterizes Health (Physical and Psychological), Educational Success, Inclusion and well-being of the educational community.
- Promote the involvement of family / caregivers, providing opportunities for parents and caregivers to participate in school / academic activities and decision-making together with young people.
- Support curricular and pedagogical innovations that seek to respond to the individual needs of children and young people.
- Encourage the creation of mentoring / tutoring programs and programs to support the study and planning of life projects and promote the development of study methodologies.
- Offering children and young people diverse extracurricular opportunities that seek to respond to the diversity of interests of children and young people.
- Promote the creation of a recovery and re-entry program in the school / academic context that facilitates this transition and responds to individual needs.
- Promote inclusive, equitable and quality education for all. Try to get involved and commit to the educational community, with the support of the School Psychologist, in the implementation of multilevel models for organizing measures to support learning and inclusion, which guarantee the existence of a continuous response to the diversity of needs of all children and young people.

2. References

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This publication is developed in framework of the KA201 - Strategic Partnerships for School Education Project – “Don’t Drop me Outside” and co-funded by Erasmus+. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

General objectives of the project are decreasing the school dropout in the partner countries in a holistic approach by developing education programs for students, online tests tools for teachers and students and increasing the teachers’ competencies related to the preventing school dropout and making a contribution to the related measure around Europe.

The first target group of the project are teachers who can be more successful by attending professional solutions than individual solutions, and who need practical tools to detect the students who are at the risk of hidden or apparent dropout, who need to know how they can handle the situation of the dropout and what the innovative methods to prevent it, and who also need training.

The other target group are the students (who are at the risk of school dropout, who need a better quality of learning process and conditions. The factors that influence their dropout should be defined and eliminated and their relation with the school should be improved.

The project will involve 16 schools in the test and implementation, 800 teachers in competency tests, will educate 240 teachers in all partners country, test 480 students on the school dropout tendency test and educate 240 students to be better equipped to prevent their school leaving.

Partners of the project are:

CODEC vzw, Belgium – applicant organization www.codecvzw.eu

GO! Atheneum Leopoldsburg, Belgium - www.campusflx.be

Necmettin Erbakan Üniversitesi, Turkey - www.erbakan.edu.tr

KIRSEHIR IL MILLI EGITIM MUDURLUGU, Turkey - www.arage40.com

Smart Idea, Slovenia - www.erasmus-projects.eu

SOLSKI CENTER VELENJE, Slovenia - www.scv.si

Agrupamento de Escolas de águas Santas, Portugal

JumpIN Hub - Associação para a Inovação e Empreendedorismo – www.jumpinhub.com