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#CCI_Décrochage

A multidisciplinary view on early school-
leaving: exploring the Dutch case

Tanja Traag

9 & 10 NOVEMBRE 2017

In this presentation

- Some facts on early school-leaving in the Netherlands
 - International comparison
 - Defining early school-leaving
- Measures taken to reduce the number of early school-leavers
 - Nationwide interventions: inclusive education and battling non-attendance
 - Regional responsibilities in the fight against early school-leaving
 - Personal incentives for staying in school
- Empirical results from the 2012 study
- Conclusion and discussion

Figure 1 Total volume and number of annual early school-leavers in the Netherlands

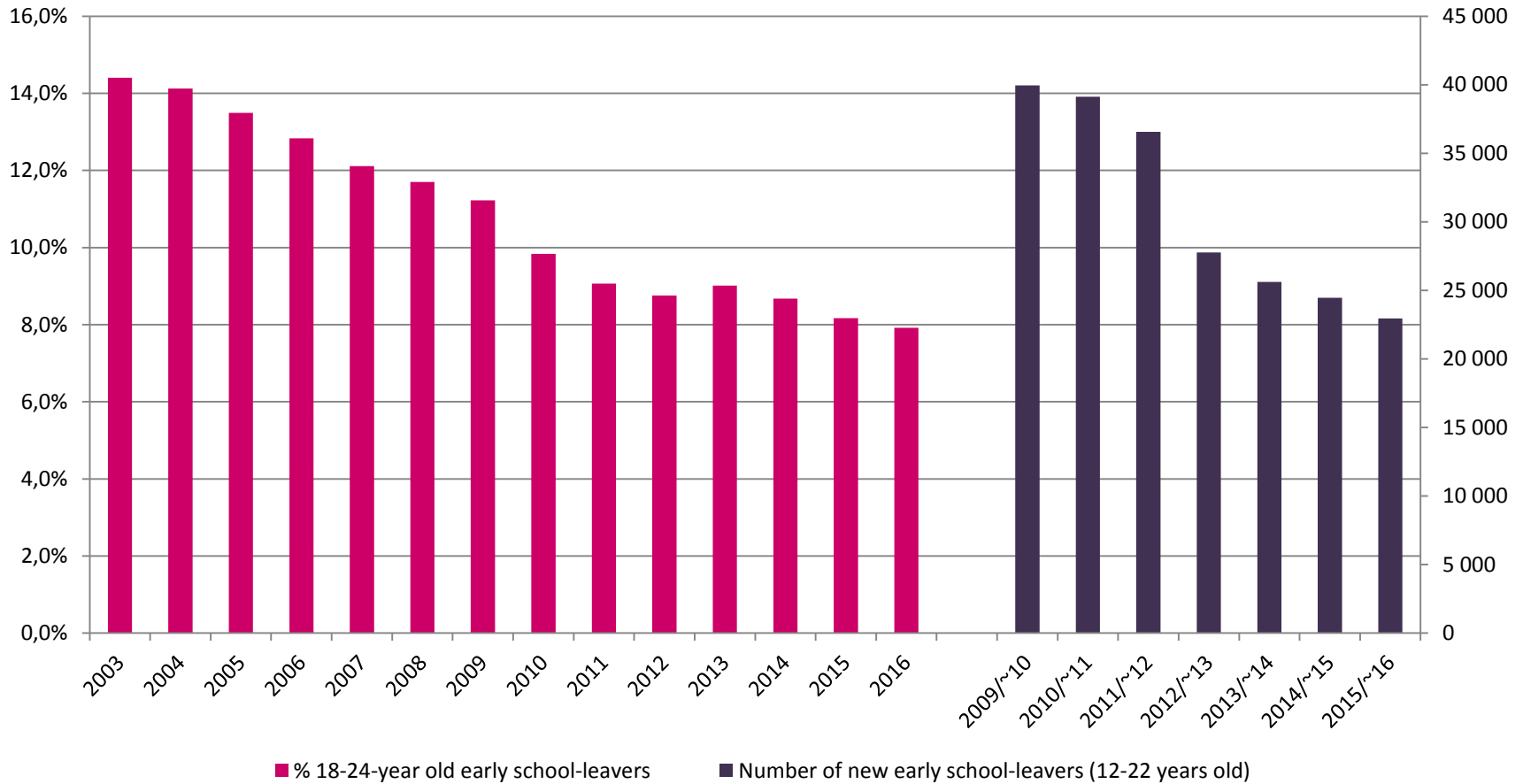


Figure 2 Early leavers from education and training by country, 2006-2016 (Eurostat)

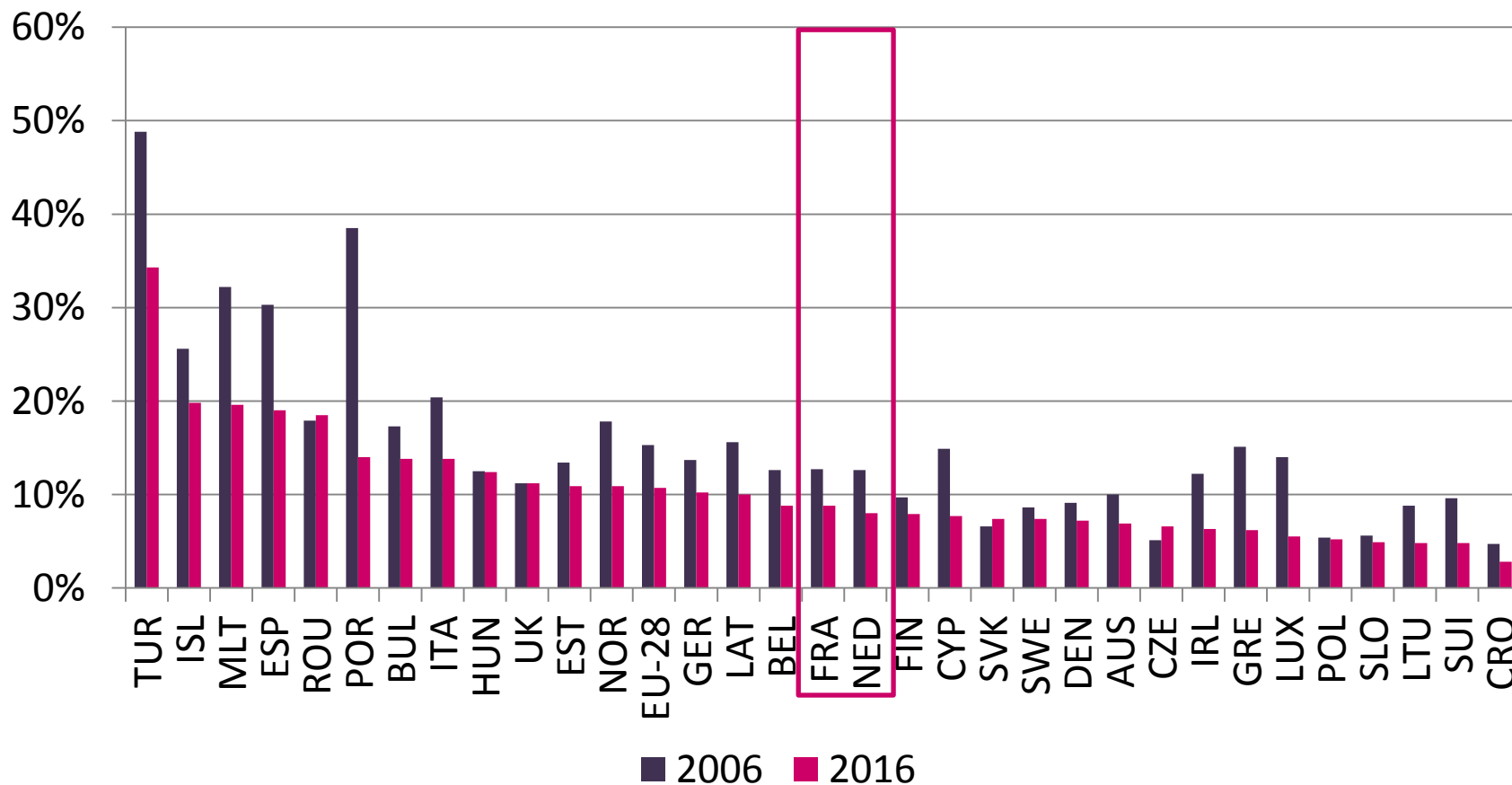
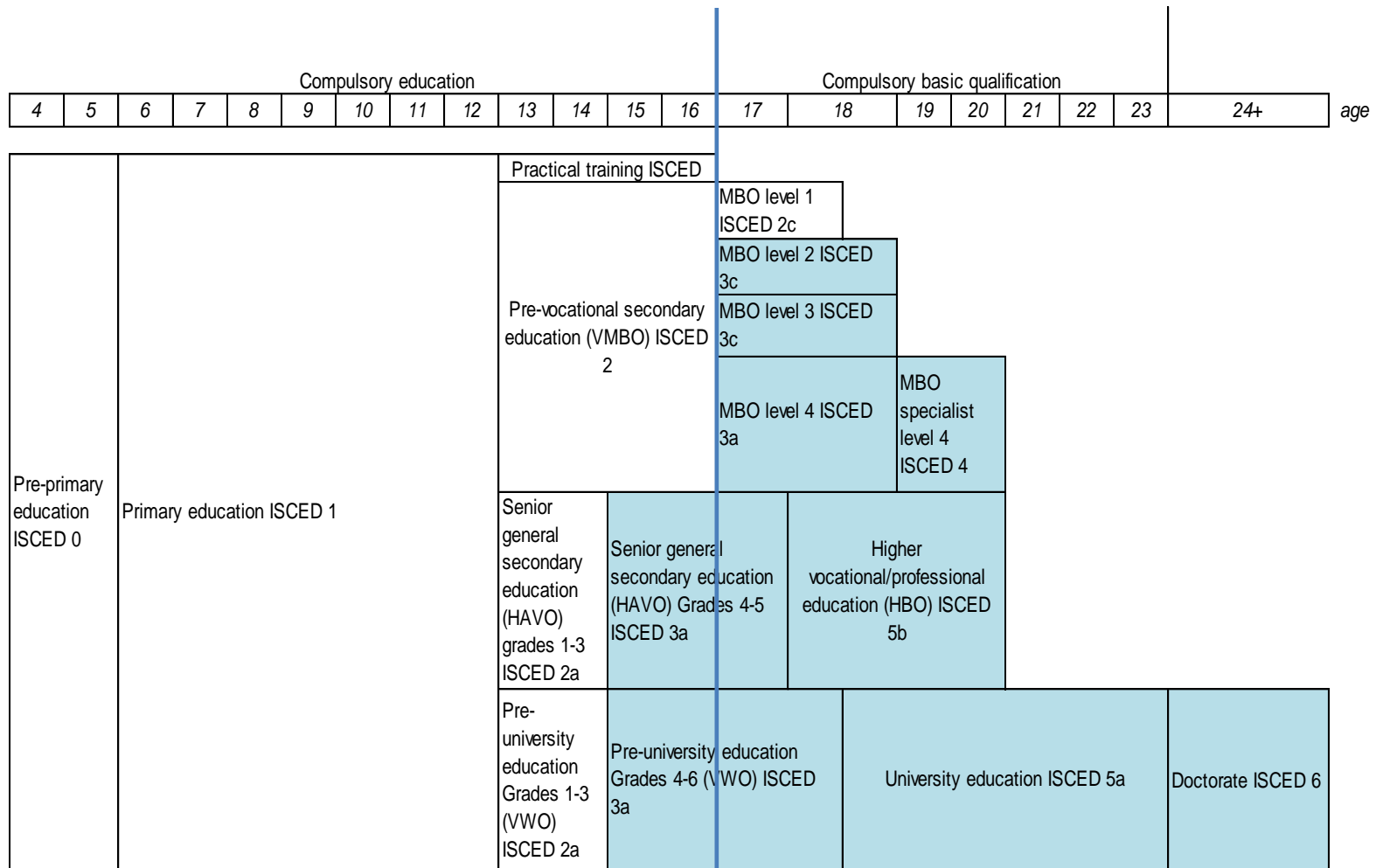


Figure 3 The Dutch educational system

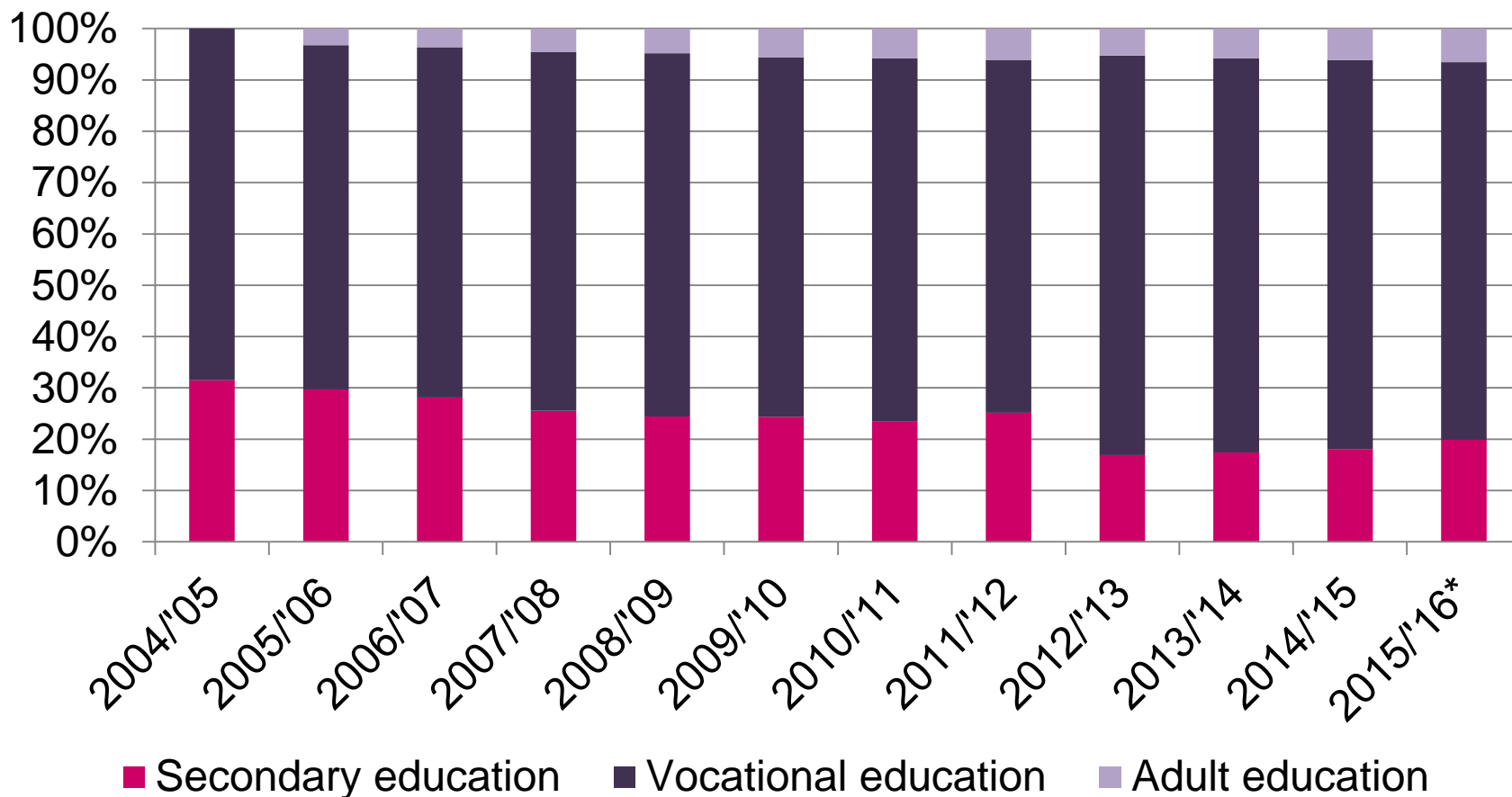


Completion of this level is considered a basic qualification

Definition of early school-leaving

All 12-23 year olds who are no longer in education and have not attained a diploma at the level of either pre-college or pre-university education, or vocational education at level 2 or higher (i.e. 'basic qualification')

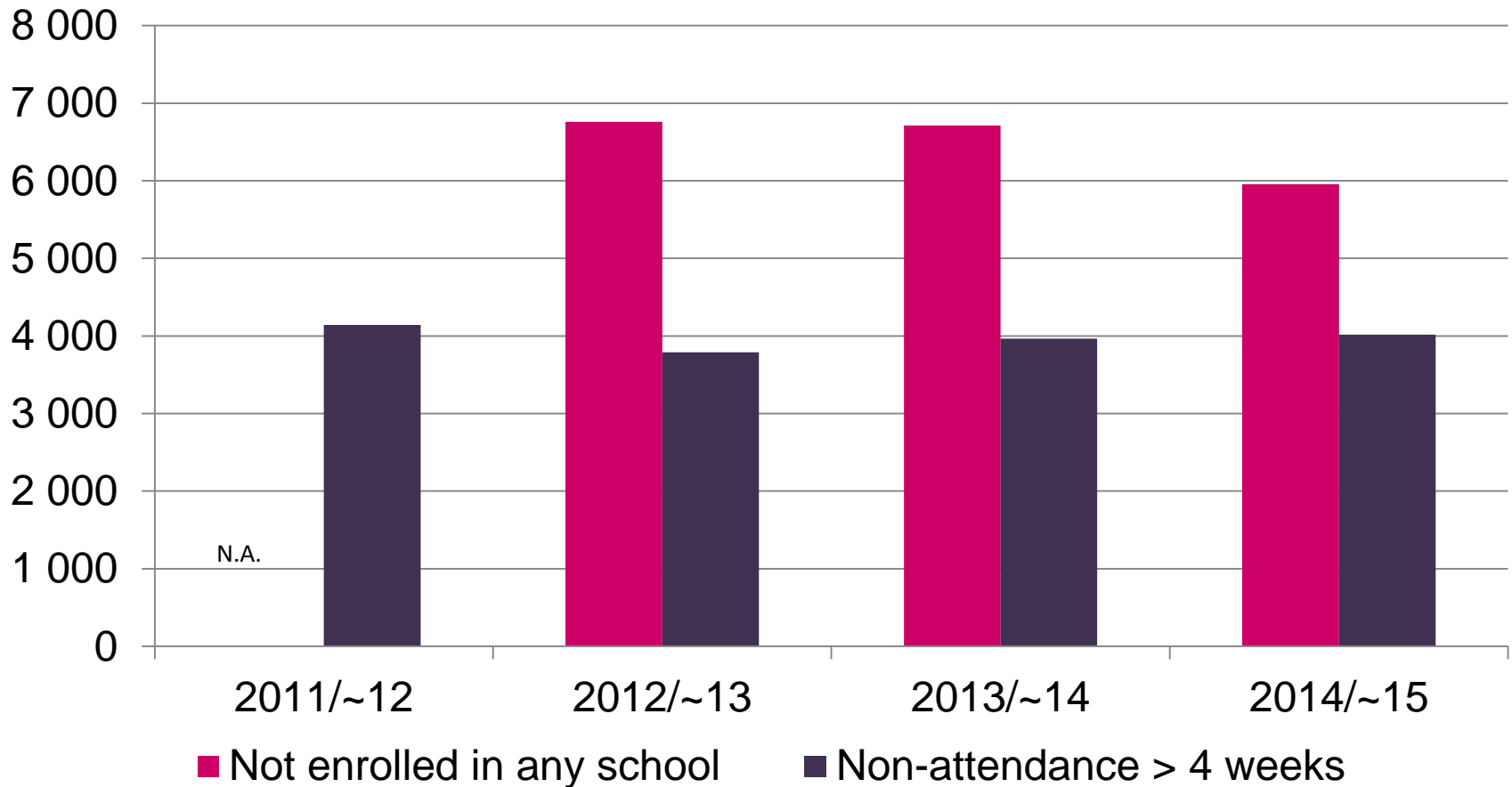
Figure 4 Early school-leaving by educational track, 12-22 years old, 2014/~15



Measures taken to reduce the number of early school-leavers

- Nationwide interventions: inclusive education and battling non-attendance
- Regional responsibilities in the combat against early school-leaving
- Personal incentives for staying in school

Figure 5 Number of children not attending school, 2011-2014 (Dutch Ministry of Education)

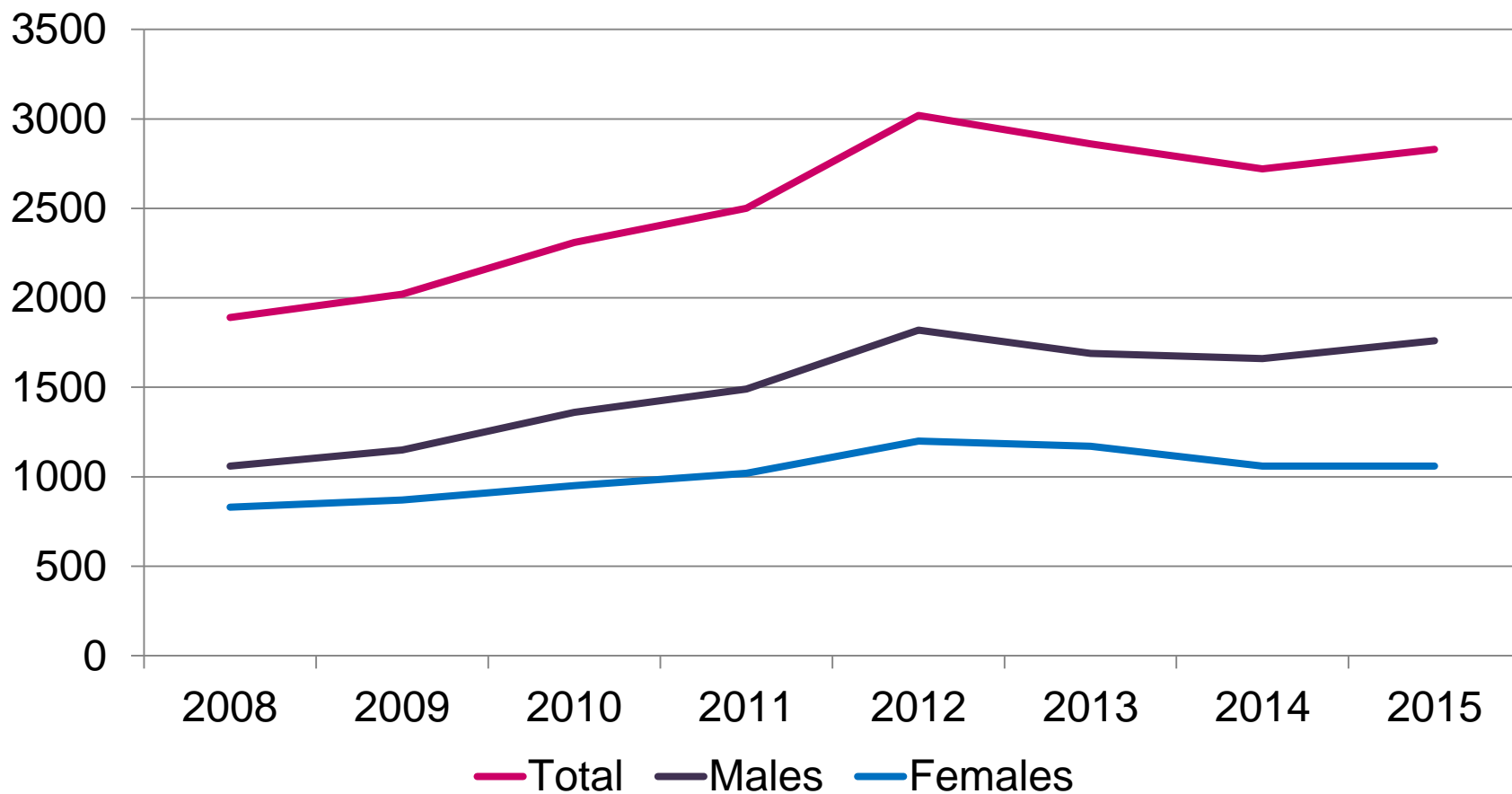


RMC: Best practices

- Friesland six-weekly meetings
- Eindhoven: online tool



Figure 6 Number of youth (12-18) with alternative punishment for illegal absence, 2008-2015



Topics addressed in the 2012 study

- The role of family resources, school composition factors and background characteristics
- Social bonding, juvenile delinquency and early school-leaving?
- Additional effect of non-cognitive abilities above and beyond cognitive ability
- Social networks

Methodology of the 2012 study

- Two large representative longitudinal surveys
- Annual educational status
- School performance
- Intelligence
- Parental questionnaire
- Student questionnaire
- VOCL'99
 - Social networks
 - Five Factor Personality Inventory

Empirical results and policy implications

- Major mechanisms:
 - Individual abilities and preferences
 - Family resources (economic, human, social and cultural)
 - Class and school composition
- Importance of apprenticeship programs

Contact

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