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## State of the Art Review of the Educational System in Türkiye

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This document is created as part of the project PAL LAB: Pedagogical approaches for upskilling of teachers, mediators and experts working with Romani children and youth – Equal Opportunities and reducing early school leaving. It is an essential part of WP2 / Task 2.1: State of the art review of schools’ educational systems in partner countries, which will be delivered by all partner countries of the project.

The following document provides a consolidated report done by MUSEV, Turkiye. It is intended to provide an overview of the current stage of the national education system and its correlation with early school leaving.

## CHAPTER 1: INTRODUCTION

Various initiatives are currently underway on the relevant topic throughout the country. It has been possible to actively participate in studies on different similar topics more locally and throughout the EU. Our project coordinator is also the author of one of the most important and well-known theses written in the field and has a command of the ongoing work on the subject. At the same time, with the advantage of being in contact with many schools, the project partner, who is constantly involved in similar studies with the target group throughout the city, did not have much difficulty in accessing the contents and studies. The only remarkable part is that the continuity of some local initiatives has not been ensured. Therefore, most of the studies in the field draw attention to the same problems and often draw attention to the same solution suggestions and strategies. The most important problem in the field is the inability to ensure the continuous follow-up of the individual or the continuity of solution-oriented studies. At this point, it is certain that information communication-based, self-running artificial intelligence-based software will be very useful.

New additions to the most important research written in the field were checked. Afterwards, the regional authorities that make up our local network, and the ongoing work of the schools, their commissions were contacted. Information was collected on the progress of current studies. In this way, the 8 most outstanding reports and 4 case studies were selected that will provide valuable inputs within the scope of the project. The most important criterion in making the final decision in the selection process is that the study of interest or case study differs from other studies in terms of sustainability and reusability. The most important difficulty in the research process is the difficulties experienced in determining a common time frame suitable for the interviews with local authority representatives. Afterwards, the research content created was enriched with rich content.





## CHAPTER 2: RESEARCH FINDINGS

### Section A: Examination of Reports

The selected reports are the researches that attract the most attention in the field and have high citation rates. It is research that gathers the opinions of policy makers, decision makers, administrators, teachers and students on the factors that play a role in early or permanent school leaving and the determination of strategies to prevent early leaving. The results they point to are equipped with both quantitative and qualitative data. Although quantitative or qualitative data are collected with the help of many different scales, the reasons reached and recommendations for prevention are located around the same axis.

According to the results of the research, students generally see failure in the lesson as the most important reason for dropping out of school. In addition, according to the students, the uncertainty of the educational opportunities suitable for the professions and careers they will choose in the future decreases their motivation. The negative impact of the environment, attitudes of the close friends are among the most important factors that play a role in school dropout.

Teachers cited the following as reasons for students to drop out of school:

- ✓ lack of study habits,
- ✓ inadequate or inappropriate study habits,
- ✓ They see insufficient efforts of families in the process leading to school dropout.

Administrators, on the other hand, see the reasons for students to drop out of school as:

- ✓ lack of study habits,
- ✓ In the process leading to school dropout, they see insufficient efforts of families and domestic violence and incompatibility.
- ✓ When we look at the opinions of the students;
- ✓ the factors related to school dropout arising from themselves and their families are in the first place.

However, it is also possible to say that the views of students have significant differences compared to the views of teachers and administrative staff. For example:

- Insufficiency of social, cultural and sportive activities,
- gamification in the presentation of lessons, effective use of social networks, audio-visual-based, increasing the effective use of smart devices would also be beneficial.

As strategies to prevent school dropout:

- ❖ increasing school, family and teacher cooperation,



- ❖ They draw attention to the necessity of revising the curricula in the 9th grade where dropout rates are high.
- ❖ The administrators, on the other hand, suggest strategies to prevent school dropout;
- ❖ Increasing school, family and teacher cooperation as a priority,
- ❖ Increasing social-cultural and sportive activities,
- ❖ They think that it is necessary to revise the curriculum, especially in the 9th grade (1st stage) where dropout rates are high.

### Report 1

#### General Information

**Name/Title of the Report:** EDDI Project

**Name of the Organization responsible for the Report:** MUSEV (Türkiye)

**Year of publication:** 2022

**Source / Reference:** EDDI Project, (2022). Early Digital Diagnosis and Intervention. Retrieved from <http://projecteddi.com/about/> Retrieved on: 18.11.2022.

#### Executive Summary

The EDDI project aims to help teachers, families, and students to better understand the causality and consequences of leaving education in order to find possible solutions to the ESL problem. We believe that only a comparative analysis of practices and interventions between countries that do well in the ESL statistics and those at the opposite end of the spectrum would deliver a sustainable solution to the ESL problem. Besides economic and social mobility impacts, ESL has been linked to bullying, violence, or micro criminality. ESL is a threat to the successful future development of the workforce and community prospects.

#### Highlights

According to the “Need Analysis Report” which was studied at the beginning of the project:

It has been demonstrated that factors and strategies affected early school leaving according to the cultural and institutional context in the 4 European partner countries. This report has tried to respond to this diversity of perspectives, contexts, and initiatives and has attempted to extract the benefits of different approaches. Based on the results regarding the factors in Early School Leaving it is quite clear that the leading factors vary according to countries. For instance, inadequate or inappropriate study habits,



inadequate academic achievement and failure in classes are leading factors in Turkey, while in Greece domestic violence, conflict and inadequate support for students, lack of communication between family and school, insufficient financial situation of the family are the leading factors, in France inadequacy of social activities (folk dances, competitions, excursions, sports, arts, etc.), inadequate school education environment, tools, equipment are the leading factors, and uncontrolled absenteeism is the common leading factor in both Greece and the Netherlands. Based on the results regarding the strategies to tackle ESL it is quite clear that the leading strategies also vary according to countries. For instance, ensuring that the student is guided to the profession and lessons he wants and is suitable for him and organizing study, compensation and guidance services for students at risk of school dropout are leading strategies in Turkey, while in Greece simplification of student courses and curricula in terms of content and duration and ensuring flexible transitions between classes are the leading strategies, moreover gaining self-learning skills is the common leading strategy both in Greece and France, and the introduction of orientation programs for students who have just started school and cannot succeed in their classes is the leading strategy in the Netherlands. Based on the findings of this report, the factors identified in the questionnaires will help us to diagnose the causes of ESL and a lot of work needs to be done to prevent and intervene with early school leaving by developing content for the strategies to tackle with ESL. Therefore, the e-modules that the project partners will develop as part of intellectual output 1 will focus on the areas identified in the report.

\*\*\* The analyses and draws conclusions from the survey completed by 164 participants (Teachers: 66, Students: 52, Parents: 46) across Europe. They provide information about real factors that affect students' dropout and prevention strategies to fight against it at the national level from the perspective of teachers, parents and students. The results of the report set the stage for further activities in the "Early Digital Diagnosis and Intervention (EDDI)" project.

## Report 2

### General Information

**Name/Title of the Report:** Factors and Strategies against ESL in VET Schools (Master Thesis)

**Name of the Organization responsible for the Report:** MUSEV (Türkiye)

**Year of publication:** 2019

**Source / Reference:** Küçükarslan, E. (2019). Meslek lisesi öğrencilerinin okul terkinde rol oynayan faktörler ve önleme stratejilerine ilişkin yönetici öğretmen ve öğrenci görüşleri: AB ülkeleri ile karşılaştırılması. Ankara Üniversitesi Eğitim Bilimleri Enstitüsü



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Eğitim Yönetimi ve Politikası Anabilim Dalı, Eğitim Yönetimi ve Teftiş Programı. Yüksek Lisans Tezi.

## Executive Summary

This study was conducted to identify the opinions of administrators, teachers and students of technical and vocational high schools across Ankara province on the factors that affect school dropouts, and the strategies to prevent dropouts. The mixed method was employed in the study. For this purpose, the quantitative data were collected through the scales developed by the researcher to identify the opinions of administrators, teachers and students on the factors that affect dropouts and expected precautions. In the qualitative data collection process, interviews were conducted with vocational high school dropouts. The population of the study consisted of education administrators, teachers and students of vocational and technical high schools (Vocational High Schools, Vocational Anatolian High Schools, Technical Anatolian High Schools, Technical High Schools) located in nine districts of Ankara province. The stratified sampling method was employed in the sample selection, and it was assumed that a sample consists of 524 individuals would represent the population. The study group of the qualitative dimension of the study comprised of 30 dropouts who were receiving an education in a vocational high school. The quantitative data of the study were collected through two scales developed by the researcher given as "Factors that Have Role in Dropouts from Vocational High Schools" and "Strategies towards Preventing Student Dropouts from Vocational High Schools". On the other hand, the qualitative data were collected through the semi-structured interviewed from developed by the researcher. The quantitative data were analyzed through the SPSS program. In the data analysis, descriptive statistics such as arithmetic mean, percentage, frequency and standard deviation were employed. The qualitative data were analyzed through the content analysis method. According to the research results the students consider to failure as the main reason for their dropout. In addition, the lack of provision of training and adequate information concerning prospection job and career opportunities, and the negative impact of the environment are among the important factors that affect student dropouts. The teachers consider the lack of studying habits of students, insufficient and inadequate studying habits and unsatisfactory efforts of families in the process of dropout as the primary reasons. On the other hand, the administrators consider the lack of studying habits of students, unsatisfactory efforts of families in the process of dropout and domestic violence and conflict as the reasons of dropouts. There is a statistically significant difference between the opinions of the students on themselves and family related-factors, and the administrators'/teachers' opinions. Similarly, there is a significant difference between students' opinions on vocational high school related-factors concerning the prevention of dropouts and administrators' teachers' opinions. The students point out increasing social, cultural and sportive activities in the first dimension, and increasing gamification,



effective use of social networks and visual/aural-based smart devices in the second dimension as strategies for preventing dropout. The teachers consider increasing the cooperation between school, parents and teachers in the first dimension, and reviewing the 9th-grade curriculum, which is the grade that more dropouts occur, in the second dimension as strategies for preventing dropout. Finally, the administrators find increasing the cooperation between school, parents and teachers and increasing socio-cultural and sportive activities in the first dimension, and reviewing the 9th-grade curriculum, which is the grade dropouts occur more frequently important as strategies for preventing dropout. The opinions of the students and the administrators/teachers on strategies for preventing dropouts demonstrate a statistically significant difference in factor 1 and factor 2 dimensions.

## Highlights

According to the results of the research, students generally see failure in the lesson as the most important reason for dropping out of school. In addition, according to the students, the uncertainty of the educational opportunities suitable for the professions and careers they will choose in the future decreases their motivation. The negative impact of the environment and attitudes of the close friends are among the most important factors that play a role in school dropout.

Teachers cited the following as reasons for students to drop out of school:

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When we look at the opinions of the students:

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However, it is also possible to say that the views of students have significant differences compared to the views of teachers and administrative staff. For example:

- Insufficiency of social, cultural and sportive activities,
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As strategies to prevent school dropout:

- increasing school, family and teacher cooperation,
- They draw attention to the necessity of revising the curricula in the 9th grades where dropout rates are high.

The administrators, on the other hand, suggest strategies to prevent school dropout;

- Increasing school, family and teacher cooperation as a priority,
- Increasing social-cultural and sportive activities,
- They think that it is necessary to revise the curriculum, especially in the 9th grade (1st stage) where dropout rates are high.

\*\*\* Students' views on dropout prevention strategies again differ from those of teachers and administrators, indicating that students should be listened to carefully.

### Report 3

#### General Information

**Name/Title of the Report:** Statistics about ESL in Türkiye

**Name of the Organization responsible for the Report:** MUSEV (Türkiye)

**Year of publication:** 2017

**Source / Reference:** M.E.B. (2017). Milli eğitim istatistikleri örgün eğitim. Retrieved from

[http://sgb.meb.gov.tr/meb\\_iys\\_dosyalar/2016\\_03/18024009\\_meb\\_istatistikleri\\_orgun\\_egitim\\_2015\\_2016.pdf](http://sgb.meb.gov.tr/meb_iys_dosyalar/2016_03/18024009_meb_istatistikleri_orgun_egitim_2015_2016.pdf). Retrieved on: 18.11.2022.

#### Executive Summary

This book is prepared by the Ministry of National Education with the contributions of Turkish Statistical Institute within the framework of Official Statistics Programme.

In order for formal education to operate in accordance with the goals of its plans and programmes, compiling relevant data in accurate, reliable and analyzable way is necessary. The applicability of educational planning will be possible through rapid compilation and transmission of implicit, accurate and reliable statistical data to users. The publication prepared for the purposes stated above includes number of new entrants, students, graduates and teachers by settlement according to Statistical Regions as well as certain internationally comparable educational indicators.

#### Highlights



Although the publication does not contain extensive information on early school leaving, it is an important source in terms of sharing very different statistics such as the Structure of the Turkish National Education System, the number of student classrooms, and staff capacity.

## Report 4

### General Information

**Name/Title of the Report :** Project for Increasing Attendance and Schooling Rates in Secondary Education (ODAP)

**Name of the Organization responsible for the Report:** MUSEV (Türkiye)

**Year of publication:** 2022

**Source / Reference:** M.E.B. (2022). Ortaöğretimde Devam ve Okullaşma Oranlarının Artırılması Projesi (ODAP). <https://odap.meb.gov.tr/Hakkimizda/tr/>  
Retrieved on: 18.11.2022.

### Executive Summary

The ODAP project aims to develop a "Prevention, Intervention and Compensation Model" to increase students' sense of belonging and motivation towards school and to strengthen teacher-student communication.

This method targets students who are at risk of early school leaving, absenteeism and grade repetition. Where girls are at higher risk of these situations, the Model focuses specifically on this population.

In addition, Guidelines and a National Strategy Document for the implementation of the Model are being prepared.

The Model will be implemented in 50 pilot schools, targeting students at risk of dropping out of school. In this context, it is aimed to carry out activities for visual arts, music, motivation, drama/performing arts and laboratory studies. In line with this goal; social, cultural, scientific activities; role model interviews, motivational and creative education activities are carried out.

In addition, make-up classes consisting of a maximum of 25 students are established for reading comprehension skills, Mathematics and Science.

In order to promote and disseminate the model, awareness raising activities are carried out for policy makers/decision makers in the field of education, mukhtars, community leaders, NGO representatives and the media. In addition, university visits are organized



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to increase the knowledge and awareness of students at risk of dropping out of school about university education.

## Highlights

The commissions, activities, selected provinces and contents established within the scope of the ODAP project support the PAL LAB project and continue their activities in a parallel time interval. Therefore, it is thought that both projects will benefit each other.

### **Early Warning System:**

An early warning system is another point to be developed to monitor the school attendance of secondary school students and to take additional measures for the systematic monitoring and detection of the risk of early school dropout.

### **Family visits and information meetings:**

Teachers and school principals conducted home visits to the families of 1,500 students, especially girls.

### **Scientific and Technical studies:**

Desk studies were conducted on international examples of good practices, and a current situation and needs analysis study was conducted.

### **Workshops, conferences and other related organizations:**

Regional workshops are going to be organized for the development of the Model with the participation of relevant parties, and coordination meetings twice a year.

Pilot provinces: There are 14 pilot provinces: Istanbul, Tekirdağ, Afyonkarahisar, Sakarya, Ankara, Hatay, Nevşehir, Çankırı, Trabzon, Ağrı, Bingöl, Hakkari, Şanlıurfa and Şırnak.

## Report 5

### General Information

**Name/Title of the Report:** Article about “1,000 Schools in Vocational Education and Training” Project

**Name of the Organization responsible for the Report:** MUSEV

**Year of publication:** 2021





**Source / Reference:** Özer, M. (2021). A New Step Towards Narrowing the Achievement Gap in Turkey: “1,000 Schools in Vocational Education and Training” Project. *Bartın University Journal of Faculty of Education*

### Executive Summary

Systematic steps have been taken to improve the quality of vocational education and training (VET) in Turkey after the publication of the country’s Education Vision 2023 document, resulting in short-term positive outcomes. These actions expanded the scope and scale of the collaborations with these sectors, as well as establishing a quality assurance system in VET. Additionally, the greater proportion of on-the-job training programs established through these reforms have increased students’ skill development. Research and development centers focusing on intellectual property were established as centers of excellence in VET, and patent, utility model, design, and trademark productions and registration processes were also prioritized during this period. At this point, the Ministry of National Education (MoNE) has taken a new step to improve the quality of VET and alleviate the achievement gap by starting the “1,000 Schools in Vocational Education and Training” Project. The present study introduces this project and discusses its aims and scope in detail. The project implements a holistic approach towards narrowing the achievement gap, aiming to improve the infrastructure and educational environments of VET schools through considerable investments in school development, as well as building teachers and executive leaders’ capacities. Additionally, students’ educational and personal development will be supported in a multifaceted way to compensate for deficiencies in basic skills. Parents will also be supported through planned lifelong learning mechanisms. When the initial project has been completed after one year, the improvement in VET will be scaled up to expand to all schools in Turkey. Ideally, the 1,000 Schools Project will help to narrow the achievement gap between high schools in Turkey.

### Highlights

The author of the article is currently the Minister of National Education of the Republic of Turkey. For this reason, the article, which includes his findings in various fields, especially in Vocational Education, is the most comprehensive study in the field.

The most current problems faced by VET in Turkey are similar to those in other countries. In most countries, students tend to prefer pursuing an academic track instead of a vocational track, and consequently vocational training is mostly preferred by students from lower socioeconomic levels, and VET institutions suffer from higher absenteeism rates. Additionally, both the coefficient regulation, which restricted the access of VET graduates to higher education, and the TEOG, which placed all students



in high schools based on their central test scores, intensified the magnitude of problems for VET in Turkey compared to other countries. For years, the MoNE has tried to eliminate the negative effects of these interventions through many countermeasures. These efforts have become more systematic after the announcement of the Education Vision 2023, and considerable progress has been made in a short time since then.

The average test scores of students enrolling in VET high schools, as well as the number of high-achieving students enrolling in these schools, have increased. Therefore, VET high schools are now perceived as institutions worthy of enrollment for high-performing students. Additionally, while 2,5000 teachers were enrolled in on-the-job and professional development trainings in 2018, this number increased to 43,000 over two years with the support of industry sectors. Very important progress has been made with the backing of Turkish industries to increase the quality of teachers, which is the most important factor determining students' educational outcomes. Hence, many different indicators point to significant improvements in the Turkish VET system

## Report 6

### General Information

**Name/Title of the Report:** Article about “ESL in Open Education Schools”

**Name of the Organization responsible for the Report:** MUSEV

**Year of publication:** 2017

**Source / Reference:** Sözer, Y. (2017). Mesleki açık öğretim lisesi öğrencilerinin örgün eğitim dışında olma nedenlerine ilişkin görüşlerinin değerlendirilmesi. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 30, 493-507.

### Executive Summary

The purpose of this study is to evaluate the vocational open high school students' opinions about the reasons of being out of formal education. The data of this qualitative study, has been collected from 145 open vocational high school pupils in Batman province by open-ended question forms. By the analysis of the data, the reasons of being out of formal education are found as; school based reasons theme including far distance of the school and bad conditions of the school; environmental reasons theme including compulsory and friend orientation; personal reasons theme including failure and indifference. The reasons for attending to open vocational program are having a job, easier way of education, self-development and self-actualizing, working and getting education at the same time, getting graduation, having more time for oneself, the



opportunity to have education in marriage. The final result of this study is that the opportunity to attend to vocational open education is an important alternative for social and personal inequalities in terms of continuity of formal education, however the limitations about open education's quality is ongoing matter and measures should be improved for keeping the students in formal education particularly who suffer from the inequality of opportunity

## Highlights

Based on the results of the study, the following recommendations were developed for both vocational formal and vocational open high schools:

- ✓ There is a need to analyze the difficulties experienced by students who turn to open education due to problems such as failure in the formal education system, discipline, etc. and to improve the formal education system in this respect. In this framework, vocational open education should be more
- ✓ A new vocational high school model can be developed that will reduce drop-outs from formal education by gathering the opportunities that make it attractive within formal education.
- ✓ Measures should be taken to extend revolving fund activities to all formal vocational education high schools, thus enabling more students to learn the profession on the job and earn income from the work they produce.
- ✓ Measures should be taken for vocational open education high school students to take face-to-face culture courses. However, if open education high schools have their own independent school buildings and teachers, it would be possible for them to avoid being shadowed in formal education schools.

A protocol can be organized between the Ministry of National Education and the Ministry of Family and Social Policies to examine the social conditions of students in order to prevent students from dropping out of formal education due to inequality of opportunity, to report the situations of students in critical situations to the Ministry of Family and Social Policies, to identify students to be supported in terms of social conditions and to develop various measures and practices in this regard. Within the framework of this protocol formal education in order to tackle social inequalities of students in a timely and appropriate manner institutions may employ a family sociologist affiliated to the Ministry of Family and Social Policies.

## Report 7



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## General Information

**Name/Title of the Report:** Article about the reasons of ESL in the secondary schools

**Name of the Organization responsible for the Report:** MUSEV

**Year of publication:** 2017

**Source / Reference:** Tuncer, M., Bahadır F. (2017). Ortaokul öğrenci görüşlerine göre başarısızlığın nedenleri, *Kahramanmaraş Sütçüimam Üniversitesi Eğitim Dergisi*, 1(1), 1-11

## Executive Summary

The purpose of this research is to evaluate the reasons for underachievement of the secondary school students according to the students' opinions. The data of the study were collected with the help of the researchers' underachievement reasons questionnaire. The population of the study is the secondary schools in Elazığ city center. The sample consisted of 6th, 7th and 8th grade students in two schools randomly selected from this population. A total of 214 sixth, seventh and eighth grade students in these schools were surveyed and the reasons for failure were tried to be determined based on student opinions.

## Highlights

One of the findings of the research is that students have difficulty in determining the educational goal for the future. The majority of the students stated that I want to go as far as I can to the level of education that they aim at. Nearly half of the students who express their perceptions of success as "Undecided" or "Failed" see themselves as the cause of underachievement, their friends as the cause of their underachievement. In addition, students expressed the most unsuccessful or unsuccessful courses in mathematics, English and Turkish, respectively. According to student opinions, the reasons for the underachievement are "I cannot succeed because of my brothers" and "I am not successful because of my health problems". A small proportion of the students in the survey showed their teachers as reasons for underachievement. Underachievement to connect students' underachievement to an external influence can be seen as an important issue in terms of overcoming the problem of underachievement.

## Report 8

## General Information







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**Name/Title of the Report:** The most comprehensive research on ESL in Türkiye

**Name of the Organization responsible for the Report:** MUSEV

**Year of publication:** 2013

**Source / Reference:** UNICEF. (2013). Ortaöğretimde sınıf tekrarı, okul terk sebepleri ve örgün eğitim dışında kalan çocuklar politika önerileri raporu. Retrieved from

[http://www.meb.gov.tr/meb\\_iys\\_dosyalar/2014\\_07/07035316\\_politikaraporu\\_bas\\_ki\\_final.pdf](http://www.meb.gov.tr/meb_iys_dosyalar/2014_07/07035316_politikaraporu_bas_ki_final.pdf). Retrieved on: 18.11.2022.

### Executive Summary

The research on "Determining the Educational and Labor Situation and Needs of Children Excluded from Formal Education due to Grade Repetition and Dropout in Secondary Education" was initiated by MoNE (T.R. Ministry of National Education) with the technical and financial support of UNICEF in 2012. After this research was initiated, Law No. 6287 on the Amendment of the Law on Primary Education and Education and Certain Laws came into force, making secondary education compulsory in Türkiye. In other words, compulsory education in Türkiye was extended from 8 to 12 years. The aim of the research is to identify the reasons for children being excluded from learning processes, not attending school regularly, repeating grades, dropping out of school or dropping out of school while attending school, to eliminate these obstacles in both demand and supply dimensions, and to develop policy recommendations to be implemented at national, local and school level to solve the problems.

### Highlights

It was found that most of the students who repeated the grade had low socioeconomic and educational levels in their families.

Eleven percent of the students who repeated a grade stated that they used cigarettes, alcohol and similar substances. On the other hand, in the Global Youth Tobacco Survey conducted by interviewing 15,957 young people in the 7th, 8th and 1st grades of primary school and high school, 9.1% of the students were reported to smoke (5.0% girls and 11.9% boys). Smoking, alcohol and similar substance use is more common in males. More than one-third of students who repeat classes have difficulty in understanding the material covered in classes. They have difficulties, the majority of





them have efficient study habits and more than half of them have study habits. They did not have the habit of studying.

30% of the students stated that the factors that played a role in their repeating a grade were difficulty in understanding what was taught at school, teachers' inability to explain the lessons well, and failure to complete homework and assignments on time.

The findings of the research show that factors such as the way the curricula prepared at the school level are organized, the subjects taught are not interesting, the opening and closing hours of the school are not appropriate This shows that it plays a significant role in students repeating classes. 43% of the students said that difficult lessons were put on the same day, 24% said that they were not interested in what was taught at school and 23% stated that the entrance and exit times of the school were not convenient and therefore they repeated the class They did not perceive peer support.

Female students who repeated a grade perceived more peer support than male students, students were found to have more self-efficacy beliefs and more positive feelings towards the future.

According to the results of the study, students who repeated a grade were more likely to have higher self-efficacy beliefs and more positive feelings about the future. Additionally working for wages, living with family, number of siblings, type of school, grade level, perceived peer support, self-efficacy beliefs, future goals, attitude towards school, relationships with teachers and perceived family support variables are also the reasons met in the study.

Students who repeat grades show similar characteristics in terms of number of siblings, whether the family has a regular income, father's education level, having a room of their own at home, social activities at school, and enjoying education and training activities.

Similarly, the number of siblings, whether the family has a regular income and having a room of their own at home are variables that show similarities between the groups. Peer support, self-efficacy, and attitude towards school and perceived family support were also found to be similar variables.



## Section B: Revision of Case Studies

It is the general opinion that early diagnosis is important in prevention and that different methods to be applied after detection will bring a solution. The most important step for this to be able to bring a solution is to make the applied method permanent. Peer counseling is only one of these solutions, and the reason for the success of the chosen case study is that it is a study whose continuity can be ensured. Great success has been achieved in our example of the Robot Club, ROBORT, where students who are academically unsuccessful and who have been found to have a tendency to drop out gather together. Students who were referred to the club due to academic failure became able to cope with an academic content without realizing it in the activities they participated in interaction with their successful peers. They participated in competitions on behalf of their schools, their belonging to the school increased, they became more prone and skilled in academic content and calculations while programming or designing the ROBOTS that they contributed to their designs with their friends, and they realized that they could succeed whenever they wanted. Therefore, it has been seen that social club studies including peer counseling will also be effective.

In another example, it is a study that is being implemented at the policy-making level. This study is the work carried out by the regional commissions formed by the TR Ministry of National Education. School principals, guidance specialists and teachers come together under the chairmanship of the Regional Director in the commission formed in the District Directorates of National Education and visit families through sub-committees. Potential early school leaving students who fall into the centralized system operated at the ministry level are identified and encouraged to continue at school. Students who dropped out of school are reached, persuaded, necessary conditions are created, and the necessary environment is provided for them to return to school.

PIKTES – “Supporting the Integration of Syrian Children into the Turkish Education System Project” is a state-supported project that was implemented at the national level for all age groups at school. In particular, PIKTES an education project carried out by the Ministry of National Education to support the access of children under Temporary Protection to education in Turkey. The entire budget of PIKTES is covered by the EU with a direct grant method within the framework of the "Financial Assistance Program for Refugees in Turkey (FRIT)" agreement. The most important part of family education, which is one of the sub-components of PIKTES, aims to ensure that immigrant individuals continue to school and bring them to school. The education of parents, who are the most important actors of school leaving, has a very important place in the process. Under the project, formal training is delivered to the migrated students, as well as non-formal training to the parents. The project is divided into different sub-components. In the Family subcomponent, parents receive various trainings, and the most important of these training is to have more information about the Turkish education system and to learn more about the functioning of the education system and the school. In this way, the project



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supports parents to become more involved in school life, enabling them to adapt to the integration process. CSOs are also a part of the ongoing activities. As such, parents act mostly as collaborators.

Aile Okulu (Family School) is a CSO-led practice that was applied during the school year 2020-2021 by a Turkish association, the Home School (Ev Okulu) Association with the aim to support all kinds of education process in the home and family environment, to ensure that families participate in the learning processes of their children, to ensure school-home harmony, to help strengthen family ties and to promote homeschooling systems in our country. The association promotes the value of parents' education as a crucial factor in the academic progress of child and of the whole family and for this purpose it carries out a series of activities with the active participation of parents. The most important part of the initiative was to give contribution to the integration of the parents to the school of their children. It was believed that if the parents involve in the school more, which will prevent their children to go early school leaving.

### Case Study 1

#### General Information

**Country:** Türkiye

**Name of the school:** Ortaköy 80.Yıl Mesleki ve Teknik Anadolu Lisesi (Vocational High School)

**Level(s) of education:** High School

**Capacity of the school (number of children, staff, buildings, etc.):** 900 students (including adult learners, 90 staff (including all teachers), main management building with classes, 2 more buildings for the workshop

**Description of the community in which the facility is located:** in a villages in Mamak region which gives its name to the Center, is a region mostly preferred by the people migrated from the outside of the city, esp. the inner migrated population from the far-east part of the country.

**Source of the case study (reference):** The case study is from the ROBOT Club of the Center which is named "ROBORT"

#### Project information

##### The challenge addressed

The students of the school mostly the individuals have less success rate in academic content of the lessons which is the main reason directs them to leave the school earlier.



**The project developed**

ROBORT Club helps the teachers to get the students more enthusiastic to the lessons need more academic studies.

**Way(s) of implementation**

ROBORT Club has different kinds of activities to practice mathematics, and science have connection with the most challenging lessons which cause students to fall down to a unsuccessful situation in the lessons.

**Results**

Thanks to the peer education, gamification based lessons, practices and the interaction in the ROBOT Club help the students to learn when they are playing, producing and computing to each other.

Case Study 2

**General Information**

**Country:** Türkiye

**Name of the school:** Mamak İlçe MEM (Regional authority)

**Level(s) of education:** all ages

**Capacity of the school (number of children, staff, buildings, etc.):** 110436 students (including adult learners, more/less 7000 staff (including all teachers) in 262 schools

**Description of the community in which the facility is located (village, town, small city, segregated / developed area, concentration of specific social groups, etc.):** Mamak is a region mostly preferred by the people migrated from the outside of the city, esp. the inner migrated population from the far-east part of the country. The region has more/less 700.000 inhabitants.

**Source of the case study (reference):** The case study is from the Commission dealing with the early school leaving

**Project information**

**The challenge addressed**

Mamak district is one of the most problematic areas of the city in terms of early school leaving.

**The project developed**





A commission formed years ago dealing with the weekly updates and risks in the schools, to visit, share guidance, give contribution to the solution.

**Way(s) of implementation**

The Commission has a yearly activity list, and a scheduled plan to visit the schools starting from the most risky ones to the less risk owners.

**Results**

The commission activities and the visits causes the families to be a part of the education community.

Case Study 3

**General Information**

**Country:** Türkiye

**Name of the school:** T.R. Ministry of National Education, General Directorate of Life Long Learning

**Level(s) of education:** all ages

**Capacity of the school (number of children, staff, buildings, etc.):** 223000 students (including adult learners, more/less 827 staff (including all teachers) in the field with over 1200 schools

**Description of the community in which the facility is located (village, town, small city, segregated / developed area, concentration of specific social groups, etc.):** PIKTES initiatives continues in all country focusing to the schools host Syrian refugees. Project is co-funded by the European Commission

**Source of the case study (reference):** The case study focus on re-gaining the Syrian individual who has left the school, who has no intention to continue the education. Initiative has different services, training, courses, guidance to the different ages, to the different profiles

**Project information**

**The challenge addressed**

Most of the Syrian refugees have low intention to continue their education in Türkiye. The drop-out rates of the Syrian guests are very high and affects the general view of the Turkish education system. Problem mostly caused by the adaptation to the Turkish community, and the most challenging part is the language barrier. The language courses





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are delivered also the family members to have them the same motivation to overcome the barriers together.

**The project developed**

PIKTES project not only aim to give the right guidance only to the students, but also give the necessary training to all parties, like parents, teachers, administrators.

**Way(s) of implementation**

There are well-trained staff in the pilot schools who has direct interaction with the Syrian individuals. PIKTES project tries to involve all parties into action in the process. Parents, local authorities, NGOs, etc.

**Results**

Now there is a web sites with the news of the progress which is supported with the training materials to be used by the schools.

**Case Study 4**

**General Information**

**Country:** Türkiye

**Name of the school:** Home School (Ev Okulu) Association

**Level(s) of education:** all ages

**Capacity of the school (number of children, staff, buildings, etc.):** It was implemented in the schools sometime, but the main implementation was in the outside of the school.

**Description of the community in which the facility is located:** Aile Okulu is a CSO-led practice that was applied during the school year 2020-2021 by a Turkish association, the Home School (Ev Okulu) Association with the aim to support all kinds of education process in the home and family environment, to ensure that families participate in the learning processes of their children, to ensure school-home harmony, to help strengthen family ties and to promote homeschooling systems in our country

**Source of the case study (reference):** The case study focus on integrating the parents into the progress, to the education of their children

**Project information**

**The challenge addressed**





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The association promotes the value of parents' education as a crucial factor in the academic progress of child and of the whole family and for this purpose it carries out a series of activities with the active participation of parents. Because it is commonly seen in most of the researches that the family is the main actor of the way goes to the early school leaving.

### **The project developed**

Aile Okulu (or Family School) fulfills the request of families to participate in longer conversations with experts, especially after the Home Education and Child Summits held in October/November 2019 and the results of the surveys of the trainings it carried out during the Corona period. Families and educators are supported in family education, child education and to the development of a healthy family-school environment.

### **Way(s) of implementation**

Enrolment in the project is also free and a participation certificate was sent to all enrolled participants, thus giving an extra incentive to foreign parents to be involved in most activities.

### **Results**

Through all activities and the rich variety of subjects and used methods (e.g., not only typical lectures but also questions-answers/workshops), the project reinforces parents to get involved in their children' schooling and learning by promoting their parental efficacy and connection with more available resources for their academic success.



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## CHAPTER 3: CONCLUSIONS

Considering your findings, make a brief reflection on the main and most important points that can be derived. Make a special reference to lessons learned on early school leaving, low performance, teaching Romani children and children from exclusion groups, techniques/methods/practices implemented in schools and/or segregated schools, skills and competences of teachers and facilitators working with these children.

Much of the research on early school leaving suggests that undesirable ending can be prevented. The most of studies show that the main reasons are always the same like:

- ✓ Socio-economic level
- ✓ Low-level educated parents
- ✓ Friends
- ✓ Addictions
- ✓ Health issues
- ✓ Absenteeism
- ✓ Failure, etc.
- ✓ The most of research advices the same solutions
- ✓ Early detection
- ✓ Permanent policies
- ✓ Peer education
- ✓ Social activities
- ✓ Sense of belonging

In summary, all case studies are attempts to achieve the same goal through different channels, and they are largely successful. Despite this, the problem still persists. Therefore, contributing to the solution always necessitates the dissemination and continuity of good practices.