

Mechanisms and means to prevent school dropouts - International experiences

اليات التكفل وسبل الوقاية من التسرب في الوسط المدرسي – تجارب دولية

Mécanismes et moyens de prévention du décrochage scolaire - Expériences internationales

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ملخص:

نهدف في دراستنا هاته تسليط الضوء على ظاهرة التسرب المدرسي ومعالجتها معالجة تربوية وإحصائية مع اقتراح الأليات والسبل الكفيلة بمعالجة الظاهرة متناولين بذلك التجارب الدولية في المجال منتهجين المنهج التاريخي مع الوقوف على اهم نتائج الدراسات السابقة. الهدف من معالجة ظاهرة التسرب في الوسط المدرسي حسب التجارب العالمية يتمثل في: الحد من الهدر المدرسي، تحقيق مبدأ تكافؤ الفرص، تحسين جودة التعليم، وتقليل الآثار الاجتماعية والاقتصادية السلبية المترتبة على التسرب، ومقارنة اليات التكفل الدولي بالظاهرة. تتوافق هذه الأهداف مع الجهود المستمرة التي تبذلها الجزائر لتنفيذ إستراتيجيتها لإصلاح نظامها التعليمي والتكفل بمعالجة ظاهرة التسرب في الوسط المدرسي ، بهدف تعزيز الوصول إلى التعليم، وجودته، والعدالة فيه. وتشمل هذه الاستراتيجية الشاملة مبادرات مثل دمج التعليم التحضيري في التعليم الابتدائي، وتعزيز التكوين المهني، وتحسين آليات الحوكمة والتمويل. الكلمات المفتاحية: التسرب؛ الوسط المدرسي ، إستراتيجية التكفل ؛ تجارب دولية؛ مؤشرات إحصائية.

Abstract:

In this study, we aim to shed light on the phenomenon of school dropout and address it from both educational and statistical perspectives, by proposing mechanisms and effective means to tackle the issue. We do so by examining international experiences in the field, adopting a historical approach, and highlighting the most significant findings of previous studies.

According to global experiences, the objective of addressing the phenomenon of school dropout lies in reducing educational wastage, ensuring equal opportunities, improving the quality of education, and minimizing the social and economic consequences resulting from dropout. And a comparison of international care mechanisms for addressing the phenomenon.

These objectives align with Algeria's ongoing efforts to implement its educational reform strategy and address school dropout, with the goal of enhancing access, quality, and equity in education.

This comprehensive strategy includes initiatives such as integrating preschool education into primary schooling, reinforcing vocational training, and improving governance and funding mechanisms.

Keywords: Dropout; School environment; Care strategy; International experiences; Statistical indicators.

Résumé : Dans cette étude, nous visons à mettre en lumière le phénomène du décrochage scolaire et à l'aborder sous les angles éducatif et statistique, en proposant des mécanismes et des moyens

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efficaces pour traiter cette problématique. Nous procédons ainsi en examinant les expériences internationales dans ce domaine, en adoptant une approche historique, et en mettant en avant les résultats les plus significatifs des études antérieures.

Selon les expériences mondiales, l'objectif de traiter le phénomène du décrochage scolaire réside dans la réduction du gaspillage éducatif, l'assurance de l'égalité des chances, l'amélioration de la qualité de l'éducation et la minimisation des conséquences sociales et économiques liées au décrochage. Et une comparaison des mécanismes de prise en charge internationaux de ce phénomène. Ces objectifs s'inscrivent dans les efforts continus de l'Algérie pour mettre en œuvre sa stratégie de réforme du système éducatif et traiter la question du décrochage scolaire, dans le but d'améliorer l'accès à l'éducation, sa qualité et son équité. Cette stratégie globale inclut des initiatives telles que l'intégration de l'éducation préscolaire dans l'enseignement primaire, le renforcement de la formation professionnelle et l'amélioration des mécanismes de gouvernance et de financement.

Mots-clés :: Décrochage scolaire ; Environnement scolaire ; Stratégie de prise en charge ; Expériences internationales ; Indicateurs statistiques

Introduction :and- problematic

Many educators, intellectuals, politicians and people interested in the economics of education have been concerned about the phenomenon of school drop-out. Many governments have paid particular attention to studying this phenomenon, investigating its causes and finding appropriate solutions to deal with it, as it is one of the scourges facing the educational process and the future of generations in most societies, as it is an educational waste whose impact is not limited to the student, but extends beyond to all aspects of society. Its social repercussions include the spread of crime and delinquency, as well as dangerous phenomena such as child labor and exploitation, leading to an increase in the volume of social problems such as juvenile delinquency, the spread of theft and aggression against the property of others, leading to the corruption of society, and the problem of dropping out of school causes loss and loss to the students themselves, as this problem leaves its .negative effects on the student's psychology and disrupts his or her productivity within society

In economic terms, the issue of school wastage leads to a waste of state financial resources and an increase in the budget allocated to education, with a significant impact on the state's gross domestic product and economic capacity. It increases rates of illiteracy, ignorance and unemployment, weakens the economic and productive structure of society and the individual, and .increases dependency and reliance on others

School dropout is a global issue that affects all educational systems in all countries of the - world, both rich and poor, and is of an educational and economic nature as it affects the efficiency and effectiveness of the educational system in terms of quantity (inputs and outputs) of students and qualitatively the quality of graduating students and the suitability of their profiles to the needs of the ..labor market. Algeria is one of these countries

- The Algerian school reforms, which have been implemented since the beginning of the 2003/2004 school year, aimed to put an end to the contradictions generated by the previous structure, and to propose solutions to the school's imbalances and complex issues:" The diagnosis made since the start of the reform has identified a number of deficiencies in the educational system and identified the main challenges that hinder the quality of education Al-Jarjawi Ziad ibn Ali(2002).

-It has endeavored to put in place mechanisms to contain and minimize the dropout phenomenon

-The dropout phenomenon concerns the situation of students who have dropped out of school, which is one of the most serious problems facing modern societies, with the consequent disruption of social relations and economic activities, and Algeria, like a number of underdeveloped countries, is experiencing high levels of this phenomenon, and is still unable to tackle it and put an end to its causes. Statistics from the Economic and Social Council (KNAS) reveal that one million students have repeated the academic year 2021/2022.

The dropout rates in different countries vary according to the education policies adopted.

- According to recent studies 'there are several factors explaining the phenomenon of dropping out of school and abandoning the study 'such as psychological 'pedagogical 'family 'social and relational factors ... It is controversial that the same factors can create an incentive and challenge for the learner to achieve success. Therefore, we have the right to ask: **What is the reality of this educational issue in Algeria? What are the factors causing the phenomenon? What are the mechanisms and ways to address the phenomenon?**

- 2 - Study hypotheses

- In Algeria, dropout rates vary according to level of education.
- Dropout rates in Algeria vary according to gender.
- There are several ways of looking at the dropout phenomenon.

3-Method study:

The scientific research method can be defined as: "a set of special tools, methods and techniques, which are used in the examination of discovered knowledge and phenomena, or which constitute a complement to certain theories and information, and which depend on the accumulation of certain assertions, and which must be measurable and deductive" If the method is defined as the way or method followed to complete the study with scientific steps and we choose for our study the historical approach to the phenomenon

- The method of historical and statistical analysis plays a very important role in explaining the phenomenon or research question statistically 'analytically and historically on the basis of written historical documents 'and in helping to predict the future. Using the method of historical and statistical analysis, the researcher gathers very precise information and data on the phenomenon or research question, then studies and analyzes this information within the framework of a historical study, resulting in precise explanations and logical solutions.

- 4-Research objectives:

- Through this research, we aim to :
- Determine the extent of the dropout phenomenon in the Algerian school environment and address it statistically .
- Study the prevalence of the phenomenon statistically according to educational levels.
- Study the prevalence of the phenomenon among boys and girls.
- Propose means and mechanisms for finding solutions and dealing with the phenomenon on the ground .
- Attract the attention of interested parties to propose conferences, forums and seminars to offer an alternative to the phenomenon of repeating and dropping out of school in Algeria.

- 5-The importance of study:

- The importance of this study lies in determining the degree to which the principle of equity in education has been achieved in Algerian educational establishments, by comparing the results of the repetition and dropout rates and the retention index in order to judge the efficiency and quality of the educational system and thus propose ways of dealing with the phenomenon of dropout and failure in Algerian educational establishments

- 6. previous studies:

-The first study: cherwel Rachid, 2018-2019, The role of school innovations in raising educational performance, improving educational outcomes, and combating school dropout. Thesis presented for the degree of Doctor of Science in Educational Psychology, Constantine 2 University.

- The study asked the following questions: How do school and career guidance counsellors perceive the level of performance of the school guidance system (currently in post-compulsory education)? General and technological secondary education and vocational education and training
- For its role in increasing performance and improving academic performance in order to reduce the dropout phenomenon ?

- The study led to the following results:

- School guidance counsellors' assessment-
- of the performance of school renovations and their role in reducing dropout rates in post-compulsory education is at an intermediate level both in the axes of the study questionnaire and in its statements, with the exception of two statements for which the assessment is at a high level: High, which do not affect the overall score. There were no statistically significant differences in school and career guidance counsellors' assessment of the performance level of current school renovations and their role in reducing drop-out rates in post-compulsory education, due to the variables of gender, main academic degree subject and years of professional seniority

The study recommended to reduce the prevalence of the phenomenon of school dropout at this . - - :stage

Continuing to renew the school, continuing to modify the pedagogy of education, reorganizing - - the secondary stage, adopting educational treatment, educating guidance options, building a personal project, giving a second chance to study, applying psychological assistance, implementing pedagogical accompaniment, activating the role of school mediation, establishing the activity of school alliances and generalizing access to vocational education and training. Rachid, 2019, p. 213

- The second study:** is the study of Dr. Mourad Obeid: Baji Mokhtar University, Annaba: Algeria, 2016:

- The first study and extrapolation of its causes in a private university in the United Arab Emirates
A study of student dropout in the early stages of study
- The study sought to investigate the reality of the dropout phenomenon by identifying the dropout rate at a private university in the United Arab Emirates and identifying the actual causes and factors of dropout, then providing the necessary proposals on them and developing treatment and prevention programs and plans. The study included female and male dropouts between 2011 and 2015, and the number of dropouts was 305.
- The study showed that dropping out of school has negative effects on the student's present and future. The dropout phenomenon has multiple and complex causes that interact with each other, and the following recommendations can be identified:

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- Pay attention to the university environment and make it more interesting for the student, encouraging continuity and the desire to stay.
 - Pay attention to curricula and reconsider teaching methods.
 - Paying attention to the university climate and strengthening relations between the parties involved in the educational process. morad abid '2016 p 123.
 - **Third study:** The study of Salam B and Benkarima B (2011, Algeria) - The study started from the importance of emphasizing that secondary education is the main pillar of any contemporary education system, because it stands as a link between the two stages of education
As a result, considerable efforts are being made to give this stage the appropriate status, but these efforts are still coming up against obstacles that reduce the effectiveness of secondary education, including the issue of school wastage, which manifests itself in the phenomena of school failure and drop-out, clearly indicating the low performance and effectiveness of the education system and limiting efforts to increase performance and improve output.
 - The problematic of the study was summarized by trying to answer the following question: How do the members of the
 - study sample rank in terms of the factors that cause school dropout?
 - their gender and work experience, for the dropout phenomenon among secondary school students -
 - the study proposed to address the causes of the dropout phenomenon and its causes:
Universalization of Education at All Levels: Primary, Preschool, Secondary, and University.
Implementation of Social Mobility, Free Schooling, Equity, and Compulsory Schooling: Ensuring - the transition from formal recognition of these principles to their practical application on the ground, and promoting vocational training as an effective solution to combat school dropout and .lack of enrollment
 - Proposal for an Educational Strategy: Developing preventive measures against school dropout and establishing support processes for at-risk children, guiding them towards programs tailored to specific learning difficulties, within a school reform vision focused on quality and excellence at all levels and in all institutions. ben karima 2011p 45- 221.

-7-Comments on Previous Studies:

It is evident from previous studies that the phenomenon of school dropout is widespread across all educational levels. The causes and factors influencing violence in the school environment are numerous and varied, and the methods of addressing these issues differ from one institution to another and from one environment to another. Establishing an educational strategy that begins with preventive measures against school dropout and concludes with the implementation of support processes for at-risk children, guiding them towards programs tailored to specific learning difficulties, is essential. This process should be integrated within a school reform vision focused on .achieving quality and excellence across all educational stages and within the entire school system

--8-Theoretical aspect:

- 8-1 Concept of School Dropout:

- The phenomenon of school dropout refers to the situation of students who leave school before completing their education, regardless of the nature of their dropout—whether compulsory or voluntary. There are several ways to describe this phenomenon, such as school evasion, academic

obstacles, or academic delays, making it difficult to precisely define what school dropout actually means.

- Its definition may vary depending on the standards used to measure it, which can differ from one educational system to another. With this in mind, we will attempt to highlight a number of definitions of this educational issue, based on existing definitions of dropout.
- Dropout is an indicator of a student's vulnerability and inability to continue their studies according to the prescribed curriculum, thereby denying them access to a certain level of education.
- School dropout is considered a multidimensional problem, resulting from the interaction of individual, family, social, and cultural factors. The social factor in particular affects academic success or failure, for both male and female students.
- According to Dekitele, school dropout is often caused by the way teachers treat their students. Poorly worded feedback and discouraging remarks can shake students' confidence, leading them to leave school. Instead, teachers should develop a plan during the academic year to address student difficulties. This is a sign of professionalism in education—just as a doctor without sound medical thinking cannot perform effectively, the same applies to a teacher. A teacher must adopt a kind of "educational diagnosis" mindset to identify and address students' learning problems and work on their weaknesses throughout the year, before reaching the end of the school term.

8-2 Some linguistic concepts related to school dropout:

- a. Early school leaving (La cessation et séparation scolaire) :
- A child is considered to have left school early if they started primary education but did not complete it successfully.
- b. Dropping out of studies (Le renoncement des études) :
- A situation in which a student shows a lack of interest in continuing their education, such as not doing homework, not attending classes, or losing motivation.
- c. School refusal: This refers to a child's refusal to attend school, often driven by emotional or psychological reasons, or difficulty in staying in the classroom for a full day.
- d. Academic delay (or academic underachievement): Academic delay refers to a student's low academic performance compared to the average level of their peers

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-3-8"Causes of School Dropout:"

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- 8-3-1 Educational and Pedagogical Causes:

- a. School Curriculum: The excessive length of the prescribed curriculum, the large number of subjects, and their difficulty.
- b. Educational Guidance: Poor guidance, lack of consideration for students' interests, and the absence of support throughout the student's academic journey within the framework of a personal project may result in the student being unable to continue studies that exceed their actual capabilities.
- c. Promotion Criteria: When the criteria for student promotion, failure, expulsion, and orientation are sometimes unfair, they can negatively impact the student's academic path.
- d. Teaching Methods and Approaches: The absence of engaging teaching strategies and the failure to use educational tools can lead to student boredom and disinterest in the subject matter.

Violence Against Students: Poor treatment of students within the school, exposure to injustice, marginalization, and verbal or physical abuse.

Lack of Teacher Experience: Some teachers lack the experience to appropriately handle adolescents and understand their academic and emotional challenges.

Failure to Consider Individual Differences: Teachers often ignore students' different intelligence levels and learning styles, using a one-size-fits-all approach

E-Limited Assessment Methods:

Relying solely on grades and written tests (paper and pen) throughout the academic year without varying evaluation methods.

Lack of Follow-up and Weak Guidance Efforts: Insufficient counseling and awareness programs lead to a lack of support for struggling students.

F-Distance Between School and Home:

When schools are located far from students' homes and there is a lack of school transportation or public transit in the area.

G-Spread of Social Issues in School Environments: The prevalence of issues such as violence and drug use among students.

H-Absence of an Educational Relationship Based on Democratic Communication: A flexible, communicative relationship between teacher and student is fundamental to educational success. A lack of harmony may lead to the student's disengagement and eventually to dropping out of school.

I-Weakened Communication Between School and Family: The growing gap between schools and families is accompanied by the rise of alternative learning sources, such as private tutoring.

Teen Academic Struggles and Repeated Absences: A teenager who struggles academically and cannot keep up with the curriculum may resort to frequent absences as a form of escape. Without parental supervision, this behavior can escalate into a final decision to drop out entirely, as a way of ending what they perceive as a heavy and overwhelming burden.

J-Lack of Modern Educational Tools and Technology: The failure to use engaging and modern technological tools in teaching—especially in artistic, technological, and language subjects—can diminish student interest. Additionally, outdated teaching methods and content fail to capture attention or relate to the student's environment and real life.

K-Education Should Prepare Students for Life: Instead of merely delivering theoretical knowledge disconnected from students' surroundings, education should aim to prepare learners for real-world challenges—especially in an era of rapid knowledge expansion and the advancement of artificial intelligence.

- 8-3-2 **Subjective Reasons Related to the Student:**

- The value system has changed nowadays, and the status of education has declined in the minds of some students, especially due to the decreasing economic benefit of studying, as reflected in the increasing number of unemployed university graduates. This leads a significant number of children to drop out of school and enter the labor market at an early age.
- Indifference to studying and noncompliance with school regulations.
- Some students have limited abilities and learning readiness.
- Attraction to temptations and quick profit – boys in particular are more affected than girls by values of easy and fast wealth, and the perceived ineffectiveness of academic qualifications in achieving financial success.
- Academic failure, repeated grade retention, and reaching the legal age limit for schooling.

- Rebellion, especially among male students, against various forms of authority and social control (parental, educational, societal), making them more prone to failure and school dropout.
- Negative peer influence can be a major reason behind a student's dropout.
- Adolescents going through psychological disorders during a sensitive developmental stage.
- Weak motivation to study on the part of the learner.
- The lack of rapid school integration among some learners and their failure to adapt to the educational process within the school environment is a direct cause of school dropout.

- 8-3-3Family-Related Causes – Parents

- The abandonment by some families of their responsibility in raising children.
- Inadequate or unsuitable housing.
- Divorce or separation of the parents.
- The high cost of schooling and the family's low income.
- Lack of parental supervision over their children's school attendance.
- The low educational level of some families hinders the student's academic progress.
- Some families do not place any value on education.
- Family problems and lack of stability.
- Family care is often affected by the parents' work, time constraints, and lack of supervision of their children's studies and school attendance, in addition to not providing them with the proper familial and social conditions. (Mohamed Khemchoun, 2021)
- Causes related to the parents' level of education: some studies suggest that certain children who drop out of school come from families with a relatively low educational level.
- In conclusion, the student's social situation plays an active role in supporting the educational process due to the importance of the socio-economic factor. Families that suffer from poverty and deprivation often push their children to leave school and work in order to support them, without realizing the severe psychological consequences that accompany this early shift in a child's or adolescent's life.

8-3-4Other Causes:

The school being far from the students' place of residence.

A lack of schools in the student's residential area.

Unavailability of transportation.

The student's inability to adapt to the school environment for one reason or another, leading to dropout.

Studies conducted on the phenomenon have shown, as noted by Fyfant (2012), that school dropouts share common traits, even though each student has their own individual path. Francis Danvers .(2014)

It was confirmed that, according to Douat (2011), the students identified by the institution tend to come from modest social backgrounds and suffer from precarious living conditions. They also experience difficulties in their early learning stages. Alan F. Meyers (2017, p.5)

Although the issue of school dropout is more complex, as Caraglio (2013) observes, youth from underprivileged backgrounds (poor families) are increasingly likely to drop out. Furthermore, students with disabilities can be considered hidden dropouts. (Thibert R., 2013, p.5

- **9-Indicators of School Dropout – Mechanisms for Addressing Dropout – International Experiences**
- **9-1**Evolution of Dropout Indicators in Algeria and Mechanisms of Support

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- The phenomenon of school dropout has significantly worsened in Algeria. Over the past two decades, schools have seen the departure of approximately more than 550,000 students annually, which represents 32% of children aged between six and twenty years, according to some estimates.

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9-1-1 Support Strategy

- Algeria has implemented mechanisms to provide pedagogical support and remediation (Soutien et rattrapage pédagogique) through the introduction of a new educational approach: the Pedagogical Remediation Project (Remédiation pédagogique), which refers to:
 - “All actions capable of reducing students’ difficulties in cases of academic failure, through several continuous pedagogical intervention measures. For this strategy to be effective, it must be integrated into the learning process, and in this sense, it serves as a preventive measure against school failure”.
- The country has also worked to enhance the role and interventions of school and career guidance counselors, by reinforcing the principles of justice and equity in the guidance process toward educational or vocational paths that align with the student’s aspirations and capabilities. When carried out with accuracy and responsibility, this process contributes to reducing school dropout, addressing it, and preventing it.
- The Algerian state has also introduced the Vocational Baccalaureate within the vocational training system, aiming on the one hand to encourage school dropouts to pursue vocational education, and on the other hand to enhance the value of vocational training certifications.
- In addition, attention has been given to:
 - Complementary educational activities, such as sports and recreational programs,
 - Supporting low-income and financially vulnerable families, to help them meet certain school-related needs of their children,
 - Providing special attention to students showing early signs of academic delay,
 - And offering specialized care for students with learning difficulties.

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"Among the strategies implemented by the Algerian state to address the phenomenon of school dropout are the following":

- Strengthening coordination between educational institutions and vocational training centers to facilitate the transition of school dropouts into vocational pathways, thereby contributing to their reintegration into the educational or training system.
- Launching awareness and sensitization campaigns targeting families, students, and civil society about the risks of school dropout and the importance of continuing education.
- Training and capacity building for teachers and educators on how to identify early signs of academic failure and apply effective pedagogical interventions to reduce this phenomenon.
- Improving schooling conditions in rural and remote areas by providing school transportation, meals, and boarding facilities, in order to remove the obstacles that push students—especially girls—to drop out of school.

Some successful international experiences in reducing school dropout are based on integrated policies that include:

- Social and financial support for families.
- Adapting curricula to meet students’ needs and local realities.
- Engaging the local community and associations in monitoring students at risk of dropping out.

- Ensuring inclusive and accessible education that addresses the needs of children with disabilities or those in vulnerable situations.
- **9-2-Indicators of School Dropout in Tunisia:**
 - School dropout—particularly what is referred to as voluntary school withdrawal—has witnessed a notable increase in Tunisia. According to statistical data from the 2011–2012 academic year, the number of students who dropped out reached 102,112, representing more than 11% of the total number of students enrolled in both lower and upper secondary education.
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 - **:9-2-1Strategy for Support**
 - Tunisia has undertaken several initiatives to address and manage the phenomenon of school dropout within the school environment. Among these are:
 - Planning the development of an effective guidance program aimed at assisting a category of middle school students who exhibit poor adaptation to the school environment. This maladjustment may stem from the influence of adolescence—a critical phase that strongly shapes their behavior—or from social and economic conditions, or even cognitive difficulties. This program is designed to help students overcome these challenges and reintegrate and readapt to academic life.
 - Tunisia has taken on the challenge of revising and standardizing the school curricula in a way that aligns with students’ cognitive abilities, with the goal of accommodating individual differences.
 - Generalizing preschool education for all children aged 4–5 years, regardless of their social, cultural, or ethnic backgrounds, while taking into account both the quantitative and qualitative development of students across different regions. This effort acknowledges that poor quality in education is incompatible with the goal of universal education, with special emphasis on rural areas.
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 - **9-3Evolution of School Dropout Indicators in Canada:**
 - Statistics from the relevant ministry in 2006 indicate that the school dropout rate in 2004 was 19.40% for young people aged 20, 19.20% for those aged 25, and 20.30% for those aged 30. This means that one in five individuals did not continue their education or obtain a school certificate before the age of 30. As for the statistics from 2008, they show that 32.20% of young people had dropped out of school
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 - **9-3-1Strategy for Support**
 - Canada adopted the principle of equality and long-term equal opportunity. In 2003, the Ministry of Education implemented major reforms, in partnership with teachers’ unions, to improve students’ basic literacy and numeracy skills and to reduce the high school dropout rate by engaging students in experiential learning opportunities and career-focused programs.
 - The country also developed a provincial framework for leadership skills development and organized a system of continuous training and professional development for both teachers and school leaders.
 - In 2013, the ministry renewed teacher education, extending training and practicum periods while reducing the number of teacher training programs in an effort to improve teacher quality and reduce oversupply.
 - By 2018, the government focused on reversing the decline in math performance across the province and reducing education spending. It proposed a policy requiring all high school students to take online courses, allowing for larger class sizes. However, in the face of student and teacher protests, the ministry scaled back those proposals.

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- Further reform efforts were interrupted by the COVID-19 crisis, but in 2021, the ministry released a revised mathematics curriculum aimed at restoring a "back-to-basics" approach

- 9-4 Evolution of School Dropout Indicators in France

- According to the available figures in France regarding students who dropped out without obtaining a diploma, during the period between 2007 and 2009, an average of 120,000 young people left the education system without obtaining at least a secondary-level general or vocational qualification.
- In this context, statistical indicators published by the European Commission's Labour Force Survey for EU countries in 2011 placed France at 12%, representing the proportion of early school leavers among students aged 18 to 24 years.

- 9-4-1 Care Strategy:

- Offering opportunities for early-age dropouts to repeat school years and creating a model for vocational baccalaureate in the field of vocational training.
- Activating the guidance process and educational support mechanisms.
- Enhancing communication channels between families and schools.
- The Ministry of Education has implemented major reforms to improve students' basic literacy and numeracy skills and to reduce the high school dropout rate by engaging students in experiential learning opportunities and career-focused programs.
- These outcomes align with the findings of the project report in which the Ministry of National Education participated, assessing the performance of the educational system. It concluded that more than a third of students enrolled in the third year of secondary school during the 1998–1999 academic year were repeaters.
- The phenomenon of grade repetition raises a key issue: should repetition be considered a form of waste, given the costs it incurs?
- It also raises concerns from another angle: the increasing percentage of repeaters may reduce the chances for other students to access secondary education, given the strong correlation between the capacity of secondary schools and the number of students they can admit.
- As stated in the report by the Ministry of National Education, repetition consumes a significant portion of educational resources—resources that could otherwise be allocated to improving the quality of primary and secondary education. Repetition considerably increases the cost of education. (DIRECTION DE L'ÉVALUATION, 2001, p. 58)

-10-Conclusion :

The phenomenon of school dropout remains one of the major challenges facing educational systems worldwide. Understanding its root causes and implementing effective strategies to prevent and address it is essential for ensuring inclusive and equitable quality education for all. Through a combination of educational reforms, targeted interventions, and community involvement, it is possible to reduce dropout rates and foster an environment where every learner has the opportunity to succeed. The international experiences explored in this study provide valuable insights and practical approaches that can inspire local strategies. Ultimately, tackling school dropout is not only a matter of education policy—it is a societal responsibility that impacts future generations and the sustainable development of nations.

-11-Recommendations and Suggestions

To reduce school dropout rates and minimize the phenomenon of early school leaving, the following measures are recommended:

Implement innovative mechanisms, particularly to curb the spread of school dropout. Since it is difficult to eliminate it entirely, improving the educational performance of the system and enhancing its efficiency is the most viable solution.

In order to achieve effectiveness and productivity, it is necessary to:

Plan long-term, medium-term, and outcome-based objectives.

Design precise procedures and processes.

Ensure continuous assessment and constant review of results.

Optimize efforts towards maximum outcomes.

Emphasize the transfer of key competencies into the school environment.

Reshape and renew post-compulsory education pedagogy, including its restructuring and organization within a continuous and dynamic process, to achieve a school system based on quality, equity, and equal opportunities.

One of the best ways to enhance performance and increase internal efficiency of the educational system is by supporting students with learning difficulties.

The more education is fair and provides equal opportunities, the more it reduces dropout rates and educational costs.

This has been clearly emphasized in UNESCO's reports in recent years regarding the right to education at all levels and across all fields of study, particularly in the 2018 UNESCO report *Le Mandat de l'UNESCO*.

Renew school guidance practices and foster choice education and personal project development:

It is essential to update school guidance practices and shift towards educational orientation preparation.

Orientation preparation has become a pedagogical concern, where project-based pedagogy and choice education, along with orientation criteria, must be integrated across all levels—primary school, secondary school, vocational education, and university.

Preparing a personal orientation project has become not only essential but a priority in training and professional integration programs. (Midelet J., 2015, p.197)

Provide psychological support and pedagogical guidance throughout the student's academic journey:

The goal of this support is to help students develop balanced personalities that allow them to adapt to their new school environments, succeed academically, and strengthen their decision-making and choice education skills.

Offer a second chance to school dropouts, including those who left school voluntarily, involuntarily, or were expelled—by reintegrating them into formal education or enrolling them in Second-Chance Schools (*L'école de la deuxième chance*).

Organize national and international conferences and seminars on the phenomenon of school dropout, with the aim of deepening research and identifying pedagogical solutions and educational alternatives to address and control this issue.

Give value to vocational baccalaureate degrees, especially for students who have dropped out, and open up professional career prospects for them.

Results and discussion of the research (TIMES NEW ROMAN, font size 12 bold).

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Conclusion: (TIMES NEW ROMAN, font size 12, bold).

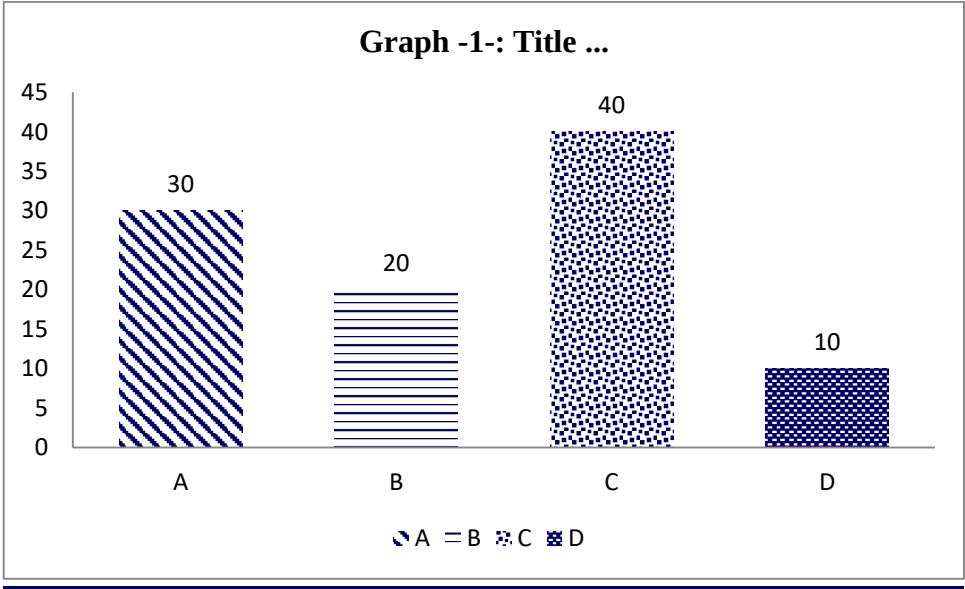
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For tables, graphs and illustrations apply the following model:

Table -1-: Title...

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NB: We do not use colors in graphics because when they are printed, they are all black, so we recommend that you use the motif.

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