

REPORT

Protocols for action to combat school attendance problems in Türkiye

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1. Impact of school attendance problems

The development of a country in economic, social, scientific, and political fields is closely related to the quality of education in that country (Lockheed & Verspoor, 1991). The school attendance status of children and youth, which is an important indicator of the quality of education in countries, is also considered a significant determinant of this quality.

Students' sporadic or prolonged absence from school is referred to as school absence. If this is used to describe a student's decision to leave school or discontinue their education due to various reasons, it is called "dropout." According to the definitions in Turkey, the e-school system includes two definitions related to students' attendance status. These are "active absenteeism" used for students who occasionally miss classes but still attend school, and "passive absenteeism" used for students who do not attend school for various reasons, but their school enrollment and records are not deleted (MEB, 2009). However, these definitions are specific to the e-school system and do not have binding validity for the academic literature in the field.

It is often seen that when a student's absenteeism becomes chronic, it can eventually lead to the decision to drop out of school entirely. It has been observed that this often leads to individuals becoming unemployed, homeless, and experiencing poverty in the long term (House of Representatives, 1996). In addition, the resources allocated for individuals' education become wasted, and the security expenses incurred to prevent crimes committed by individuals who do not attend any educational institution and are unable to secure employment result in significant financial losses for countries (Christenson et al., 2000).

Among the most important self-related reasons for students' absenteeism are factors such as being affected by any illness and the fear of receiving low grades in exams related to their courses (Sarı & Cenkseven, 2008). It has been found that the characteristics of a positive school climate, such as teacher support, participation in classroom activities and decisions, peer attachment, clarity of rules, and the organization of the classroom and school, are associated with students' and teachers' dedication to academic achievement (Çalık et al., 2009). Ensuring the student's active



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engagement and participation in classroom is crucial for their learning experiences and to prevent their exclusion or isolation. The meaningful continuation of social life in the classroom is achieved through each student assuming a role and actively participating in class activities.

Rather than resorting to exclusionary punishments that increase a student's disengagement from school, it is important to implement disciplinary measures within the school environment that encourage them to remain in school and do not deprive them of certain rights. However, these measures do not guarantee an increase in the student's learning level or a successful outcome. Curriculums that focus on students successfully completing school aim to help them respond effectively to the demands of school and their environment, develop relationships that promote active engagement in the learning process, and establish a connection with the school. The main goal of these curriculums is not prevention but rather enhancing success (Taylı, 2008). To prevent student absenteeism, it is crucial to first identify the reasons behind their absenteeism. However, based on the literature review, only a few studies focusing on student absenteeism in Turkey could be found. One study examined student absenteeism under the dimensions of school, family, personal issues, peer group and environment, and gender (Altinkurt, 2008).

Students who develop positive reactions towards school can maintain their willingness to attend school and their motivation for learning until they graduate (Çalık, 2008). In other words, commitment to school is defined as having positive feelings towards school, having positive associations with education, a sense of belonging to the school environment, and maintaining positive relationships with school staff and other students. It involves attending school, participating in extracurricular activities, dedicating extra time to schoolwork, participating in decision-making processes in the classroom and school, setting one's own learning goals, and expressing one's ideas in the classroom (Mengi, 2011). In Turkey, there is a 30% difference between students starting secondary education and those graduating. This difference indicates that out of 100 students starting secondary education, 30 of them drop out of the system due to reasons such as academic failure or absenteeism (Altinkurt, 2008). In order to fully understand a student's absenteeism, it is necessary to



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recognize and examine all aspects of their family, social environment, and school environment as a whole. It is important to engage in activities that foster positive attitudes towards school and ensure regular attendance (Özbaş, 2010).

2. Legal Process and School Absenteeism in Türkiye

Article 7 of the Basic Law of the Ministry of National Education (Law No. 1739) enacted in 1973 states: “Receiving primary education is the right of every Turkish citizen.” Furthermore, Article 8 states: “Equal opportunities and possibilities are provided to everyone, regardless of gender, in education.” Additionally, in the 1982 Turkish Constitution, Article 42 states: “No one shall be deprived of the right to education and training.” Furthermore, Article 8 states, “Equal opportunities and possibilities are provided for everyone, regardless of gender, in education.” Additionally, in the 1982 Turkish Constitution, Article 42 states, “No one can be deprived of the right to education. Education is among the primary responsibilities of the State. Education is carried out under the supervision and control of the State, in accordance with the principles of Atatürk and the principles of contemporary science and education.” These statements clearly emphasize the importance of equal opportunities, the right to education, and the role of the State in providing education in line with the principles of Atatürk and contemporary science and education. Therefore, these laws and constitutional articles define school absenteeism in Turkey as essentially a violation of the fundamental constitutional rights of children and young people, as well as a violation of an obligation. According to the 1982 Turkish Constitution, basic education in Turkey is also free of charge and compulsory without interruption.

Starting from 1946, basic education in Turkey was implemented as 5+3=8 years. However, with the “**Law on Primary Education and Amendments to Some Laws**” (2012), the duration of basic education was extended to 12 years and is currently implemented as 4+4+4. This law has particularly taken into consideration the recommendation of the OECD reports to increase the prevalence of high school education within the general population. Accordingly, it has been evaluated that various problems have arisen as a result of the merging of primary



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schools and secondary schools in the previous 5+3 compulsory education system, and that having students with different age groups and developmental characteristics receive education under the same roof has led to different difficulties. Therefore, each educational level has been repositioned independently, with each level consisting of 4 years, taking into account these considerations.

This law and the new education system also aim to increase the enrollment rate of girls and ensure their attendance at school, which is a widespread issue in Turkey. Especially in the high school stage, although the enrollment rate of girls was low in the 1990s, there has been a significant momentum and increase since the 2000s.

In the changes implemented in 2012, school attendance problems were undoubtedly highlighted as one of the most important issues in the education system, and legal obligations were imposed on both the public administration and families in this regard. At this point, families were also defined as another social actor with legal responsibilities in preventing school absenteeism. Similarly, the mentioned law defines various administrative offenses that parents may incur if they fail to fulfill their obligations. However, in the conducted examinations, it has been evaluated that the deterrent provisions stipulated in the law are not sufficiently enforced against families.

4. Method of research, revision and analysis of protocols for action to combat school attendance problems in Türkiye

In Turkey, there are various interventions related to school absenteeism at both the state and ministry level, as well as at the local level. Within this context, protocols for action are addressed in two ways: central authority and local authority. Turkey does not have a concept of autonomous governance. As a result, the practices of the central ministry are implemented in the same way in all 81 provinces. However, provincial governors at the local level may resort to certain practices that differ from the ministry's guidelines, although they should not deviate significantly from



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them. Within this framework, each protocol for action obtained is initially categorized into two groups: central and local. Then, they are analyzed based on their fundamental characteristics.

Türkiye has no national organization, structure, or practice in which data or interventions related to school attendance problems are presented. This report is based on a review of existing school attendance intervention practices and action protocols in Turkey. Accordingly, the steps of the search strategy followed to reach the intervention practices for school attendance problems in Turkey were as follows:

1. Project studies shared on the official web pages of the AR-GE (Research and Development) units of provincial and district national education directorates of the Ministry of National Education of the Republic of Türkiye
2. Project studies shared on the official web pages of the Department of Special Education and Guidance Services of the Ministry of National Education of the Republic of Türkiye
3. Master's and doctoral thesis studies found in the National Thesis Centre of the Republic of Türkiye as a result of the search by using the key concepts of (a) school attendance problems, (b) school absenteeism, (c) school refusal (d) school dropout in the abstract section of the relevant thesis,
4. Studies carried out in accordance with the applied or experimental design of the studies reached under item 3,

Within research strategies, 19 websites and 8 thesis studies were analyzed. These reviews focused on (a) the title and year of the publication, (b) authorship, (c) proposed objectives, (d) target population, (e) terms and definitions, (f) professionals responsible for implementing the program, (g) the procedure followed according to the guidelines, (h) required and/or included materials in the program, and (i) the evaluation process of the program (presented in Annex 1).



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4. Characteristics of the protocols of action

4.1. Terminology and terms used

When the action protocols related to school attendance problems are analyzed, the terms “school absenteeism” and “increasing school attendance rate” are commonly used. In addition, various protocols such as “Passion for Learning,” “My School My Future,” and “My Home My Hope” were also found, which have a main focus on school attendance problems, although no specific term related to school attendance problems was used in the protocol terminology. It has been observed that the European Union, UNICEF, the Ministry of National Education, the Ministry of Family, Labour, and Social Policies, and universities work together in protocol studies. In Turkey, to legally talk about school attendance problems, 20 days of unexcused absences and 10 days of excused absences must be completed. At this point, the Ministry of National Education starts the education of the first grade of each level one week in advance to adapt students to school against school refusal, which is a school attendance problem. However, during this week, instead of academic studies, the focus is on creating a positive school atmosphere with various social activities. In addition, one of the action protocols defines the problem of school attendance as absenteeism for four days or more in a one-month period.

4.2. Origin and time evolution of protocols

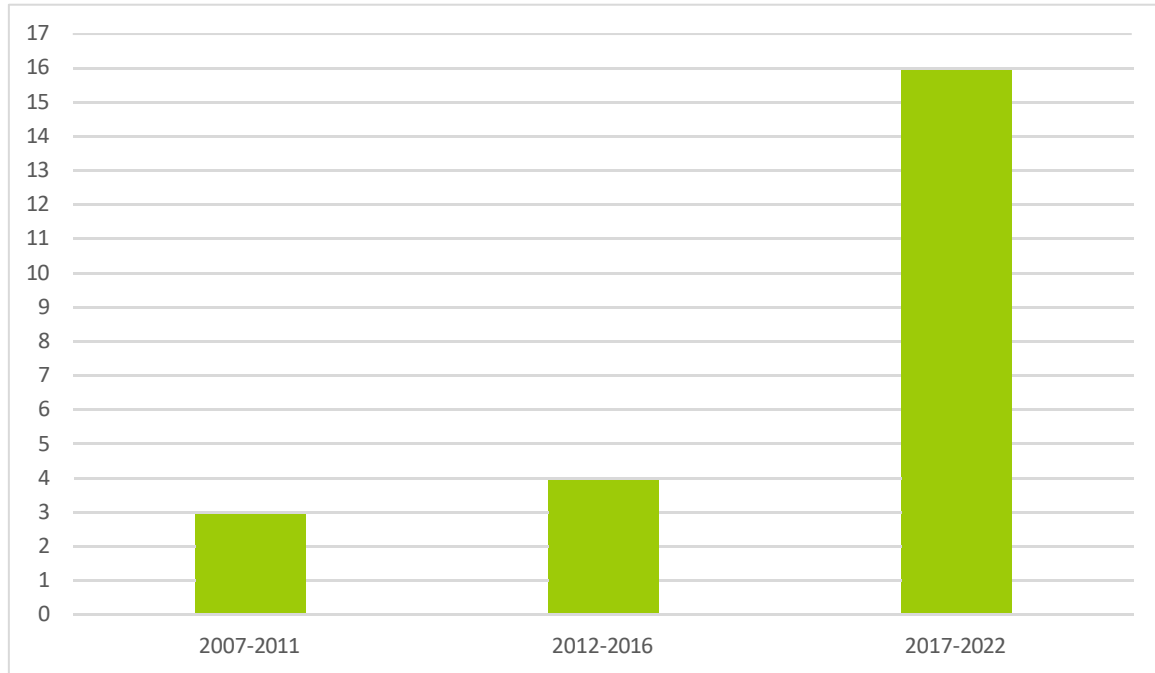
According to available sources, the first example of protocols on school attendance problems in Türkiye was in 2007, and the most recent one was in 2022, with a time difference of approximately 15 years. As shown in Figure 1, 27 protocols were analyzed within the scope of this report. It can be said that 7% of these are model proposals for understanding and solving school attendance problems, and 93% are in the form of action protocols.



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Figure 1. Bar chart on the design and publication intervals of the protocols.



According to Figure 1, it can be said that there were 3 protocol and/or model proposal studies between 2007-2011, 7 studies between 2012-2016, and 16 studies since 2017.

4.3. Objectives of the action protocols

When the protocol studies conducted in Türkiye are analyzed in terms of their objectives, it is seen that reducing school absenteeism during compulsory education periods is a priority, mostly for high school students. It is observed that school counselors play a prominent role.



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At this point, it can be said that the target group aims to prevent or intervene students' school attendance problems through training and courses for school staff and school counsellors.

In addition to these, efforts have been made to improve the quality of education and curriculum, as well as to empower the situations of children who are socioeconomically and socioculturally disadvantaged or at risk of absenteeism or dropping out of school (such as supporting children who have lost their parents from the perspective of school psychological counselors). In addition, although they did not include experimental applications, two studies were conducted with the aim of analyzing the risk factors for school attendance problems of children of compulsory school age and proposing an intervention program. As a result, it can be said that the main objectives of the protocols and model proposals are to prevent school absenteeism and increase academic and social skills through interventions covering all three levels: school staff, parents and students.

4.4. Design and characteristics of the protocols for action

Protocols on school attendance problems have been established in Turkey in line with the joint work of experts in the field, such as educational science and social services experts. For example, various protocols have been established by the Application and Research Centre for Children Living and Working on Streets to ensure school attendance from high school to university. School psychologists, social workers, child development specialists, and nurses were involved in the protocols. In addition, parents are involved in the process of intervening in their children's school attendance problems.

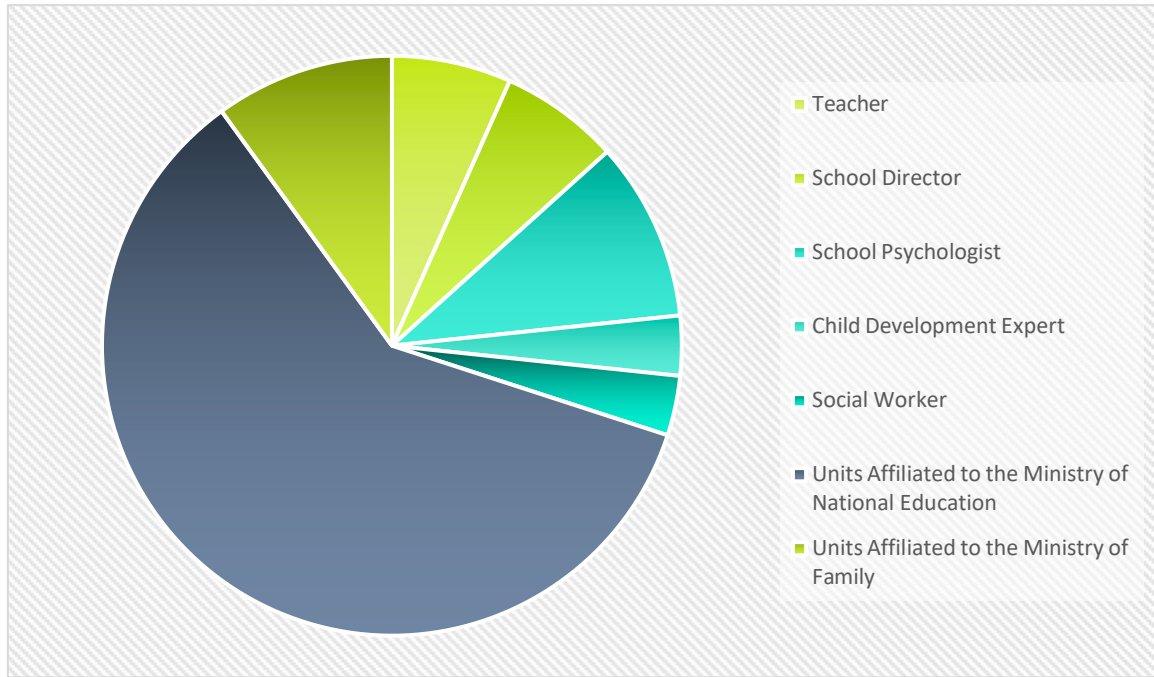
It can be said that officials from education directorates (18) and family social policy directorates (3) played a major role in the implementation and project design processes of the protocols.



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Figure 2. Circular diagram of the professional profile involved in the protocols



4.5. Evaluation and monitoring of action protocols

There are no monitoring or evaluation mechanisms in action protocol studies in Turkey.

5. Limitations and future proposals

When the protocols conducted are analyzed, it can be said that the biggest limitation is the inadequacies in the monitoring and evaluation studies of the actions related to these protocol studies. Although experimental studies have proven that various intervention programs are statistically effective in increasing school attendance, the lack of monitoring the outcomes or real-life implications of these actions is a limitation of Turkish protocols. In addition, the fact that the sample of the target group



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consists of high school students can be considered as a limitation in terms of early intervention. For example, intervention in school refusal, which can cause serious consequences, such as school dropout at the primary school or pre-school stage, is an important factor in solving the problem. In addition, considering the multidimensional nature of school attendance issues, there are limited studies in which various field experts work together as a team in intervention and prevention efforts.

Based on these reasons, it is recommended that future studies on school attendance problems include studies that allow the interaction of field experts, early prevention and intervention practices related to the relevant problem area and monitoring and evaluation activities related to the process. It was evaluated that the generalizability of the studies to be conducted in this direction will increase.

6. Conclusions

The main purpose of this report was to analyze various aspects of action protocols related to school attendance problems in Türkiye. The analyses conducted revealed that there is a variety of terminology used in studies related to school attendance problems. Many protocols aimed at improving students' school attendance were signed under various names, even though they did not explicitly mention school attendance problems. In this regard, the naming of action protocols is seen as important for accessibility.

In particular, comprehensive intervention content for school attendance problems has been developed through programs like SOYAÇ. However, there have been limitations in the use of these contents at the national level. In addition, the fact that parents have started to play a role as stakeholders in the process in recent years has been evaluated as very functional in terms of solving related problems.



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The concept of psychological resilience has come to the forefront in interventions for school attendance problems. The inclusion of this variable in action protocols related to school attendance problems enhances the functionality of the respective protocol. Furthermore, a general framework for school attendance problems should be established by conducting large-scale analyses of risk and protective factors related to school attendance problems. Various therapeutic approaches should be integrated with the findings obtained, and both individualized and group action protocols should be created.



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ANNEXES: Protocols for Action in Türkiye

Table 1. The main characteristics of the protocols in Türkiye.

Name and date of the protocol	Authors	Objective/s	Target population	Terms and definitions	Personnel/Professionals involved	Procedure	Materials	Assessment System
Investigating the effectiveness of dropout prevention program of 9th grade retention students (2022)	GÜLŞAH ERTEKİN https://tez.yok.gov.tr/UlusalTezMerkezi/TezGoster?key=RstBI6RWK25OBMIktlgYYZCptUTO_V7AGUMvOt3yLrV69lppRvvBzNAzVDxk9Za	The aim of this study is to examine the effectiveness of the developed “Psycho-education Program for the Prevention of School Dropout” of 9th-grade students who have to repeat the 9th grade due to their academic failures. In line with this purpose, it is aimed to increase the students’ self-efficacy beliefs and to develop motivational strategies for learning.	9th-grade students who repeat a grade due to academic failure	<u>Self-efficacy</u> determines whether an individual can successfully perform a task given her/his belief in her/his own ability and capacity to succeed. <u>Self-regulation</u> is an individual’s ability to organize their learning behavior by using goal setting, time management, and self-evaluation skills in the process of achieving their learning goals.	School Psychological Counselor	Social-Cognitive Learning Theory is based on the development of the School Dropout Prevention Program. Psychoeducation, the content of which is given below, was applied and its effectiveness was examined. Session 1: Introduction to the Psychoeducation Program Purpose: Getting to know the group members, determining the program and goals Source: Successful experiences Strategy: Goal Setting Session 2: Developing Belief in Self-Efficacy	School Experiences Scale Child-Adolescent Self-Efficacy Scale Motivational Strategies Scale for Learning Session Evaluation Form	-



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Purpose: Increasing belief in
self-efficacy

Source: Successful
experiences

Strategy: Intrinsic motivation

**Session 3: Academic Goal
Setting**

Purpose: Creating realistic
and achievable goals

Source: Verbal Persuasion

Strategy: Goal Setting

**Session 4: Effective Study
and Time Management**

Purpose: Developing effective
work habits

Source: Indirect experiences

Strategy: Self-regulation

**Session 5: Developing
Motivation for Learning I**

Purpose: To have information
about the motivation sources
of the group members

Source: Indirect experiences

Strategy: Self-evaluation

**Session 6: Developing
Motivation for Learning II**

Purpose: To learn a technique
that group members can do
for physiological and
psychological state control.

Source: Physiological status
check

Strategy: Self-evaluation

**Session 7: Negative Self-
Efficacy Beliefs I**



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COGNITIVE-
BEHAVIORAL
INTERVENTION
FOR SCHOOL
REFUSAL (2015)

Seval ERDEN

Büşra ŞİRİN-
AYVA

Işıl TEKİN

[http://dx.doi.o
rg/10.9761/JA
SSS3009](http://dx.doi.org/10.9761/JA.SSS3009)

Based on the relevant literature, this study was conducted in order to develop, implement and test the effectiveness of the cognitive behavioral approach-based psychological counseling program that will help to cope with school refusal, which is a serious problem for many students and their families.

Students

-

School
Psychological
Counselor

Purpose: To make students realize their beliefs that cause school failure

Source: Psychological status control

Strategy: Self-evaluation

Session 8: Negative Self-Efficacy Beliefs II

Purpose: To develop self-efficacy belief and the ability to resist difficulties.

Source: Indirect Experiences

Strategy: Intrinsic motivation

Session 9: Evaluation and Termination

An 8-session intervention plan was prepared for school refusal and individual psychological counseling was conducted with the students. One session was held each week and the sessions lasted approximately 40-50 minutes.

In the first session, we aimed to establish a relationship between acquaintance and trust, to provide information about the counseling process and its general goals and characteristics, to identify and reveal the problems, to determine individual goals, and to share their thoughts, feelings, and expectations

Thought registration form, automatic thoughts form, thought errors form, alternative thought generation form, student school attendance charts

Throughout the process, the teachers were in constant communication, their opinions were taken and suggestions were made. In addition, their families were also contacted. Their families and teachers have also noticed the changes in their children.



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about being in the counseling process. After each session, homework was provided to students. In the first session, homework, such as self-observation, noting the changes in the body, recording the degree of discomfort, and in which situations it was felt were given. In the following sessions, students' feelings and thoughts about the school and themselves were revealed, aiming to raise awareness about the thoughts causing school refusal and the cognitive and affective symptoms of school refusal, and relaxation exercises were taught. In the sessions, we aimed to distinguish the differences between emotion, thought, and behavior and to distinguish them. The effect of thoughts on emotions (through Ellis's ABC model) was then discussed. In the following weeks, automatic thoughts were examined using the Socratic Questioning technique, and intermediate beliefs under these automatic thoughts were reached using the



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THE
QUALITATIVE
STUDY ON THE
ASSESSMENT
OF THE
PSYCHOLOGIC
AL RESILIENCE
PROGRAMME
FOR THE
PREVENTION
OF SCHOOL
DROP-OUT
WITH THE
ACTIVE
PARTICIPATIO
N OF
TEACHERS:
SOYAÇ MODEL
(2022)

Münire
KARDAŞ

<http://acikerisi.m.maltepe.edu.tr/xmlui/bitstream/handle/20.500.12415/9173/10452049.pdf?sequence=1&isAllowed=y>

The Resilience Program aims to protect the right to education of students at risk of school dropout, to increase their psychological resilience against the disadvantages they experience, to gain social and emotional skills, and to empower teachers.

For the study, interviews were conducted with 11 teachers who applied RESCUR Applications in the classroom with their students.

RESCUR Practices (Resilience Curriculum) is a program created with the aim of helping students gain psychological resilience, developing healthy coping skills against difficult living conditions, and improving the school climate. The program includes various activities implemented by the teacher in order to provide students with a positive perspective, turn difficulties into opportunities, develop effective communication skills, and gain psychological resilience skills.

The SOYAÇ project team consists of academic staff and students from the departments of school psychology, social work, child development, and nursing.

hypothetical method. The accompanying automatic thoughts were revealed by examining school preparation rituals. Thought errors and stop-thinking techniques were discussed, and alternative thinking methods were taught.

We are at School Üsküdar Project, with the aim of supporting the emotional and social development of students and increasing their commitment to the school by working in coordination with school administrators and teachers, the project was implemented in the relevant school. The project activities were planned and implemented with teachers through interdisciplinary (psychology, social work, nursing, nutrition and dietetics, philosophy, child development) classroom teams created for classroom teachers.

126 activities and mindfulness-based activities in RESCUR

Participating teachers made evaluations through end-of-process interviews.



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SOYAC: Application and
Research Center for
Children Living and
Working on the Streets

In June 2019, the school where the project took place; a meeting was held with the principal, assistant principal, teachers, Maltepe University faculty members, graduate students, district governor's project representative, and Üsküdar Social Services Directorate. In the meetings held, the needs of the school were listened to and an action plan was created in line with these needs. In line with the needs of the school, students, and teachers, it was decided to form a team for RESCUR Applications and translate them from their original language (English) into Turkish. The project coordinator, assistant project coordinator, project coordinator, Maltepe University Clinical Psychology graduate students, and SOYAC team (school psychologists) took part in the translation team. Six themes in the RESCUR Applications and 126 examples of these themes were translated into Turkish.



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DEVELOPMENT
OF WEB BASED
PARENT
INFORMATION
SYSTEM

(2020)

Süreyya
UĞUR, Halil
İbrahim
BÜLBÜL

<https://dergipark.org.tr/en/download/article-file/1434841>

In this study, both the existing technology infrastructure is used and the absenteeism information is delivered to the student's parents immediately. In this respect, web-based software has been developed to prevent absenteeism in educational institutions and to enable absent students to attend school again by their parents as soon as possible or to take the necessary precautions.

All students of
compulsory
school age

-

teachers, school
manager

In the first stage, the teacher who enters the class enters the system as soon as possible and sends the student information that is not in the classroom to the school manager. At this stage, the teacher's mobile phone, smart board, or another device with Internet access can be used in the classroom. First, the teacher logs into the system with a registered username and password. Then, he/she will choose one of the defined classes and add the students who are not in the class list to the attendance slip with the

Registry and
absence notice

Parent contact
information

The RESCUR team was an observer in the classroom throughout the project protocol approval process.

RESCUR activities were implemented with the signing of the protocol activities began to be implemented.

-



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ATTACHMENT
BASED
THERAPEUTIC
INTERVENTION
IN
PREVENTION
OF EARLY

ŞEYDA
SOFUOĞLU

<https://tez.yok.gov.tr/UlusalTezMerkezi/TezGoster?key=vbVkJXc1KC>

The aim of research is to discover the attachment pattern of adolescents with the risk of dropping out of school and their mother by taking into

A qualitative research is conducted by interviewing two high school students, 16 and 18 years old, and two other high

(+) button. When class attendance is finished, he/she will go to the attendance slip with the attendance slip button and send this slip to the school manager. In the second stage, the school manager logs into the system using their username and password. Then, with the attendance records button on the main screen, it will open the list from the section where the list of students is sent by the teachers until that moment is located. If desired from this list, add all students to the final attendance list with the select one or all buttons, go to the attendance slip with the attendance record button, write the desired message in the message box, and send SMS (Short Message) to the registered numbers of the parents with the send button.

This research was conducted within the scope of the project “High School to University Youth Together” within the scope of SOYAC (Maltepe University Application and Research Centre for Street Living and Working Children

Interview form

Although it is reported to be effective through the analysis of the interview data, there is no evaluation system.



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SCHOOL
LEAVING

2017

hYWNElrIM
uLZqn8CtCM
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HqPEMzPBF
AVoKSKJ-

account these
adolescents' childhood.

school students'
mothers.

(SOYAÇ)) during the 2016-2017 academic year. The researcher worked in this project to provide psychological support to the students and their mothers.

In the first 3 weeks, an assessment interview was conducted to get to know the person and to establish a trust-based therapeutic relationship; in the 4th-6th week, information was obtained about family relations and past experiences, and studies were carried out to recognize the emotion; in the 7th-9th weeks, information was obtained about the school history, the needs of the person were determined, and studies were carried out to express the emotion; in the 10th-13th weeks, negative emotions were dealt with. 13th week, studies were carried out to develop and implement methods to cope with negative emotions; 14th-17th weeks, it was determined that the achievements were discussed in preparation for the termination interview,



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Examining the effect of choice theory based psychoeducation program on adolescents' risk taking behaviors and wellness

2017

Melda Meliha Erbaş

https://tez.yok.gov.tr/UlusalTezMerkezi/TezGoster?key=71OJX8w_8PRQU1mSHU6-jqltAX7smros5f4JV-Ow38Gc8AK4co6kj2gwQD9s1u5Q

The aim of this study is to analyze the effect of psycho-education programme based on choice theory and reality therapy on adolescents risk behaviors and levels of general well-being.

The study is conducted with adolescents who have risk behaviors studying at Osmangazi Vocational and Technical Anatolian High School in Aydın, Efeler. Totally 45 students were involved in the study

Adolescent risky behaviors are considered as antisocial behaviors, alcohol use, suicidal tendencies, harmful eating habits, and school dropout.

ways to cope with possible problems in the future were discussed and the termination interview was held.

The experimental group was intervened with a psychoeducation program consisting of 10 sessions and its contents are given below.

Phase 1: Establishment of psychological counsellor-client relationship

Phase 2: What am I doing to achieve my goals?

Phase 3: Evaluating my choices

Risky Behaviours Scale (RBS)

Well-being Scale

Although the quantitative data obtained from the research process were analyzed with statistical analyses, there is no evaluation system.



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Reasons for
Dropout in
Vocational High
Schools Results
and Suggestions
for Prevention

2021

Yeliz Öztürk
https://tez.yok.gov.tr/UlusalTezMerkezi/TezGoster?key=8tbPippmWV_b-Irm9YEAhrGREIC6L1wnd-1q5W5ZFMLZE_NhIpIYN GsaV07MJU L

The aim of this research is to present the reasons and results of school dropout and suggestions for the prevention of dropouts within the framework of the opinions of the administrators and teachers working in vocational and technical high schools and the participants who left the vocational high school. In the research, a mixed method design was used in which scales were applied to the administrators and teachers about school dropout and the opinions

The quantitative study group of the research consists of 57 education administrators and 305 teachers working in vocational and technical high schools in Zonguldak province and districts in the 2020-2021 academic years. In the qualitative dimension of the research, there are 20 participants who have left the

Stage 4: Behavior plans

Stage 5: Contract

Stage 6: No punishment

Stage 7: No excuses

Stage 8: Never give up

Phase 9: Termination

According to the results obtained from the quantitative data of the research; administrators and teachers indicated that students left school because of the reasons that they do not have the habit of studying, families do not make enough effort during the school leaving process, high school absenteeism, domestic violence and incompatibility, low social perception towards vocational high schools, lack of communication between family and school, and low economic status of the family, lack of sufficient information to introduce the high schools that provide vocational education. In addition, teachers and administrators

The Scale of Factors Playing a Role on Students Dropping Out in Vocational High Schools”

“Scale of Strategies for the Prevention of Dropping Out of Students in Vocational High Schools”



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of the students were taken simultaneously.

vocational high school in the last three years

stated that school dropout will be prevented by developing both in-school and out-of-school education strategies that will make vocational high schools attractive. The findings obtained from the qualitative data of the study show that the participants who dropped out of school associate the reasons for dropping out with their own situations. Qualitative data of the research was evaluated under four themes including student, school, teacher and family-related school dropout reasons. The implementation of various strategies to prevent early leaving is possible with long-term education policies. In particular, strengthening the ties of school, family and society and handling vocational guidance services from an early age in this context will enable to prevent the problem before it occurs.

The reasons and solution suggestions of school drop out in vocational and

Gündüz
Güngör
<https://tez.yok.gov.tr/Ulusal>

The purpose of this study is to determine the reasons of school drop out and suggestions for prevention of dropping

The ninth grade students who had repeated their grades in two vocational high

Holistic Dropout Prevention Programme: It is a prevention program based on the theories of individual perspective, institutional

Semi-structured interviews were conducted with administrators and teachers to determine the reasons for school drop-out and

Attitude Scale
Towards
Vocational
Education



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technical
secondary
education: A
holistic program
recommendation

2019

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RzevoSIMcY
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out according to the
opinions of
administrators, teachers
and students of vocational
high schools, and to apply
Holistic School Drop Out
Prevention Program
(HSDP) to the ninth grade
students who repeat the
class and to determine the
success rate
(effectiveness) of
reducing the school drop
rate in the vocational high
school where the study is
conducted.

schools which
were supposed to
have similar
properties in
Mersin were
determined as
experimental and
control groups.
There were 46
students in the
control group and
71 students in the
experimental
group.

perspective, and inadequate
self-esteem model, enriched
with the suggestions of
vocational high school
administrators and teachers,
aiming to reduce the dropout
rates of ninth-grade students
who have repeated grades in
vocational high schools.

recommendations for
prevention. Focus group
interview technique was used
to determine the reasons for
drop out of open vocational
high school students. Semi-
structured interview technique
was used to determine the
reasons of absenteeism of the
students in the experimental
group. After the HSDP
applied in the 2017-2018
academic year, the ratio test,
which is a quantitative
method, was used to compare
the school drop out rates of
the experimental and control
groups and a significant
difference was found in favor
of the experimental group.

Interview form



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Local and National Practices for Increasing School Attendance

Application 1: E-School (E-Okul in Turkish)

Executing Institutions: Ministry of National Education, Provincial Directorates of National Education, Governorships

Duration: The system has been regularly used since 2007.

Scope: All schools, all school levels, and all students

Status: Ongoing

E-School is an important project of the Ministry of National Education that covers the entire country. All schools and students are connected through a single system. Schools upload all kinds of information about students, including attendance records, to this system. Data entries are made regularly. For example, if a student is absent, it is entered into the system on the same day and communicated to their parents via a text message.

The E-School Parent Information System (PIS) was launched in January 2007 as part of the Ministry of National Education's Information Systems project. Thanks to the e-school PIS login system, both students and parents have the opportunity to access many pieces of information quickly. Through the E-School PIS student login screen, it is easy to view information such as class schedules, attendance records, exam results, oral exam grades, and average scores. Parents can track their children's daily and real-time status through this system.

This system also provides students with access to interactive course materials and many other opportunities.



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Application 2: Haydi Kızlar Okula (The Girls' Education Campaign)

Executing Institutions: Ministry of National Education, Provincial Directorates of National Education, Governorships

Duration: 2007-2015

Target Audience: All school levels

Scope: Implemented in 54 different cities.

Budget: 200.000.00 Euro

Status: Completed.

The project is a collaboration between the Ministry of National Education (MEB) and UNICEF, aiming to empower girls' education and improve their school attendance. It was launched in 2003 and has successfully enrolled thousands of girls in schools, contributing to increased awareness in this regard. MEB and the local authorities, including governorships and district governorships, are the implementers of the project. In 2003, gender inequalities in education were still significant in Turkey, especially in the southeastern and eastern regions. In some provinces, around 50% of girls between the ages of 6 and 14 were not attending school, and in rural areas, approximately 60% of girls between the ages of 11 and 14 were not even enrolled in school. Children, especially girls, were not sent to school in order to help with household chores or work in the fields. Parents, who themselves may be illiterate or have only received a few years of education, sometimes fail to appreciate the importance of sending their children to school. The education of girls is traditionally undervalued. In the regions where the project was implemented, there has been a significant increase of approximately 30% in girls' enrollment rates.



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Application 3: The Conditional Cash Transfer for Education (CCTE) Programme

Executing Institutions: Ministry of National Education (MEB), Ministry of Family and Social Policies, Governorships, District Governorships

Duration: Started in 2014 and is ongoing.

Target Audience: All school levels

Scope: It is implemented in 81 different cities.

Budget: 4,000.000,00 TL

Status: Ongoing.

Families in need who do not have social security and are eligible under Law No. 3294 are provided with “Conditional Education Assistance” on the condition that their children continue formal education and have no more than 4 days of absence in a month when school is open. Payments are made primarily to mothers through PTT (Turkish Post). The amount of payment increases according to the child’s school level.

If a child benefiting from conditional education assistance:

- Leaves formal education,
- Has more than 4 days of school absence within a month,
- Changes their residence without notifying the Social Solidarity and Assistance Foundation (SYD) where their assistance record is registered,
- The poverty status of their household is determined to have ended by the Board of Trustees,
- Passes away,
- The eligible parent passes away, the assistance is discontinued.



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Application 4: The Gradual Absence Management System (ADEY):

Executing Institutions: Ministry of National Education (MEB), Provincial Directorates of National Education, Governorates

Duration: It was initiated in 2012.

Target Audience: All school levels

Scope: Implemented in 81 different cities.

Status: Ongoing.

The Gradual Attendance Management (ADEY) application, developed by the Ministry of National Education to prevent unjustified student absences, is a system designed to monitor the attendance of absent students. It is designed as a method to develop official responsibilities in resolving student absences through parent cooperation. ADEY, which stands for “Aşamalı Devamsızlık Yönetimi” in Turkish, can be summarized as follows:

“Parents are informed about absenteeism at the beginning of the academic year. Child and parent information is updated on the e-School platform each academic term. Documents indicating the child’s authorized absence or late arrival are standardized. Information campaigns are carried out targeting establishments near the school that may contribute to student absenteeism, such as internet cafes or game arcades. A School Risk Monitoring Committee (School RIMC) is established. The Risk and Needs Assessment Form (RINAS) is completed.”

The key practices of ADEY involve the daily recording of a child’s absences on the e-School platform. If a child is absent for a full or half day, their parent/family is contacted via phone or face-to-face conversation. Risky absences are monitored through e-School. The applicable Progressive Action Plans, Actions, and Interventions are determined based on the type of absence. Actions and interventions in accordance with the selected Progressive Action Plan are implemented and recorded on the Action/Intervention screen in e-School. If the child does not return to school, the situation is reported to the District Risk Monitoring Committee (District RIMC), or legal measures may be initiated. If the child returns to school, their situation is monitored for at least two terms.



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Application 5: Project for Improving the Working and Social Lives of Seasonal Agricultural Workers and Their Families (METİP):

Executive Institutions: Ministry of Family, Labor and Social Services - Directorate General of Labor, Governorships

Duration: 2010-2013.

Target Audience: All school levels

Scope: Implemented in 36 different cities.

Budget: 96.242.021TL

Status: Completed.

2010/6 numbered Prime Ministry Circular aims to identify and address the existing problems in transportation, accommodation, education, health, security, social environment, work, and social security for citizens who, along with their families, travel from their home provinces to other provinces to work as seasonal migrant agricultural workers. Particularly, the item related to school absenteeism is closely associated with this context.

- Ensuring access to educational services for all children of seasonal migrant agricultural workers who are of compulsory school age but have been deprived of education and conducting awareness-raising activities regarding these services.

The METİP project prioritizes improving the living conditions of seasonal migrant agricultural workers and directing children towards education in the provinces with high influx of seasonal agricultural workers.



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Application 6: Every Child Succeeds Project

Executive Institutions: Ministry of National Education, Governorships

The “Her Çocuk Başarır” (Every Child Succeeds) Project is designed to determine the competencies of children in primary and secondary education age and to take individual measures for children who cannot reach these competencies, ensuring that every child has equal access to education at the determined competency level through personalized support programs. The project aims to prevent school attendance issues associated with factors such as adolescent problems, bad habits, family reasons, nutritional deficiencies, and economic factors, and it aims to support academic success.

Application 7: The Technical Support Project for Increasing Primary School Attendance Rates

Executive Institutions: MoNE-EU Joint Project

Duration: 2013-2015

Target Audience: Primary and secondary school students

Scope: Implemented in 12 cities.

Status: Completed

Under the project “Increasing Attendance Rates in Primary Education Institutions” financed by the European Union and the Republic of Turkey, the School Attendance Monitoring and Support System was developed. The system aims to identify students at risk of attendance issues and develop appropriate interventions to address these risks. The project was initially implemented as a pilot in 12 provinces and 120 schools.



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LOCAL PROJECT WORKS FOCUSING ON SCHOOL ATTENDANCE PROBLEMS

- Project Name:** Paddle to Success
Project Start and End Date: 2019
Project Budget: 149,608 TL
Purpose of the Project: It covers 10-14 age group students from disadvantaged regional schools located in the south of Adana-Seyhan district. Within the scope of the project activities, a total of 160 students, 20 from each school with low academic achievement and high absenteeism rate, will be given swimming courses by professionals and will be provided with a swimmer license certificate. In order to integrate students who come together with sports, to increase their interest in sports, to increase their individual and academic success, trips to sports facilities will be organized, competitions and tournaments will be organized and successful students will be awarded medals. The project aims to reduce absenteeism rates in this region by increasing interest in sports and contributing to the individual and academic development of young people.
Project link: <http://adanaarge.meb.gov.tr/www/basariya-kulac-at/icerik/165>
- Project Name:** ALLREADY A SUCCESS TO SCHOOL LIFFE
Project Start and End Date: 01.11.2018-31.10.21
Project Budget: 115.060,00 €
Project Partners: Austria, Latvia, Poland, Portugal, Turkey
Purpose of the Project: Early School Leaving, Combating Failure in Education, Quality Improvement
Project Link: <https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-TR01-KA201-059716>
- Project Name:** I AM HAPPY AT SCHOOL
Project Start and End Date: 2022-2023 Education



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Purpose of the Project: It covers students with absenteeism problems in public/private basic education and secondary education institutions in Edirne. Secondary Education 3-2 “The Ministry will implement support programs for the academic and social development of students in schools that are determined not to achieve the targeted success in School Development Plans due to socio-economically limited conditions in monitoring and evaluation studies carried out at provincial/district and school level.” In line with the item, the aim is to prevent absenteeism of students studying in all primary, secondary, and high schools affiliated with our directorate and to reduce the rate of students absent for 20 days or more in secondary education and to reduce the rate of students who drop out of formal education in secondary education in the 2019-2023 Strategic Plan of Edirne Provincial Directorate of National Education.”. “In accordance with the absenteeism rate determined in the 2019-2023 Strategic Plan of Edirne Provincial Directorate of National Education, it is aimed to reduce the absenteeism rates in each school and to eliminate the reasons and problems of students’ absenteeism with the joint efforts of various units.

Project Link: https://edirne.meb.gov.tr/meb_iys_dosyalar/2022_11/10110213_OkuldayYm_Mutluyum_Projesi.pdf

4. **Project Name:** SCHOOL WITHOUT WALLS

Project Start and End Date: 2016-2018

Project Budget: 142.750,00 €

Purpose of the Project: It is aimed to enrich school life with out-of-school activities (such as environmental activities, cultural activities, museum visits, artistic activities, archaeological excursions) that support the curriculum in schools and to increase school attendance rates, especially for students with low academic achievement and students with attendance problems.

Project Link: <https://trabzonarge.meb.gov.tr/www/school-without-walls-duvarsiz-okullar/icerik/769>

5. **Project Name:** CONTINUOUS EDUCATION PROBLEM-FREE FUTURE

Project Start and End Date: 2013

Purpose of the Project: It is aimed to solve the problem of absenteeism in Vocational and Technical Secondary Education schools. School Principals and Deputy Principals and Guidance Services Executive Committee member Teachers who undertake the duty of administration in 13 Vocational and Technical Secondary Schools in Karahallı, Banaz, Ulubey and Eşme districts; 8 days and 6 hours a day for a total of 48 hours of training on Process Analysis and Management, Risk Management Training, Effective Methods of Combating Absenteeism for the solution of the problem of absenteeism in Vocational and Technical Secondary Schools.

Project Link: https://usakarge.meb.gov.tr/meb_iys_dosyalar/2016_01/02032244_26030942_verelprojeler.pdf

6. **Project Name:** OUR YOUTH OUR FUTURE

Project Start and End Date: 2017-2018

Project Budget: 12.982,00 €



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Purpose of the Project: Low levels of continuous absenteeism and the resulting dropout rates are considered as an indicator of the quality of education. In addition, it is aimed to contribute to the solution of similar problems experienced in schools in our country and in the EU with the project products to be produced. Teachers who attended the courses on Inclusive Strategies in Preventing Early School Leaving and New Approaches in Guidance of Educational Resources Used in Reducing School Absenteeism and Early School Leaving have also examined the practices in other EU member states during the training.

Project Link: https://aksaray.meb.gov.tr/meb_iys_dosyalar/2018_10/02140831_Okul_Terki_KILAVUZ.pdf

7. **Project Name:** MY TEACHER IS MY HOPE

Project Start and End Date: 2019-2020

Purpose of the Project: It covers children with parental loss and their teachers and parents in public schools affiliated with our Provincial Directorate of National Education. Target 4.1 of the 2019-2023 strategic plan of Istanbul Provincial Directorate of National Education is “efforts to increase the participation of groups requiring special policies and all other students in secondary education and to reduce absenteeism and grade repetition”, and 4.1.1 of the action plan is “efforts to increase the participation of groups requiring special policies (girls, labored-working children, hospitalized children, hospitalized children, children with special needs) in secondary education”. 1 “projects will be developed and protocols will be made for the access to education and training of groups requiring special policies (girls, children who are employed-working children, hospitalized children, dependent children, children who have lost their mothers and/or fathers, children who lack mothers and/or fathers, etc.)” of the action plan, it is envisaged to support students requiring special policies.

Project Link: <https://istanbul.meb.gov.tr/www/umudum-ogretmenim/icerik/2149>

8. **Project Name:** My Homeland My Hope

Project Start and End Date: 01.10.2015- 01.11.2016

Purpose of the Project: Within the project, 320 household visits were carried out and the importance of girls’ school attendance was emphasized. The project implemented in Kars province aimed to increase the school attendance rates of girls and improve the quality of vocational guidance by creating a public opinion about the importance of vocational education and girls’ education through the grant program.

Project Link: <https://kars.meb.gov.tr/www/projeler/dosya/37>

9. **Project Name:** PASSION for LEARNING

Project Start and End Date: 01.10.2019 - 31.3.2022

Project Budget: 17.845 Euro



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Project Partners: Turkey, Romania, Italy, Poland

Purpose of the Project: It aims to create an innovative integrated school education approach that will increase motivation, participation, and equality of students at risk of early school leaving by using therapeutic methods and ICT tools in educational activities.

Project link: <https://passion-learning.eu/intellectual-outputs/intellectual-output-1/>

10. Project Name: My School My Future

Project Start and End Date: 2018-2023

Purpose of the Project: Within the scope of the project, a total of 8 secondary education institutions (4 academic (general), 2 vocational, and 2 private) will be selected from the Altınordu district. The general aim of this project is to determine the reasons for school absenteeism, to take the necessary measures to eliminate these reasons, and to organize guidance and psychological counseling services to prevent absenteeism. At the same time, this study aims to make the education and training processes qualified for these students, to give them a sense of belonging to the school, and to ensure the attendance of students in order to realize the special, general, and distant goals of National Education.

Project Link: <http://orduar.gov.tr/www/okulum-geleceğim/icerik/269>

11. Project Name: Increasing the Impact of Conditional Education Assistance Programme on High School Attendance Rates in Turkey

Project Coordinator Institution: It is a technical assistance project in which the Ministry of Family, Labour and Social Services General Directorate of Social Assistance is the Operation Beneficiary and the Ministry of National Education General Directorate of Special Education and Guidance Services is the stakeholder. These are the aids provided to families in need without social security on the condition that the children continue their formal education and are not absent for more than 4 days in a month during the months when the school is open.

Project Start and End Date: April 2021-September 2023

Project Budget: 2.389.740 (EU Funded)

Project Partners and Pilot Provinces: European Union, and Ministry of Family, Labour and Social Services. Pilot provinces: Istanbul, Edirne, Izmir, Ankara, Adana, Hatay, Gaziantep, Malatya, Diyarbakır, Şanlıurfa, Mardin, Van



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Work Packages:

- Literature Review on Dropout / Absenteeism from Education
- Organising a Workshop in Ankara for the Presentation of Literature Review Findings
- Organisation of Regional Focus Group Meetings (3)
- Development of Separate Preventive and Protective Programmes and Materials
- Preparation of the First Draft of the Preventive Programme
- The organisation of 4 Workshops to Discuss and Finalise the Preventive Programme
- Preparation of the First Draft of the Intervention Programme
- Organisation of 4 Workshops for Discussion and Finalisation of the Intervention Programme
- Organisation of 4 Workshops for the General Validation and Finalisation of Prevention and Intervention Programmes
- Organisation of Pre-Training for Finalisation of Programmes and Materials
- Preparation of Revised Training Programme
- Pilot Training Organisation
- Organisation of Revision Workshop for Pilot Training Outputs
- Completion of Preparation of Trainer Training Programmes

Project Link: <https://snt2projesi.com/>



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