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A FEW WORDS ABOUT THE ASSOCIATION “DEVELOPMENT OF EDUCATION”

The Association “Development of Education” was founded not long ago. Its ambition, as understood by its name, is to give its own contribution to the development of our education. Educational research is its specialty.

Some of the best-known names in the area of educational research participate in the projects of the Association. They have a long and successful experience in the development of various subject syllabuses and textbooks as well as in the researches about various aspects of our Educational Reform.

Many of them have a long list of publications in Albania and abroad. Their collaboration with foreign experts, the study visits abroad and the participation in international conferences and symposiums has favored them to get acquainted with the up-to-date achievements in education field and research.

Well known teachers, school directors and inspectors with valuable experiences are active and irreplaceable members of the Association.

Other specialists as statisticians, psychologists and sociologists also participate in the teams of this Association.

THE PROJECT “SCHOOL DROPOUT, CAUSES, RECOMMENDATIONS”

This project is fruit of the collaboration of the Association “Development of Education” with the UNICEF office in Tirana, the Ministry of Education and Science and the Educational Directorates of Durrësi and Kruja.

The project focused on the phenomenon of eight-year school dropout.

Dropping out of compulsory education, an acute concern of the Albanian education of the recent years has already created a disfavored stratum in a society, which aspires democracy and market economy.

If the counter reaction continues to be as slower as it is and so little efficient, Albania risks enlarging this disfavored stratum to a dramatic size.

During the previous decade, Albania came across a lot of difficulties, which deteriorated the attendance of the basic education.

The difficulties mentioned more frequently are: the weakness of the governmental institutions in applying the laws, the black labor market, the uncontrolled and sometimes overflowing migration and immigration, the creation of the stratum with a lower level of poverty and of the suburban areas, the lack sometimes extreme of the school infrastructure especially in the rural areas and the teachers’ lack of motivation.

In spite of being declared as a governmental concern, no complete scientific survey has been undertaken until now to reflect the situation as close to the reality as possible, to

complete the list of the factors of dropout and to evaluate, to a satisfactory probability level, the weight of each factor.

Such a survey would be a necessary condition for the development of an efficient strategy to reduce dropping out.

On the other hand, neither a complete description of the activities actually being carried out for the school dropout reduction, nor an analysis of their efficiency has been undertaken till now.

In other words, the role being played in the reduction of the dropouts by the governmental administration (central or local), the school (principals, teachers and students themselves), the school community, as well as other factors of public influence like the written or electronic media has not yet been particularly analyzed.

Such a description and analysis would also be a necessary condition for the development of an efficient strategy to reduce dropouts at a school, local and central level.

A survey to throw light on the destiny of those who have dropped out of the school is also lacking at the moment.

Thus we could understand more clearly how the mechanisms of the current society react towards the lack of education or a very lower level of education of its citizens.

The project was accomplished in the **Region of Durrësi**.

It focused on three consecutive school years, 1998-1999, 1999-2000, 2000-2001.

Special data were also collected for the school year 1997-1998 when the completion of the lower level (1st-4th grade) and upper level (5th-8th grade) of eight-year school was surveyed.

The project **aimed:**

- To calculate as accurately as possible, the number of the dropouts in the course of each of the above-mentioned years.
- To statistically analyze the most influential factors to the school dropout.
- To facilitate the central and local policy-makers and decision-makers to develop an educational strategy for all and especially an efficient strategy to reduce the phenomenon of dropping out of the school.
- To make the public opinion aware of the phenomenon of school dropout, i.e. of its causes and endangerment.

METHODOLOGY

The survey of dropping out of the compulsory education combined the examination of the official documentation related to this phenomenon with the completion of questionnaires, accomplishment of interviews and round tables.

- A group consisting of inspectors of the two educational directorates included in the project, school principals and retired teachers closely examined the class registers, the school matriculation registers and the annual plans of the school directorate. The members of this group filled in a card-file for every dropout, including all the data obtainable from the above-mentioned official documentation. (Please see the dropout card-file in Annex 1 at the end of the book.)
- The same group developed interviews about the causes of dropping out of schools for each filed dropout. These interviews were carried out with school principals or vice-principals, class tutorial teachers or subject-matter teachers as well as with their classmates, friends or relatives of the dropout.
- This group collected data about the social and educational conditions of the families of the dropouts as well as about the structure of those families.
- A group consisting of sociologists, psychologists, students and other well-known people in the school community carried out interviews with adults who had dropped out of the school a while ago.
- Through the official school documentation there was identified the list of the children dropped out of school due to migration within the country or abroad. Particular groups talked with members of families who had migrated either within Albania or abroad, or their relatives or neighbors to get informed about the school attendance of the children of migrated families.
- Another group had telephone calls with parents who have migrated within Albania or abroad to get informed about their children's school attendance.
- The school directors filled in a card-file about the infrastructure of the school and teaching staff. (Please see the director's card-file in Annex 1)
- Interviews about the causes of school dropout and the role played by the governmental administration (central or local) and the school community to reduce it, were carried out with specialists in the Ministry of Education and Science, with employees of the educational directorates of Durrësi and Kruja and with officials of the local government (municipality, commune).
- Round tables were organized about the cause of the school dropout, the role of the different actors in alleviating this phenomenon as well as about the corresponding legislation. The participants at these round tables were specialists of the Ministry of Education and Science and educational directorates, representatives of the local government (region, municipality, and commune), school directors, teachers and parents.
- A group consisting of inspectors of the two educational directorates, school principals and retired teachers, examined in the school documentation the completion of lower level and upper level of compulsory education. This group completed a card-file for each student included in the survey. (Please see the corresponding card-file, Annex 1.). As regards the students of these two levels who had moved away from their initial residence, the completion of the two levels was surveyed by examining the corresponding documentation or calling their parents.
- Groups consisting of teachers, social workers and well-known people of the school community collected particular data in the areas identified as highly endangered in terms of the phenomenon of the school dropout.

- A group, consisting mainly of inspectors of the two educational directorates, examined the accuracy of the completion of the official records of the enrollment and moving away of the students.
- Activities to alleviate the school dropout were done with foundations or associations, which operate in the Region of Durrësi.
- Written media were skimmed and electronic media were observed for a three- month period so as to identify information and comments about the phenomenon of the compulsory school dropout.

SURVEY TEAM

Coordinator: Stavri Llambiri

Core team

Eduard Osmani, Ministry of Education and Science,
Lavdosh Beqiraj, Educational Directorate, Durrës
Drini Hasani, specialist in the Educational Directorate, Durrës
Lutfi Hasani, inspector-in-chief in the Educational Directorate, Krujë

This team:

- Compiled the forms for the collection of the data, i.e. all the personal record card files of the students and the card-file of the school directors;
- Developed the schemes of the semi-structured interviews with the dropouts, their classmates, their class tutorial teachers or subject-matter teachers and adults who had not accomplished the compulsory education;
- Wrote the detailed instructions for the people who were to complete the card files and for the interviewers.
- Carried out training sessions with all the groups included in the completion of the card-files and interviews.

Team of the statistical elaboration of the data

Neviana Urumi, Educational Directorate, Durrësi
Përparim Shera, specialist in statistics

This team selected the samples and elaborated the numerous quantitative and qualitative collected data.

Team of the interpretation of the data

Stavri Llambiri
Drini Hasani
Vehip Bakiri

This team mainly analyzed and interpreted the elaborated data and developed recommendations for the reduction of the school dropout.

ACKNOWLEDGEMENTS

We would first like to express our acknowledgements and gratitude to UNICEF office in Tirana, which, since the very beginning and in the course of the development of the project, supported it with upper professionalism. We always felt encouraged by them in this complex scientific undertaking of ours.

We found proper collaborators with the Ministry of Education and Science and Educational Directorates of Durrësi and Kruja as well, i.e. conscientious about the benefit of the study, punctual and scrupulous in data collection and communicative in the development of talks and interviews.

We thank them all as well as the other members of the work groups, school directors, teachers, ex-teachers, students etc. for their model attention in terms of the accuracy and the quality of the collected information.

We largely owe the publication of this book to all of them.

We feel sorry we cannot mention one by one the names of the teachers, parents, students and ex-dropouts, whom willingly and with pleasure accepted to be interviewed, thus giving an irreplaceable contribution to the accomplishment of this study.

We thank them all!

THE REGION OF DURRËSI

The Region of Durrësi occupies an area of 766 km² in the Middle Albania. Its relief is various, starting with a coastline, then with an alternation of lowland and hilly areas up to the mountains of Kruja.

This region consists of the sub-region of Durrësi and the sub-region of Kruja.

Its population of 315 000 inhabitants is located in 6 towns and 104 villages.

Its main center, Durrësi, with 158 000 inhabitants, is the largest port of the country.

After 1990 and especially after 1997 a lot of internal migrants from the majority of the zones of Albania, but mostly from the southeastern zone, have overflowed mainly to the sub-region of Durrësi. Their number is evaluated to be about 40 000.

Meanwhile a large number of people have migrated abroad.

In this region, by the end of 2000, 48%¹ of the active enterprises dealt with transport, 20% with services, 17% with trade and 9% with industry. 79% of these active enterprises have 1 employee, 19% have 2-10 employees and 2% have more than 10 employees.

During the year 2000, 29 000 agricultural economic units have exercised their activity in the region in an area of 31 000 ha. Three the fifth of these agricultural economies sell their products.

The official unemployment in the sub-region of Durrësi is 9.0%, whereas in the sub-region of Kruja, it is 14.2%.

¹ INSTAT, Albania in figures, June 2001

Among the adults, 5.8% are illiterate, 12.8% have finished only the lower level of the eight-year school, 57.0% have finished the eight-year school, 22 % have finished a high school, whereas 2.3% have finished a higher education.

Part one

DESCRIPTION OF THE SITUATION

METHODOLOGY

In order to compile the list of the students who have dropped out in a particular school year², it was proceeded as follows:

1. 44 schools (30 in the sub-region of Durrësi and 14 in the sub-region of Kruja) were secluded from 96 eight-year schools located in the Region of Durrësi (62 in the sub-region of Durrësi and 34 in the sub-region of Kruja).
These 44 schools were selected so as to provide a representative distribution according to the administrative units of the Region. On the other hand, based on the preliminary data of the Offices of Statistics and Information at the Educational Directoires, there were selected schools, which were more problematic in terms of school dropout. Thus it became possible to pass on to a detailed examination of the overwhelming majority of the dropouts in the region of Durrësi. After further calculations it resulted that this group of schools in the course of the school years studied together, had 82.7% of all the dropouts in the Region of Durrësi.
2. The list of the dropouts of these 44 schools was compiled mainly through the examination of official documentation. (This is to be called **list 1**)
Detailed data were collected for every student of this list including among else **the** economic, social and cultural level of the family, the school attendance and progress of the student in the preceding school year.
3. The list of the dropouts of the rest of the eight-year schools of the Region (52 schools, 32 of which in the sub-region of Durrësi and 16 in the sub-region of Kruja) was compiled by the respective school principals. (This is to be called **list 2**).
The principals of these schools were provided with a special form and accurate instructions to complete it.
4. A list of the students who interrupted the attendance of a school year due to their family or their own internal or external migration was compiled for all the schools. According to the Normative Dispositions these students are considered dropouts in case they do not present to the school they have left a document of registration in another school³.

² The so-called “conveyed dropouts” were not included in these lists. A student who drops out of the fifth grade and doesn’t show up again in school, is within the schooling compulsion until the age of 16. Up to this age, he is a conveyed dropout of the fifth grade. These children were not included in the calculation of the dropouts because the survey aimed at finding out as close as possible to the reality the number of the students who drop out of the school **during a particular school year**.

³ “Normative Disposition for the public schools”, August 1996

A considerable part of the students, in spite of attending school somewhere else, have not presented this document. They are not dropouts although they are bureaucratically considered as such.

Two work groups were set up to seclude the real dropouts. One group talked to the members of the families who have migrated, to other relatives of these families or their neighbors to get information about the school attendance of the children of the migrated families.

Another group had telephone conversations with parents who have migrated within Albania or abroad.

The survey was not done for all the migrated students because their number was very large (2495 children altogether). A sample of 484 students or 19,4% of all the children who have left school because of migration was selected in a representative way.

The number of the students who have migrated within the country came out to be 123. It was possible to establish contact with 73 of them to get information about their school attendance.

LIMITATIONS

1. In the course of the completion of the official school documentation (class register and school matriculation register), a lot of irregularities were encountered which rendered the identification of some dropouts more difficult. These difficulties as regards the doubtful dropouts were made up for through conversation with the child herself/himself, or, in cases this was not possible, with the school principal or/and the teachers or/and close relatives of the students.
2. In the case of some migrated families no people were found to provide information about their destiny. Some of their relatives had no idea about the school attendance of these children or hesitated to provide information. Some others didn't know the address of these migrated families or didn't want to give it. A part of the migrated families lacked telephones. As regards the families we had telephone conversations with, only few of them were not willing to inform us about the school attendance of their child.
3. In general, the statements of the migrated families about the school attendance of their child were not required to be confirmed by any other sources.

A. TOTAL NUMBER OF DROPOUTS

The dropouts are of two sorts: migrated dropouts and dropouts who have remained in their residences, whom we are going to call in short, non-migrated dropouts.

➤ Migrated dropouts

External migrants

In the course of the period covering the three consecutive school years 1998-1999, 1999-2000, 2000-2001, 2495 dropouts have left school due to migration abroad.

It came out that 20,2% of the sample of 484 students do not attend school.

By the calculations, it results that out of 2495 students- migrants abroad, 504 **students do** not attend school.

Internal migrants

123 students have left school during these three school years because of internal migration. It resulted that 27,6% of the sample of 73 students did not attend the school. By the calculations, it results that out of 123 students-internal migrants, 34 students do not attend the school.

Total number of migrated dropouts

Internal migrants	504
Migrants abroad	34
Total	538

➤ **Other dropouts (non-migrated)**

The number of the students identified as dropouts in 44 schools of the region, resulted to be 1463 (List 1)

The number of the dropouts reported by the principals of the other schools resulted to be 306 (List 2)

Hence:

Dropouts in list 1	1463
Dropouts in list 2	306
Total	1769

➤ **Total dropouts**

Migrated dropouts	538
Non-migrated dropouts	1769
Total	2307

2307 students have dropped out of the school in the Region of Durrësi in the course of the three school years 1998-1999, 1999-2000, and 2000-2001.

The total number of the dropouts for the three years is introduced according to gender, levels of the eight-year school and grades as follows.

➤ **According to gender**

Table 1

	Girls	Boys
Dropouts	1133	1177
Percentage	49,1%	50,9%

There is a slight difference between boy and girl dropouts. During the three school years there are altogether 2% more boys than girls.

➤ According to levels

Table 2

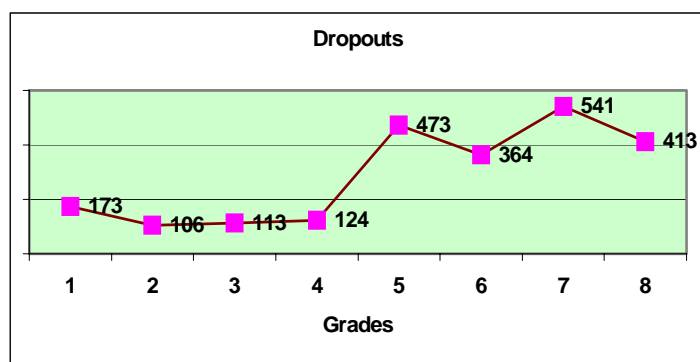
	Lower level	Upper level
Dropouts	516	1791
Percentage	22.4%	77.6%

There is a great difference between the dropouts of the lower level and those of the upper level. The number of the dropouts in the upper level of the eight-year school is as about 3,5 times higher than that of the dropouts in the lower level.

➤ According to grades

Table 3

Grade	1	2	3	4	5	6	7	8
Dropouts	173	106	113	124	473	364	541	413
Percentage	7.5%	4.6%	4.9%	5.4%	20.5%	15.8%	23.4%	17.9%



Dropping out according to grades is not uniform.

The seventh grade and then the fifth grade are mostly dropped out of. These two classes together have 44% of all the dropouts of the eight-year school.

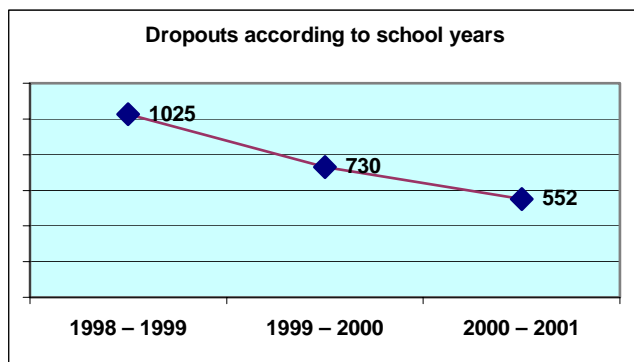
As regards the lower level, the first grade is most dropped out of.

B. NUMBER OF DROPOUTS PER EACH SCHOOL YEAR

➤ Total dropouts according to school years

Table 4

School year	Dropouts
1998-1999	1025
1999-2000	730
2000-2001	552



The number of the dropouts is reduced during these three school years.

The number of the dropouts during the third school year is about half of the dropouts of the first year.

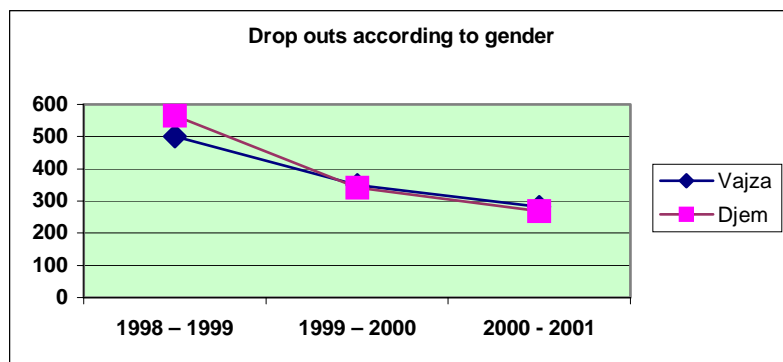
The rate of the reduction of the dropouts varies between two consecutive years. It is higher between the first year and the second year.

So, the number of the dropouts in the second year is 28.8 % lowerer than in the first year, whereas in the third year the number of the dropouts is 24.3 % lowerer than that of the preceding year.

➤ According to gender

Table 5

School year	Girls		Boys	
1998-1999	481	46.9%	544	53.1%
1999-2000	369	50.5%	361	49.5%
2000-2001	283	51.3%	269	48.7%



During the first school year under survey (1998-1999) there are more boys dropouts than girl dropouts (6.2% more).

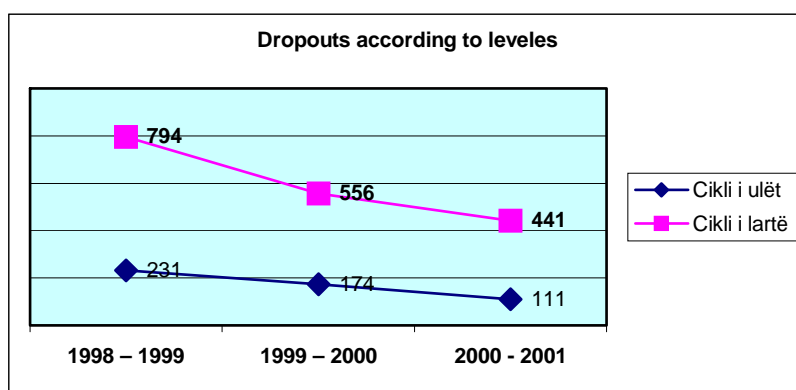
During the two succeeding years, the number of the girls is larger than that of the boys (1% and 2.6% more respectively)

The number of the girl and boy dropouts is reduced during these three school years. The rate of reduction is larger for the boys than for the girls. In the third school year compared to the first one, the number of the girl dropouts is reduced 41.2% whereas that of the boys 50.1%.

➤ **According to levels**

Table 6

School year	Lower level		Upper level	
1998-1999	231	22.6%	794	77.5%
1999-2000	174	23.8%	556	76.2%
2000-2001	111	20.1%	441	79.9%



The number of the dropouts in every level is reduced during these three school years.

The rate of reduction is larger in the lower level than in the upper level.

In the third school year compared to the first year the number of the dropouts in the lower level is reduced 51.9% whereas in the upper level 44.5%.

C. PERCENTAGE OF DROPOUTS

Note

So as to calculate the percentage of the dropouts, first it was found the exact number of the children who are registered for the first time in each class for each of the three school years under survey.

➤ **Average percentage during the three school years.**

During the three school years 1998-1999, 1999-2000, 2000-2001 the average percentage is 1.84%.

In the sub-region of Durrësi this figure is 1.83% whereas in the sub-region of Kruja it is 1.86%.

In the lower level, the average percentage of the dropouts is 0.78 of the students, whereas in the upper level, 3.28%.

➤ **Percentage of dropouts in each school year**

The progression of the percentage of dropouts for every school year in total and according to levels is presented as follows:

Table 7
Total

School year	Percentage
1998-1999	2.47 %
1999-2000	1.76 %
2000-2001	1.31 %

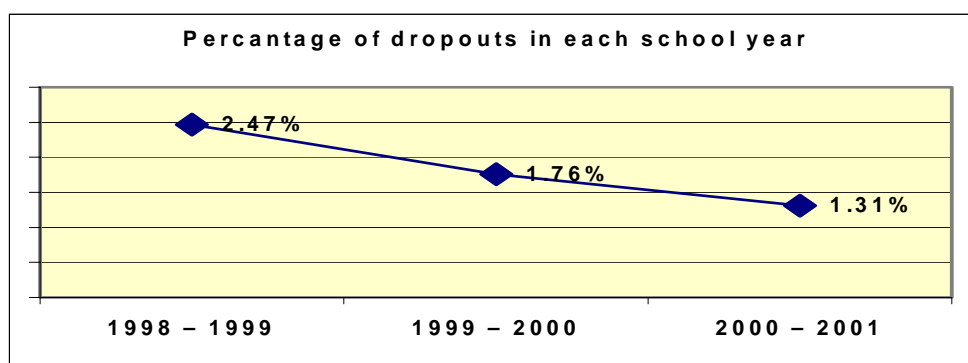


Table 8
Lower level

School year	Percentage
1998-1999	1.04 %
1999-2000	0.79 %
2000-2001	0.50 %

Table 9
Upper level

School year	Percentage
1998-1999	4.11 %
1999-2000	2.86 %
2000-2001	2.20 %

D. HOW MANY STUDENTS RETURN TO SCHOOL?

A part of the dropouts return to school.

Among the dropouts who have not left their dwellings, i.e. among those who have been labeled in short “non-migrated students”, 6.2% of the children who have interrupted schooling have returned to school, i.e. 1 in 16 dropouts.

The majority of the returned, two the third of them, belong to the lower level.

The majority of the lower level, about 3/5, is children who are re-registered in the first grade.

Table 10
Students returned to school from non-migrated families

	Dropouts	
	Number	Percentage
Lower level	86	78.9%
Upper level	23	21.1%
Total	109	100%
<i>First grade</i>	53	<i>61.6% of lower level</i>

The few families, who come back from the migration abroad, have the tendency to register their children in school again. There are 219 such children who have returned to school (60% of them in the lower level).

E. HOW MANY CHILDREN, WHO SHOULD BE IN SCHOOL IN A CERTAIN SCHOOL YEAR, DO NOT ATTEND SCHOOL?

This survey focuses on the reasons of the school dropout. For this reason it dealt with the student at the moment of dropping out.

In terms of a certain school year, these children are not the only ones, who according to their rights, should everyday sit at their benches to learn.

There are three other categories of children who are not where they were to be; i.e. they are not in school.

➤ **The children who are not on the lists of the registration**

These children do not officially exist. Due to the uncontrolled internal migration, there are families who lose their contacts with the schooling compulsion. In some cases the families themselves do not want to enroll their child in school. In other cases, they try to do this, but after being rejected by the principals of the nearest school because of lack of available places, they give up from the schooling of their child (An attempt to throw light on this phenomenon is made in part “Deprived zones”, page ///)

➤ **The so-called “conveyed” dropouts**

A student, who drops out e.g. of the fifth class in the school year 1998-1999 and is 12 years old, has the possibility to return to school the following school year 1999-2000. If the parents and /or the child decide not to go back to school, then this child is part of those who should be in school in the school year 1999-2000. S/he drops out of the school again. If s/he never returns, her/his dropping out is conveyed until s/he gets 16 years old. So, the percentage of the students who are not in school in the school year 1999-2000, is not 1.76% but more, because there should be added all the other dropouts of the preceding years, who have not come back to school.

The survey has not dealt with these students. According to a round calculation, the number of these dropouts in one school year is 4 times that of the new dropouts of that school year. (Taking those returned to school and the repeaters from it.) Thus, e.g. as regards the school year 2001- 2001, the percentage of the students who are not in school versus all those who should be, reaches at about 4%.

➤ **Children registered over their proper age**

According to the law, every child, who gets 6 years old before the beginning of the school year, should start the first grade.

It happens that the parents themselves delay their child registration in the first grade another year. On the other hand, due to internal migration, the families who get located in the Region of Durrësi after the school year has started, wait to register their children the next year. So, these children should be in school, but they are not there temporarily.

In the group of the filed dropouts (1463 children) after subtracting the repeaters, was calculated the age of every student in the month s/he has dropped out of the school. 309 children, i.e. 21.1 % resulted to have lost at least one school year due to delayed registration.

For all abovementioned reasons, *the percentage of the children who are not in school in a certain school year is much higher than that of those who drop out of it during that school year.*

Part two

CAUSES OF THE SCHOOL DROPOUT

Note

For the immigrant-dropouts the only apparent cause is the external and internal migration. For this reason the following review of causes covers the other group of dropouts (non-migrant) i.e. those students who, without being forced by migration circumstances, have quitted schooling by decision of their families or/and themselves. 1769 children are identified as such. 1463 students, i.e. 82.7% have complete personal files that provide detailed direct or indirect data as regards the cause of their school dropout.

Hereinafter the figures and conclusions refer to precisely that group of 1463 students.

Note

In some special cases there has not been possible to fill in all the items of the personal card file of the dropouts. However, they have never been more than 2% of all the card files. Further down, all the percentages have been calculated versus valuable answers.

Methodology

1. Various information sources were used to discover the cause of the school dropout. The sources were the school principals or vice-principals, the class tutorial teacher or other teachers, relatives or friends, parents and the children themselves. For certain students, within opportunities, parts of the above sources were used, but in no case there was only one source used.
2. The Data-Interpretation Team analyzed the reasons for school dropout, by using various sources, and concluded on the main cause.

I. ECONOMIC FACTOR

Limitations

1. It's impossible to assess objectively the economic level of a family because the official statements of family income are missing.
2. The statements of the family members for their income are often uncertain.
3. Some families tend to justify the school dropout by exposing their economic situation harder than it is in reality.
4. There's a tendency for the teaching personnel to shift the dropout cause to non-school related causes, like the economic cause for instance.

Methodology

In order to reveal the impact of the economic factor to the school dropout phenomenon in addition to interviews with the teaching personnel, parents and children themselves, the following indicators were included in the personal files of the dropouts: Employment of each parent, number of children per family and social assistance.

A. HOW MANY STUDENTS DROP OUT FOR ECONOMIC REASONS?

*Ardiani, 25 years old*⁴

I was in the 2nd grade when I dropped out. We were many children in the family and both parents worked as street-cleaners. We had no money for food, let alone for clothing. I went to school by putting on two different sleepers I had found somewhere.

⁴ The interviewers promised anonymity to interviewees. For this reason the names of the interviewees were changed. The gender, age and class in which they dropped out are accurate. In some cases the dialectical speech was replaced by literary speech.

➤ **Total number of economic dropouts**

There result to be totally 378 children or 25.8 % dropouts having family economic situation as their principal reason for school dropout.

Note

This is the lower limit for dropouts of economic reasons.

A good part of external or internal migrations simply occur for economic reasons.

Note

That group of students is analyzed below from two viewpoints:

- According to employment of parents and the number of children per family
- According to gender, educational level of the child, grades in the upper level of compulsory education, according to location (rural) and family autochthony.

In each case below, so as to show out clearly the role of the economic factor, in the same table there's a row for **total** dropouts and the other row exhibits the dropouts for **economic reasons**.

➤ **According to father's employment**

Table 11

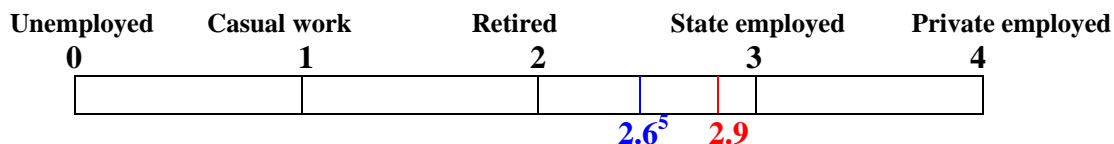
Father's work	Unempl oyed	Casual work	Retired	State employed	Private employed
Total	7.4 %	25.3 %	1.7 %	3.3 %	62.3 %
For economic reasons	10.8 %	30.7 %	2.8 %	3.1 %	52.6 %

As clearly noticed among all the dropouts 34.4 % had their father either unemployed or casually employed or retired. In the group "for economic reasons" that percentage is higher and reaches 44.3 %.

Note

In the following diagram the kinds of employment are credited by 0, 1, 2, 3, and 4 respectively for unemployed "," casual work, "retired", "state employed" and "private employed". According to that credit system the average employment of father was calculated for all the dropouts and then for the economic dropouts separately.

The same system was built for the mother's employment.



⁵ The blue line marks the average employment of father whose child is an economic dropout, while the red line marks the average employment of the total dropouts' fathers.

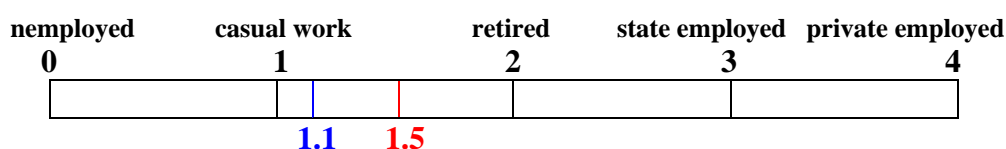
The diagram brings into the open the fact that in the families where children drop out of school for economic reasons, averagely the child's father is more disfavored for employment as compared to the families of dropouts in general.

➤ **According to mother's employment**

Table 12

Mother's work	Unemployed	Casual work	Retired	State employed	Private employed
Total	56.9 %	7.1 %	0.7 %	1.6 %	33.7 %
For economic reasons	66.0 %	6.7 %	0.5 %	1.1 %	25.7 %

Out of the total inquired dropouts it comes out that 64.7 % have their mother either unemployed or casually employed or retired. In the families of economic dropouts that percentage is higher and reaches 73.2 %.



The diagram brings into the open the fact that in the families where children drop out of school for economic reasons, averagely the child's mother is more disfavored for employment as compared to the families of dropouts in general.

➤ **Which are the state or private works the dropouts' parents do?**

Among fathers who are privately employed 41 % work in domestic farming or stockbreeding, 35 % are craftsmen (about half of them are construction workers) and 16% do ordinary work as duty watch or manual laborer.

Among fathers who are paid by the state 41 % do ordinary jobs whereas 31 % practice a craft.

Among mothers who work in private employments 83 % work in domestic farming or stock breeding, whereas among those employed by the state 82 % are cleaners.

➤ **According to the number of children per family**

Table 13

Children	1	2	3	4	5	6	7	>7	Average
Percentage	1.2 %	7.0 %	24.3 %	28.3 %	20.9 %	11.4 %	3.4 %	3.4 %	4,3
Percentage	0.8 %	4.5 %	22.9 %	24.5 %	22.9 %	16.5 %	4.5 %	3.4 %	5,3

The average number of dropout (s)-children's families is 4.3. This indicator is relatively high.

In the families that have forced the child to drop out of school because of poverty, this indicator is a little higher- 4.5.

➤ **According to social assistance**

Among the inquired families only 7 % benefit social assistance. In the subgroup of families where the child has dropped out of school for economic reasons the percentage is even lower- 6.3 %.

Note

The average family that has taken the child away from school due to economic reasons, has usually 4-5 children and the monthly income is nearly 9 000 leks (65 USD).⁶

As clearly seen this family is extremely poor.

Children of these families face numerous problems related to learning and school attendance, like insufficient food, lack of a quiet and adequate place to study, suitable clothes and insufficient school supplies.

➤ **According to gender**

Table 14

Dropouts	Girls	Boys
Total	49.1 %	50.9 %
For economic reasons	41.5 %	58.5 %

While the dropout-boys are more numerous than the dropout-girls are, the boys who drop out of school for economic reasons make 1.4 times as much as the girls who drop out of school for the same reason.

Because of poverty parents sacrifice the schooling of boys rather than the schooling of girls.

➤ **According to levels**

Table 14

Dropouts	Lower level	Upper level
Total	24.4 %	75.6 %
For economic reasons	21.4 %	78.6 %

⁶ According to INSTAT Albania in figures, June 2001, in the year 2000 the average monthly salary of a worker employed by the state was 12 394 leks in the city, the maximum pension in the city is 10 296 leks while in the village it was 1328 leks.

While the low-primary school dropouts are 3.1 times more than the low-primary school dropouts are, the upper-primary school dropouts for economic reasons are 3.7 times more than the low-primary school ones.

Because of poverty parents sacrifice the upper school level attendance rather than the schooling in the lower level.

➤ **According to classes of upper level**

In the lower level the number of economic dropouts is more or less the same in the four classes.

In the upper level as well, the economic dropouts do not fluctuate much in number. Nevertheless, *children of grade V, i.e. aged 11 and grade VII, i.e. aged 13, are forced to quit schooling because of poverty more than the other two grades in the same school level.*

Table 15

Class	5	6	7	8
Dropouts	81	70	89	57

➤ **According autochthony**

Table 16

Newly established after the year 1990	Yes	No
Total	29.5 %	70.5 %
For economic reasons	41.3 %	58.7 %

While for total dropouts the newly established families make up 4/10 of the native families, among the economic dropouts, the newly established families make up 7/10 of the native families.

Poverty forces the newly established families to take their children away from schooling much more than the long established families.

➤ **Rural factor**

In the table below is shown the percentage of the economic dropouts versus the total number of the inquired dropouts and the percentage of the economic dropouts in the rural areas versus the total dropouts in those areas.

Table 16

Dropouts	Percentage
Total	25.8 %
In the rural areas	28.7 %

Out of 100 dropouts 26 children leave schooling for economic reasons. In the villages this indicator is somehow higher. 29 children drop out for economic reasons.

In the rural areas poverty forces families to take their children away from schooling somehow more than in the other areas.

➤ **A rank**

The calculations show that the most sensitive groups to school dropout for economic reasons are ranked below (starting from the most sensitive):

- ◆ Children of families newly established in the Durrësi Region after the year 1990.
- ◆ Boys in general
- ◆ Upper school level students
- ◆ Children of rural areas

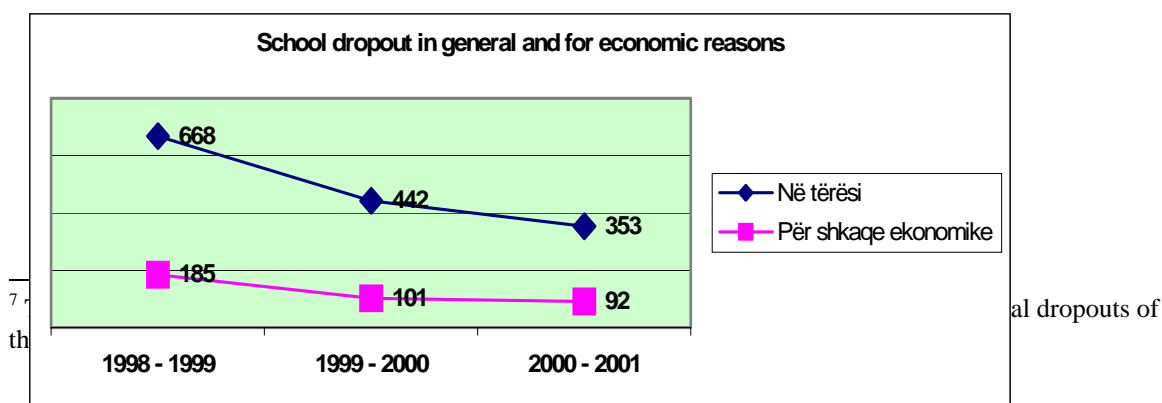
The most damaged populations from economic reasons are boys of age 11-12 and 13-14 of families established after 1990.

B. DROPOUTS DUE TO ECONOMIC FACTORS OVER THE THREE SCHOOL YEARS

➤ **Total number according to school years**

Table 19

School year	1998 - 1999	1999 - 2000	2000 - 2001
Total	668	442	353
For economic reasons	185	101	92
Relevant percentage⁷	27.7 %	22.9 %	26,1 %



The number of the economic dropouts is reducing.

The reduction rate is larger when passing from the 1st year to the 2nd year (33.8 %), than passing from the 2nd year to the 3rd school year (20.1 %)

Calculations show that among 100 dropouts in the school year 1998 – 1999, 28 children have dropped out of school for economic reasons, in the next year there were 23 children who dropped out of school for economic reasons, whereas over the school year 2000 – 2001 there are 26 such students.

C. SCHOOL COST

The parent who decides to quit the schooling of his child for economic reasons is forced to do that because of the direct school cost or/and opportune school cost.

➤ Direct cost

According to definition the direct cost of parents for their child's schooling includes the schooling fee, textbooks and other obligatory school supplies (like schoolbags, copybooks and pencils), transport and school uniform.

By virtue of law on Pre-university Educational System “In the public educational institutions the state provides the students with free teaching premises, didactic materials and teaching staff”⁸

In our public schools there is no tuition fee, whereas the school uniform is not obligatory.⁹ The children in the Durrësi Region, except for the private schools, do not have transport to get to school.

According to calculations, the direct cost for a lower level student is 3 500 leks (23 USD), while for a upper level student is 4 200 leks (30 USD)¹⁰

If we accept that in the average family having economic dropouts, out of 4.5 children three attend school, their direct school cost would be 11 000 leks (80 USD). That constitutes 10 % of the annual family income.¹¹

Schooling is really expensive for the poor.

Ermali, 14 years old

We're a family of 8 people. Six children. Only three have attended the school. We lived very badly in a hut. We could not buy textbooks. We received books from the teacher and told her to pay for them but our economic situation forced us to lie her again and again. Our clothes were good for nothing. We went to school with empty stomachs.

⁸ Law on Pre-university Educational System, 1995 (article 9)

⁹ According to Normative Dispositions, article 41 [5], “School uniform, whether students should wear it or not, is a question to be decided by the Internal School Regulations with the consensus of Teachers' Board and Parents' Board”

¹⁰ Since the prices for school supplies vary too much, the calculations have considered the low prices given the fact those are the prices the poor families would choose.

¹¹ This would be the minimum value of that cost because, according to the interviewed parents, for a child attending the school, they are obliged to spend more for clothes and attendance than leave the child without schooling. Some parents added to the direct cost the daily expenses a child makes to buy something during the school day.

Besides, we felt bad when classmates went out for the long break to buy or eat something while we just looked at them.

Consequently our father decided to take us away from school.

Now I wander up and down. I feel in vain. I have forgotten even those things I learned at school.

It was difficult to separate clearly the parents who decided to take their children away from school only because of not being able to meet the direct cost. Nevertheless, based on the interviews, it results that ***almost all the low primary school children, who dropped out of school for poverty, did it because their parents could not meet the school expenses.***

Out of 357 low primary school dropouts 81 or 22.7 % result to have economic reasons. This may be considered as part of dropout because of direct school cost.

So, among the inquired students (1463) nearly 5.5 % dropout because of direct school costs.

➤ **The opportune cost**

The opportune school cost includes the income the family would ensure if instead of schooling the child worked on payment or took care of the domestic economy like pasturing of livestock or looking after the little brother or sister by allowing the mother to earn money even by working in their own little farm.

The opportune schooling cost is higher for the poor families who rely on each family member to secure their economic survival. That cost is an important factor for the family to decide whether to send the child to school or not, particularly in cases when the child attends the upper level of the compulsory school.

It was difficult to group separately those parents who decided not to send their child to school only due to not being able to meet the opportune schooling cost. The interviews indicate clearly that ***the majority of economic dropouts in the upper level occur for opportune schooling cost.***

Out of 1106 children who drop out of the upper-primary school, have economic reasons. This may be considered as the dropout rate for opportune schooling cost.

So, among the inquired students (1463) nearly 20.3 % drop out of school for opportune schooling cost.

The lower the family incomes, the more impending become those two costs for the continuation of their children's schooling.

D. EMPLOYMENT OF DROPOUTS

Methodology

1. After leaving aside those children who dropped out of school for health reasons and the ones who returned to school, for the other dropouts information was gathered with regard to their employment.

The following data (in percentage) are given with respect to that number.

2. The employment of children was classified as follows:
 - Farming or/and pastoral work in the family property
 - Other jobs

The other jobs were divided in:

- Casual work
- Crafts (tailor, barber, welder)
- Non-crafts (beggar, tin collector, coachman, salesman)

➤ **What do the dropouts do?**

Three grouping are clearly distinguished: children of the lower level (both girls and boys) girls of the upper level and boys of the upper level.

In **the lower level** girls and boys have approximate figures.

So, 71.9% of dropout girls and 70.3% of dropout boys aged between 6 and 10 stay at home. They do not work.

The others work either in the field together with their parents or pasture the domestic livestock.

Very few do casual work or ordinary work.

The majority of **the upper level dropout girls** stay at home.

They make up 73.0% of all the girls who have dropped out of a class in the upper level.

One-fifth of the dropout girls works in the field or pastures the livestock, which means somehow less than the lower school level dropouts. A few do casual work or ordinary work, while 5.5% practices a craft, mostly clothes-making.

The dropout girls of the upper school level, i.e. aged 11-15, staying at home means do housework and look after the little brothers and sisters or/and cook and clean the house. Anyhow, the upper school level dropout for girls of that age is not mainly related to the opportune cost. A great part is taken away from school by parents who think that their daughters are “grown-ups” now. (For more details, please see page no *///*)

Edlira, 16 years old, dropped out of the seventh grade

Everything was going on normally. I attended the seventh class and had better results as compared to my classmates.

One day my mother told me that in Fushë-Kruja a new tailor shop was opened for sewing jeans and many girls from our village were getting employed there.

My father said that it was better to learn a craft and gain money than lose time by going to school. Only my elder sister objected. She didn't want me follow her fate and remain without schooling. The problem is that children, especially girls, in the village are never asked.

My mother registered me as a worker.

School dropout was fatal for me, not because I had good academic results, but schooling was the only entertainment I had.

The situation for **boys aged between 11 and 15**, who have dropped out, is essentially different from the two above groupings. They stay not so much at home, only 41.6% of them. The farming or/and pastoral work occupy 28.2% of the boys, which is not much more the percentage of children of the lower level and the girls of the upper level. The others, i.e. 30.2% do casual or ordinary work or practice a craft.

➤ **Perspective**

Shkëlqimi, 24 years old, dropped out of the sixth grade

After I dropped out of school I wandered around for 2 - 3 years. I was not capable to do anything. I went home only to sleep because all the family scolded me, especially my father.

In 1994 I went to Greece to find work. It was very difficult to work, but you have to learn. I spent all the money I gained with my friends. After a year and a half I returned home penniless, just like I left Albania.

Even today I do ordinary work. I couldn't learn any craft.

The perspective for those children, who at an early age were forced to struggle for their own and family living, seems dark. Unemployment among them is at least 41.6 %. The casual employed is not included here. (They are not few but 12.7 % of all the dropout boys of that age).

Only nearly 1 out of 15 dropout boys of that age are able to make money from craftwork. On the other hand, the boys of the village little promise to become successful farmers in their life, primarily due to the low cultural level they have.

The most probable perspective for the majority of those boys is family recycling of poverty.

Tomorri, 21 years old, dropped out of the fifth grade

Until 16 years old I did no work, just caused troubles to my parents regardless of the problems they had between them. I joined bad company who was older than me and they forced me to steal. I went to prison, which woke me up a little.

Now that my sister is engaged and I am in love with a high school student, I'm getting down to work and do different jobs together with my father. I have to help my family. A friend proposed me to sell drugs and become a millionaire without getting tired and working too hard. I escaped the police by a hair. Immediately I came back home.

Leka, 22 years old, dropped out of the fourth grade

We were nine children in the family and were extremely poor. I went to school without books, copybooks and pens. The teachers scolded me and finally I left schooling. Since I was a small child the only thing I could do was to sell sunflower seeds, as people bought them. So I did.

Now I work in the stone pit together with my father.

We break stones all day long and get exhausted because it's not easy to earn money today.

I'll immigrate because it's difficult to think of the future here with the money I gain.

➤ **Law on underage employment**

Newspaper "Zëri i Popullit", 24 November 2001

According to the data of the State Labor Inspectorate nearly 200 children work in construction field, which certainly is a large number.

A Permanent National Committee was set up to eliminate the child's work in Albania. Members of that committee are representatives of different ministries that are involved in children-related issues, the organizations of employees and employers, NGO-s that are active in this area. The main purpose is to join efforts to stop child's work in Albania.

According to the Law on Pre-University Educational system, article 60 "Employment of children included in the school compulsion is prohibited. If cases of employment of children at the age of school compulsion are certified, the labor inspector fines the state or private employer 100 000 leks and, in a repeated case, 200 000 leks as punishment for administrative violence."¹²

In reality the labor market ignores this article. Among the breakers of this article are parents who 'employ' their children in their own farming property or other modest family businesses.

Though the labor market does not refuse the child's work, it does not mean that the labor market welcomes it. Unemployment among the dropout boys aged between 11 – 15, results to be 41.6 %, according to the survey, i.e. it is higher than unemployment in the Durrësi sub-region (9 %) and Kruja sub-region (12.4 %)

Among the boys of that age who drop out of school for economic needs, i.e. have left school to ask for job, unemployment is lower. It's 31.0 %, but again is higher among the unemployed age groups.

Therefore in many families who struggle desperately against poverty parents draw the conclusion that they have no other choice but send their children to work. Hundreds of underage, which according to their rights should go to school, leaves for work every morning.

II. MIGRATION FACTOR

➤ **Migration abroad**

Zana, mother

We have been living in Porto Romano for 5 years. I have five children, four boys and a girl. My husband and two lads are in emigration, in Greece. Shkëlzeni used to go to school, but he didn't like it at all. He used to say "I'm not goin 'cause I don't need it".

¹² There's a contradiction between the age of concluding the compulsory education (without repeating a class), which is 14, and the age allowed for employment, which is 16. A child who concludes the 8-year school and doesn't like to continue education should wait for two years to be legally employed.

One morning he left for school, but came back home when we all were away, got the money secretly and didn't show up for two days. We didn't know where he was. He calls us and tells us that he was in Greece at his dad and brother. He doesn't intend to come back to Albania and not in the least to continue schooling. Says "life is here, there in Albania it isn't worth a thing."

During the three school years a great number of children, 2495 altogether, have gone abroad. The majority of them are from the sub-region of Durrësi.

A part of the children leave Albania together with their families. Others, especially boys of the last grades of the eight-year school, attempt illegal migration. There are children who become victims of trafficking.

"Albanian Journal", November 28, 2001

During the last 8 years, 4 thousand children out of the total number of the Albanian population have "flowed".

The figure of the 4 thousand trafficked children is given approximately, because it is thought to be larger.

The little girls are fatter trafficking for the child traffic dealers.

This number has changed in the run of the three school years.

Table 20

School year	1998-1999	1999-2000	2000-2001
Gone away	962	926	607

It is obviously seen that the moving abroad due to migration is reduced during these three school years. So, the number of the gone away in the second year is reduced 37.4 % compared to the first year, whereas in the third year the number of the gone away is reduced 34.4 % compared to the preceding year.

Among the children migrants abroad, 20.2% have not attended school until December 2001, i.e. until the group of the interviewers contacted the migrated families or their relatives. This percentage is high especially if we consider that the students migrated abroad have a common distribution of the students with low, average and high learning achievements.

Since in the countries where these families have moved there are no official obstacles for the enrollment of their children, the dropping out has come about mainly due to economic reasons. A part of the boys especially of the 14 and 15 age group, who leave clandestinely, aspires a better economic possibility. On the other hand, the desire of some other boys to continue school is competed by the possibility to earn much more money than in Albania. The dropouts of the families migrated abroad occupy 21.8% of all the dropouts of the last three school years.¹³

The table below shows their distribution during the three school years.

¹³ These percentages have been calculated versus all the dropouts, i.e. for 2307 dropouts.

Table 21

School year	Dropouts	Percentage versus the gone away
1998-1999	205	21.3%
1999-2000	186	20.1%
2000-2001	113	18.6%

The number of the dropouts because of migration is reduced. The rate of reduction is much larger with the passing from the second year to the third (by 39.2%) than with the passing from the first year to the second school year (9.3%).

The calculation show that among 100 migrated children of the school year 1998-1999, 21 children have dropped out of the school. As regards the following year, 20 children have dropped out of it whereas during 2000-2001, there are 18 of them.

➤ **Internal migration**

A small number of children, 123 altogether, have moved away migrating within the country.

34 of these children internal migrants or 27.6% of them have not attended school.

The dropouts of the families migrated within the country occupy 1.5% of the whole number of the dropouts of the three school years.

A part of these children have dropped out of the school simply because they couldn't psychologically face the change of the environment.

Dëshira, 15 years old, dropped out of the fifth grade

Before we used to live in a village of Tirana, then we moved here, to Fushë-Kruja. I started school here, but when I went there I felt bad among my classmates because I felt to be a stranger. I couldn't speak much because they talked to me in a very vulgar language. As I found it difficult to be part of their company, I decided to leave school. It was not a problem for my family.

There are some cases that children couldn't attend school due to time lost during the transferring of the family.

Fatlumi, father

All my kids have lost two school years during our transferring here. In Burrel, where we lived, I had problems with the land I had built my house on. I had to stay there and solve the problem of the land and I had no control at all over my children.

➤ **Planning for migration**

There are families who plan to migrate abroad and for this reason they withdraw their children from school beforehand. After not managing to migrate, it happens that the child doesn't return to school due to laggardness caused by a long detachment from the classes.¹⁴

These children are 45 altogether and occupy 2.0% of the dropouts.

Due to the planning of internal migration, a part of the families who planned to leave Durrësi to be located somewhere else in Albania left school beforehand. After failing to migrate they haven't returned to school. There are 25 children altogether like these, i.e. 1.1% of the dropouts.

So, the migration factor has a weight of 26.4% with the total of the dropouts.

If we consider the internal migration and migration abroad as economic causes, then together with the non-migrated dropouts due to economic causes, there are about 42 % of all the students who interrupt schooling due to economic motives.

III. EDUCATION FACTOR

No thorough scientific study has been carried out up to now about the teaching load of the students in various grades, quality of the curriculum, textbooks for the students and not even about the completeness and quality of the teaching aids.

The data about the level of teaching are insufficient. However foreign and Albanian experts keep saying that the curriculum of our school in general as well as that of the compulsory school in particular:

- Is so overloaded that it cannot be stood by a large part of the children especially in certain subjects;
- Is fed up with fact memorizing.

On the other hand, the serious lack of teaching aids obviously decreases the assimilation of many subjects. Despite the recent year efforts to train teachers, our typical teacher is predominated by verbalism and academism and the motivated, active and small group learning is very rare.

The effectiveness of schooling is low. At least half of the students always remain at the level of the lowest marks and a part of them know so little that it is too little.

Little attention towards students with difficulties in learning is widely spread.

Dropping out of the school from a student is often preceded by the hidden dropping out that the teacher herself/himself does to that student within the class.

Andi, 13 years old, dropped out of the sixth grade.

¹⁴ The teachers complain that in general the family aspiration or that of the children themselves to migrate abroad is one of the factors of the decrease of their zeal to learn, especially for the boys of the seventh and eighth grade.

School had just started. It was Wednesday. The language teacher, the math teacher and the class tutorial teacher came and said to me. “We made you pass the fifth grade in vain because your parents told us that you wouldn’t come back to this school, but would go to Tirana”. I left that school for good and will continue school next year when we go to Tirana.

Our school carries factors, which risk its attendance by a part of the students.

This survey did not aim to analyze the separate contribution of each of the main elements of school curriculum in the phenomenon of school dropout, but to identify the group of the children who simply drop out because they don’t want to go to school any more.

The students who get weaned from school are usually of two types:

- Students, who are tempted more by other ways of using time, such as work.
- Students who, owing to chronic failures in school, are discouraged to the degree that they get relieved leaving it.

Zefi, father, daughter dropped out of the fifth grade

I send my daughter to school and the teacher is not teaching her. They get their wage and yet don’t do their job. A teacher even said to me: “I can do nothing for her but give her my brain. As for me, don’t bring her any more.”

The dropouts, who belong to the “education” factor, could be classified into three categories:

1. The only reason of dropping out for a part of the students is weaning from school. Their parents themselves do not want their child to leave it. Further down, in the tables, this grouping will be in short labeled “no school”.
2. As regards another part, this weaning is combined with their parents’ underestimation of the school benefit. Further down this grouping will be in short labeled “no school+ family”
3. There are also many cases when the family is in bad financial conditions and, noticing that their child is not progressing in her/his lessons, insist that s/he interrupts schooling, accepts dropping out of the school in exchange of employment. This is the grouping “no school + economy”.

Limitations

1. The teaching staff at a higher level, but some parents as well, attempts to avoid their responsibilities towards school dropout, attributing it to the “objectively” difficult character of the child. This rendered more difficult the clear identification of the students who have dropped out of the school simply because they got weaned from it.
2. The children themselves during the interviews do not explain clearly the influence of the constituent elements of the education factor on their decision to drop out of the school (such as the incapability to cope with the teaching load or the teachers’ tact).

Methodology

So as to discover the influence of the education on the phenomenon of schooling dropout, besides interviews with the teaching staff of the school, teachers and children themselves, three indicators are also included in the card-file of the dropout:

- Percentage of the periods attended by the student during the preceding school year
- Percentage of negative marks that the student got in Albanian language and math during the preceding school year;
- Evaluation of the teaching staff about child's behavior.

A. HOW MANY STUDENTS DROP OUT FOR EDUCATION REASONS?

Table 22

	No school	No school + family	No school + economy	Total
Dropouts	206	218	132	556

There are 38.0% of the dropouts for whom the factor “education” is one of the causes of school dropout.

There are 14.1% of the dropouts who have left school only because they themselves did not want to attend classes any longer.

➤ According to progress in the preceding school year

Table 23

Percentage of negative marks in the preceding year for all the dropouts

	[0;10[¹⁵	[10;20[	[20;30[	[30;40[	[40;50[	[50;60[	[60;70[	[70;80[	[80;90[	[90;100]
Student	333	222	170	150	126	71	76	43	36	63
Percentage	25.8%	17.2%	13.2%	11.6%	9.8%	5.5%	5.9%	3.3%	2.8%	4.9%

Dropped out from the first grade.¹⁶

The **average** dropout had 32 % of the negative marks in Albanian language and math. This means that one out of three marks got in these two subjects is “four”.

Meanwhile at least half of the marks of 22.4 % of them, i.e. a bit more than 1/5 of all the dropouts, were negative.

Nevertheless, ¼ of the dropouts have got up to one negative mark out of 10 marks received in these two subjects.

¹⁵ Notes like [10;20[show the zone $10\% \leq x < 20\%$ where x is the percentage of the negative marks that a student has received in Albanian language and math during the school year before the year dropping out of the school.

¹⁶ The students of the first grade are not included.

Among the filed students, 32.3 % are repeaters of the class, i.e. 1 out of 3 dropouts is a repeater.

All the above-mentioned quantitative data give evidence that failure in school is a cause of much weight with the phenomenon of dropout.

The main stock of the dropouts are students who have difficulties in learning, i.e. those who have low learning achievements.

Klaudi, 16 years old

I do not regret it. I could not learn.

Anila, 12 years

I was always scared when I was asked in the class.

➤ **According to the attendance during the preceding school year**

Table 24

Percentage of the classes attended by all the dropouts during the preceding school year

	[0;10 [¹⁷	[10;20[	[20;30[	[30;40[	[40;50[	[50;60[	[60;70[	[70;80[	[80;90[	[90;100]
Student	2	11	8	17	24	36	165	282	274	470
Percentage	0.2%	0.8%	0.6%	1.3%	1.9%	2.8%	12.8%	21.9%	21.3%	36.4%

Dropped out from the first grade.¹⁸

By the calculations it comes out that the **average** dropout attended 80.1 % of the periods during the preceding school year. This means that s/he missed 1 day on average out of 5 days of a teaching week.

The first symptoms of dropping out are manifested too early and one of those is the preliminary irregular attendance.

➤ **According to behavior**

The table of the evaluation of the behavior of the dropouts is compiled according to the answers given by the class tutorial teachers.

Table 25

Behavior	Very good	Good	Not good
Percentage	41.4%	50.0%	8.6%

¹⁷ Notes like [10;20[show the zone $10\% \leq x < 20\%$ where x is the percentage of the negative marks that a student has received in Albanian language and math during the school year before the year dropping out of the school.

¹⁸ The students of the first grade are not included.

As regards 2/3 of all the dropouts, the teachers are not totally satisfied with their behavior in school. This means that at least, as many students are unsatisfied from school.

The “not good” behavior is not rarely an outbreak of the chronic failures in lessons or reflection of the lack of tact towards children by the teachers or parents and, sometimes, by their classmates.

Krenari, 14 years old, dropped out of the fifth grade

School?! What the hell do you need school for, man? I would be in the eighth grade now. Do not feel like going at all. Don't like it and do not like the teachers. I finished the first grade, left once, continued up to the fourth, and then didn't continue any more.

Quarreled with my teacher, argued because didn't stay quiet. There she comes and gives me a slap. Couldn't stand any more. Slapped her back. First she told me “get out”. I didn't. Then she gave me another slap and went to the director. Took my bag and went home.

Want to go to Italy to my brother. I'll find a job there, an easy job. Burnt the school bag completely. Burned to ashes.

During the interviews only three teachers affirmed that school itself has its responsibility towards dropping out. In all other cases students' weaning from school was regarded as an almost born internal particularity of the child herself/himself, which has no relations at all with the school or as a fatal defect of the family, which, has no connection to school, too.

➤ **According to gender**

Table 26

Dropouts	Girls	Boys
In general	49.1%	50.9%
Due to education	27.4%	72.6%

Whereas the dropouts in general have an almost equal distribution between boys and girls, it is clearly seen that *the boys disliking school prevail. They are about 2.6 times the numbers of the girls.*

➤ **According to levels**

Table 27

Dropouts	Lower level	Upper level
In general	24.4%	75.6%
Due to education	21.0%	79.0%

By the calculations, it results that the number of the dropouts in general in the upper level is 3.1 times larger than that of the dropouts in the lower level, whereas the number of the

dropouts who dislike school in the upper level is 3.8 times larger than that of the lower level.

The number of the students who drop out of the school because of disliking it is larger in the upper level than in the lower one.

➤ **According to grades**

As regards the lower level the distribution of the dropouts due to being unsuccessful at school is somewhat the same in the four grades.

In the upper level weaning from school is higher in the fifth grade and then in the seventh grade.

Table 29

Grade	5	6	7	8
Dropouts	139	103	122	75

➤ **According to “autochthony”**

Table 29

Newcomers after 1990	Yes	No
In general	29.5%	70.5%
Due to education	24.8%	75.2%

Despite a prejudice spread among the teachers, the survey gives evidence that ***the students moved to the Region of Durrësi after 1990, leave school because of the lessons to a lower degree than the native students.***

So about 30 out of 100 dropouts belong to the non-autochthon families, whereas 25 out of 100 dropouts due to education factor belong to the families having come after 1990.

Nevertheless the newcomers from the rural areas and especially from the remote ones have a lot of deficiencies in terms of school knowledge. In general they unexpectedly face too difficult a situation. No special attention is paid to these children by the school directorates and the teachers.

Shpëtimi, father

I come from the villages of Mat, in Dibra and more specifically from the village Zall-Dardhë.

To tell the truth it broke my heart to see my girl growing up without schooling, because in our village there was almost no teaching at all.

I left the village with a beautiful dream that I would find joy in a big city like Durrësi. I made a sort of lodging with planks where I'm still living under conditions which man doesn't deserve to.

Three days after my arrival and exactly on 9.19.2000, I required that my daughter who by official document was in the fourth grade, be registered in the lower grade, the third grade because as I told you she was very weak in her lessons and I want to emphasize once again that it was not her fault.

The truth is that my daughter almost had not done even the first, the second and the third grade. After some months the daughter shut herself off and kept saying that she didn't want to continue. The teacher used to tell me that she was quiet but very weak.

➤ ***The rural factor***

The following table gives the percentage of the dropouts due to education versus all the examined dropouts and the percentage of the dropouts due to the school in the rural areas versus all the dropouts in these areas.

Table 30

Dropouts	Percentage
In general	38.0%
In the rural areas	14.6%

38 children out of 100 hundred dropouts in general drop out of the school because they don't like it. This index is lower in the villages. 15 children drop out due to the factor "school".

The rural areas in general suffer from more numerous deficiencies in terms of school education than the urban areas. Less teaching aids much more teachers without the proper education, less suitable home conditions of the children to learn.

Nevertheless the table above shows clearly that ***the village children wean from school less the children of the same age of the city.***

➤ **A rank**

By the calculations it results that the groupings more sensitive to the phenomenon of the school dropout due to causes related to school are ranked as follows (starting from the most sensitive):

- Boys in general
- Students of the upper level
- Urban areas

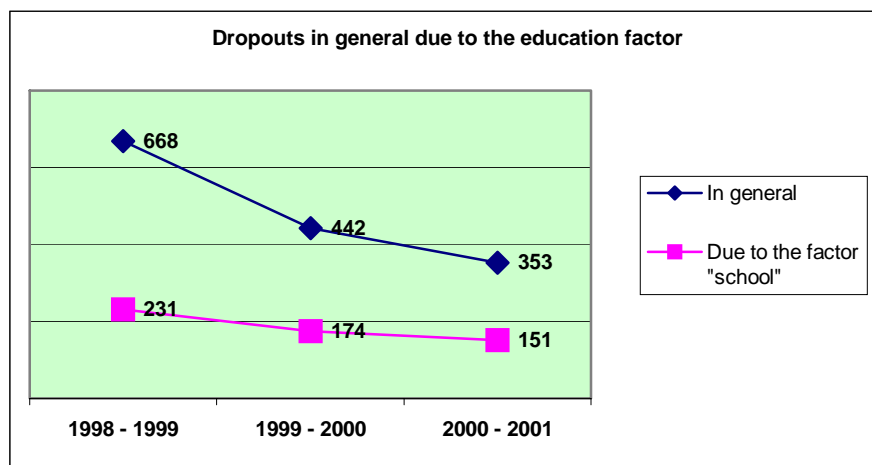
The population most damaged by the school dislike is the boys of 11-13 age group of the urban areas.

B. DROPOUTS DUE TO EDUCATION FACTOR OVER THE THREE SCHOOL YEARS

Table 31

School year	1998 - 1999	1999 - 2000	2000 - 2001
In general	668	442	353
Due to education	231	174	151

¹⁹ Respective percentage	34,5 %	39,4 %	42,7 %
--	--------	--------	--------



The number of the dropouts due to education is reduced. The rate of reduction is larger with the passing from the first year into the second (by 24.7%) than with the passing from the second year to the third school year (13.2%).

The calculations show that 35 children out of 100 dropouts of the school year 1998-1999 have dropped out due to school reasons, in the following year 39 children have dropped out due to school reasons whereas 43 such students out of 100 dropouts dropped out during 2000-2001.

IV. CULTURAL FACTOR (family)

Note

By “cultural” factor we mean not simply the educational level of the parents, but in a broader sense, their mentality as regards the schooling of their children. We mean the parents who do not consider the accomplishment of basic education as a necessary condition of the cultural well being of their child and not even as a real hope to enable her/him to detach from the family circle of poverty.

The families belonging to the cultural factor can be classified into three categories:

¹⁹ These are the percentages of the students who have dropped out because of educations versus the total dropouts of the same school year.

1. Families, which do not see any relation between the future of their child and the accomplishment of the basic schooling. They decide to detach the child from school, although in general, the child does not want that. This group is to be in short labeled “family”.
2. Families where the underestimation of the parents regarding the benefit of school is combined with the weaning of the child herself/himself from school. Further down, this grouping will be in short labeled “no school+family”. (This group has been mentioned at “education” factor as well.
3. Families with grave problem like divorced ones, etc. This grouping is in short labeled “with problems”.

Limitations

1. The effect of the family mentality is either directly or indirectly felt almost in all the cases of school dropout. Even when it is about a child who, in spite of the desperation and insistent opposition of the parents does leave school, a careful survey of the family education will still detect early or recent errors of the parents. In the same way, even when the economic factor seems predominant, in numerous cases however, it is the family mentality lying behind it that determines between the value of schooling and the financial constraint.

For these reasons, it has been difficult to separate in a clear-cut way the dropouts whose main reason was the family mentality.

2. The teaching staff tempts to avoid their responsibility for the school dropout often attributing it to the family attitude towards school.

Methodology

So as to discover the effect of the cultural factor on the phenomenon of school dropout, the indicator “the educational level of the parents” is also included in the personal card-file of the dropout together with the interviews with the teaching personnel, parents and children themselves.

F. How many students drop out for cultural reasons?

A. HOW MANY STUDENTS DROP OUT FOR CULTURAL REASONS?

➤ Dropouts in total due to the “cultural” factor

Table 32

	Family	With problems	No school + family	Total
Dropouts	246	201	218	665

There result about 665 students or 45.5 % of the dropouts for whom the cultural factor is among the causes of school dropout.

➤ **According to the educational level of the parents**

The following table introduces the percentages according to the level of schooling of the adults in the Region of Durrësi and of the mothers and fathers of the children who have dropped out of the school.

Table 33

	No school	Lower level	A. Upper level	B. High	Higher
Region ²⁰	5.8 %	12.8 %	57.0 %	22.1 %	2.3 %
Mother	2.9 %	36.0 %	57.6 %	3.4 %	0.1 %
Father	2.0 %	23.9 %	66.4 %	7.1 %	0.6 %

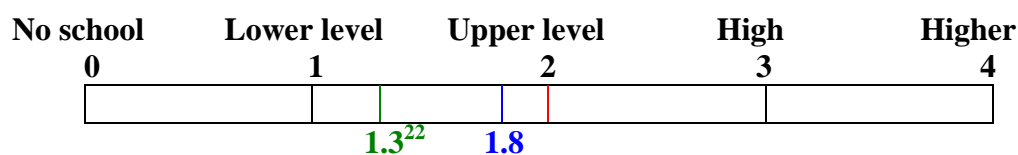
In the families with dropouts 24.1 % of the fathers have not gone beyond the lower level of the eight-year school, whereas the percentage of mothers is higher. It is 38.9 %. Only 7.7 % of the fathers and 3.5 % of the mothers have gone beyond the compulsory school. This is a low educational level.

Trendafiles's parents

It's our fault. Me ignorant, my husband ignorant. We can neither read nor write. Ruined our kids, too.

Note

In the diagram below, the respective levels of education, i.e. “no school”, “lower level”, “eight-year education”, “high²¹ education”, and “higher education” have been evaluated with 0, 1, 2, 3, 4 points. The “average” education of the adults who have left schooling is calculated by this score system.



The families with dropouts have generally and on average a low educational level. The educational level of the mothers is particularly low.

Note

Since in the case of the sub-factor “family + no school” the parents are also under the pressure of the child to drop out of the school, the data below will be given only regarding the two other categories, i.e. dropouts simply due to the family mentality and the families with problems.

²⁰ INSTAT “Albania in figures”, June 2001

²¹ They have been considered the same way no matter whether high education was general or vocational.

²² The green line denotes the average education of the mother, the blue line denotes the average education of the father, whereas the red line denotes the average education of the adults in the Region of Durrësi.

B. SUB-FACTOR “FAMILY”

There are 16.8 % dropouts in total whose predominant cause has been the mentality of the family.

Ermiri, 12 years old, dropped out of the fourth grade

When I read, I had headaches. The teacher advised me to see a doctor. I kept telling my parents, but they didn't care about me.

My eyes often burnt in the classroom and I became nervous. (Needed glasses.) All these made me leave school halfway.

Parents said to me: “School makes you stupid, work gives you health.”

I want to continue school, but I don't know how, 'cause it's too late now.

➤ According to gender

Table 34

Dropouts	Girls	Boys
In general	49.1 %	50.9 %
Due to family	90.2 %	9.8 %

While the dropouts in general are distributed in an almost equal way between the boys and the girls, it is obvious that it is ***mainly the girls who drop out of the school due to the mentality of the family. They are more than 9 times the number of the boys. There exists clear gender discrimination in school attendance.***

Adriana, 13 years old

I haven't come to school 'cause daddy didn't allow me to. How much I've cried! Dad shouted at me: “5 years of schooling is enough for you.”

One day, when I went to the dentist with my mum, I saw my friends playing in the yard. I called them, met them and started crying. Daddy said to me: “We'll see to it next year,” but even this year he didn't send me to school.

During the time I've stayed home, I have only done house chores, but now and then I also read my school textbooks.

➤ According to levels

Table 35

Dropouts	Lower level	Upper level
In general	24.4 %	75.6 %
Due to family	7.7 %	92.3 %

By the calculation it comes out that, *the number of the dropouts in general in the upper level is 3.1 times the number of the dropouts in the lower level, whereas the number of the dropouts in the upper level due to the mentality of the family is about 12 times that of the dropouts in the lower level.*

According to a lot of parents, four grades of the primary school are enough for their children.

- According to the factor “autochthones”

Table 36

Newcomers after 1990	Yes	No
In general	29.5 %	70.5 %
Due to family	40.1 %	59.9 %

Parents who do not appreciate school as much as they should are encountered more among the families who have come after 1990 than in the autochthon ones.

- **The rural factor**

The table below gives the percentage of the dropouts due to the family mentality versus all the examined dropouts and the percentage of the dropouts due to this cause in the rural areas versus all the dropouts in these areas.

Table 37

Dropouts	Percentage
In general	16.8 %
In rural areas	34.8%

17 children out of 100 dropouts in general drop out only because of the mentality of the family. This indicator in the villages is more than its double. 35 children drop out because of the family.

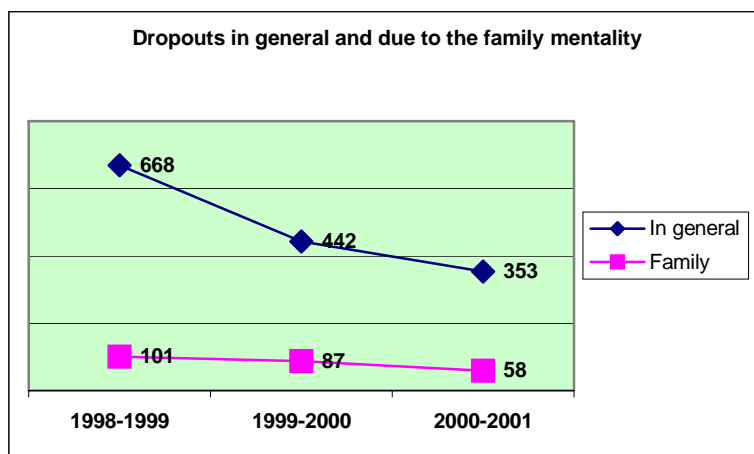
School underestimation in the rural areas is a source of weight with school dropout.

C. DROPOUTS DUE TO THE SUB-FACTOR “FAMILY” OVER THE THREE SCHOOL YEARS

Table 38

School year	1998 - 1999	1999 - 2000	2000 - 2001
In general	668	442	353
Due to education	101	87	58

Respective percentage	15.1 %	19.7 %	16.4 %
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The number of the dropouts due to the sub-factor “family” is reduced. The rate of the reduction is greater with the passing from the second year to the third one (by 33.3%) than with the passing from the first year to the second school year (by 13.9%).

The calculations show that 15 children out of 100 dropouts of the school year 1998-1999 dropped out simply because of the mentality of the family, 20 children dropped out during the following school year for the same reason, whereas there are 16 of them out of 100 dropouts who dropped out during the school year 2000-2001.

D. “THE GROWN-UP GIRLS”

Besmir, father

When my daughter was in the eighth grade, I had a request for marriage. The boy belonged to a well-known family in our village. We are living through difficult times and it is not good that girls wander up and down. She should be in safe hands since a very young age. So I made up my mind. I told her to leave school and be betrothed.

My wife opposed me. She insisted that the daughter was too young to marry and she had to finish school first. But it’s me who makes the decision in my family. Now my daughter is married and gets on very well with her husband. She is unemployed. A girl doesn’t need schooling. It’s the man who must keep the family.

A special grouping consists of those children who are constrained to leave school because their parents think they are already grown up. There are 151 children like these and 150 of them are girls and in the upper level. The distribution of these girls according to grades is as follows:

Table 39

Grade	5	6	7	8
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Dropouts	11	16	56	67
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The 13-14 year old age group obviously predominates. Many girls are withdrawn from school during puberty and are kept inside the house expecting marriage.

Blerina, 21 years old, dropped out of the sixth grade

If I had continued school, I wouldn't have married so young and my life would have been different. My friends are not yet engaged whereas my son is in the first grade.

128 girls out of 150 girls i.e. 85% of them, who are kept inside because school is not proper for them any more, belong to the rural areas.

➤ **A rank**

By the calculations, it results that the most sensitive groupings towards the phenomenon of school dropout due to the mentality of the family are ranked as follows (starting from the most sensitive one):

- ◆ Girls in general
- ◆ Students of the upper level
- ◆ Rural areas
- ◆ Families arrived after 1990

The most damaged populations due to the mentality of the family are the girls of 13-15 year old age group of the rural areas.

E. FAMILIES WITH PROBLEMS

Rezart, 22 years old, dropped out of the seventh grade

We were three children. Mother and father both worked, but father was a drunkard and so we lived in misery. My parent often quarreled and one day they divorced. I live with my mother, whereas my brother and my sister with my father.

I was not bad at learning. Despite the poverty, my mother did the utmost to fulfill the school conditions. But I got related with some guys of the neighborhood who didn't come to school and furthermore they had money in their hands. We played billiards, started smoking. I also quit school in the seventh grade. Mother shouted at me, but I didn't listen to her.

Started work at Porto, with a loading and unloading brigade. To tell the truth, I kept most of the money. I didn't tell mother how much I got, but justified myself that hadn't had work for several days.

With these friends I took up drugging. I disappeared with them for 2-3 days and when I went back home I felt sorry for my mother because she did nothing but cried and pleaded me to quit. I gave her my word, but few days later, when I felt the need to take drugs, left again.

Owing to my mother's efforts, after she paid 15 thousand leks, I was hospitalized to be treated, but it was very difficult for me there. I left the hospital secretly. It seems I am

unable to quit. Don't know what to say. I regretted it several times, but one cannot help it. Sometimes I have even taken money secretly from the house to find drugs. I don't regret the school, but what can I do about drugs, I have got trapped in it and it doesn't let me go. If I ever recover from it I'll start another life.

Family problems seem to have urged 201 children in total to dropout of the school. The victims of grave family traumas make up 14.4 % of the filed children. Fifty children lack their mother (she is either in immigration or dead), 104 children lack their father (he is either in immigration or divorced or dead or in prison) and 11 children lack both parents.

Bujar, 11 years old, dropped out of the fourth class

My brothers and my sister had left school before me. My house is next to the school. One day my father came to my class drunken, caught me from my ears and asked for the money my mum had given to me to buy bread. I felt terribly ashamed. In the evening, when my father was sober, I told him I wouldn't go back to school. It didn't impress him at all and said to me that I was not better than my brothers. Mum pleaded me to return to school because I had done nothing to be ashamed of and because everybody knew our father as an alcoholic. I haven't gone to school since that day.

Majlinda, 18 years old, dropped out of the eighth grade

At the time when father went abroad to work I was so worried that I quit school a few days later.

V. PUBLIC ORDER FACTOR

The factor “order” can be treated in the narrow meaning of the term or in a broader meaning. According to the narrow meaning, there have been identified those children whose parents have stopped from going to school because they were afraid of the public insecurity.

According to a broader meaning, if by “order” we would generally include the application of law, then this factor occupies a great weight with the causes of school dropout.

In this factor in the broader meaning there would be included:

1. A part of the dropouts in the schools of the Region due to the rivalry that the alternative of clandestine emigration does to the alternative of school attendance.
2. All the school dropouts due to economic reasons, which are enabled because the legal prohibition of child labors fewer than 16 is not obeyed.
3. A great part of school dropouts of any reason because Article 8 of the Law about the Pre-University Educational System which foresees in a detailed way penalizing the parents in cases when they don't send to school the children of 6-16 years old, does not work.

Note

Below there have been examined the cases of school dropout only because of blood revenge and other cases when the parents have stated public insecurity as a reason.

➤ **Blood feud/vendetta**

“The Century” Journal, November 24, 2001

According to the mission of nationwide reconciliation there are 2300 families all over Albania affected by the phenomenon of blood feud.

According to the canon, children, women and old men are secluded from blood feud. Nevertheless the parents protect their children from any violation of the canon, because, although rare, there have been cases when the children have undergone it. Although the Region of Durrësi is far from the hot areas of confinement because of old feuds, 1 out of 56 children have been stopped from schooling either for early or new blood feuds. They are 26 children altogether and 8 of them are in the lower level.

Fatmir, father

Sometime ago my eldest brother had his son married. He went out in the yard and because of the joy, he shot his rifle but unwillingly the bullet hit one of the guests. He died. The family of the victim did not forgive us and threatened that they would revenge his death. So we are shut in the house. I withdrew my son from school because of fear.

➤ **From fear of public insecurity**

Bashkimi, father

Hey man the school here isn't worth it. It's not in the least safe. I have seen with my own eye boys fighting with knives in the schoolyard and then you ask me to send my daughter there! Let her remain without schooling, I am very sorry, but my girl won't go there.

There are 25 children whose parents do not send them to school because they are afraid of crime. All except for a boy in the first grade are girls of the 6-8 grades.

Majlinda, 16 years old, dropped out of the seventh grade

A classmate of mine was celebrating her birthday in her house. On my way back home with my friends, I noticed a black car, which was accompanying us all the way. Later, a tall boy came out of the car and asked me to stop, but I didn't know him so I ran away. My brothers heard about this and told my father. He was very worried and told me that I was not to go to school any more. Only mum disagreed.

Since that moment I didn't go to school, I am shut inside and I am not allowed to get out at all. It's not even a matter of getting a job.

I'm so sorry I dropped out of the school. I would like to continue, but this is not up to me.

VI. SCHOOL INFRASTRUCTURE FACTOR

The electronic and written media announce time and again shocking cases of the miserable conditions of some school buildings. As a matter of fact, a lot of school buildings and environments have been intensively rehabilitated in the recent years mainly thanks to foreign foundations and organizations.

Methodology

This survey has not examined the relation between the school dropout and the physical condition of the school buildings and environments.

There have been developed interviews and later on, there has been filled in one card file per school with the directors of the 34 schools of the Region of Durrësi about some matters that might be framed under the term “school infrastructure”. (Please see the director’s card file on page ///)

These matters are:

- The quantity of classrooms compared to the offer for registration.
- The quantity of the benches compared to the offer for registration.
- The quantity of the classes with a larger number of students than the limit determined by the Normative Dispositions.
- The students’ distance from school.

The analysis below is done according to the questions that the director’s card file contains.

➤ **Has the school directorate rejected demands for registration due to lack of classrooms?**

It results than only one school in Durrësi has refused to register 70 children because there were no classrooms for them.

In some cases this rejection has led to the final non-registration of the child in school. (Please see page ///)

➤ **Has the school directorate rejected demands for registration due to lack of benches?**

According to the interviewed directors, this has not happened to them.

➤ **Have you got classes with a larger number of students than the limits determined by the Normative Dispositions?**

According to these dispositions “The number of the students per class is 32 students for the lower level and 35 students for the upper level of the eight-year school”²³

Six schools have reported together to have 114 classes above the above-mentioned limits. Scientific research has shown that the range in the number of the students per class from 25 to 40 students does not have a consistent effect on the students’ achievements. (Fuller, 1987). However, as regards the teachers of a low quality or without proper education, a large number of students in one class is a reason of weight with the reduction of the individualized attention towards those children who have difficulties in learning.

²³ “Normative Dispositions for public schools”, 1996, article 22[2]

➤ Distance from school

According to the Normative Dispositions, Article 11[4], “The student (of the 5th-8th grade), included in the schooling compulsion and whose residence is more than 5 km far from school, is treated in the state dormitories.”

The school network in general lies in such an ample way that the cases when the child has to walk more than 10 km a day to attend classes are exceptions. Nevertheless, in 18 out of 34 surveyed schools, the directors have reported that there are some children whose house is more than 5 km far from school.

By the interviews resulted 58 children who have interrupted schooling with the only reason that their school is too far. These make up 4.0% of all the surveyed dropouts.

VII. HEALTH REASONS

There are 35 children who have been classified as dropouts, although they are said to have health reasons.

Some of them have had the health reason as a pretext to not continue schooling. They lack a medical document to justify their absence in school that school year.

Others are children who have lost school after having been ill or having had an accident for a certain period. According to Normative Dispositions, Article 11 [5], “The student included in the school compulsion, in special cases when s/he undergoes an accident or gets gravely ill and cannot move and attend classes in school, this certified by the medical service, is allowed to take classes at home. In these cases, the school contributes with reduced teaching programs compiled by the teachers and approved by the Education Directories.

Under specific conditions of the school, the director appoints particular teachers to help this student at home at least once a month, unloading them from any other tasks...”

The survey groups did not come across even a single case that this article was applied. These students have interrupted schooling because the above-mentioned article has not been applied.

Blerina, 15 years old, dropped out of the sixth grade

Walking down the school stairs, I slipped and broke my left leg. I had my leg plastered by the doctors.

It took about six months for my leg to recover completely. The teachers told me that I had been absent longer than the limit allowed and so I couldn't continue. Hence, I lost that school year and the school together with it because I didn't resume next year either. I felt embarrassed to have classmates younger than me.

Everything would have been different; I might have continued higher education, too.

VIII. OTHER ANALYSES

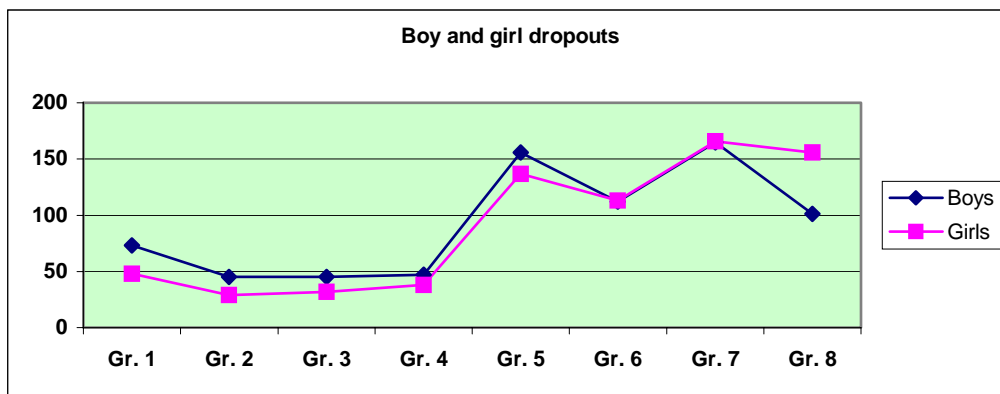
A. GENDER FACTOR

The factor “gender” will be examined from two points of view:

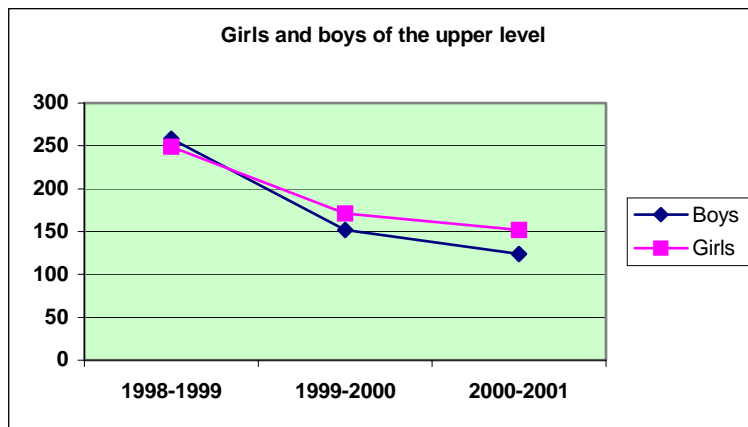
- Discrimination of girls in school attendance;
- Discrimination of females in the families when school dropout of a child is decided.

Although the total number of the boys who have dropped out of the school during the three school years is slightly greater than that of the girls, the number of the girls is somewhat larger than that of the boy dropouts as regards each of the last two years.

From the graphic below we can see that the greatest difference between boys and girls occurs in the 8th grade. The girls in that grade are obviously more numerous than the boys.



In the upper level, the girl dropout during these three school years has deteriorated compared to the boys. In the graphic below, it is obvious that the difference between girl and boy dropouts is increased in this level.



Girls are less constrained than boys to leave school due to economic reasons. They like going to school much more than boys do. On the other hand, they are stopped from going to school much more than boys simply because they are girls.

This situation with the girls occurs only in the eight-year school, i.e. neither in high school nor in higher education.

Table²⁴ 40
Percentage of the registration and graduation of the girls in 1999-2000.

School	Eight-year	General high	Higher
Registered	48.4 %	52.2 %	59.9 %
Graduated	48.7 %	58.2 %	66.9 %

Interviews with parents or dropouts introduce a typical view of the rural areas, wherein the boy part of the family make decisions about the girls, i.e. the decision is made by father or elder brother when father is missing in the family. The girl part, mother or elder sisters usually insist that the girls continue schooling.

Dora and Luljeta, sisters

We left school when one of us finished the sixth grade and the other, the seventh. We haven't even taken the certificates.

One day our brother said: "You are not to go to school any more. No discussion about it. It's a set decision".

We loved to go but we couldn't object. Father had left us under his care. He makes any decision about us. According to tradition we have to obey him.

Besnik, father

In my family what I had dreamt of for years finally happened. A boy was born after six girls. Not only my family but also all my kin and the village.

My wife would occupy only with the bringing up of our little son. The girls would take care of cooking and house chores. We decided that Arta quit school for this reason. I'm not worried about her school because a village girl does not need school, 'cause she will soon get married and need other things.

Mimoza, 14 years old

We came from Puka.

I went to school willingly because I loved it, but they made me set at a bench at the very end of the classroom, alone. I had no textbooks. We had nowhere to get the books. Where could we find them? We weren't even loved that much because we were newcomers.

My parents feared to leave me alone because school was a bit far. They started telling me to leave school. They were always scared about my way to school, because they had heard about a newly come girl who had been kidnapped. Always kept saying to me to quit, but I didn't want to, 'cause I loved it so much. They said to me: "There are no books, nobody helps you up there, at school, you have no one to walk to school with."

One day it was decided that I was not to go any more. I didn't object either, 'cause I had no books. Furthermore, they had left me at the last bench.

²⁴ The percentages have been calculated according to the data of INSTAT "Three monthly statistical bulletin", Number 3, 2001

Why can't I be like the others? I can read and write but I don't know the multiplication table.

At the moment I give a hand in the house. Wash, sweep, and read. Well, I got the multiplication table, but I don't know how to learn it.

I'd like to resume schooling so much, but I know I'll be scolded 'cause I'm grown up. Now I expect to be engaged.

B.GRADE FACTOR

➤ **First grade**

This grade has the greatest number of the dropouts in the lower level. There are 173 children registered in the first grade and dropped out of it. These make up 1/3 of the dropouts of the lower level.

The main reasons of the first grade dropout are:

- The parents themselves make them leave, because according to them, “they are very young”;
- Due to poverty, because the parents cannot cope with the direct cost of schooling;
- In fewer cases, the children themselves feel stressed by their introduction to school life. (The very low percentage of the involvement of the children in the pre-school education is one of the reasons of the hard passing from the pre-schooling to schooling period.)

As regards a part of them, this is a temporary quit (30% of these children return to school). The majority of those returned to school (61.6%) are in the first grade.

According to the Normative Dispositions, article 12 [2], “In special cases, regarding 6-year-old children who have a very weak constitution, based on the written demand of the parent and based on the legal medical certificate, through proposal of the school director, the Educational Directorate can make decisions to delay the registration of the student in the first grade for another year. The decision is deposited on the files of the Educational Directorate, whereas its copy on the school files”.

Although this clearly detailed article reflects all the weight of the responsibility the state has for even one temporary school dropout, there was not found even one single case of its application. Furthermore, in some cases the teaching personnel presented as a cause of the dropout in the first grade of the lower level the mental backwardness of the child without supporting it by documents.

According to article 27 [2] about the students of the first grade, it is said “s/he repeats the class only when s/he has deep weaknesses in the assimilation of teaching programs, despite the aid given by school, teachers, and family even during the summer vacations.” By the survey it resulted that there are 51 repeaters in the first grade, i.e. more than 1 out of 3 dropouts of this grade.

The children registered in the first class after the age of 6 are not included in the survey. The repulsion of the 6-year-old children is legally considered as dropout.

➤ **Fifth grade**

One the fifth of all the dropouts are in the fifth grade. This grade has the greatest number of the dropouts after the seventh grade. They make up a little bit more than a quarter of the dropouts of the upper level.

Among the filed students, there are 13.8 % more boys than girls in this grade are.

After the accomplishment of the lower level, a lot of parents are in front of a decision: Should they further send their child to school?

There is an immediate increase of the dropouts compared to the previous grade. Among the filed students those of the fifth grade are 3.4 times the numbers of the dropouts of the fourth grade. This is the greatest rise between two consecutive grades.

There is also a rise of dropouts due to economic reasons compared to the fourth grade. Among the filed students this number is 4 times greater. The poor families, especially those of the rural areas are much more inclined to regard further schooling of their children as unimportant for their future.

Meanwhile there start the symptoms of gender discrimination. The number of the girls not sent to school because of the family mentality becomes 3 times greater than that of the fourth grade.

On the other hand, the boys unexpectedly manifest weaning from school. The number of this sort of school dropout becomes 6 times greater compared to the last grade of the lower level.

The boys are undoubtedly influenced by the conviction of many rural families that an 11-year-old boy would be more useful as labor power.

However, the particularities of the curriculum of the fifth grade have their great weight. This grade has the larger number of the dropouts who have repeated the class.

With the passing to the fifth grade there occurs a strong change, which is sometimes dramatically lived through by several children. They pass from a single teacher system, often the same teacher, during the four years of the lower level to a multi-teacher system, according to the subject matters. This change causes an initial psychological shock especially at students of low learning achievements.

The textbooks undergo a rise of the load in terms of information and the way this information is given. (There are more pages to read for one class.)

On the other hand, the teachers of the 5-8th grades get less efficient information at the higher schools than those of the 1-4th grades. Their preparation favors scientific subject matter formation. For this reason, these teachers are in general characterized by an excess of their demand for a scientific rigorousness towards the students, i.e. above their age abilities.

It is clearly seen that this grade is a delicate stage of the schooling itinerary, about which the teaching personnel in general does not take effective measures.

➤ **Seventh grade**

The seventh grade marks the maximum of the dropouts. They make up 1/3 of the dropouts of the upper level.

After an immediate soaring of the dropouts in the fifth grade, there is a slight stillness of this phenomenon in the sixth grade. The school dropout soars again unexpectedly in the seventh grade 1.5 times the number of the dropouts of the sixth grade.

What happens to these 13-year-old boys and girls?

The economic needs are re-manifested with the weight of the fifth class and in the same way the number of the boys who don't like school any more compared to the previous grade is increased.

Alternatives more attractive than schooling seem to appear in front of these boys' eyes. The earnings often being easy lure a part of them not to attend school any more.

Blendi, 16 years old, dropped out of the seventh grade

My parents and my brother dealt with selling used items. One day I happened to be there and saw my brother sell a wood stove at 12 thousand leks. He had bought it in Tirana 5 thousand leks, i.e. 7 thousand leks profit. I immediately decided to do this profitable job.

I quit school and got down to work. My brother and I have gone to many cities to buy old items. With the earnings we built our new house and my brother got married.

Nevertheless I regret I didn't finish school. Mother has said to me that she will register me at long distance school.

A lot aspires; some even tempts to migrate.

"The People's Voice" Journal, October 25, 2001

"8 teenagers, "candidates" for clandestineness to Italy caught"

Durrës: Usually, children of 12-14 years old have made attempts with the lorries directed to Italy. This one and last year there have been stuck 50-100 children who have failed in their adventure towards Italy.

A dramatic change happens with the girls. Many fathers decide not to send their daughters to school anymore. Compared to the sixth grade, the number of the girls shut in the house because they are already grown up now becomes 3.7 times greater.

It is clear that after the accomplishment of the sixth grade, a part of the parents and children reexamine the decision to further continue school. A lot of families and children are in crisis. The teaching staff is not obviously seen to be close to these people during this delicate period.

C. REPEATERS

About 1/3 of the dropouts are repeaters of one grade, but even of two grades.

Table 41

Grade	1	2	3	4	5	6	7	8
Repeaters	51	73	75	93	135	71	37	13

The repeating of a grade is not a common phenomenon in the eight-year school. Usually the teachers make to fail the grade a minority of those students, who in their opinion deserve this.

Some of these students fail in the fall season. In general they are not offered any assistance during the summer months, and it seems impossible that a child who did not manage to assimilate a minimum knowledge in the course of nine months at the presence of the teacher, will manage to do it as an autodidactic.

Many teachers consider the value of the failure of a student as a warning to the other students so that they study more.

The great number of the repeater-dropouts however testifies that failure does not reduce dropouts, but on the contrary increases them.

During the interviews many children confessed that they had no more desire to attend school because they had failed a grade.

Dritan, 15 years old, dropped out of the seventh grade

My friends started teasing me. They called me "The seventh grade's grandfather". That's why I didn't go to school any more.

Dashamiri, 15 years old, dropped out of the seventh grade

What can I do to it? It didn't become to me any more. I had lost a year. Failed the fifth grade. They made me fail again in the seventh grade. Where could I go back? Me, all that grown up guy with the little kids. It was not worth the matter.

There were some of us and they did the same, Mondri left and Niku as well. It's done.

Don't know how to find a certificate that I have finished the eighth grade.

D. OVER 16 YEARS OLD

According to Normative Dispositions "One day, after the child gets 16 years old, s/he is free of schooling compulsion"²⁵, nevertheless ... the school makes efforts, in collaboration with her/him and her/his parents, that s/he continue classes until the end of the respective school year"²⁶

In reality, from the interviews with the teaching staff, those who looked more relaxed from the compulsion to keep those children in school were the director and the class tutorial teacher.

They generally consider these children as dangerous example to the other students and as a consistent source of disorders in the classroom.

While school is officially free of its responsibilities, this considerable group of children find themselves on the verge of a life, which is bound to fail in most cases.

Meanwhile, school itself has failed with them.

E. ILLITERACY

This survey did not aim to identify illiterate children among those who have dropped out of the school during the last three school years.

²⁵ Normative Dispositions, article 11 [2]

²⁶ Ibidem, article 11 [3]

The specialists have argued that a minimum of four years of schooling is necessary to assimilate and preserve the skills of reading and writing.

Hence, all the dropouts of the lower level who do not return to school remain illiterate for sure.

However, during the three school years under examination 430 children have interrupted the lower level and have not returned. This means that an average of about 140 children in a year remain illiterate.

This is the bottom limit because they must be added at least the part of the students who interrupt the fifth class up to the end of the first semester as well.

So illiteracy, which was really considered as uprooted in Albania before the last decade, is now manifested again.

F. THE DROPOUT MONTH

The month with the largest density of the dropouts is September. In about 3/5 of all the filed students, the family and/or the child decide not to start the school year. About 1/10 leave school since the very beginning of the second semester.

The number of those, who drop out of the school in the first semester, is about 4 times the number of those, who drop out, in the second semester.

Table 42

Month	1	2	3	4	5	6	7	8	9	10	11	12
Dropouts	142	62	56	35	16	0	0	0	897	138	68	49

IX. SUMMARY

A. MAIN REASONS

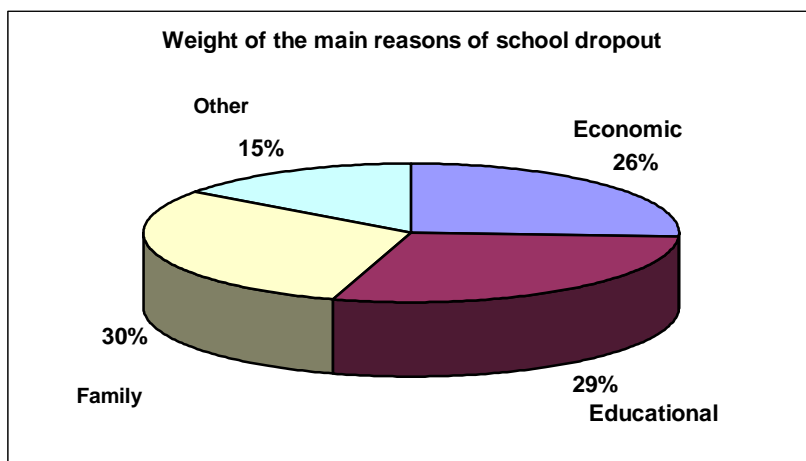
School dropout is a phenomenon of a mixture of many reasons such as historical, cultural, political, educational, economic, psychological.

For the sake of the quantitative analysis, there has been done a simplification of the reasons for every school dropout, noting the predominant reason of the final decision to interrupt schooling.

The reasons of school dropout have been categorized into 4 as follows:

- Economic (including those who have dropped out only because of poverty, as well as those who besides poverty, were weaned from school)
- Educational (including those who are simply weaned from school, as well as others who apart from the lack of desire to go to school, have also had a family Who underestimated the benefit of the education)
- Family (including those with families who underestimate the benefit of education, as well as families with problems)
- Other (including school dropout because of the public order, planning of migration, Etc.)

The weight of each of the above-mentioned factors with the school dropout for the filed students during the three school years is introduced by the diagram below:



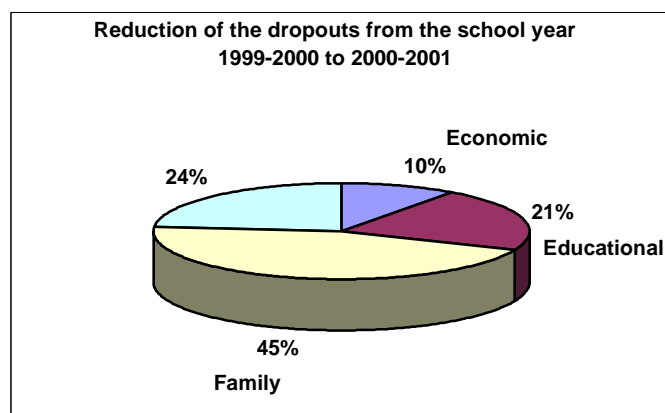
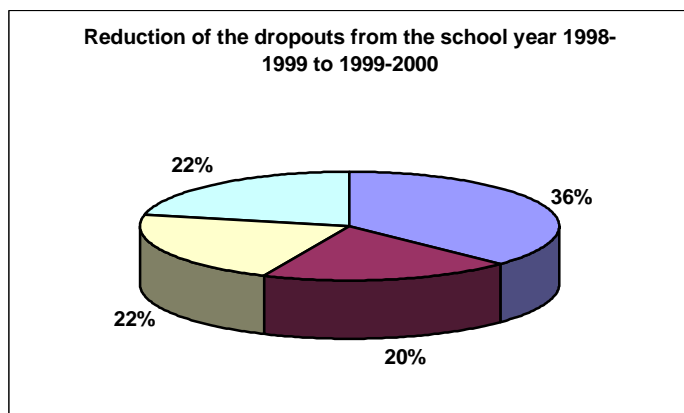
B. REDUCTION OF SCHOOL DROPOUT

The number of school dropouts is reduced. The same holds true about the percentage of the dropouts versus all the students newly registered in school. This reduction is greater the second year compared to the first one than the third year compared to the second one. The internal migration and that abroad of families have been reduced. The number of the dropouts due to economic reasons, due to the education factor, due to family mentality as well as due to reasons related to the public order has been reduced every year.

The families of the internal migrants, with numerous problems of their survival, after being arranged in a way, have in general turned to the schooling of their children. During the survey it was noticed that the families arrived earlier had less worries of school attendance than the newly come ones.

The school dropouts in the rural areas have an obvious reduction. In the third school year they were less than half of the dropouts of the first year (47.3%). This reduction of the dropouts is greater than in the urban areas.

The two pies diagrams below show the role of each of the four main reasons of the reduction of the number of school dropouts.



As regards the reduction of the dropouts from the first year to the second school year, the greatest contribution has been given by the dropout reduction due to poverty. In the passing from the second to the third year, the greatest contribution belongs to the dropout reduction due to the mentality of the parents.

Part three

DEPRIVED AREAS

These are peripheral urban areas, mainly populated during the 90-ties, with shocking absences of vital needs like fresh water, sewerage system and roads. Unemployment is comparatively high in these areas.

The survey was conducted in two areas near the Durrësi City and within its yellow line. These are the so-called “Kënetë” (Marsh) and Porto Romano areas.

The objective of the survey in these areas was to identify those students who were not enrolled in school.

Those children are not included in the official lists of dropouts because they are not officially recognized.

Methodology

1. For each of these areas a team was set up composed of well-known people for the relevant community, social workers or students.
2. A residence spot was selected for each of them, which represented the area.
3. The team-leader mapped the territory by marking accurately the settlements in that spot.
4. The children under school compulsion and not being included in the lists of school compulsion were classified as not attending the school because:
 - parents or children did not want them to enroll;
 - the nearest school had refused to enroll them.
5. The team members visited every house in the territory and had interviews with at least one parent about the school attendance by their children who were under school compulsion.
6. The team members filled in personal files for children not attending school. (Please, see the format of files on page *///*)
7. For those students declared by parents as already enrolled, check-up was made in the relevant school.

Limitations

Some parents behaved skeptically with the interviewers and tried to lower the number of children under school compulsion.

A. ENROLLMENTS IN THE “KENETA” AREA

➤ **“Këneta”**

Prior to 1997, right in the center of Durrësi marsh, nearly 170 houses was built and most of them were huts. After that year many migrants rushed in from many areas of Albania. Today there are 6800 houses built or being built and some of them are not one-stored. The population is estimated to be 30 000 inhabitants, mostly newly established families from the north of Albania.

The paved roads are missing. There is no sewerage system or water supply system. The inhabitants living far from the road carry the fresh water from a fountain or a distant wellspring.

Inside the “Këneta” area there is no school. The children attend the nearest school.

➤ **How many children are not enrolled?**

The sample consisted of 657 children of the age of compulsory education. The table below presents the collected data.

Table 43

	Enrolled		Not-enrolled	
	Attend school	Dropouts	Not wishing to enroll	Refused by school
Children	559	53	20	25
Percentage	85.1 %	8.1 %	3.0 %	3.8 %

So, among the surveyed children of the area, 6.8 % are not enrolled in school and 14.9 % do not attend school (including the dropouts)

Note

Some Roma people live in some part of the area. School dropout and non-enrollment in school are higher than in other places.

Alma, mother

No Roma has concluded schooling and how comes that my children conclude it?

B. ENROLLMENTS IN THE “PORTO ROMANO” AREA

➤ **Porto Romano**

This is an area 7 km far from the north of Durrësi City. Its early inhabitants used to work in farming. In the beginning of the 80-ties a chemical plant was built in it, emitting a largely extended pollution. For this reason the majority of inhabitants moved to other areas. In the beginning of the 90-ties there lived 15-20 families in Porto Romano. After the year 1994 the new inhabitants began to settle, but the overflow of migrants occurred after 1997. Today there live nearly 460 families or approximately 2000 people who mostly have come from Dibra, Kukësi, Puka, Mirdita, Skrapari, Korça and Permeti.

There's only sewerage but no supply with fresh water. The inhabitants fill water at a place 1 km far.

This area is declared to be the most chemically polluted in Balkan.

In Porto Romano is a small school with 11 classes and is under the auspices of the Belgian Red Cross, which has equipped it with new benches, tables and blackboards.

➤ **How many children are not enrolled?**

The sample consisted of 378 children of the age of compulsory education.

The table below presents the collected data.

Table 44

	Enrolled		Not-enrolled	
	Attend school	Dropouts	Not wishing to enroll	Refused by school
Children	332	29	12	5
Percentage	87.8 %	7.7 %	3.2 %	1.3 %

So, among the inquired children of the area, 4.3% are not enrolled in school. 12.2% children do not attend school (including the dropouts).

C. REFUSAL OF ENROLLMENT

The school principals have refused the enrollment of children because, according to them, there were no places at school or the children did not submit the official document of attending the school in the area they came from.

By virtue of law “Enrollment of children in the 8-year school . . . , as a rule, is made as determined by the territory division the school belongs to. On the other hand the students, with the approval of the school principal, may be enrolled even in the 8-year schools outside the territory division, where the condition of local capacities allow that²⁷

Though insufficiency of school premises is a cause of refusing the enrollment, the interviews indicate that often the school principals do not comply with the above law. They refuse children of migrants simply because they have prejudices on their low academic results, no matter that that's precisely the school they should enroll.

On the other hand, the refusal of enrollment due to absence of documentation is an impeding bureaucratic attitude. The child may start the school in the class he pretends looking forward to receive the relevant documentation.

Part four

COMPLETION OF EACH SCHOL LEVEL IN THE COMPULSORY EDUCATION

²⁷ Same reference, Article 16 [2]

Among the objectives of the survey was the calculation of ratio between:

- The number of students enrolled for the first time in the first class with the number of those students concluding the fourth class after four years of continuous schooling.
- The number of the students enrolled for the first time in the 5th class with the number of the same students when concluding the 8-th class after four successive school years.

Methodology

1. As a starting school year was fixed 1997 – 1998. Among students being enrolled totally in the Durrësi Region at the beginning of that school year, a representative sample of 1st and 5th year students was selected.
2. For each students of the sample a file was completed, which helped to track the itinerary of school attendance in the same level of compulsory education. (Please, see the file on page ///)
3. The school matriculation registers identified itinerary of schooling for the students during the four years. When the data in the register were incomplete, they were compared to the respective registers and if the two documents opposed each other, the information was added, where possible, by interviews with the school principals, teachers and/ or the child's relatives.
4. For students who dropped out of school where they had begun the first year, because of the internal or external migration, the files were completed, where possible, by interviewing the relatives or phoning the child's parents. In this way information was provided for 77 % of children who had moved from the previous settlement.
5. For this part of survey it was not important to know the age the students were registered for the first time in the beginning of the lower or upper level of the compulsory education.

Limitations

1. For some migrant families no people were found who could provide information for the children's fate. Some relatives of the migrant families were not aware of the school attendance by the child or feared to give information. Others did not know the address of those migrant families or did not wish to give it. Among the families that were phoned, some few didn't want to inform about their child's school attendance.
2. Generally the statements of the migrant families for their child's school attendance were not confirmed by any other source.

Note

Among the students who started the 1st or 5th class in the school year 1997 – 1998, a part did not move from the settlement, whereas the other part changed the settlement inside the district, outside the district or abroad.

Among students of **the same settlement two** were the categories, which didn't conclude the education level within four years:

- Dropouts
- Repeaters (failures or the ones who quitted a class for health reasons)

Among the students who **moved settlement**, there were three categories that did not conclude the level within four years:

- Dropouts
- Repeaters (failures or the ones who quitted a class for health reasons)
- The immigrant students who were forced to wait for a year to continue schooling either due to not speaking the language or they have arrived long after the school year had begun.

A. LOWER LEVEL

- **How many students of the first year concluded it after four years of low-primary school?**

The sample consists of 868 children or 15.2 % of the Durrësi Region children who started the first year in the school year 1997 – 1998.

Calculations show that **90.1 % of these children concluded the lower level after four years.**

Among the students who did not conclude the fourth grade after four years, 42.7 % are dropouts, while 30.5 % are repeaters. The others, i.e. 26.8 %, are children of immigrant families, the majority of which have presented themselves very late to school to be able to attend it.

B. UPPER LEVEL

- **How many students who started the 5th class concluded the upper level after four years?**

The sample consisted of 829 children or 15.7 % of Durrësi Region, who started the 5th class in the school year 1997 – 1998.

The calculations showed that **83.4 % of these children concluded the upper level after four years.**

Among the students who did not conclude the 8th grade after four school years 63.2 % is dropouts, 15.4 % are repeaters. The others, i.e. 21.3 % are children of immigrant families, the majority of which have waited for a year to learn the language.

Note

If during the eight school years, the percentages in concluding the low and upper primary school were as given above, for eight years 75.0% children enrolled in the 1st class would conclude the 8-year school.

Part five

ROLE OF DIFFERENT STAKEHOLDERS IN REDUCING THE SCHOOL DROPOUT

A. MINISTRY OF EDUCATION

For the school year 1991 – 1992 the dropouts in the compulsory education at national level were declared to make up nearly 6 %.

In October 1994, the President of the Republic instituted the law “On school compulsion”, which specifies very strong measures, like heavy fines for the families of children who drop-out the compulsory school and fines for the children’s employment.

On March 31, 1995 The Ministry of Education draws the attention of the Local Educational Directories to make the dropout in the compulsory education a priority. A “Form of movements” had to be filled in by the school principal. The Educational Directories should forward the statistical evidence to the Ministry of Education by the end of the school year.

Two months later (February 1996), the Ministry of Education resumes the issue of school dropout, by supplementing and fixing the reporting procedures of students’ movements. Since then the school fill in the forms of students’ movements five times a year, together with the students’ list as well as the date and reason for the school dropout.

In January 1998 the Ministry inserted other sections in the form.

It’s obvious that the school dropout is a constant concern of the Ministry of Education and its deconcentrated bodies, i.e. Educational Directories.

Nevertheless, no special **strategy** to prevent dropout, to rehabilitate the dropouts or make them get back to school has ever been written.

Absence of this strategy indicates the little influence of the educational stakeholders on the dropout reduction.

According to the structure of the Ministry of Education and Science, several specialists are responsible besides other things e.g. of distant learning or collective classes or health education. There is not any specialist to focus particularly on the phenomenon of basic education dropout.

B. LOCAL GOVERNMENT

The local authorities have taken and are expected to take more responsibilities for education.

Having little experience, the local authorities have not yet worked out clear local educational strategies in general and school dropout strategies in particular.

Their influence is inconsiderable on the quality of education in general, and on the care for marginalised children in particular.

In the context of dropout fine is the apparent responsibility of the local level.

The law passes the decision for fines to the Mayor or Head of Commune.

In the questionnaire of the school principle there was this question: “Have you regularly demanded (every two months) the application of the Law on compulsory education? If not, why?”

Half of the school principals accept that every two months they ask for the application of the law on compulsory education. The other half refuses to apply that law. “In the beginning I submitted the request for some consecutive months - says a school principal, - but the law on the school compulsion was not properly applied, consequently I didn’t renew my request”, “The local authority has never implemented the law. That’s why I gave up,” admits another.

Referring to the article in the newspaper “Koha jonë”, dated October 18, 2001, which is about the interview with Mr. Eduard Osmani, director of the Compulsory Education Directorate in the Ministry of Education and Science, “The number of proposals...for fines has reached 19 648, but only 767 have taken the form of the decision by the communes or municipalities...767 are only formal decisions since none has been executed so far. This means that the local authorities have not given any fine at national level...”

C. SCHOOL DIRECTORIE

➤ Responsibility

The school principal is responsible for the school compulsion”²⁸

Almost in all the schools one member of the directory, i.e. the principal himself or one of the vice-principals is charged with the task of the school dropout.

During the interviews only 7 % of the principals or vice-principals in charge of the school dropout are not aware of the issue. This is the case with the school in the vicinity of the periurban zones and especially when the student, after being registered, has attended the school for a short time and has afterwards moved to another place together with the family.

➤ Annual plans

In many annual plans of the school directories, for the three surveyed years, there are written certain tasks related to school dropout. Only in one out of 10 plans this issue is not dealt with.

The Educational Directories of Durrësi and Kruja have regularly insisted in the beginning of each school year to integrate this issue into the annual school plan.

In the introduction of these annual plans, which often are long, analyses of the specific causes for the school dropout are rarely found. Reviews of the previous school experiences in the dropout reduction are found even more rarely. As a rule, in schools where dropouts are larger in number, these analyses are almost absent.

²⁸ Normative provisions, article 67 [12]a

The objectives related to dropout reduction either are missing in these annual plans or are formulated in a general form like slogans “To reduce the dropouts at maximum” or “The maintenance of the students’ total number is an immediate task” or “We should work so that no dropout is unjustified”. Figure-based objectives aiming at school dropout reduction are quite rarely found.

On the other hand, the specific strategy to be followed for the dropout reduction is not clearly defined in the annual plans.

Though there are many contemporary terms like “community, participation, cooperation, individual work”, the meetings constitute the dominant means to reduce dropout, like meetings of the school directory, of the teaching personnel and meetings with the parents. The fight against dropout is considered one-sidedly, only as an attempt to make the dropouts get back to school, without mentioning the prophylactic measures against the dropout.

These plans are almost the same.

During the interviews there are many school principals or vice-principals who feel confused when asked about the efficient ways to reduce dropout in the schools they run. They generally express their opinion that they have not the proper power to change the situation. They say that the cause is outside the school and relates to the family’s mentality or/and the child’s character.

➤ **Report on the dropout**

Generally schools report on a smaller number of dropouts as compared to the real number of dropouts. Records show that in the period of three school years the school principals of the Durrësi Prefecture have reported 16 % dropouts less. Part of this insufficient report derives from the irregularities while filling in the class register. The other part simply refers to the conscious reporting of fewer dropouts so that to avoid the criticism by the Educational Directory.

D. CLASS TUTORIAL TEACHER

➤ **Responsibility**

The class tutorial teacher is one of the schoolteachers who are charged with the task “to care for a certain class and assist it in the teaching-educational process”.²⁹ In the Normative Dispositions we find the tasks of the class tutorial teacher who should also “know well the psychology, characteristics, interests and skills of each student in his/her class” and “ensure ... a democratic spirit, accordance, warm and friendly relations with the students and among the students ...”³⁰

The class tutorial teacher is the key actor in the school who manages the dropout in the in-charge class. While reviewing some educational plans of class tutorial teachers, and interviewing them, we renew the widely accepted fact that the role of class tutorial teacher is diminished lately.

²⁹ Normative dispositions, article 49 [1]

³⁰ Same reference, article 49 [3[c, d]

In the village schools, where the majority of teachers live in the cities, the relations of teachers with the community, especially with the parents of students having difficulties, are getting weak. The teachers are driven back home, right after the last lesson bell rings.

The work of class tutorial teacher is simplified to rigorously call to account the students who take negative marks or break the school regulations or make unjustified absences. They generally believe that harsh words are more efficient than the warm ones. Although “the physical punishment or the denigrating or humiliating attitude towards the students are absolutely prohibited in the schools”³¹, this article is often broken especially for unsuccessful students who tend to leave schooling forever.

The relations with the parents are rare and generally bureaucratic. They mainly cover the student’s academic performance. The teachers shift the responsibility for the student’s failure to the parents. Very rarely teachers create a spirit of co-responsibility and cooperation with the parents of students who show the first symptoms of school dropout or who have already dropped out.

For 10 % of the dropouts the teachers are not aware of the phenomenon. This seems strange as compared to the 7 % of the leading school staff. This happens since there are many new class tutorial teachers due to the frequent changes among the teaching personnel and the classes in-charge inside the school.

The records that the official documentation keeps for each student are the marks and the absences as well as a box in the register, of dimension 22 cm x 2,5 cm, in which the child’s personality is described. As a rule the class tutorial teacher fills in those brief notes that are called “**student’s characteristics**”. The notes make up inadequate information for the new class tutorial teacher so that he carries out an individualized work according to the weak and strong points of the child and family character. In the school year that the student drops out, the class home teacher doesn’t even fill in his/her characteristics.

While filling in the documentation for the dropouts, many mistakes were found as committed by class tutorial teachers. Some mistakes result from lack of knowledge of the official regulations. Other mistakes are committed because of carelessness. In the school year 1998 –1999 it resulted that 1 out of 4 notes in the class register for the dropouts were wrong; in the school year 1999-2000 one out of 5 were found wrong, whereas in the following year the mistakes were rare (1 out of 11). In spite of the considerable improvements, the frequency of these mistakes is very strange if we take into account the fact that one of the common objectives guiding the inspectors of the Educational Directories to their frequent controls over the schools is precisely the accuracy in completing the official documentation.

In most of the interviews with the dropouts or their families the class tutorial teacher does not appear as a character that makes efforts to avoid the crisis of school dropout. Among the return students, the contribution is rarely attached to the class tutorial teacher.

➤ **Teacher training**

³¹ Same reference, article 41 [2]

Over the last decade the teacher training has passed through intensive periods. It focused mainly on the acquisition of the active and cooperative teaching and learning techniques by teachers.

The training for class tutorial teachers was left aside. The class tutorial teachers have superficial academic knowledge on the age psychology and on the psychology of education in general.

The class tutorial teachers have consulted few publications or written guidelines. In particular, there are no publications or guidelines handed out by the Educational Directories with regard to the efficient strategies the class tutorial teacher must follow to prevent the school dropout or make the dropouts get back to school.

There are no special bodies that collect and disseminate the best teaching experiences. They are from time to time published in the newspaper 'Mësuesi' (Teacher) which though the only professional newspaper for the teaching personnel in the country is not much read by the teachers.

E. SCHOOL COMMUNITY

The efforts to prevent and reduce the school dropout are almost exclusively considered as the responsibility of school, i.e. state. Parents in general and the classmates do not feel co-responsible for the dropout in their community and don't take initiatives to combat it. Recently some NGO-s has introduced successful approaches to prevent and reduce the school dropout by involving actively parents and students.

Part six

RECOMMENDATIONS

GENERAL RECOMMENDATIONS

A. INTRODUCTION

The causes of the negative social phenomena in Albania, like the school dropout, are deeply rooted in the backwardness produced by the long dictatorship as well as by the slow transition accompanied with frequent development crises.

Over the recent years many structural and institutional reforms have been applied that are helpful for the democracy and the market economy. Nevertheless, in Albania there are still institutions, which are not consolidated democratically, and the economy is weak, characterized by a fragile balance of the internal and external macro economy.

Poverty is relatively high and the economic inequality is increasing. The poverty is widely spread in the rural areas, especially in the remote ones. According to researches and official statistics³², in relative terms 29,6 % of the Albanians are poor, while half of them are included in the extremely poor category. In absolute terms 46,6 % of the

³² Study on the living conditions, 1998, conducted by INSTAT; MICS, 2000 Study carried out by INSTAT under the auspices of UNICEF, Poverty Qualitative Assessment in Albania 2001, conducted in 10 districts, largely supported by the World Bank.

Albanians live on less than 2 USD per capita /day, while 17,4 % live on less than 1 USD per capita a day.

In Albania poverty means not only low income per capita for a part of population, but also limited access and poor quality services for education and health³³.

It's obvious that the abolition of such negative phenomena, like school dropout, needs a certain period of time, and it asks for a durable political stability and flourish of democracy and market economy.

B. STRATEGY FOR ECONOMIC GROWTH AND POVERTY REDUCTION

The medium-term program for the economical development and the poverty reduction (2002 – 2004) is an important step forward taken by the Albanian government in support of the development of a strategic long-term vision.

Its main objectives are as follows:

- (a) Increase GDP per capita to 22 – 25 % during the three-year period 2002 – 2004;
- (b) Reduce the number of people living in poverty, especially in the most problematic social groups and areas;
- (c) Make visible improvements of infrastructure and basic services like fresh water, energy, sewerage, etc by increasing the access of the poor to these services;
- (d) Reduce infantile mortality and disease incidence;
- (e) Increase the enrollment rate in the compulsory and secondary education.

Health and education constitute the most priority sectors. Education is acknowledged as key to the economic development and poverty reduction.

C. EDUCATIONAL SITUATION

School attendance is positively correlated with the educational quality. Education quality in Albania is still poor, which means that if essential reforms are not accelerated, education becomes more and more problematic for the modernization of the economy.

The Albanian educational system, which once fitted the planned economy, and the political authoritarian system, today does not adapt to the market economy and open political system.

The differences in the educational quality are getting bigger between the large and small cities, between the urban and rural areas, between the villages close to the cities and the remote villages, even among the students of the same class. The marginalized areas, families and children are getting larger in number.

The radical causes within the educational system are funding, decision-making structure, management and accountability (towards the civil society in general and the clients of that service in particular).

D. ABOUT REFORMS IN EDUCATION

³³ According to UNICEF Report 2000 on the Child's State in the World, Albania ranks the 90 th in the list of 175 states with regard to the infantile mortality under 5 years old (based on the data of 1998)

A prerequisite for the dropout reduction is to increase the quality of the educational services in the marginalized areas and social groups, as well as marginalized students within the same class. This can be achieved in the context of increasing the quality of education in general.

The strategic objective of further reforms in the pre-university education should be:

An educational system focused on the learning results.

It means that all the educational levels (central, local, and school) should be oriented to learning quality. The main direction for further educational reforms is the shifting from a mainly input-driven system to an output –driven system.

➤ **Funding**

The Albanian education depends on more funding and its better management.

The public expenses' rates for education have changed from 3,8 % of GDP in 1995 to 2,8 % of GDP in 1999, 3,3 % in 2000, still very low as compared to the neighboring countries. In the coming years it's envisaged that the growth of expenses for education is higher than the general growth of GDP, although the value of GDP will not reach the levels required by the quality of educational services. (On the other hand the prices for the educational inputs have the tendency to increase.)

For this reason the following assume particular importance:

- Attraction of foreign financial resources by exposing the basic needs to the donors;
- Increase of available financial resources' efficiency;
- Increase of the internal financial resources.

Essential aspects of future financial reform are:

- Implementing the money-to-use formula based on the principle "money pursues the student";
- Increasing the financial role of school;
- Creating funds available for the innovative regional, local and school initiatives.

➤ **Decision-making**

Two are the most evident concerns in terms of the distribution of responsibilities between levels:

- Central level very strong
- School level very weak

One of the basic aspects of the educational reform is the balance of responsibilities among the three levels: central government, local government and school.

The educational system in Albania faces two significant movements:

- Towards a real decentralization (It's not fundamentally centralized, but there are autarchic elements, as well as disrespect of law);

- Towards a functional decentralization.

The significant growth of **school** decision-making power is expected to generate a chain of improvements in education.

School is the place where the quality of education is achieved.

The financial decentralization, which currently is going ahead at local level, needs to be extended to school level.

On the other side, in the context of the overall curriculum reform the creation of the space relevant to school curriculum as a means of adapting teaching and learning to the community, school and student's possibilities and interests, is very necessary.

➤ **Accountability**

The educational system is still dominated by the government, i.e. not counter-balanced by competition and participation. The third group, i.e. beneficiaries, the users and the other actors, has almost no influence on the educative process. In spite of the models produced by projects that supported by foreign agencies, school is regarded rather as a state agent being separate from the community.

The main reason for the slow-down in installing the accountability and transparency mechanisms is the non-collaborative and autarchic tradition.

The strengthening of institutions that ensure transparency and accountability and build confidence and social cohesion, constitute one of the principal directions of the educational reform. They restrict sensitively the abuse of power, develop democracy inside the school and promote the increase of quality.

➤ **Special care for marginalization**

Just like the economical development is not solid if it neglects the poverty reduction of the disfavored strata, the qualitative improvement of school education cannot be successful if it does not take into consideration essential educational changes in the disfavored areas up to the marginal student.

This demands the formulation of the financial legislation that protects equity and helps the poor by increasing their access to schooling.

On the other side it demands the acquisition of teaching skills by teachers especially when dealing with the students of learning and/or behavior difficulties.

In particular, the government should implement a multi-sector strategy for the rural areas. It needs to make decisions for the economical potential of villages, mainly the small and/or remote ones as well as for services to those villages like roads, clinics and schools.

According to this strategy education should identify the most determinant factors for the changes of the rural and urban areas as regards access to and quality of education.

In the framework of the program for the economic development and poverty reduction, undertaken by the Government, it's is foreseen the growth of school attendance by:

- (a) Approving a set of laws which support children of poor families (for example by providing free or low cost textbooks, free food, etc);
- (b) Improving transport of students by school buses;

(c) Rehabilitating and supplying primarily the schools in the marginalized areas.

The objective of the program is: Enrollment rate in the basic education reaches 94 % by 2004 and 100 % by 2015.

SPECIFIC RECOMMENDATIONS

Note

The following recommendations mainly refer to the improvements in reducing the school dropout.

A. MINISTRY OF EDUCATION

➤ Formulation of a specific strategy

A specific strategy for dropouts formulated by the Ministry of Education would actors inside the educational system make a preliminary condition for the effectiveness of efforts for the dropout reduction.

It should rely on a profound and overall analysis of the major causes for the dropout and on a “mapping” of the most needed areas.

A strategy like that includes:

- The main aspects to improve radically the pedagogical approach for marginal students inside the class (as a source of dropout);
- The principal measures to improve the quality of school education in the marginal areas;
- The main aspects of work devoted to make the dropouts get back to school;
- Cultural rehabilitation of the grown-up dropouts and particularly the fight against illiteracy.

The strategy would also include the main objectives:

- Training of educational public administration at central, local (deconcentrated and decentralized) and school level in formulating and implementing the central, local and school policies related to mitigation of dropout;
- Teacher training in acquiring the mastery of school education for all.

The above strategy would better achieve:

- The attention of foreign donors and the Albanian business to mitigate the dropout causes;
- The commitment of the foreign and native, governmental and non-governmental institutions, to contribute to the prevention and reduction of the school dropouts.

A medium term strategy for dropouts would meet the contesting criteria (*i.e. it should be concluded after the debates with stakeholders of all levels*), consensus, fiscal realization and equal chances.

➤ **Exchange of best experience**

In the existing structure of the Ministry of Education and Science there is no unit dealing **with the collection of the best experiences and innovations** for school life. The Institute of Pedagogical Research could be charged with that function.

Certain teachers and NGO-s or other foreign and Albanian institutions have been successful in their efforts to prevent or reduce dropouts, which could be a good example for their colleagues.

➤ **Student's characteristics**

A child who lacks the adequate support may fail to develop his academic and social skills. The growing-up conditions, health, child's characteristics, influence of age-mates, situation of the community, class and school, as well as the social status, affect considerably the children's readiness to learn, even attend school.

Without a close and multilateral *////* of the child no successful individual strategy can be formulated and implemented.

In order to achieve a personalized concern, particularly for students posing difficulties in learning and/or in behavior, **a new format of student's characterization** is very useful.

It should include the educational level and employment of parents, family composition, economical level of the family, as well as details of the child's cognitive features and temperament.

New developments can be added from time to time.

In this way the class tutorial teacher has the opportunity to carefully survey his students, while the new class tutorial teacher commences the work on a rich knowledge ground.

The Ministry is recommended therefore to approve a more complete documentation for the student's characterization.

An even more complete note of characteristics should be written for the dropouts.

➤ **A re-education institution**

In article 46 [4] of the Normative Dispositions the penalty measure "expel from school" is also foreseen, which opposes the law on compulsory education for children aged 6 to 16. By virtue of that Disposition a child who wants to leave schooling, can simply commit a severe act of indiscipline. On the other hand, the efforts to keep the child who has committed bad, repeated and unpunished acts of indiscipline may damage the whole teaching process. The Ministry of Education should establish **a special re-education institution** for such rare cases.

➤ **Care for immigrant children**

The Educational Directory lacks the data on the education of children belonging to immigrant families. The Ministry of Education has not thus far settled ways to ensure data for those children. As soon as they pass the border it seems that they do not exist any more. Given the fact that they are Albanian citizens and someday will return home and live in their motherland, the graduation of their basic education is a state responsibility, as well as an obligation for the wellbeing of the individual and the society on the whole.

There should function in the Ministry of Education **procedures of attending basic education by children of immigrant families** living abroad.

➤ **Alternatives of school graduation**

Pëllumbi, 28 years old

I dropped out in the seventh grade. It was in 1990. I started work at the public works together with my brother. I remember that it was a very hard work for my age. I did cargo and found it very difficult in the beginning.

If I'm offered the opportunity to complete schooling, I'll do it willingly. But I don't want to sit at the desk. Just sit for the exams, though I find them terribly difficult and I fear the gaps in my knowledge.

I don't know how I'll make it. I think the state should find out a solution since we are not few in numbers.

The past-years dropouts do not return to the regular compulsory schooling. The same situation refers to part of the recent dropouts. The interviews revealed the fact that many of them want to conclude their basic education in one way or another.

For those who have quitted the compulsory education, today there is practically no alternative to conclude schooling.

There used to be two alternatives: **the distance schooling** and **the part time school**.

The schooling known as "distance schooling" does not function any longer.

A decision of the Ministry of Education made two years ago re-opened those schools. In the Durrësi sub - region three schools have been nominated to collect the dropouts who are willing to conclude the eight-year education. Up to now those schools have not started their activity yet. The official interpretation is that there are only few dropouts enrolled in those schools. In reality the dropouts willing to register are larger in number, but a reliable notice to open such schools was absent. For example the local electronic and written media were not made use of.

The part-time schools were closed in the beginning of the 90-ties due to inefficiency.

They may be re-opened by adapting them to the new conditions and demands submitted to conclude the quitted schooling.

It's absolutely necessary that the Ministry of Education reviews alternatives of completing education by many children and young people.

➤ **Enrollment of children from the other areas of Albania**

Part of children from the other areas of Albania fail to attend classes, for at least a year, because they are asked to submit documents of previous schooling and they do not possess them.

We recommend that no obstacles should be put in the way of their preliminary enrollment in the class the student and his parent claim. If the teaching staff doubts about that claim, the student may be subject to knowledge check-up by a school commission. Later on, meeting a long-enough deadline, the parent should submit the appropriate documents of the school his child used to attend before.

B. LOCAL GOVERNMENT

➤ **Local strategy**

The formulation and the implementation of a local strategy for school dropout is a prerequisite of local success in preventing and reducing dropouts.

The local strategy should have the same characteristics of the above-mentioned strategy of Ministry of Education. (Please, see above page ///)

➤ **The deconcentrated and decentralized bodies**

The last year changes of the educational legislation witness a decentralized tendency. For instance, the relevant municipalities and communes make the opening and closure of public compulsory schools, whereas the Region Council makes the opening and closure of the public secondary schools. The local governmental bodies have under ownership the objects of kindergartens, eight-year schools and general secondary schools together with the dormitories and the inventories of supplies belonging to those schools and dormitories.

Since the planning to open basic education schools is the task of the local governmental bodies, the obligations following the schools attendance are their task.

In legislation, part of the responsibilities related to school attendance, including dropout, have been left to the district educational directories. Though these two institutions are complementary, it's necessary to avoid overlapping of responsibilities.

For example, the municipality and commune council should now formulate the regulations to distribute the children in the municipality or commune schools and decide the number of classes per school. The municipality and commune council, after reviewing the parent's request, should authorize that the schooling of a student be postponed for a year after beginning the compulsory education. The school statistics for the school compulsion should be available even for the local government.

C. SCHOOL

➤ **School strategy**

Just like the specific national and local strategies for preventing and reducing dropout, the medium-term school strategy bears the same importance.

In addition to the analysis of the specific causes for the dropout and the definition of clear and measurable objectives, the strategy would include the effective ways of meeting those objectives.

Its formulation and implementation needs cooperation of the school administrative and the teaching personnel and the school community.

➤ **School enrollment list**

By virtue of the Normative Dispositions, Article 10, [4] “The school draws out the list of 6-year children from the civil state office covering the area around the school.”

Regions surrounding each school do not organize the civil state registers. On the other hand, the civil state office actually does not reveal the movements of population from one quarter to another because the citizens do not present themselves. For the same reason the civil state office does not note the temporary and permanent movements of population.

The above article is not put into practice because it’s not applicable. The list of school compulsion cannot be shortened in this way.

Given this situation many school have embraced a practice that was used prior to 90-ties, which with some updates may be **recommended to be included in the Normative Dispositions**, as follows:

- a) “The listing of 6-year children is made in March every year by the school and the lists are verified again in June.
- b) Visiting each family living inside the area covered by the school makes the listing and the verification.

(For teachers who carry out this job a supplementary payment should be planned)

➤ **Teacher training**

The teachers, especially the class tutorial teachers, should command basic psychological knowledge.

Other topics, necessary to enable subject teachers be efficient in their efforts especially when dealing with difficult-to-learn students, could be: teacher’s self-evaluation, techniques of student motivation, techniques of growing the participation of marginalized students in the teaching process, the teacher’s tact, and forms of cooperation with parents. Special training courses are needed for the class tutorial teacher for several aspects of extra-subject education, mainly for fruitful cooperation with the local and school community, especially with parents, in order to prevent dropouts and correct them.

D. DISADVANTAGED GROUPS

The legal documentation for the school dropout sets forth mainly tightening and obligatory measures for its violators. But it little refers to the state obligation towards its citizens to make them pay the school compulsion.

The extreme poverty of some families or absence of parental care is two cases the state should provide assistance in compliance with the proper laws.

➤ **Hidden dropout**

According to partial studies, the percentage of students for whom the teachers do not expect real academic progress is high. It reaches 30-40 % and is higher in the rural areas. Among the discouraged students there are many future school dropouts.

If the educational system fails at the class level, it totally fails.

The hidden dropout of many students of a class is an indicator of low quality of school education. Constituting an immediate and widespread concern, all the educational levels (central, local and school) are interested to face it.

It's necessary to select efficient forms encouraging and supporting difficult-to-learn students offered by our educational tradition as well as by the best foreign experiences. Such are: tutorship by volunteer adults (retired teachers or parents), the second volunteer class teacher (mainly in the lower level), "patronage" of the best students, and various rewards for the improved students.

➤ **Economic inciters for extremely poor families**

In Albania numerous specific programs to attract or keep children at school are underway, by compensating the families for part of direct or opportune schooling costs. Many similar experiences are brought in by developing countries. Such is the provision of a free meal, breakfast or lunch. It's served at school but can be sent to the family as well. Other economic inciters used so far are the free supply with textbooks and other personal school materials and with free clothes. There are projects that foresee an amount of money to be given in cash to the families agreeing that if the child does not attend school regularly the scholarship is broken off.

These projects have accomplished their own objectives.

The Red Cross, Durres

(Conversation with the secretary of the Office of the Red Cross in Durrës)

We have two projects, one called "The street children" and supported by the Belgian Red Cross and the other "Children at risk" supported by the Spanish Red Cross.

"The street children"

We tried to approach about 20 beggars, who either had dropped out of the school or had never sat at the school benches. It's not difficult to find them. You just wander a while round the Durrësi seaport.

Most of them welcomed our offer. In exchange of giving up their "profession" they would be entertained together and would study, would have lunch at us and would be presented with all the textbooks and other school resources, together with a beautiful bag and time and again they would be offered clothes that they would like a lot.

The parents were our trouble. According to the little beggars, the families thus lost 30 up to 40 thousand leks in a month. Nevertheless most of them were persuaded and thus the class with 20 ex-beggars of the age of 6 up to 14 years old started.

The beginning was full of not very pleasant surprises. Now and then one of them disappeared. We found him somewhere in Porto reaching out his hand or playing with street friends of his age. We organized excursions. During the summer we took them to the beach. We tried to set up a warm and joyful environment. They liked drawing a lot, that's why they had an atelier at their disposal. We appealed to the city students to

donate some of their clothes and we collected much more than we had expected to. Trained teachers taught them reading, writing and math without forgetting the music class. One of our aims was to make as many of them as possible return to the usual school life. In fact 12 children started to attend grades of the lower cycle. They still did their homework in our center under the supervision of our teachers. The majority of them are doing very well. They are smart.

“Children at risk”

These are children who attend school regularly but are desperate due to their very weak achievements in lessons and for this reason are about to drop out.

They were selected in collaboration with the school directorates. Thus a special class was made which has one complementary hour three times a week by teachers who are specially trained for the treatment of students who have difficulties at learning.

As the majority of these children come from poor families they have been given bags, the set of the textbooks and other teaching resources, a sanitary package and clothes. The program compilers necessarily included recreational activities organized by volunteers from the high schools of the city. Each teacher pays a visit to the families of these children twice a month.

➤ **Informal education**

The informal schooling is proved to be particularly effective for the marginalized in general and village girls in particular.

Some are simple courses targeted against illiteracy, and others aiming at introducing the basic craft skills.

Aiming at a normal integration in everyday life, programs covering a set of modules are considered valuable, which in addition to the fight against illiteracy or the basic craft skills, would include social skills, knowledge about child’s care and cooking.

The state or NGO-s may offer such programs.

E. BUSINESS COMMUNITY

There’s already a tradition of business contribution, mainly at school level. So far, in the majority of cases it’s limited to businessmen-parents who mainly contribute to extra-curricular activities.

If the awareness of the difficulties the school meets to improve the quality of education for all is raised; the school and local business community will be more involved to mitigate the principal causes of school dropout. They may contribute to the school supplies, to the mitigation of family poverty and to the formal and informal programs for the disadvantaged groups.

The important part of the strategy at central, local and school level is to promote synergy between the community-based initiatives and the governmental actions.

F. MEDIA

The written and electronic media, after a period of passiveness at the beginning, are now more sensitive to the most immediate educational concerns. In particular, the papers and news on the disadvantaged zones, schools and children are growing in number. Nevertheless, even our national televisions do not have a strategy for the school education.

The programs dealing particularly with the 8-year school age group are very infrequent. The scientific and cultural programs that add to the school efforts for the scientific and cultural formation of children are missing. Programs targeted to social education are almost absent.

Television could do a lot to promote willingness and diligence of children to attend school.

The Ministry of Education and Science could fund special TV programs, which might fill in the deficiencies of the audio-visual didactic means when dealing, for instance, with important inventions and discoveries, masterpieces, the most distinguished historic events, etc.

ANNEX

CARD FILE No. _____

FOR THE DROPOUTS

1. MUNICIPALITY / COMMUNE _____
2. CITY / VILLAGE _____
3. SCHOOL _____
4. NAME FATHER'S NAME SURNAME _____
5. GENDER Boy Girl
6. BIRTHDAY Date Month Year
7. BIRTHPLACE District City /Village

8. THE FAMILY CAME AFTER 90? YES NO

FROM THE DISTRICT City/Village

9. WHERE IS THE CHILD NOW (ADDRESS)?

10. WHAT DOES S/HE DO? _____

11. THE EDUCATIONAL LEVEL OF THE PARENTS

MOTHER No Elemen. 8 yrs. High Higher

FATHER No Elemen. 8 yrs. High Higher

12. FAMILY Number of children

Social assistance YES NO

13. MOTHER Unemployed Odd Pension State job Private job
 () ()
 FATHER Unemployed Odd Pension State job Private job
 () ()

14. IMMIGRATED PARENTS

MOTHER YES NO

FATHER YES NO

• Who takes care _____

15. DIVORCED PARENTS YES NO

• Who takes care _____

16. ORPHAN (NO MOTHER) YES NO

• Who takes care _____

17. ORPHAN (NO FATHER) YES NO

• Who takes care _____

18. PARENTS IN JAIL MOTHER FATHER

• Who takes care _____

19. DROPOUT TYPE - By "Unclassified"

- Evaluated by "4"

- Absent the last 2 months

(Not for those migrated abroad or to another district)

20. DROPOUT CAUSE

According to the directorate _____

According to the class tutorial teacher _____

Other sources _____

21. WHEN DID S/HE DROPOUT? MONTH YEAR GRADE

22. HAS S/HE COME BACK TO SCHOOL? YES NO

If "YES", WHEN: MONTH YEAR

23. IS S/HE A REPEATER? YES NO

IN WHAT GRADE HAS S/HE BEEN A REPEATER AND HOW MANY TIMES?

Grade Times

Grade Times

Grade Times

24. ATTENDANCE A YEAR AGO IN percentage:

25. THE MARKS "4" A YEAR AGO IN percentage: %

26. HER/HIS BEHAVIOR WAS: V. good Good Not good

27. HAS S/HE BEEN DECLARED A DROPOUT? YES NO

INFORMATION COLLECTOR

Name Surname Signature

(_____)

Name Surname Signature

(_____)

CARD FILE No. _____

FOR THE SCHOOL DIRECTORATE

1. Municipality/Commune _____

2. City/Village _____

3. School_____

4. Number of the dropouts according to the documents of the school directorate.

School year	Total	LC	UC	Remarks
1998-1999				
1999-2000				
2000-2001				

5. Number of the dropouts according to the survey

School year	Total	LC	UC	Remarks
1998-1999				
1999-2000				
2000-2001				

6. Has the school rejected demands for registration due to lack of classrooms?

Yes _ No _

If "Yes", how many demands? _____

7. Has the school rejected demands for registration due to lack of desks and chairs?

Yes _ No _

If "Yes", how many demands? _____

8. Has the school rejected demands for registration due to the limited number of the teaching staff?

Yes _ No _

If "Yes", how many demands? _____

9. Do you have classes with a larger number of students than the limits determined by the Normative Dispositions?

Yes _ No _

If "Yes", how many classes? _____

Note down the reason_____

10. Have you required regularly (every two months) the application of the law about compulsory education?

Yes _ No _

If "No", which is the reason?

11. How many students live more than 5 km far from school?

_____ students

12. Does the reduction of the school dropout occupy a place in the annual plan of the directorate as one of their objectives?

1998-1999	Yes	_	No	_
1999-2000	Yes	_	No	_
2000-2001	Yes	_	No	_

13. Specific activities, which support the objective regarding the school dropout.

ACTIVITY	SCHOOL YEAR
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

FILLED IN BY:

Name surname signature

Name surname signature

CARD FILE No. _____

COULD NOT BE REGISTERED

MUNICIPALITY/COMMUNE _____

CITY/VILLAGE _____

NAME, FATHER'S NAME, SURNAME of the child _____

BIRTHDAY

Month

Year

PLACE OF RESIDENCE (Full address) _____

GRADE (s/he had to be in)

YEARS WITHOUT SCHOOL

1. What school did s/he ask to be registered in? _____
2. Why wasn't s/he registered? _____
3. Have you complained to the ED? Yes No
 - If "Yes", what response did you get? _____

INFORMATION COLLECTOR

CARD FILE No. _____

DID NOT WANT TO REGISTER HER/HIM

MUNICIPALITY/COMMUNE _____

CITY/VILLAGE _____

NAME, FATHER'S NAME, SURNAME of the child _____

BIRTHDAY

Month

Year

PLACE OF RESIDENCE (Full address) _____

GRADE (s/he had to be in)

YEARS WITHOUT SCHOOL

1. WHY DIDN'T THEY WANT TO REGISTER HER/HIM?

2. WHAT DOES S/HE DO NOW? _____

3. THE EDUCATIONAL LEVEL OF THE PARENTS

MOTHER No 1 Elem. 2 8-yrs 3 High 4 Higher 5

FATHER No 1 Elem. 2 8-yrs 3 High 4 Higher 5

4. FAMILY Number of children

Social assistance YES 1 NO 2

5. MOTHER Unemployed 1 Odd 2 Pension 3 State job 4 Private job 5
 () ()
 FATHER Unemployed 1 Odd 2 Pension 3 State job 4 Private job 5
 () ()

INFORMATION COLLECTOR

CARD FILE No. _____

FOR THE STUDENTS OF THE LOWER LEVEL

1. Municipality/Commune _____
2. City/Village _____
3. School _____
4. Name, father's name, surname _____
5. Matriculation number _____
6. According to the matriculation register, did s/he finish the fourth grade of the school year 2000 – 2001?

Yes _ No _

7. If s/he hasn't finished the fourth grade in the school year 2000– 2001:

a. Is s/he a dropout? Yes _ No _

b. Is s/he a repeater? Yes _ No _

If "Yes", in what grade? _____

c. Has s/he moved within the district? Yes _ No _

If "Yes":

What school year did s/he leave in? _____

• What school has s/he gone to? _____

• Is there a document to confirm the continuation of school? Yes _ No _

d. Has s/he moved out of the district? Yes _ No _

If "Yes":

4. How are you experiencing the school dropout? Do you repent of it?

INTERVIEWS

(With dropouts of certain years ago)

Name surname _____ Birthday _____

The grade s/he has dropped out of _____

5. What remained in your memory when you dropped out of the school?
6. Did you immediately start working? What kind of jobs have you done? Do you feel the need of the school?
7. Please, speak about an event of your working career.
8. Please, speak about an event of your work in immigration.
9. Do you repent of having left school halfway?