

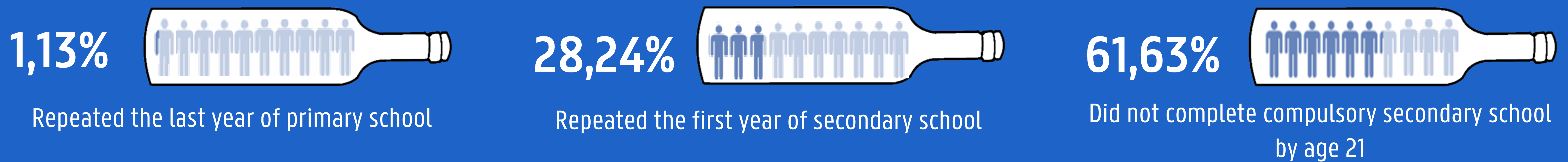
PREVENTING DROP-OUTS IN EARLY SECONDARY SCHOOL: IS IT TOO LATE?

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PROBLEM & RELEVANCE

The transition from primary to secondary school is the first “bottleneck” students encounter in their educational trajectories. In Uruguay, this results in most children, especially the most vulnerable, not completing compulsory secondary school.¹



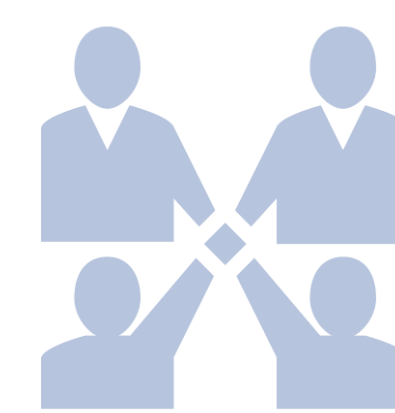
RESEARCH QUESTIONS



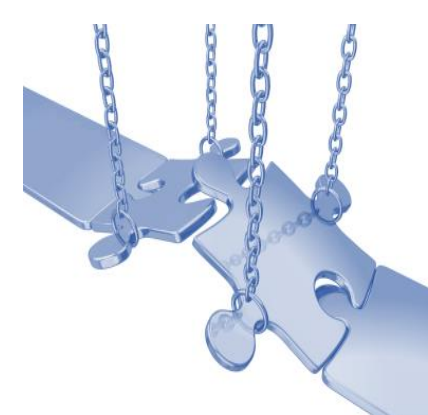
How does prior schooling² impact students trajectories in the first year of secondary school?



How do secondary school's characteristics affect first year results of students at higher dropout risk?



What is being done in secondary schools where students at higher dropout risk achieve best results?



How does intervening during the primary to secondary school transition help these students?

METHODOLOGY



Literature review and analysis of institutional documents.



I. Hierarchical regression models using longitudinal national students' data (n=37.000).

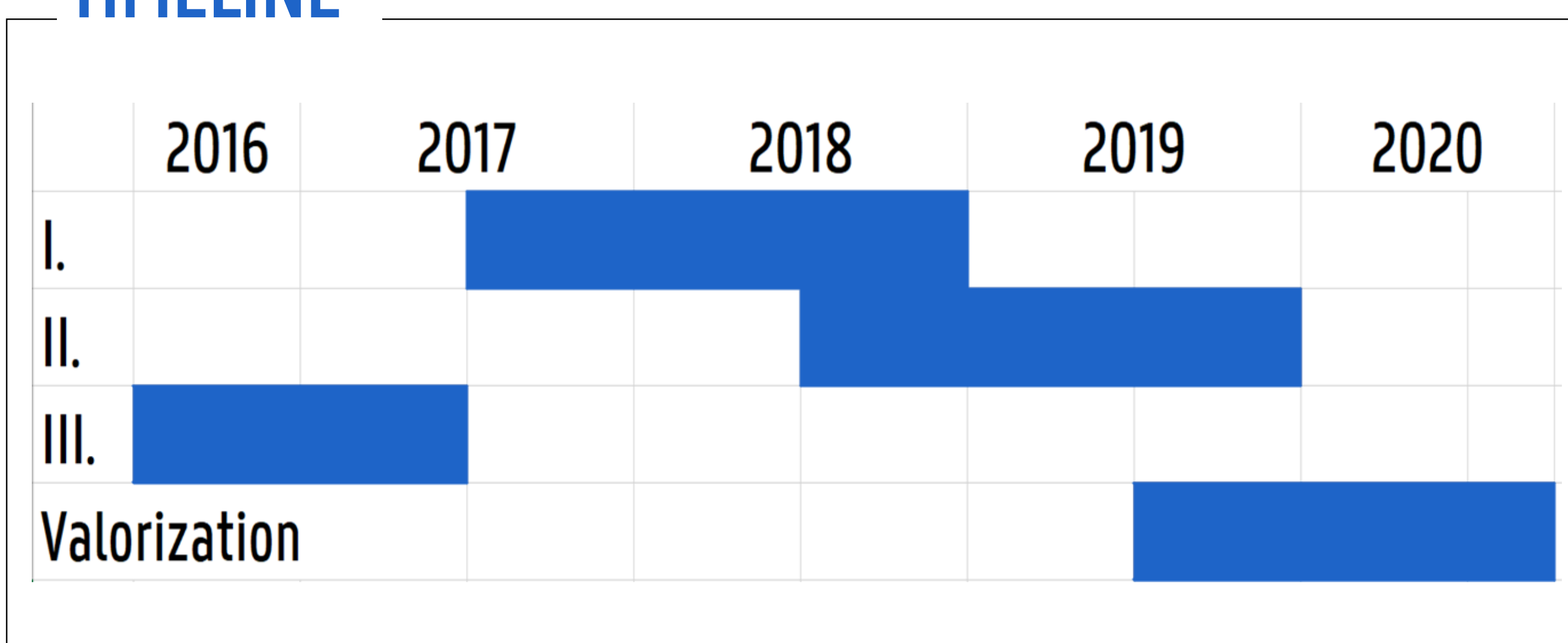


II. In-depth case study: focus groups & interviews: students, parents, teachers and principals in 4 schools (n=168).



III. Case study: impact of a transition summer school program - 6 focus groups & 11 interviews in 2 schools (n=45).

TIMELINE



VARIABLES

L1 - student: gender, SES & prior schooling (urban/rural, grade retention, grade 6 primary absenteeism, behavior & achievement scores).

L2 - secondary school: track (regular/vocational), SES composition, location (metropolis/urban/rural), size, full/part time.

Outcomes: (a) promotion/ retention in first-year secondary, (b) re-enrollment the following year.

REFERENCES

¹ INEEd (2016). *Mirador Educativo* - mirador.ineed.edu.uy

² Tinto, V. (1975). “Dropout from Higher Education: A Theoretical Synthesis of Recent Research” In *Review of Educational Research*, 45(1), 89-125.

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