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systems, so much
so that it is

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Populations across
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come to depend on
success at school

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for establishing
careers and gaining
access to post-
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qualifications. Yet
large numbers of
young people are
excluded from the
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completion of
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as a result are
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consequences such
as higher likelihood
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closer look at
dropout and
completion in three
of the five Nordic
countries: Iceland,
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Norway. In all of
the Nordic
countries upper
secondary
education...

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In most OECD

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now viewed as the minimum level of educational attainment needed for successful participation of young people in further study and work... School Dropout and Completion: An International Perspective | SpringerLink

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have come to
depend on success

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at school dropout
remains a

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The event dropout
rate (Indicator 1) is
the percentage of
15- to 24-year-olds
in grades 10
through 12 who
leave high school

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between the beginning of one school year and the beginning of the next without earning a high school diploma or an alternative credential such as a GED. This report presents a national event dropout rate for students ...

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status dropout rate
decreased from 8.7

percent to 5.8
percent. Indicator
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3: Current

Population Survey
(CPS) Status

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Completion Rate •

The status completion rate is the percentage of 18- to 24-year-olds who have left high school and who hold a high school credential.⁴ For the first time in 40 years,⁵ the status completion rate for

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School completion rates have grown continually during much of the past century from single digits at the turn of the 20th century, to 50% just after World War II, to 80% in the late 1970s, and finally leveling off at near

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89.9% in the recent times (Baldwin, Moffett, & Lane, 1992; Chapman, Laird, & KewalRamani, 2010; Dorn, 2003; Jones, 1977). This dramatic shift coincided with educational ...

~~Understanding Why
Students Drop Out~~

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School dropout is a

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growing concern in
Central America,
and in Latin

America as a whole,
because of its

conse-quences for
economic

productivity, the

inclusiveness of

growth, social

cohesion, and

increasing youth

risks. This paper

utilizes more than

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two decades of household survey data to construct a systematic overview of school dropout

~~School Dropout in Central America – World Bank – Springer 2010~~
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th

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year of high school

- August. The

“ Filter this data ”

function, below,

provides the ability

to display

Graduation Rate

Data of high school

as of the 4th year -

June, the 5th year -

June and August,

and the 6th year -

June and August.

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School dropout remains a persistent and critical issue in many school systems, so much so that it is sometimes referred to as a crisis.

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Populations across the globe have come to depend on success at school for establishing careers and gaining access to post-school qualifications. Yet large numbers of young people are excluded from the advantages that successful

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qualifications. Yet large numbers of young people are excluded from the advantages that successful completion of school brings and as a result are subjected to consequences such as higher likelihood of unemployment, lower earnings,

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greater dependence on welfare and poorer physical health and well-being. Over recent decades, most western nations have stepped up their efforts to reduce drop out and raise school completion rates while maintaining high standards.

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How school systems have approached this, and how successful they are, varies.

This book compares the various approaches by evaluating their impact on rates of dropout and completion. Case studies of national systems are used to

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highlight the
different
approaches
including

institutional
arrangements and
the various
alternative

secondary school
programs and their
outcomes. The

evaluation is based
on several key

questions: What are

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the main Dropout
approaches? How
do they work? For
whom do they
work? And, how
successful are they
in promoting high
rates of completion
and equivalent
outcomes for all?
This book examines
the nature of the
dropout problem in
advanced

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Industrialized
countries with the
goal of developing a
broader,

international
understanding that
can feed into public
policy to help
improve completion
rates worldwide.

High school
graduation and
dropout rates have

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long been used as indicators of educational system productivity and effectiveness and of social and economic well being. While determining these rates may seem like a straightforward task, their calculation is in fact quite complicated. How does one count

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a student who

leaves a regular
high school but
later completes a

GED? How does

one count a student
who spends most of
his/her high school

years at one school
and then transfers

to another? If the
student graduates,

which school should
receive credit? If

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the student drops out, which school should take responsibility? High

School Dropout, Graduation, and Completion Rates

addresses these issues and to

examine (1) the strengths,

limitations,

accuracy, and utility

of the available

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dropout and completion measures; (2) the state of the art with respect to longitudinal data systems; and (3) ways that dropout and completion rates can be used to improve policy and practice.

The role of

Page 58/102

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education in human well being and social development cannot be overestimated.

After a number of highly commendable policies on education in the first decade of independence, the education system in Zimbabwe has taken a tumble that

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needs both

examining and

rectifying. This

volume analyses

the challenges

facing the education

system in

Zimbabwe and

explores and

scrutinises

theoretical and

practical

possibilities for

restoring the

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educational dropout
that was initiated at
independence in
1980. The book is
targeted at
academics,
scholars, college
and university
students, policy
makers and other
stakeholders and
advocates a multi-
pronged approach
that must involve all

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stakeholders if
educational
retransformation,
reconstruction and
restoration are to
be achieved. The
authors provide a
range of
recommendations
for a project that
would restore the
educational dream
in Zimbabwe.

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The book addresses one of the most urgent social problems in many countries, the uncertain school-to-work transitions of young people. As a result, a 'transition machinery' has been created, consisting of various education and training

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measures realised
by e.g. teachers and
youth workers. The
volume

demonstrates that
discourses related
to youth transitions
do not simply
describe young
adults but create
them. For example,
young people are
expected to be
active citizens who

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make themselves attractive to employers, and those who fail in doing so may be labelled having psychological deficiencies. When failing transitions, resulting in lack of higher education or unemployment, are treated as individual 's

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problems rather than rising from structural factors, the solutions are likewise individualized. The book thus underlines the importance of analysing power relations reflected by gender, health, social class, and ethnicity. The

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articles of the book
combine
perspectives from
young people,
policymakers,
teachers, and youth
workers in Iceland,
Finland, Sweden,
and England.

Springer 2010

This title is
structured around
11 narrative
accounts, each one

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offering glimpses
into the lives of
early school leavers
from different
backgrounds.

Framed by the
puzzling question of
why someone would
want to leave
school early, the
authors worked
alongside youths
from culturally and
socially diverse

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backgrounds, in order to understand their experiences and motivations in more depth.

The vast majority of kids in the developed world finish high school—but not in the United States. More than a million kids drop out every

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year, around 7,000 a day, and the numbers are rising. Dropping Out offers a comprehensive overview by one of the country's leading experts, and provides answers to fundamental questions: Who drops out, and why? What happens to them when they do?

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How can we prevent at-risk kids from short-circuiting their futures? Students start disengaging long before they get to high school, and the consequences are severe—not just for individuals but for the larger society and economy. Dropouts

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never catch up with high school graduates on any measure. They are less likely to find work at all, and more likely to live in poverty, commit crimes, and suffer health problems. Even life expectancy for dropouts is shorter by seven years than

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for those who earn
a diploma.

Rumberger

advocates targeting
the most vulnerable
students as far back
as the early
elementary grades.

And he levels sharp
criticism at the
conventional
definition of
success as
readiness for

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college. He argues that high schools must offer all students what they need to succeed in the workplace and independent adult life. A more flexible and practical definition of achievement—one in which a high school education does not simply qualify you

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For more school—can
make school make
sense to young
people. And maybe
keep them there.

This Handbook
provides a
comprehensive
overview of the
modern economics
of education
literature, bringing
together a series of

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original Dropout
contributions by
globally renowned
experts in their
fields. Covering a
wide variety of
topics, each chapter
assesses the most
recent research
with an emphasis on
skills, evaluation
and data analytics.

School absenteeism

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is a pervasive and difficult problem faced by mental health and school-based professionals. Even in mild forms, school absenteeism has been shown to be a significant risk factor for social, behavioral, and academic problems in middle childhood

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and adolescence, as well as psychiatric, economic, and occupational difficulties in adulthood.

Problematic absenteeism has been examined for decades by professionals of many different disciplines, leading to a considerably

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fractured literature.

Managing School

Absenteeism at

Multiple Tiers

provides an

integrative strategy

for preventing,

assessing, and

addressing cases of

youth with school

absenteeism at

multiple levels of

severity and

complexity. Dr.

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Christopher
Kearney presents a
multi-tiered
framework based
on prevention (Tier
1), early
intervention for
emerging cases
(Tier 2), and more
extensive
intervention and
systemic strategies
for severe cases
(Tier 3). Each tier

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is based on empirically supported strategies from the literature, and emphasis is placed on specific, implementable recommendations.

This approach is based on a Response to Intervention model that has emerged as

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a powerful guide to prevention, assessment, and treatment of social and academic problems in schools. Response to Intervention is based upon tenets that parallel developments in the school absenteeism literature: (1) a proactive focus on

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early identification
of learning and
behavior problems
and immediate,
effective
intervention, (2)
universal, targeted,
and intensive
interventions, (3)
frequent progress
monitoring, (4)
functional
behavioral
assessment, (5)

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empirically supported treatment procedures and protocols to reduce obstacles to academic achievement (including absenteeism), and (6) a team-based approach for implementation.

This user-friendly,

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practical guide will
be useful to mental
health
professionals,
school
administrators,
guidance
counselors, social
workers and
psychologists, as
well as others who
address kids with
problematic
absenteeism such

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as pediatricians and
probation officers.

Thought-provoking
insights on the
nexus of migration
and integration
beyond the national
context Across the
world, and due to
ongoing
globalisation,
migration is
increasingly

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becoming a part of daily life. But more than ever, migration can no longer be viewed as a simple linear trajectory from A to B. The emergence of transnational communities and intense interactions between regions of origin and of destination have led

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to new forms of social – cultural praxis and (sub)cultures which exert an important influence on the integration of immigrants. The case of Flanders, the northern part of Belgium and a reference point for the impact of these processes across

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Europe, is presented as a case study in this book.

Migration and Integration in Flanders is structured in three thematic parts, opening with chapters on the imaginaries and perceptions of people in changing migration contexts.

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The book then proceeds with chapters which present theoretical and empiric data on changing integration dynamics in multicultural societies. The final chapter concludes with a discussion of social networks ' mediating role. The growing complexity

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of migration leads
the contributing
authors to look
beyond borders,
both of national
frontiers – as
migration by
definition implies
cross-border
research – and of
disciplines and
research methods.

In doing so, the
present volume

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offers thought-provoking essays on topical issues that stir public and political debates across Europe, and contributes to fundamental discussions on changing societies. Contributors: Didier Boost (University of Antwerp), Noel Clycq (University

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The school-to-work
transition is a

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critical part of the human life-span for young adults, their families, and society. The timing of the transition varies greatly and its co-occurrence with a number of other life transitions make it challenging to summarize or generalize.

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Individual differences and normative developmental factors, as well as external contextual factors such as global pandemics, changing economic circumstances, workplace demands, and cultural shifts, intersect to create a range of challenges

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and opportunities
for those navigating
this transition.

Written by
internationally
renowned scholars
in developmental
psychology, applied
psychology,
counseling, and
sociology, the
chapters in this
book highlight the
trends, issues, and

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actions that
researchers,
academics,
practitioners, and
policy makers need
to consider in order
to effectively
support young
adults' transition to
work pathways.
This volume
provides an
explicitly
international

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perspective on this area, broad coverage of psychological topics on the school-to-work transition, and an inclusive focus on sub-groups and minority groups, making it a must-read for those who support young adults as they move from school to

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