

PREVENTION OF EARLY SCHOOL LEAVING REPORT ON THE NATIONAL SITUATION

Case Studies in Greece

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CASE STUDY 1: Dimitris

NAME, AGE, PLACE

Dimitris is 17 years old, was born and brought up in Patras.

CASE DESCRIPTION

Dimitris is a pupil running the risk of dropping out from school, who is, however, likely to achieve completion of Lyceum Grade III. He achieved completion of Lyceum Grades I and II despite the fact that he had been referred in a lot of subjects of both Grades. The assistance provided by his teachers in his marking and that of the school headmistress will possibly lead him to completion of the Lyceum scheme.

ANALYZE THE SPECIFIC ELEMENTS OF THE CASE

CAUSES

The causes behind Dimitris' risk to drop out from school are due, on the one hand, to serious learning gaps and, on the other hand, to the high number of absences which resulted from his lack of interest in his school. Himself wanted to be trained for a trade in a Technical Lyceum, but he was found in the General Lyceum due to pressure on the part of his father.

APPROACH

The school, without following a special approach to Dimitris, helped, as mentioned above, through "favorable" marking on the part of the teachers. A lot of teachers, in private conversations with him, encouraged him by telling him that, in spite of his learning gaps, he could make it and urged him to enroll in OAED classes in order to make his dream come true. Also, the school Headmistress often assigned to him responsibilities beyond the school timetable, which made him feel that the school had confidence in him despite the fact that he was a "bad" and "naughty" pupil.

SOLUTIONS

The father's insistence, the promise he had given to his grandmother and the isolated efforts on the part of the teachers led Dimitris to completion of Lyceum Grade III.

RESULTS

He achieved, despite the difficulties and risks, to complete the General Lyceum scheme.

GOOD PRACTICES ADOPTED

METHODOLOGIES APPLIED

Private conversations with the teachers. Initiatives and assignment of activities to the pupil by the school Headmistress.

SUBJECTS INVOLVED AND THEIR COMPETENCES

He realized that the General Lyceum Leaving Certificate would not be an obstacle, but, on the contrary, would help him follow the trade of his choice.

RELATED TRAINING ACTIVITIES

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MOST SIGNIFICANT ACTIONS

The conversations of the teachers with the pupil in their effort to address his schooling problems. The father's insistence, by means of conversations, on the importance that the completion of the Lyceum scheme had for Dimitris.

OTHER

Dimitris, upon completion of Lyceum Grade III, will enroll in an OAED school in order to become a car mechanic. He feels gratified that he achieved completion of something that initially seemed difficult and insignificant. Additionally, he realized that the leaving certificate would probably open new professional routes.

ATTACHED DOCUMENTATION

- INTERVIEW 1

CASE STUDY 2 : Medin

NAME, AGE, PLACE

Medin is 16 years old, was born in Albania to Albanian parents. At the age of two, he came to Greece and settled down with his parents in Patras.

CASE DESCRIPTION

Medin achieved to complete the Gymnasium scheme in spite of the fact that he was referred in all three Gymnasium grades. In Grade I of the Lyceum, he had a lot of absences accumulated within the first quarter of the school year and was led to the school way out because he surpassed the limit of 164 absences. He works for a night club, but wants to complete his schooling by joining a Technical Lyceum.

ANALYZE THE SPECIFIC ELEMENTS OF THE CASE

CAUSES

The high number of absence led Medin to school dropout. His difficulties in understanding the Greek language, especially the written speech and his learning gaps (problems faced by the foreign pupils) due to deficient study of the lessons involved. Additionally, the fact that Medin worked, as well as his parents' indifference in his school life, came to complete the causes of Medin's school failure.

APPROACH

The school teachers did not help in the case of Medin. The teacher in charge of his class kept sending formal notes to his parents at the start of each month without any substantial discussion with them on the problems faced by Medin at school.

SOLUTIONS

The school simply informed the parents by means of a formal document that Medin failed due to absences.

RESULTS

In spite of the fact that he failed due to absences, he continued to go outside of the school before the start of the classes in order to talk to his classmates.

GOOD PRACTICES ADOPTED

METHODOLOGIES APPLIED

As a matter of fact, no method was applied, but what was followed was just the rule of written impersonal information about the absences.

SUBJECTS INVOLVED AND THEIR COMPETENCES

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RELATED TRAINING ACTIVITIES

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MOST SIGNIFICANT ACTIONS

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OTHER

Medin intends to enroll in a Technical Lyceum by next year with a view to completing his schooling. However, he does not know what to specialize in or which school to join. He does not trust his parents or the school to turn to for information and support in his decision, a fact that demonstrates the serious vacuum of the school regarding issues of school and professional orientation.

ATTACHED DOCUMENTATION

- Interview 2

CASE STUDY 3: Nikos G.

NAME, AGE, PLACE

Nikos was born in 1987 in a village of Ilia Prefecture. He lived there with his family up to the age of 11, when he moved to Patras. His father was employed in the public sector and his mother was a primary school graduate.

CASE DESCRIPTION

Nikos, having been born in a provincial place, faced quite a few difficulties during his Primary School education, a fact that affected the development level of his learning abilities. He received extra-school support (he attended a coaching school), which did not yield the results desirable. During his Gymnasium Grade III schooling, he decided to drop out from school and, urged by his parents, to join a technical school. As soon as he finished that school (two-year course), he worked for one year and, subsequently, decided to complete (with great difficulties) the Evening Lyceum scheme with a view to opening his own car service business in the future.

ANALYZE THE SPECIFIC ELEMENTS OF THE CASE

CAUSES

Main cause of Nikos' decision to drop out from school were his learning difficulties which had their origin in his Primary School education and which did not let him get incorporated in the school life. He got alienated and left the school environment at the first opportunity. Moreover, the parents' failure to influence and help Nikos at an early stage to address his learning difficulties, as they emerged, constitutes an additional cause that led Nikos to that decision. Lastly, a very important reason of Nikos' decision was, moreover, the indifferent and aggressive attitude of the teachers and the school.

APPROACH

The school failed to meet Nikos' needs because in the Primary School classes his teacher functioned in a single-dimensional manner with emphasis on one specific subject (religious studies), a fact that created gaps in the remaining fields of learning and during his Gymnasium schooling, the teachers involved alienated the specific pupil as naughty and indifferent. Moreover, the Technical Lyceum did not offer the kind of education that would meet his vocational expectations leading him to the school way out.

SOLUTIONS

On the part of the family, however belatedly, as it appears from the outcome, efforts were made to help Nikos by moving to a larger town and by sending him to a coaching school after the school hours. Also, the Headmaster of the school, where Nikos enrolled, when he moved to Patras, helped by getting in touch with the parents and by urging them to send him to a coaching school.

RESULTS

As a result, Nikos was led to a tiring, painful and time-consuming course in order to obtain a formal title that would allow him to practice the trade of his choice.

GOOD PRACTICES ADOPTED

METHODOLOGIES APPLIED

Suitable methods towards preventing Nikos from abandoning the school environment were not applied. There were just some scrappy moves on the part of the family environment.

SUBJECTS INVOLVED AND THEIR COMPETENCES

His attendance at a technical school and his ultimate awareness that he needed the Lyceum leaving certificate in practicing the trade of his choice led Nikos back to the Evening Lyceum classes.

RELATED TRAINING ACTIVITIES

His employment in the specific trade during the summer months gave him a professional outlet.

MOST SIGNIFICANT ACTIONS

The insistent efforts of Nikos' parents helped him in completing with a lot of efforts the Evening Lyceum scheme.

OTHER

Nikos was led to a painful process of alienation from the school environment and return to it without any support from the school and the teachers, as they ought to have done.

ATTACHED DOCUMENTATION

- Interview 3

CASE STUDY 4 : NIKOS M.

NAME, AGE, PLACE

Nikos was born in 1990 in Patras of Achaea, where he was brought up.

CASE DESCRIPTION

As a pupil of the General Lyceum, he came into a serious conflict with the teacher of Mathematics and was led to hourly expulsions and Nikos' absence from the specific classes. As a result, he got a great number of unjustifiable absences accumulated and, following a decision made by the Association of Teachers, he felt he had to drop out from school. As he did not wish to repeat the same school Grade, he decided to join an OAED vocational school, only to abandon it, against his parents' advice, due to his training in soccer and his distinction therein.

ANALYZE THE SPECIFIC ELEMENTS OF THE CASE

CAUSES

The main cause of Nikos' dropping out from school was his bad relationship with one of his teachers (having led him to accumulation of absences), as well as the lack of support from the remaining teaching staff and the teachers association's decision that he had to repeat the same school grade.

APPROACH

The school did not help Nikos continue his schooling and very few teachers approached him and urged him to do it. No other agency or educational authority got involved in dissuading him from dropping out from school.

SOLUTIONS

No formal agency tried to give a solution, whilst the pupil himself decided to join an OAED vocational school, which, nevertheless, he likewise abandoned

RESULTS

He has not acquired a General Lyceum leaving certificate or a course certificate from OAED, since he abandoned his schooling.

GOOD PRACTICES ADOPTED

METHODOLOGIES APPLIED

There has not been any designed strategy to prevent his school dropout or convince him to carry on his studies.

SUBJECTS INVOLVED AND THEIR COMPETENCES

OAED

RELATED TRAINING ACTIVITIES

OAED courses (vocational training in car engineering), without completion.

MOST SIGNIFICANT ACTIONS

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OTHER

Nikos intends to carry on his studies in the future with OAED or to acquire a Lyceum leaving certificate by joining evening classes. .

ATTACHED DOCUMENTATION

- Interview 4

CASE STUDY 5 : Tasos

NAME, AGE, PLACE

Tassos is 19 years old, was born and brought up in Patras, whereas his origin is Albanian. His parents got divorced soon after his birth and he lives with his mother in Patras (he met his father only two years ago).

CASE DESCRIPTION

Tassos was a rather good pupil in the Gymnasium, but, when he was running Lyceum Grade I, he was referred in 6 subjects and had to repeat the same grade. As, according to his statement, he had no particular help from his teachers (he even discerned a kind of racist attitude on their part) he decided to work for a bakery and enroll in evening Lyceum classes. He, nevertheless, dropped out again from school due to fatigue and hard timetable.

ANALYZE THE SPECIFIC ELEMENTS OF THE CASE

CAUSES

As mentioned above, his weakness in performance and his failure in 6 subjects led him to drop out from the General Lyceum. That outcome was, additionally, precipitated by his dyslexia and the refusal on the part of those concerned to issue the relevant document for him. The indifference shown by most of his teachers is pointed out by the pupil as significant reason of his dropout from the General Lyceum, whilst he had to drop out from his evening classes because of time difficulties arising from his employment.

APPROACH

His teachers did not help him address his learning difficulties, while there was no approach on the part of other agencies concerned.

SOLUTIONS

No solution was given by either the school or any other agency concerned, while it is obvious that the pupil in question is in need of support and encouragement.

RESULTS

Tassos has not acquired a Lyceum leaving certificate and works for a car service workshop.

GOOD PRACTICES ADOPTED

METHODOLOGIES APPLIED

No carefully planned strategy was applied.

SUBJECTS INVOLVED AND THEIR COMPETENCES

His schooling in an evening school, which, however, could not meet his needs (as an employed person).

RELATED TRAINING ACTIVITIES

None

MOST SIGNIFICANT ACTIONS

None

OTHER

Tassos would like to enroll in the Technical Lyceum and get specialized in car engineering, but he thinks that the Technical Lyceum leaving certificate does not receive equal response with that of the General Lyceum leaving certificate.

ATTACHED DOCUMENTATION

- Interview 5