

During or after school; comparing distinct compensatory measures in the Dutch context

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Combating early school leaving is still high on the Dutch policy agenda, despite its lower drop-out rates compared to other European countries. Previous studies showed variations of early school leaving across cities and groups (De Graaf and Van Zenderen; Traag and Van der Velden, 2011). In this paper we concentrate on Rotterdam, where the highest number of early school leavers exist in the Netherlands, and we present two institutions with compensatory measures.

Using qualitative interviews with youngsters who participated in these measures and focus group discussions with employers and directors of the organizations, we illustrate how compensatory measures that intervene at different times work distinctly in shaping the re-integration processes of young people both into education and the labour market. We highlight both the motivations of young people and their experience with the measure in their social trajectories.

The comparison of two measures underline the significance of intervention moment. The first institution aims to assist at-risk students in acquiring a minimum diploma while they are still at school. In order to achieve this goal they offer an interesting program where next to training they offer housing facilities and one-to-one coaching. This approach perceived the problem of early school leaving as stemming not only from school but also other surrounding factors especially the living conditions of students. The other institution aims at re-integrating at-risk youngsters who already left school without a minimum diploma. This measure had a strong emphasis on working hence the youngsters receive assistance in finding a paid apprenticeship with the aim of facilitating their future labour market integration.

References:

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