

Early School-leavers

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Early School-leavers

ROA Fact Sheet

ROA-F-2017/3E

Researchcentrum voor Onderwijs en Arbeidsmarkt | ROA
Research Centre For Education and the Labour Market | ROA

1. Introduction

Following the inventory made of the education and labour market positions of graduates in the annual ROA report 'School-leavers between education and the labour market', this fact sheet focuses on those who leave school without a diploma, the so-called dropouts. In this fact sheet, we will discuss their reasons for leaving the education system prematurely. We will also answer such questions as "What were the early signals for dropping out?", "What are dropouts doing today?", "What are their plans for the future?" and "Do they regret not having completed their education courses?"

Dropouts are youngsters who leave school without obtaining a diploma and hence lack a basic labour market qualification. A basic labour market qualification indicates what courses prepare youngsters adequately for the labour market: SGSE/PUE and SVE Level 2 or higher. This means that courses that do not provide a basic labour market qualification include PSVE and SVE Level 1.

The figures presented in this fact sheet have been derived from surveys held in the Autumn of 2016 by Netherlands Statistics (CBS) and constitute part of the School-leaver Information System (SIS) project by Maastricht University's (UM) Research Centre for Education and the Labour Market (ROA). The response group consisted of 2,262 dropouts who terminated their courses in the 2014/2015 school year and completed the questionnaire. Youngsters who completed a PSVE or SVE Level 1 course, were not included in this survey, because technically they are not dropouts; these youngsters do have a school diploma, but lack a basic qualification.

Respondents' background characteristics

Who are these dropouts? In this section, we will try to answer this question. On the basis of a number of background characteristics of dropouts, we will sketch a picture of this group of youngsters. For an elaborate table with the distribution of dropouts across a number of background characteristics, please consult Table B1 in the Appendix.¹

Educational characteristics

The large majority of respondents were from SVE (80%). Approximately 25 percentage points (pp) of them dropped out of SVE-VT Level 4 courses. VT Level 2 courses also have a high dropout rate (21 pp). About 11 pp of the dropouts came from SVE-DR Level 2. Approximately 9% dropped out of SGSE programmes, and 8% out of PVSE programmes. Only 3% dropped out of PUE.

The dropout rate across all levels is greatest for the Economics sector, where on average 35% of the respondents come from. Technology comes in second place with 23%. Approximately 14% of the dropouts come from the Health Care sector, while 6% of the respondents once started a

course in the Behaviour & Society sector. About 3% of the respondents did a course in the Agriculture sector.

Age and gender

The average age of respondents eighteen months after leaving school, was 20.1 years. Respondents from SGSE and PUE courses are 19.6 years old, on average. For respondents from PSVE, the figure is 18.3 years. The average age of SVE students who did not complete their courses, is 20.3 years.

There are considerably more men than women who terminate their course prematurely. The percentage of men among all respondents is 62%, while only 38% is female. However, there are differences between the various education levels. In SGSE and PUE, the division between men and women is also 62% versus 38%. Of all PSVE dropouts, 65% is male, and 35% female. Almost 70% of the dropouts at SVE Level 1, is male, against 30% female. Two thirds of the SVE Level 2 dropouts is male, while approximately 58% of the SVE Level 3 school-leavers is male. Lastly, about 56% of all dropouts at SVE Level 4 is male.

Ethnicity

Of all respondents, 62% was of indigenous origin. Among SGSE students, the percentage was highest, with 72%. At PUE, 71% was indigenous. At SGSE, 8% was a Western immigrant, while this applies to 11% at PUE. In addition, SGSE has 20% non-Western immigrant students who leave school prematurely. At PUE, the percentage is 19. At PSVE, the largest group of dropouts is of non-Western origin (43%). The number of indigenous dropouts at PSVE was 42%, while 15% consists of Western immigrants.

At SVE Level 1, both the percentage of indigenous and of non-Western immigrant students is 44%. Approximately 12% of the Western immigrants leave school prematurely. Of all respondents at SVE Level 2, 64% is indigenous, 31% are non-Western immigrants, and 6% are Western immigrants. About 7 in every 10 dropouts from courses at SVE Level 3 are indigenous, 21% are non-Western, and 9% are Western immigrants. At SVE Level 4, 63% are indigenous, 29% are non-Western immigrants, and 9% are Western immigrants.

Domestic situation

Approximately 6 in every 10 respondents are from two-parent families, about 3 in every 10 are from single-parent families, while around 9% lives independently. Around 63% of all SGSE/PUE dropouts live in a two-parent family; this percentage drops to 60% and 57%, respectively for PSVE and SVE. At SVE, this drop can be attributed almost entirely to those who live independently, who represent just under 16% of the SVE respondents.

For 65% of the dropouts, the language spoken at home is (almost) exclusively Dutch. In 18% of the cases, the language is Dutch plus another language, and 6% of the respondents (almost) always speaks a foreign language at home. The differences between the education levels are great. Of the SGSE/PUE respondents, 75% speaks Dutch at home, while for SVE this percentage is 65% and 50% for PSVE.

¹ For an overview of the qualifications of graduates, see the SIS-online website; <https://roastatistics.maastrichtuniversity.nl/SISOnline/Home.aspx>.

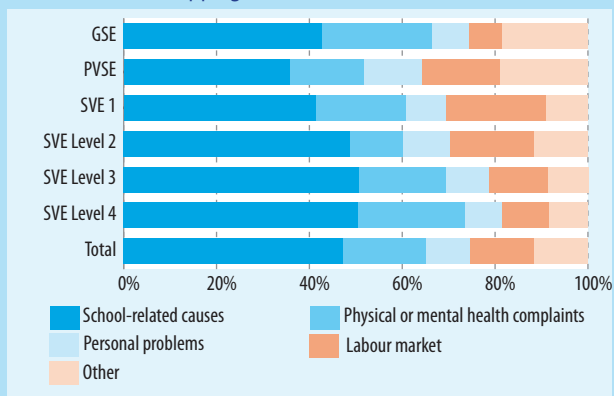
For all education levels of the courses from which the respondents had dropped out, the education level of the parents is most often higher education (45%). For SGSE/PUE dropouts, this is approximately 70%, for PSVE dropouts it is 53%, and for SVE dropouts it is 40%.

2. Main reasons for dropping out

Who the dropouts were, has become clear in the previous section, but this provides no insight in the reasons for their dropping out. In the present section, we will show why the youngsters terminated their courses prematurely. The reasons are presented in Figure 1, broken down by category. The more specific reasons are listed in Table B2 in the Appendix.

Almost half of the reasons given for dropping out, is school-related (47%). Reasons mentioned relatively often include health complaints (18%) and lures of the labour market (14%). At the bottom of the list, is the category of personal problems (9%).

Figure 1
Main reasons for dropping out



School-related

School-related problems are mentioned most often as reasons for prematurely terminating a course at SVE Levels 3 and 4 (both 51%). This reason was given least often by dropouts from PSVE (36%).

The underlying school-related reasons mentioned, illustrate that the main reason has to do with the content of the course. The fact that *the content of the course was not what they wanted (after all)*, was mentioned most often as the reason (13%), in particular by dropouts at SVE Level 4 (19%) and Level 3 (18%). The fact that *the course was badly organised*, was the second most frequently mentioned reason (8%), and the most frequently mentioned one among SVE Levels 2 and 4 dropouts (both 9%). The fact that *the course was too difficult or that the student had failed the final exam*, was not mentioned often, on average (7%), but among SGSE and PUE dropouts, this reason was most often mentioned as the main one (22%).

Physical or mental health complaints

After the school-related causes for dropping out, health complaints are the main causes for dropping out (18%). This reason is mentioned most often by GSE respondents (24%) and at SVE Level 4 (23%), followed by SVE Level 1 (20%) and SVE Level 3 (19%). It is mentioned least often at PSVE (16%) and SVE Level 2 (11%).

Of the health complaints listed, mental problems are the most frequent ones (10%); illness is given as main cause for dropping out in 8% of the cases. Mental problems are mentioned most often at SGSE and PUE (14%), but much less at SVE Level 2 (7%).

Labour market

The labour market is the third-largest reason for dropping out. Approximately 14% of the dropouts indicated that the labour market was their main reason for stopping the course they were doing. In the previous year, this percentage was 12%, which may indicate an upward trend of the labour market. An improvement of the labour market may entice youngsters to leave school without a diploma. Approximately 10% of all dropouts was lured into the labour market: they preferred having a job to going to school. This applied most often to dropouts at SVE Level 1 (19%). About 4% of all respondents was pushed into the labour market: they needed an income and found a job. This reason is mentioned most often at SVE Level 3 (7%).

Personal problems

Approximately 9% of all respondents indicated that personal problems were the main factor in their decision to drop out of school. The main underlying reasons were relational or family problems (7%). This reason is mentioned about equally often across all education levels. Trouble with the police/law occurs most often at PSVE level (4%) while it is practically non-existent at the other levels.

Other

Of all dropouts, 12% indicated that there was another main reason for their dropping out of school than the reasons listed in the survey. In particular in secondary education, this group of school-leavers is large: at PSVE, this option was ticked as the main one in 19% of all cases, the same percentage as at GSE.

3. Early dropout signals

Government would very much like to reduce the number of dropouts. Picking up early signals for dropping out of school may help.² The dropouts were asked with whom they had talked about their decision to stop school and who helped them trying to prevent their dropping out.

² <https://www.rijksoverheid.nl/onderwerpen/vsv>

Talking about the decision

The respondents were asked whether they had discussed their decision to stop school with anyone. Table 1 shows for each education level whether dropouts spoke to anyone about their intention to drop out of school. If this was the case, the table also states whether this was with their parents, with family or friends, or with teachers/mentors. About 8 in every 10 dropouts had discussed their plans for dropping out of school (78%). Of the respondents who said that they had discussed this with someone (22%), most were from SVE Level 1 or 2 (28% and 26%, respectively); at PSVE, this group also amounted to about a quarter of all respondent.

If respondents had spoken with someone, then in three quarters of the cases this had been with their parents (77%), more than half of the respondents had spoken with school (56%), while approximately three in every ten had discussed their plans for dropping out with family or friends. The fact that these percentages do not add up to a hundred percent, was caused by the fact that multiple answers were possible. Of all respondents, 42% gave only one answer, 26% gave two answers, and 11% marked all three options.

The dropouts at SGSE and PUE who had spoken with someone, had mostly done so with their parents: 88% of them had discussed this with their parents. Of the respondents who said that they had discussed their intentions with school, most were from SVE Level 4 (62%), whereas this percentage at PSVE was only 43%.

Help offered

In addition to the signalling effect of a talk about dropping out, one may also deduce that a student might drop out on the basis of the help that he or she has had to obtain the diploma or to choose another course. The dropouts were asked whether they received any help in order to prevent them from leaving school. Table 2 shows to what extent this had been the case. In total, 65% of all dropouts received help from someone to obtain a diploma or to choose a different course. Help was offered most often at PSVE (77%) and least often at SVE Level 4 (61%).

If the labour market was given as the main reason for dropping out, help was offered most in order to not leave school prematurely (71%); also in the case of health or personal problems (69% and 68%), attempts were made relatively often to prevent the student from dropping out. The least help was offered in the case of school-related dropout reasons (60%). The nature of the reason could provide an explanation for this difference. School-related dropout reasons include failing for exams, lack of interest in the content of the programme, and problems with the school. For someone who has problems with school, it is not logical to approach the same school for help.

Approximately one in two respondents who indicated that they did not discuss their intention to leave school with anyone, also thought that no-one had tried to help them (46%). About three in every ten respondents felt that they had not received any help after having talked about it with someone (32%). If we look at the group of respondents who

discussed their intentions to leave school with someone, we see that about 26% did not receive any help when they discussed it with school, while for friends and parents, the percentages were 32% and 34%, respectively. So it seems that help was offered more quickly if intentions were discussed with school than if this was done with family or friends.

4. Current situation

What the dropouts did after leaving school, can best be answered with the question what they did at the time of the survey. After all, they dropped out in the eighteen months prior to the time of the survey. Table 3 describes their current occupations. About four in every ten dropouts was working (40%), while about 29% was doing a course and another 11% was involved in a work study programme. Approximately 8% can be allocated to the unemployed part of the working population, while about 12% was otherwise occupied.

The diversity between the education levels is great. The majority of SGSE and PUE dropouts had started another course (51%), while approximately 24% had a job. Of the PSVE dropouts, 22% had a job and 42% went to school. Having a job was more prevalent at the various SVE levels. Half of all dropouts at Levels 1 and 2 had a job (50% and 51%, respectively). Remarkably, slightly more than 10% of the respondents would like to have a job, but hasn't found one yet (13% and 11%). Across the levels, doing a work study programme is approximately the same, around 11%.

Dropouts who left school because of the labour market, were the most likely to have a job (77%) and the least likely to be doing a course (7%). Personal problems led to unemployment most often (14%), which may indicate that the problems at school also caused problems in the labour market. At the same time, the group having personal problems is also the most likely one to be involved in a work study programme (16%). Dropouts who indicated that school-related causes were the main reason for dropping out, are the most likely ones to be doing another course (33%).

5. Plans for the future

Apart from their current occupations, dropouts were also asked for their plans for the future, and in particular whether they had any intentions to go back to school. To what extent youngsters want to go back to school, also shows to what extent they still want to obtain that basic labour market qualification. Youngsters who were already back in school at the time of the survey, were excluded here.

Education plans

As Table 4 shows, 75% of the dropouts who had not yet started another course, had intentions to do so at a later stage. Of those 75%, approximately 8 percentage points had already enrolled for a course. About 25% had no intention

Table 1

With whom did you talk about your decision to leave school? (multiple answers possible)(%)

	GSE	PSVE	SVE Level 1	SVE Level 2	SVE Level 3	SVE Level 4	Total
Somebody	79	75	72	74	84	81	78
Nobody	21	25	28	26	16	19	22
Parents	88	82	65	72	78	80	77
Family, friends	36	23	14	23	30	36	29
Teachers, mentor	55	43	56	53	58	62	56

Table 2

Who tried to prevent your dropping out? (%)

	Someone helped prevent me from dropping out	Nobody has helped prevent me from dropping out
Total	65	35
Main reason for dropping out		
School-related causes	60	40
Physical or mental health complaints	69	31
Personal problems	68	33
Labour market	71	29
Other	65	36
Education level		
GSE	64	36
PSVE	77	23
SVE Level 1	70	30
SVE Level 2	63	37
SVE Level 3	65	35
SVE Level 4	61	39
Dropout has spoken with		
Somebody	68	32
Nobody	55	46
Parents	67	34
Family, friends	68	32
Teachers, mentor	75	26

Table 3
Main occupation at the time of the survey (%)

	Work	Study	Combination of working & learning	Other	Unemployed
GSE	24	51	11	10	4
PSVE	22	42	13	16	7
SVE Level 1	50	13	11	14	13
SVE Level 2	51	17	10	11	11
SVE Level 3	44	29	10	8	9
SVE Level 4	35	32	13	14	6
Total	40	29	11	12	8
School-related causes	40	33	12	6	8
Physical or mental health complaints	26	25	9	29	11
Personal problems	30	29	16	11	14
Labour market	77	7	7	3	6
Other	32	30	10	20	7

Table 4
Intents to do a(nother) course at a later stage? (%)

	GSE	PSVE	SVE Level 1	SVE Level 2	SVE Level 3	SVE Level 4	Total
Yes, I have already registered for a course	10	16	5	4	11	11	8
Yes, but I do not know what course or when	79	59	70	65	65	69	67
No	11	26	26	31	24	21	25

Table 5
What is keeping you from doing another course? (multiple answers possible)(%)

	GSE	PSVE	SVE Level 1	SVE Level 2	SVE Level 3	SVE Level 4	Total
I do not know what courses are available	13	15	15	13	16	12	14
There are no spaces available on the course that I want to do	3	4	5	6	2	4	5
The course that I want to do, is too far away	3	1	2	4	5	3	3
I do not meet the minimal requirements for starting the course	21	17	28	18	12	11	17
I have to wait, because the course only starts on a limited number of dates	17	4	9	6	8	11	8
The costs are too high	16	23	30	30	29	29	28
My work provides opportunities for additional learning	7	5	10	10	15	14	11
I do not need any further education	3	7	5	6	7	6	6
I want to continue developing myself by doing various different courses	14	6	12	14	14	19	14
I want to, but it is not possible because of personal circumstances	20	14	16	19	18	22	19
No, I don't feel like going to school again	13	17	10	24	21	23	21
Other	34	34	18	22	22	28	25

to to another course in the future. The percentages differ across the education levels. A large majority of dropouts from SGSE and PUE wanted to go back to school. 88% of them wanted to do another course, and 10 percentage point had already enrolled. Of the PSVE dropouts, 75% wanted to do another course, 16 percentage points of whom had already enrolled. At SVE Level 1, 75% had intentions to go to school again; at SVE Level 2, this was 69%, at SVE Level, 3 it was 76%, and at SVE Level 4, it was approximately 8 in every 10 dropouts.

Inhibiting factors

The respondents who had not yet registered for a course, were also asked what kept them from going back to school (see Table 5). The most frequently given reason were the high costs involved in doing a course (28%); this option was the least likely one to be mentioned by SGSE and PUE dropouts (16%) and PSVE dropouts (23%), all other levels score around 28% percent. The second most frequently mentioned reason is that they did not fancy going back to school (21%). This reason is prevalent in particular among dropouts from SVE Levels 2, 3 and 4, and less so among SVE Level 1, PVSE and GSE dropouts. The third most frequently mentioned reason is personal circumstances (19%), which is most prevalent among SVE Level 4 dropouts. Strikingly, of all reasons, the GSE dropouts (SGSE/PUE) selected the reason Other more often (35%) than the other education levels did (a little more than 20%), and selected the other inhibiting factors substantially less often than the other education levels. Apparently, there is another - unspecified - reason for former SGSE and PUE students to decide not to back to school.

Promoting factors

In addition to the inhibiting factors for starting another course, respondents were also asked for promoting factors that might eliminate the obstacles (Table 6). The answers given by dropouts who had not yet enrolled for a new course, show that finances in particular play a role in the decision not to start another course. Of all respondents, 37% indicated that financial support from the municipality could be an incentive. Receiving a grant was mentioned by 34% of the respondents; it is remarkable that it is the dropouts from GSE who relatively often state that a grant could be an incentive (48%).

Apart from funding, time is an inhibiting factor too. Approximately 31% of the respondents stated that they would go back to school if they could do a course alongside their current job.

6. Regrets

At the end of the survey, the dropouts were asked whether they regretted their decision to stop their course prematu-

rely. Table 7 shows these percentages, been broken down by education level, while Table 8 does the same by main reason for dropping out.

Regret by education level

Half of all dropouts (50%) said that they did not regret their choice to drop out of school. This percentage was around 55% for dropouts from GSE, PVSE, and SVE Levels 3 and 4. It is the lowest for SVE Level 1 (37%). Those who have most regrets having been forced to leave school, can be found among dropouts from SVE Levels 1 and 2 (both 37%). The lowest percentage can be found among PSVE dropouts (30%) and SVE Level 4 (31%). The highest number of dropouts who have regrets, can be found at SVE Level 1 if they were forced to leave school (26%). The fewest regrets after a forced exit had dropouts from SGSE and PUE (12%).

Regret by reason for dropping out

Dropouts who left school because of school-related or labour market-related reasons, had the fewest regrets of their early retirement from school (56% and 59%). Most of those who did have regrets were the ones who left school because of personal problems (72%), of whom 55 percentage points had no other choice. The largest group of dropouts with regrets about having left school, but who couldn't do anything else at the time, left school because of health problems (57%). The fewest dropouts who had stated that they had no other choice at the time, had given the labour market as their reason (23%).

7. Conclusions

This fact sheet present figures about youngsters under the age of 23, who dropped out of secondary school and secondary vocational education, and who did not obtain a basic labour market qualification. The main findings include:

- Almost half of the reasons given for dropping out, is school-related (47%). Reasons mentioned relatively often include health complaints (18%) and lures of the labour market (14%). At the bottom of the list, is the category of personal problems (9%). School-related problems are mentioned most often as reasons for prematurely terminating a course at SVE Levels 3 and 4 (both 51%). This reason was given least often by dropouts from PSVE (36%).
- About 8 in every 10 dropouts had discussed their plans for dropping out of school (78%). If respondents had spoken with someone, then in three quarters of the cases this had been with their parents (77%), more than half of the respondents had spoken with school (56%), while approximately three in every ten had discussed their plans for dropping out with family or friends. In total, 65% of all dropouts received help from someone to obtain a diploma or to choose a different course.

Table 6

What would encourage you to start another course? (multiple answers possible)(%)

	GSE	PSVE	SVE Level 1	SVE Level 2	SVE Level 3	SVE Level 4	Total
getting a grant	48	31	31	31	27	39	34
financial support from the local authorities	38	29	36	37	34	40	37
if I could do a course alongside my current job	30	20	33	30	32	33	31
if I could start soon	18	10	19	15	16	14	15
help choosing the right course, so that I know what I want to do	35	21	17	24	27	27	25
other	24	32	19	28	26	25	26

Table 7

Regrets (%)

	GSE	PSVE	SVE Level 1	SVE Level 2	SVE Level 3	SVE Level 4	Total
No	55	56	37	44	53	56	50
Yes, but I had no choice at the time	12	14	26	19	14	13	16
Yes, I would not do that again today	33	30	37	37	33	31	34
	100	100	100	100	100	100	100

Table 8

Regrets, by main reason for dropping out (%)

	School-related causes	Physical or mental health complaints	Personal problems	Labour market	Other	Total
No	56	37	28	59	49	50
Yes, I would not do that again today	19	6	17	18	16	16
Yes, but I had no choice at the time	25	57	55	23	35	34

- About four in every ten dropouts was working (40%), while about 29% was doing a course and another 11% was involved in a work study programme. Approximately 8% can be allocated to the unemployed part of the working population, while about 12% was otherwise occupied.
- Of the dropouts who had not yet started another course, 75% had intentions to do so at a later stage. Of those 75%, approximately 8 percentage points had already enrolled for a course. About 25% had no intention to to another course in the future. The most frequently mentioned inhibiting factor for going back to school, was the high cost of doing a course (28%).
- The answers given by dropouts who had not yet enrolled for a new course, show that finances in particular play a role in the decision not to start another course. Of all respondents, 37% indicated that financial support from the municipality could be an incentive. Approximately 31% of the respondents stated that they would go back to school if they could do a course alongside their current job.
- Half of all dropouts (50%) said that they did not regret their choice to drop out of school. This percentage was around 55% for dropouts from GSE, PVSE, and SVE Levels 3 and 4. It is the lowest for SVE Level 1 (37%).

Appendices

Table B1

Respondents' background characteristics

	GSE	PSVE	SVE Level 1	SVE Level 2	SVE Level 3	SVE Level 4	Total
Total	12	8	7	33	13	28	100
Sector							
Agriculture		2	1	4	6	3	3
Technology		8	14	38	17	22	23
Economics		8	67	39	45	41	35
Health care		5	7	18	18	18	14
Behaviour & society					14	15	6
Sector not specified	100	78	12				19
Programme							
Theoretical programme		62					
Mixed		6					
Middle management		6					
Basic PVE		26					
Average age (years)	19,6	18,3	20	20,37	20,32	20,36	20,1
Male	62	65	70	66	58	56	62
Female	38	35	30	34	42	44	38
Ethnicity							
Western immigrant	9	15	12	6	10	9	9
Non-Western immigrant	20	43	44	31	21	29	30
Indigenous	72	42	44	63	69	63	62
Family situation							
Two-parent family	63	60	57	56	64	55	58
Single-parent family	30	31	28	35	26	32	31
Independent	7	8	16	8	10	11	9
Other	1	2		2		2	1
Language spoken at home							
(Almost) always Dutch	75	50	56	62	72	69	65
Dutch and another language	12	24	22	20	14	17	18
(Almost) always another language	4	12	8	7	5	6	6
N.v.t.	9	14	14	11	10	9	11
Parents' education level							
Primary education	2	9	14	4	2	2	4
Lower professional education	8	14	16	17	13	10	13
Secondary education	5	9	7	8	8	7	8
Secondary vocational education	16	15	30	42	35	31	31
Higher education	69	53	34	29	42	50	45

Table B2

Main reasons for dropping out

		GSE	PSVE	SVE Level 1	SVE Level 2	SVE Level 3	SVE Level 4	Total
School-related causes	the course was too difficult/I failed the final examination	22	7	3	6	5	4	7
	problems during traineeship/work placement (e.g. dismissal)	1	1	4	6	5	3	4
	problems with teachers/school	4	6	5	5	4	4	5
	problems with other students	1	2	1	2	0	1	1
	wanted to change courses or school	5	9	3	5	6	6	5
	I did not feel safe at school	1	3		1	0	0	1
	the content of the course was not what I wanted (after all)	5	4	8	11	18	19	13
	I thought the level of the course was too low	2	6	10	4	3	4	4
	the course was badly organised	5	4	3	9	8	9	8
	no traineeship/work placement	0		8	4	3	3	3
	Subtotal		43	36	41	49	51	51
(Physical or mental health complaints)	illness	9	7	7	6	9	9	8
	addiction problems	3	1	2	1	1	1	2
	mental problems	14	9	11	7	11	13	10
Subtotal		24	16	20	11	19	23	18
Personal problems	relational problems/family problems (e.g. parents' divorce)	7	8	7	6	8	6	7
	pregnancy		2		1	0	1	1
	combining school and caring for children and/or family, was too much	1		1	2	1	1	1
	trouble with the police/law		4		1		1	1
Subtotal		8	13	9	10	9	8	9
Labour market	I preferred to work	6	13	19	14	7	7	10
	I needed an income, so I started working	1	4	2	4	7	4	4
Subtotal		7	17	22	18	13	10	14
Other	I moved house	1	8		2	1	1	1
	other	12	5	5	3	3	4	5
Subtotal		19	19	9	12	9	9	12

School-leaver Information System

A publicly accessible data source

General

The subsidies provided by the (Dutch) Ministry of Education, Culture and Science, the Ministry of Economic Affairs, and the Ministry of Social Affairs and Employment, enable the basic facilities. The data sets are freely accessible and thus enable a wide range of strategic research, from Ph.D. theses and academic policy-relevant articles, to national policy reports. The annual data sets from the School-leaver Information System are available through www.dans.knaw.nl. For support in the use of the data sets, ROA researchers can be reached through secretary-roa-sbe@maastrichtuniversity.nl.

Figures from the School-leaver Information System were recently used for, among others:¹

- Studiekeuze 123 (Study Selection) website;
- Studie in cijfers (Education in Figures);
- Keuzegids MBO (SVE Course Selection Guide), Keuzegids HBO (HVE Course Selection Guide);
- Onderwijs in Cijfers (Education in Figures) by the Ministry of Education, Culture and Science;
- Commissie Macrodoelmatigheid: Arbeidsmarktperspectief mbo niveau 2 (Labour Market Perspective SVE Level 2);
- SCP: Eerste treden op de arbeidsmarkt (First steps in the labour market);
- Dutch Inspectorate of Education: De staat van het onderwijs – onderwijsverslag (The State of Education - a report);
- Dutch Inspectorate of Education: Beginnende leraren kijken terug, deel 1: de pabo (Junior Teachers Looking Back, Part 1: Teacher Training College)
- Dutch Inspectorate of Education: Beginnende leraren kijken terug, deel 2: de pabo (Junior Teachers Looking Back, Part 2: Second-Degree Teacher Training)
- SEO/ECBO/ROA: Klaar voor de groei (Ready for Growth): Monitor uitrol Associate degree (Associate Degree Rollout Monitor)
- MBO raad (SVE Council): Feiten en cijfers (Facts and Figures);
- ECBO: Het Nederlandse onderwijs geketend (Dutch Education Chained): Doorstroom in en tussen vo en mbo (Moving from SE to SVE);
- ECBO: De kleur van het middelbaar beroeps-onderwijs (The Colour of Secondary Vocational Education): Een overzichtsstudie naar allochtonen in het mbo (An Overview of Immigrants in SVE);

- Innovation Platform: Kennis en Innovatie Agenda 2011 – 2020 (Knowledge and Innovation Agenda 2001 - 2020);

Website Kerncijfers Schoolverlatersonderzoeken (Key Figures from the School-leaver Surveys website):

<https://roastatistics.maastrichtuniversity.nl/SISOnline/Home.aspx>

The Key Figures from the School-leaver Surveys website (<https://roastatistics.maastrichtuniversity.nl/SISOnline/Home.aspx>) contains long-term national statistics on qualified school-leavers from initial education in the Netherlands. The figures are based on ROA's school-leaver surveys and relate to those who successfully completed a course in GSE, PSVE, SVE and Higher Education. The key figures presented provide insight in the courses completed, subsequent education and school-leavers' labour market entry.

The website can be consulted from two different perspectives: by educational classification and by key indicators. The educational perspective shows all key figures for a particular educational classification. Selections that can be made include educational levels, educational sectors and individual courses. There is also an option to select full-time, part-time or dual education programmes. The indicator perspective shows the information for a single indicator for all education levels, sectors or courses. Both in the menu and in the overview tables, the key indicators have been divided into five categories:

- general background characteristics;
- course completed;
- opinion on the course completed;
- characteristics of subsequent education;
- labour marker indicators and job characteristics.

Each time, the figures shown represent the five most recent survey years, as far as possible, and they are updated annually around the time of publication of the national 'School-leavers between Education and the Labour Market' report.

The website also provides detailed information on the methodological approach of the School-leaver Information System (SIS) and an account of the response.

¹ For ROA reports based on figures from the School-leaver Information System, see www.roa.nl

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