

DROPOUTS IN THE REGION OF KUKES TOWN, CAUSES AND RECOMMENDATIONS

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ABSTRACT

Kukes city has 27 local government units and 104 compulsory school education. Under the law on compulsory education students up to 16 years who are not attending school students are considered dropouts. Regarding this, Kukes country has the highest dropout rates in the country. Teachers of different schools and grades have had significant discussions on the dropping out of schools by. Therefore, the current study sought to identify the causes of this phenomenon and to address the relevant recommendations to reduce it. We hope it has an impact on the fulfillment of the right of children to education. For this study was conducted extensive research. There was conducted a review of the existing official documentation. There were also delivered questionnaires and carried out interviews. Another method to collect information was use of round tables. Upon the completion of this research it was found that the number of students who dropped out of school was much higher than that given in official reports. It was also found that the percentage of dropouts in Kukes was the largest in the country. And the main reasons for dropout were poverty, mentality that grown up females should not go to school, school work deficiencies, insufficient interest of municipalities in the implementation of the relevant law, the weakness of civil society, the phenomenon of the blood feud and students coming from ethnicities in need such as Egyptians etc.

Keywords: Dropout, poverty, patriarchal mentality, insufficient education.

INTRODUCTION

Kukësi Region

The region of Kukësi lies in the north-eastern part of Albania and borders Kosovo and partially Macedonia. It has an area of 2 374 km². The terrain is mountainous and hilly and most of it is 300 to 600 m above sea level. A considerable part of the region lies 1000m above sea level. The region climate is characterized by Mediterranean mountainous influences, with cold winter and snow falls, dry summer and high temperatures.

The Kukësi Region includes three districts: Kukës, Has dhe Tropojë. The population of the region, according to the population registration by INSTAT (2001), is 111 393 inhabitants, with a density of 47 inhabitants per km². The urban area population is 24,5 %.

The life opportunities of the Kukësi region inhabitants are of a low level compared to the regions of the lower areas of the country and the neighbouring countries because of the unfavorable agricultural conditions. So, agriculture cannot be thought of as the main source of income to ensure the inhabitants' living means. The inhabitants of the rural areas mainly deal with livestock breeding, creating opportunities to breed livestock and sell meat and other animal products, owing to the favorable conditions for this activity. However, the lack of road infrastructure, distance from the market, lack of being organized in productive, processing and trading communities and the lack of favoring measures for the support of

local production, lead to cheap prices of these products, aggravating the economic balance of the region inhabitants.

The urban areas also suffer from the lack of economic development because private non-agricultural employment sectors are few. The main activity regarding this consists of trade and service. For this reason, the unemployment level and the social assistance for the inhabitants are the highest in the country. About 30% of the inhabitants capable to work are unemployed. Meanwhile 40 % of the families of the region are provided with financial assistance. Migration of the population within the country and abroad has been considered as an important source of survival.

The studies of international organisms (UNDP), through the Human Development Index, classify Kukësi region as the poorest in the country, based on the indicators of life expectancy, education and GDP. This human development index in 2001 was 0,726 (Tirana being the first with 0,822 and Dibra the last but one with a human development index of 0,734). Despite this gloomy picture, the recent studies have identified some factors which can qualitatively affect the overall development of the Kukës region. The most important sources of Kukësi region are its inhabitants who are devoted to tradition but are also characterized by the willingness to touch the future.

Kukësi became known worldwide in the spring of 1999. The Kukësi people hosted more than 500.000 Kosovo people deported by force from their lands by the Serbian regime of that period, thus avoiding grave situation in the region and becoming partner of the international factors to solve the crisis.

Historically, during the Roman Empire period, the Kukësi region was a crucial part of the famous Apia road; during the Ottoman Empire it continued to play a key role as center of the communication and transportation roads between Kosova and the coast. After a long pause, this role is expected to be empowered and contribute to the development of the region. The a long pause this role is empowered by the construction of Durrës-Kukës-Morinë road which is expected to contribute to the development of the region.

The extraordinary landscape (Valbona in Tropoja, the Shishtavec plain in Kukësi) is suitable for the development of summer and winter mountainous tourism. The traditions for the development of agriculture (potato) and livestock (sheep), the sources for the development of fishing and the mineral resources provide us with optimism that Kukësi region will know an impetuous economic and social development to improve the inhabitants' lives and to integrate into the developments of the country and of the region.

Purpose of the Study

School dropout as a concept is referred to the phenomenon of leaving school by children of age 6-16, which according to law is compulsory. School dropout in the region of Kukësi is among the highest in the country having an impact on the creation of a category of children and families in need which being out of system of education will have disadvantages for these people to face different challenges in life. The reduction and prevention of school dropout cannot be performed efficiently without throwing light on this phenomenon in a thorough way and at proper depth. The project undertakes the complete identification of the dropout students in the region of Kukësi, the deep acquaintance with the causes of the phenomenon for each case, as well as the awareness raising and the preparation of the school

community, educational institutions and local government for effective interventions which will result in school dropout prevention.

Thus, the objective of this study is to gain complete and ample information about the range of the problems related to compulsory school dropout and to develop recommendations for necessary interventions for the prevention of school dropout addressed to educational institutions, local authorities, school principals, teachers, parents and other stakeholders that have an impact on education. This study was carried out from September 2004 to June 2007 because this period of time was time when the dropout phenomenon was at an alarming level and the educational institutions were very interested in the reduction of this phenomenon. Educational institutions were also undertaking some reforms in educational system to ensure a qualitative education to all children.

LITERATURE REVIEW

Studies on School Dropout

After the change of political system in Albania the phenomenon of school dropout was highly increased. This problem was mentioned in the strategic documentation by the Albanian government (Ministry of Education) and objectives were set to bring school dropout to inconsiderable levels. Meanwhile, through the support of UNICEF, there were conducted several studies on school dropout which were focused in the areas around the towns that were populated by families who had migrated from rural areas and those inhabited by Egyptian. Therefore, such studies were carried out in Durrësi, Korça and Gjirokastër. The experience of studies conducted in these cities was very helpful in our study and in the identification of this problem in the Kukësi region.

METHODOLOGY

The school dropout study in Kukësi region has been performed based on the examination of the official documentation, questionnaires, development of interviews and round tables. A complete list of students who have dropped out of school was made and a personal file was filled in for every student with personal data. It has been selected a sample of students who had dropped out school and some parents of dropped out students through which it was examined the causes of the dropout. Workgroups of active and retired teachers have meticulously examined the registers of the three last years, have completed the questionnaires and have developed the foreseen interviews including the Egyptian students as well. In the meantime the official documentation, such as reports, analysis, etc, of the RED (Regional Educational Directorate) was examined.

RESULTS

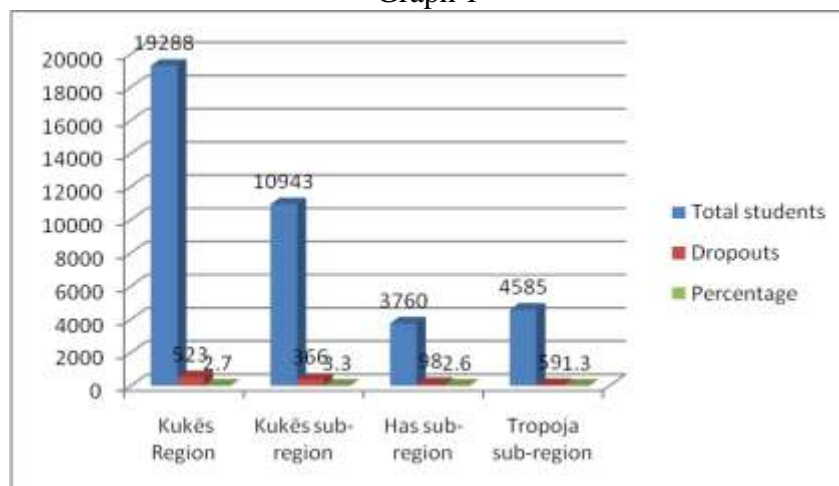
Situation of School Dropout

In a regional level the number of students who have dropped out of school is 523.

Table 1

| Administrative unit | Total students | Dropouts | Percentage |
|---------------------------|----------------|----------|------------|
| Kukës Region | 19,288 | 523 | 2.7 |
| Kukës sub-region | 10,943 | 366 | 3.3 |
| Has sub-region | 3,760 | 98 | 2.6 |
| Tropoja sub-region | 4,585 | 59 | 1.3 |

Graph 1

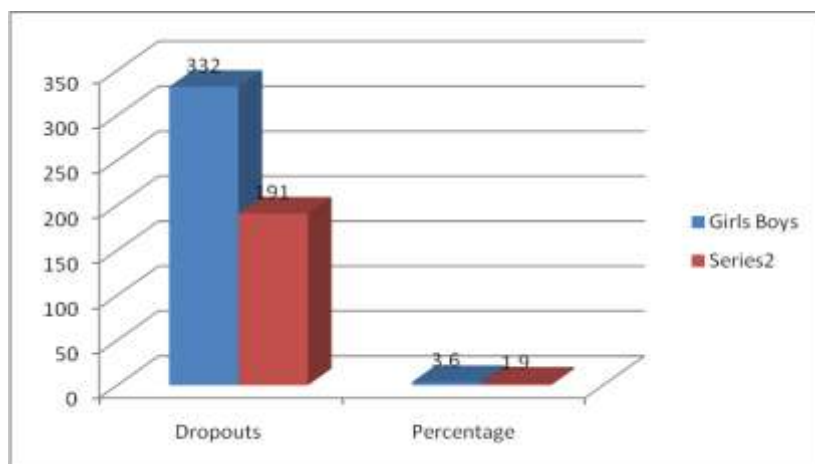


From the table it comes out that the dropout percentage at regional level is 2,7 %. The highest dropout is in the sub-region of Kukësi 3.3 and the lowest in that of Tropoja 1,3.

Table 2: Dropouts according to the gender

| Gender | Dropouts | Percentage |
|--------|----------|------------|
| Girls | 332 | 3.6 |
| Boys | 191 | 1.9 |

Graph 2

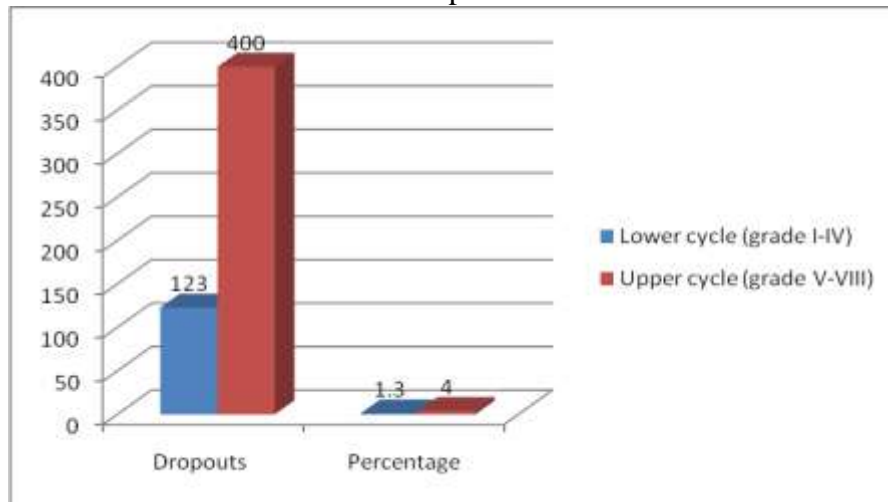


If we calculate the ratio boys and girls dropout, this ratio is about twice as large for the girls than for the boys.

Table 3: According to the school cycles the situation is as follows

| Cycles | Dropouts | Percentage |
|----------------------------|----------|------------|
| Lower cycle (grade I-IV) | 123 | 1.3 |
| Upper cycle (grade V-VIII) | 400 | 4 |

Graph 3

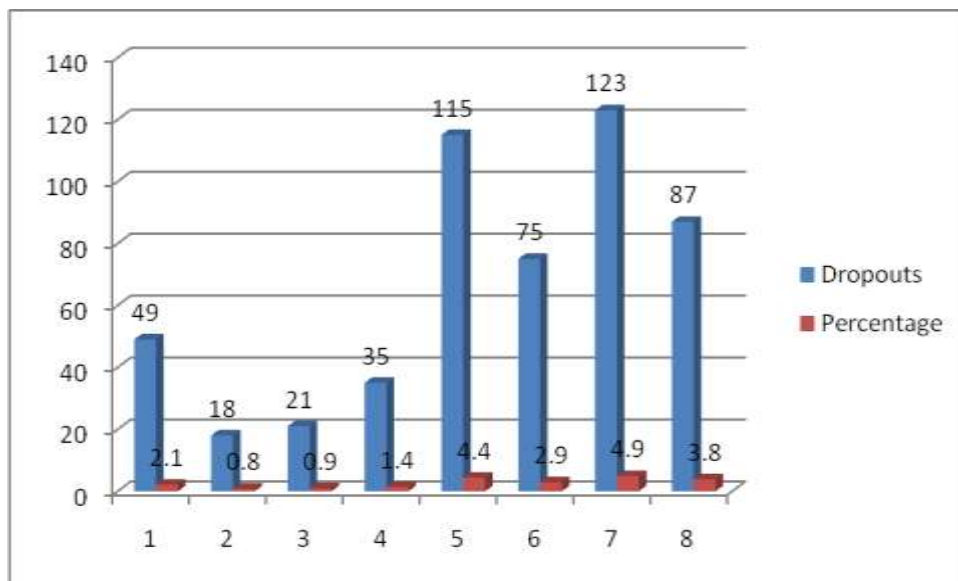


The number of the dropouts and the pertaining percentage in the upper cycle are higher than in the lower cycle, about 3, 5 times. We found interesting investigation of dropouts according to grades.

Table 4

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Dropouts | 49 | 18 | 21 | 35 | 115 | 75 | 123 | 87 |
| Percentage | 2.1 | 0.8 | 0.9 | 1.4 | 4.4 | 2.9 | 4.9 | 3.8 |

Graph 4



The dropout according to grades has great differences. The students drop out of the seventh grade more. Considerable dropouts occur also in the fifth and eighth grade. Regarding the lower cycle the first grade is known for the largest number of dropouts.

Unregistered Children in School

From the visits paid in families and investigation of registrations it comes out that a number of children do not register in school.

Children whose families could not register them in school due to racist prejudices (Egyptians) 4 in total, 2 of which are girls. Children whose families did not want to register them in school: 13 in total, 5 of which are girls. This category of students is not registered due to: economic reasons: 2 students, family reasons: 1 student, health reasons: 7 students, distance from school: 1 student and blood feud: 2 students. If we calculate the dropouts before this study the percentage would be increased and they are not 16 years old yet. These students reach 159 and are considered as carried over dropouts and will be excluded from the school compulsion when they get 16 years old. Hence, the percentage of school dropout is larger, 0, 8 %, which rises to 3, 5 the school dropout percentage in the region of Kukësi.

This study indicates that there is a category of children who are registered above the proper age. This phenomenon usually occurs in the first grade. The parents postpone the start of the education of their children a year later because of problems with physical development of the child, distance from school as well as a parentally feeling not to retire the child so early. The number of such children is 466 or 19, 9 %. These students attend the school after a year and are excluded from the category of the dropout students.

DISCUSSION

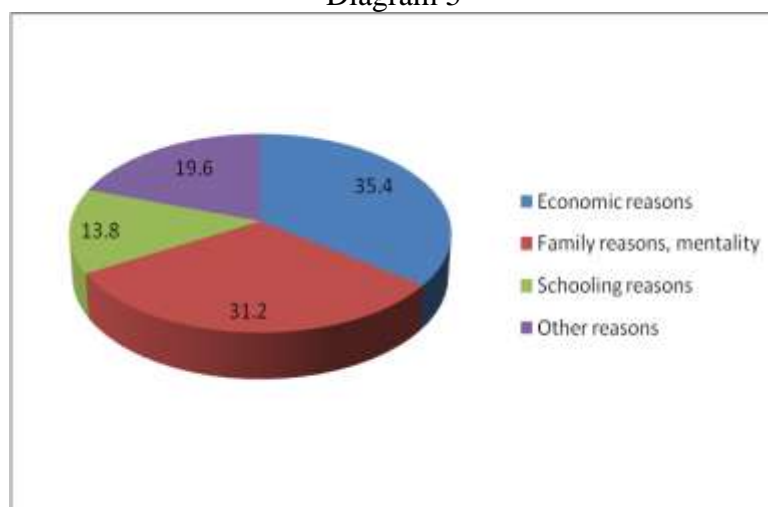
Causes of School Dropout

School dropout is a phenomenon that results from combination of different factors interweaved simultaneously. Simplifying these causes and based on the individual files of dropout students and interviews with their parents highlighting the main reason we would have the following order of school dropout causes for the region Kukësi, of according to their quantitative weight.

Table 5

| Causes | Dropouts | Percentage |
|----------------------------------|----------|------------|
| Economic reasons | 185 | 35.4 |
| Family reasons, mentality | 163 | 31.2 |
| Schooling reasons | 72 | 13.8 |
| Other reasons | 103 | 19.6 |

Diagram 5



Economic Factor

The parents mostly emphasize the economic factor as a dropout factor, perhaps hiding other causes which might be determinative. This conclusion is reached reasoning that 85 % of the families in villages live on financial assistance whereas the school dropout is 2.7 %. The school principals and the teachers also list the economic factor as the first cause as regards dropout, ignoring the responsibilities of the school for this phenomenon. In order to find out the impact of the economic factor on the school dropout phenomenon, indicators of the employment of each parent, number of children in the family and social assistance were included in the file of each student besides the interviews with the school staff, parents and students.

Regarding economic factor, detachment of students from school occurs in order to help family economy by copying with the agricultural and livestock works and to ensure revenues in the family through employment in private activities or to afford the schooling cost mainly in families with many children: food, clothing, school materials. From 523 dropout students that are 90 % of them have their father either unemployed, doing odd jobs or retired. The average number of the children in the families with dropouts is 5.2, which is a very high indicator. 88.3 % of dropout students live in families with social assistance. The figures show that the parents sacrifice their sons' education more than their daughters' education because of economic reasons. (42.4 % dropout boys compared to 31.3 % of the girls). According to the school cycles this factor affects mostly the upper cycle in order to do the housework, the dropouts of the upper cycle are 3.2 times more than those of the lower cycle. There is no considerable difference regarding the economic situation between the countryside and the town with an impact on the school dropout (35.1 % - 35.4 %).

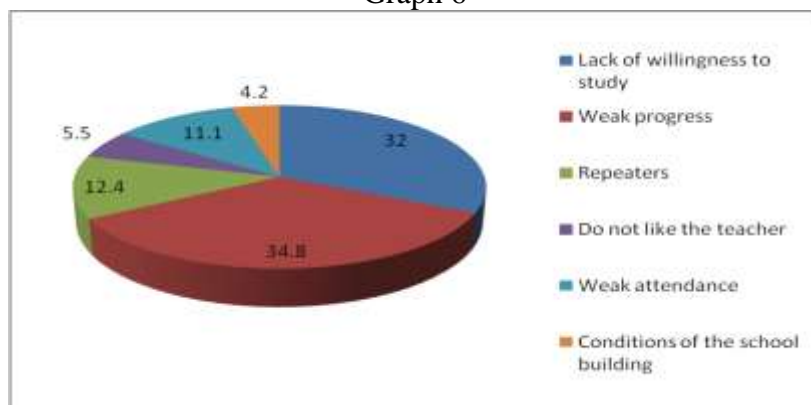
Schooling Factor

Even though not accepted by the principals of schools and teachers, the schooling factor is identified as a considerable cause of the school dropout.

Table 6

| Schooling aspects | Dropouts | Percentage |
|-----------------------------------|----------|------------|
| Lack of willingness to study | 23 | 32 |
| Weak progress | 25 | 34.8 |
| Repeaters | 9 | 12.4 |
| Do not like the teacher | 4 | 5.5 |
| Weak attendance | 8 | 11.1 |
| Conditions of the school building | 3 | 4.2 |

Graph 6



The main components of this factor are: child weaning from school, reluctance to go to school; lagging behind in lessons, repeating the grades several times and losing confidence in school success; low attendance which gradually leads to school dropout; unsuitable learning conditions: school building, lack of toilets drinkable water, power, unsuitable teacher; hidden dropout, disregard of students with learning difficulties.

Cultural Factor (Family)

By 'cultural factor' we mean the educational level of the parents, their mentality and attitude they have to their children schooling. The families belonging to the cultural factor can be divided into several categories:

- Families not interested in the schooling of their children, which do not see any inherent connection between completion of basic schooling and the future of their child. They make decisions to take their child away from school against the child desire.
- Families not interested in the basic education of the child which is combined with child weaning from school. The decision to remove the child from school is made by the parent but the child agrees too.
- A third group of the families of dropout students because of the cultural factor is that of the families with problems, shut in families because of blood feud and families with imprisoned parents, etc.
- The largest group of families who remove students from school because of the cultural factor, especially grown up girls, is that with patriarchal mentality.

Referring to the collected data it comes out that 23 % of the fathers have an education up to the lower cycle, the same percentage holds true for the mothers who have the same level of education. Only 8% of the fathers have high or higher education whereas as regards mothers, this percentage is 4.9 %. While the dropout girls are 1.7 times more than boys. The girls who drop out of school because of the family factor are 4.4 times more than the boys and there are 7.7 times more girls than boys who drop out of school because of mentality. It is evident that there is a clear gender discrimination regarding school attendance. The percentages of school dropout due to family and mentality factor are 1.3% higher in the countryside than in the urban areas.

Other Factors Grown up girls

This is the group of the girls that the parents take away from school thinking that their place now is not in school but they should get engaged or married. The study makes evident 61 girls like this, all in the upper cycle. The main influence on the decision to make the grown up girls drop out of school is that of the father but there are also cases when elder brothers make such a decision.

Distance from school

4.9 % of the total number of students of basic education has a 5 km distance from school. Meanwhile, 41 cases of dropout have been identified because of school distance. These make up 7.8 % of the total number of the dropouts.

Health causes

Outburst of physical development of the girl: 9 dropouts. This reason is mainly related to the mentality regarding the grown up girls. However, the fact that these girls have a fast physical development compared to their peers has been determinative and this is a reason to become attractive and prey of the boys' provocations. Weak physical development of the students: 7 dropouts. The parents think that the children with weak physical development, especially in the first grade, can develop better at home and continue school later. Sick student cases: 38 dropouts. These are students that the parents have taken away because of various abnormalities regarding their health such as retardation, physical disabilities, etc. it should be noted that these students do not possess an official document to certify their disease. The school directorate has not dealt with these students in conformity with the Normative Dispositions to develop differentiated teaching at home. Schools also lack conditions and preparation of teachers to integrate such children into the common teaching in the school.

Experiencing the School Dropout

Sula, 14 years old

"I don't want to go back to school, I feel ashamed".

Baria, 16 years old

"I think: Oh! If only I was a little girl again!"

Kadimja 18 years old

"I feel no pleasure at all having left school I don't want to stay away from school. I will continue it, maybe through distant learning."

Marimja, 15 years old

"I enjoyed being at school I was not given the opportunity for a lot of reasons. I would love to have the eighth grade certificate. I think we could be assisted with any courses to take the exams."

Hatixhja, 13 years old

"I take care of the cows and repeat the verses I had learnt. The others laugh at me."

Nazmiu, 15 years old

"Kur lodhem në punë i them vetes: "Sikur të kisha vazhduar shkollën!"

Rukia, 15 years old

"I feel said when I see my friends going to school".

Irena, 14 years old

"On St. George's day, my friends and I went to pick up flowers. It was May 5. The entire village had gone to the meadow. The school came, as well, and the students gave a concert. I feel like crying not being at school."

Iliriana, 14 years old

"After leaving school, everything has been worse for me. I remember the events with my schoolmates. One day I was passing by the school with my parents. I left them and rushed to the school but my father didn't allow me. He took me home by force. I was very upset that day."

CONCLUSIONS

Introduction

School dropout is a negative phenomenon that characterized education in Kukësi region during the transitional period of our country following the change of political system. Its consequences were seen in the increase of illiteracy level, in the lack of required academic

education of children, in the reduction of opportunities to face with challenges of life in a democratic system, deprives them to be dignitary people in society and to have no chances to build a sound family. The dropout children are also a testimony of disrespect and non-fulfillment of their fundamental right to education sanctioned in the Albanian legislation and international conventions. This study showed that school dropout in the region of Kukësi is among the highest in the country. About 2.7% of the basic education students do not go to school, and 3.6% of girls who would have been compulsory school students are not. Compared to Kukësi Region the school dropout in national level is 1.2% or over twice less. Official statistics tend to decrease this phenomenon 2 times. So, according to official reports the number of dropout students is 308 meanwhile that the study identified about 523 students who have dropped out of school.

Causes of school dropout are related to economic factors, social factors, schooling and family factors, etc. All these factors are interwoven and make it difficult to identify and effectively intervene for reduction of the school dropout. Therefore, intervention programs should be built and realized through a close cooperation between the actors that have access to process of education. A prerequisite for this cooperation is that of each actor taking his own responsibilities in conformity with his mission and laws in power.

GENERAL RECOMMENDATIONS

Economic development of the region and poverty reduction

Albania has approved the Millennium Declaration of the United Nations; the Council of the Region of Kukësi approved the Strategy of the development of the region based on the Millennium Development Goals, where elimination of extreme poverty and famine has been considered as the most important objective. The main priorities declared on the way to implement this objective are: reduction at 50% of the poverty level, increase of the trade and industrial development as well as the enhancement of opportunities of gender balanced employment and credit opportunities. Accomplishment of these priorities is proceeding slowly, having a negative impact on school attendance by children. A re-evaluation of the situation of financing is required in the framework of the implementation of this strategy by the region itself, government and donators to accelerate the development rates in the function of poverty reduction.

Enhancement of the social assistance system

The system of social assistance for families and children in need is not satisfactorily active and all inclusive. The Office for Protection of Children has been established in Kukës Municipality through cooperation with UNICEF. This office collaborates with other educational institution to facilitate the education of children in need. Such offices manned with specialist of respective field are not established in rural areas where the dropout rate is higher. The Psychological Service has also been set up only in the schools of municipalities. One of the groups who closely feel the care of the specialists of this service is also the group of children predisposed to leave school. Therefore, extension and improvement of pedagogical counseling will have a positive impact in the reduction of school dropout.

Continuous/continual education reformation

Despite the reformations taken in education by the government, the Albanian education system has not been adopted to the market economy and open political system. The problems

of education in the region of Kukësi are even graver and the quality of education is low. Increase of quality of education service for the marginalized areas and social strata, as well as for the students with special needs within the school and class is a prerequisite for the reduction of school dropout. Improvement of the quality of education for all children asks for further reformation of school curricula, programs, textbooks, and teaching and learning techniques and methods. The children would like to attend a school that is attractive and friendly to them. Alleviation of the teaching load, active and interactive learning, consideration and development of the interests of the students and parents in education will lead to a closer relationship of the school with the parent and student community. At the same time, it will have a positive impact on student's attendance at school, provisions with suitable and qualified teachers, setting up and enrichment of the material and didactic basis, creation of normal teaching conditions and improvement of school administration and management.

SPECIAL RECOMMENDATIONS

Ministry of Education and Sports

Legal improvements

The law on pre-university education system has not worked as regards implementation of the sanctions of school compulsion. The study shows that there has been no penalty for parents of children who leave school. This results too from the fact that despite the intervention, the level of penalties is not affordable for the economic power of their parents. Therefore, legal sanction improvements can be made by taking into consideration local government organs' suggestions and those of the school staff who know better the psychology of the parents of dropout students. As such they can suggest effective sanctions that can be used for school dropout.

Development of special programs

Ministry of Education and Sport can urge RED and support it to design special programs of school dropout reduction for the regions where it has worrisome dimensions, as the case is with the Region of Kukësi. Such a program might include: measures taken to improve the pedagogical treatment of students in need within class, as a source of dropout; measures taken to improve the quality of school education in remote and backward areas; measures for the improvement of infrastructure and conditions in school, etc. Part of this program can be the training of public administration at regional level for the design and implementation of regional school policies for dropout alleviation and training of teachers to improve skills of education for all.

Exchange of successful experience

In Albania and Kosovo as well, there are successful experiences of school dropout reduction. Even in the region of Kukësi, 10% of the schools do not have any dropouts at all. Good work practices for the reduction of school dropout have been identified in the activities of a lot of schools and communities, but also in those of foreign and local NPO-s. These experiences need to be collected, worked out and made available for the schools and local government to improve the efficiency of interventions for school dropout reduction.

Characteristics of the student

Ministry of Education has to approve a more complete documentation to characterize a student. The format of the student's characteristic, especially of that in need, should contain more complete data not only about the temperament, cognitive peculiarities, interests and behavior of the child, but also about educational level and employment of parents, family composition, economic and social problems of the family. In this way, the class tutor and the school directorate will have more complete data to judge about the children with problems and will have more opportunities to take proper measures to improve the situation and to reduce school dropout.

Local Government

As the planning of the opening of schools is done by the local government, all the obligations of school attendance are responsibility of these organs. It is reasonable to distinguish more clearly between the responsibilities of local government units and those of educational directorates and offices for school dropout phenomenon. The council of the municipality should develop rules for the distribution of the students in the schools of the municipality/commune, i.e. their territorial divisions. This organ should require from the schools of the corresponding jurisdiction statistics of student attendance and especially school dropout which must be available for the local government. The local government units are charged by law to provide normal teaching conditions in schools referring to the building, materials and equipments, toilets, drinking water, electric power and other conditions for the accomplishment of cultural, artistic and sports interests of the children. As mentioned above, there are a lot of deficiencies in these aspects in the schools or region of Kukësi and a more determined intervention is required to enable school dropout reduction.

School

Action plans for school dropout reduction

The school annual plan, where dropouts are a concern, should include measurable objectives for dropout reduction as well as concrete activities for the objective accomplishment and process monitoring and evaluation. The subject teachers in collaboration with the tutor teachers should develop concrete plans to help students in need to achieve positive results at school since their lack of confidence to become successful at school makes them to leave school. Programs and plans of school dropout reduction should be prepared through a collaboration of the administrative and teaching staff of the school with the school community, parents and students.

Documentation of registration

The list of the registration of the 6 year children in school must be compiled based on stricter rules than the current ones. After having found out the data in the civil status office in March, the teachers of the first grades should verify the list in June. Under conditions of deficiencies of the civil status office to reflect the transfers and accurate registration of the population which is in constant move, the teacher must pay visits to the families of students and complete the list of first grade students on field trips. The groups who have observed the school documentation have noticed irregularities in the filling of the documentation. For instance, in many cases the absences of the students have not been purposely marked, seemingly to avoid joining of classes and making teachers redundant. No negative marks

have been put for a part of the students inclining to drop out of school and teachers excuse themselves saying that they have not written down them so as not to de-motivate the students.

Teacher training

To carry out the plans and programs for a more efficient reduction of school dropout, subject teachers and tutor teachers need to be equipped with knowledge and additional skills. In this way the subject teachers should be trained how to apply techniques and methods that would help students that have difficulties in their learning, whereas the tutor teachers should be trained to know the psychological peculiarities of the students in need and to build the required information for these students. Tutor teachers should also be trained about the forms of communication and cooperation that can be used with students and parents, i.e. teacher-student, student-student and teacher-parent relationship/communication and collaboration.

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