School Dropout in the Netherlands: Early Cognitive Versus Non-cognitive Factors

Thursday, July 12, 2018, 10:15 hrs
Hector Research Institute of Education Sciences and Psychology, seminar room, Europastraße 6, 72072 Tübingen

Abstract: Reduction of school dropout is among the goals of Dutch school policy. Students that leave school without a basic qualification are more likely to suffer negative consequences at the labor market, as well as in other domains of life such as health. Many studies to the causes of school dropout focus on the factors in the final years before drop out, e.g. in vocational education. In this study we analyze early factors for school dropout, i.e. at the end of primary school and in the beginning of secondary school. We use unique data where information about who drops out of school is matched to both administrative and survey data as of the end of primary school. In this presentation we will share some interesting insights on both the cognitive and non-cognitive factors that play a role in predicting school dropout. We will also highlight some differences between different socioeconomic groups in relation to these factors.

Biography: Lex Borghans is full professor of labor economics and social policy at the Department of Economics at Maastricht University. His research focuses on economics of education, especially school choice, the measurement of skills, the economics of the curriculum and the role of personality in education.

Trudie Schils is associate professor working at the Maastricht University School of Business and Economics. Her current research focuses on the analysis of both student and school performance. Specifically, she is interested in the role and limitations of using tests to measure such performance as well as in the various determinants of performance. She is also interested in the process of collaboration between practitioners, policymakers and researchers in the field of education.

Lex Borghans and Trudie Schils conduct academic research in strong cooperation with both policymakers and practitioners in the field of education. In dialogue with these groups, they tackle research questions that are of great importance for education policy and practice. These research questions are then analyzed using extensive data sets on children’s educational careers from age 4-18. Results are not only disseminated to the field, but again part of the dialogue, and provide a basis for further or new research questions.

Important Publications:

• Eva Feron, Trudie Schils, and Bas Ter Weel (2016). Does the teacher beat the test? The additional value of teacher assessment in predicting student ability, *De Economist* 164(4), 391-418.