Chapter 17
Out of School Children and the Drop Out Problems as a Complex Case: Turkey and Other Countries

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ABSTRACT
This chapter aims to explore the issues of out-of-school children and drop out children—which are observed in the Turkish education system as a complex situation, and to make a comparative analysis of the current situation with some other countries. In data analysis—that is to say, in determining the number and rate of out of school children and dropouts in EU countries, the United States and Japan according to gender and according to the stages of education—the arithmetic averages of the relevant values and the percentages were checked. The figures of the countries mentioned were compared with those of Turkey, and were interpreted. Consequently, out of school children and drop out problems were found to be higher in Turkey than in the other selected countries (i.e. the EU countries, the United States, and Japan).

INTRODUCTION
Changes and innovations occurring in the twenty-first century require modifications in the organizational structure and in managerial conception of the third millennium (Celik, 1999; Ercetin, 2001). Therefore, the question of what type of an organizational structure and managerial conception should be available today arises. From the probable answers to the question, it is clear that the roles expected of administrators are managing the change, establishing a flexible structure, making the system dynamic, forming a learning organization and sustaining it, and managing the order and the disorder together at present as well as in the future (Tetenbaum, 1998). “Complexity” emerges as the best theory of organizational structure and management in the context of administrators’ playing the above mentioned roles in the best way.

The issue of out of school children and dropouts are crucial challenges prevalent in the education
Out of School Children and the Drop Out Problems as a Complex Case

system of many countries in the world (Barton, 2006). This situation emerges as a complex problem in educational systems needing solution. This research aims at exploring the issues of out-of-school children and drop out children—which are observed in Turkish education system as a complex situation, and making comparative analysis with the situation in some other countries.

COMPLEXITY, EDUCATIONAL ORGANIZATIONS, OUT OF SCHOOL CHILDREN AND THE DROP OUT

The science of complexity and its appearance in the issues of management date back to the last 20 years (Ozyilmaz, 2008). Complexity theory is still developing and clarifying its central tenets, paradigmatic principles, applications, derivatives, methodologies, foci and coherence (Morrison, 2010). Thus, it is one of the issues difficult to define exactly and to determine the borders (Waldrop, 1997).

Complex system can be defined as a dynamic system which interacts in connection with one another and which is made up of several parts (Beinhocker, 1997; Kochugovindan & Vriend, 1998). What makes something complex is not the number of its components or their variation, but the connectedness of the major components (Battram, 1999).

The complexity property is necessary for organizations to stay alive and for their health. In research conducted by Ordu and Tanriogen (2013), it was found that there was a positive correlation between the health of organizations and the property of complexity. Complex situations display the properties of dynamism, uncertainty and unlimitedness. Moreover, loose interactions which cannot be clearly defined are available between the numerous parts in complex situations. If the complex situation we deal with (the out of school children and dropouts) represents a problem in the organization, it is important and necessary to measure the complex situation in both quantity and quality (Ercetin, 2001). Hence, the need to carefully analyse the connections related to the problem arises.

Although the complexity theory began to be widely used early in the circles of natural sciences, anthropology, and economy, its use in the field of education was partly limited, disorderly and in fragments (Morrison, 2002). Davis and Sumara (2005) point out that the science of complexity does not tell educators and educational researchers what to do in certain situations, but that it can help them with how to concentrate their efforts. We see that there is only a small number of research studies (Fong, 2006; Jakubowicz, 2006; Morrison, 2002, 2006; Ordu & Tanriogen, 2013; Tchiang, 2006) on the use of complexity theory in the field of education. The existing ones were found to deal with the issues of benefiting from the complexity theory in reform (Siu, 2008) and change (Peurach & Marx, 2010) practises in schools, complexity and the beginning principal (Crow, 2006), complexity and school curriculum management system (Fong, 2006) and complexity, parental involvement and the impact of economic forces (Tchiang, 2006). This study handles the problem of out of school children and dropouts as a complex situation in the system of education.

The concept of out of school children expresses children who are of school age but who cannot go to school or who cannot attend school whereas the term dropout is defined as a student’s failure to complete the stage of education that he or she attends for various reasons (Dekkers & Claassen, 2001). Both of these negative conditions are the indicators of a country’s educational conditions. Hence, problems related with both out of school children and dropouts are regarded as an important predictor of the present and the prospective problems of the educational system in question (Graeff-Martins et al., 2006).

The decision of a student in the system of education not to continue with education or having to leave the process by not fulfilling the require-
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