

The role of educational media and family communication in reducing school dropout: A legal and analytical perspective on awareness and support mechanisms

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Abstract---This study addresses the issue of school dropout at the primary level in Algeria, considering it one of the most critical challenges facing the education system. Its negative consequences extend to the cognitive, social, and economic development of both the child and society. The research begins with a central question: To what extent can educational media and family communication help reduce this phenomenon? After reviewing the current state of school dropout and its various structural causes—social, psychological, educational, and communicational—the study highlights the potential of both traditional and digital educational media as preventive tools. It emphasizes their role in raising family awareness, shifting negative attitudes toward schooling, and fostering a culture that supports education. The paper also explores the importance of family and institutional communication in supporting students' academic paths. These forms of communication are seen as vital components of early psychological and educational support systems. Through this analysis, the study concludes that a comprehensive national strategy is needed—one that integrates educational media and communication as essential elements of the educational process. Practical recommendations are proposed to help achieve this objective.

Keywords---School dropout, educational media, family communication, student disengagement, psychological and educational support.

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Introduction

Primary school dropout is one of the most serious threats to the Algerian education system. It has long-term effects on cognitive growth, social maturity, and national cohesion. Primary education forms the foundation upon which a student's personality is built. Early disengagement from school significantly reduces the individual's chances of future social and economic integration.

Dropout is not only a symptom of problems within the educational system. It also reflects family instability and weak social bonds. It points to deeper issues related to the socio-economic conditions in which children and their families live.

Traditionally, education has been viewed as the sole responsibility of schools. However, today's reality calls for a broader approach that involves families and communities. Educational media play a key role in this regard. They can deliver guidance and information to parents and the public, thereby raising awareness of the importance of education at this critical stage.

Through educational media, awareness campaigns can promote a culture that values schooling. They can help families recognize their role in monitoring and supporting their children to remain in school. Media can also bridge the gap between schools and families by providing regular updates on students' academic progress and by identifying potential reasons for dropout—be they economic, social, or psychological.

Family communication, in particular, is a major factor in encouraging students to stay in school. This form of communication can be improved through workshops and training programs for parents. These programs can help them create supportive learning environments at home and understand the importance of ongoing encouragement. Media outlets can further reinforce this by sharing success stories of children who overcame dropout risks thanks to family support.

In conclusion, cooperation between educational media and families in Algeria can form a solid foundation for addressing the school dropout crisis. Stakeholders must therefore work to develop and implement media strategies that target families and communities in a structured and inclusive way. Such efforts are key to ensuring effective and sustainable education at the primary level, ultimately benefiting both individuals and society as a whole.

Research Problem

Despite the efforts made by the Algerian state to generalize schooling and expand access to education during childhood, the phenomenon of school dropout at the primary level remains a pressing challenge—especially in rural and marginalized areas. This issue is not solely driven by economic, social, or educational factors. It is also worsened by the absence of awareness tools, notably educational media, and by weak communication between families and schools.

This study, therefore, poses the following main research question: **To what extent can educational media—across both traditional and digital platforms—and family and institutional communication help reduce the primary school dropout phenomenon in Algeria?**

And how can these tools be systematically and effectively employed to build a supportive school culture that strengthens the student's connection to school and reinforces their role within the family and educational environment?

The significance of this question lies in the potential of educational media and family communication to influence family and community awareness. Both serve as interactive pillars capable of creating a nurturing educational environment that provides children with the psychological and educational

support necessary for school continuity. This study thus seeks to explore the dimensions of this role, identify existing gaps, and suggest ways to enhance both elements in light of the Algerian context. Based on the central research problem, the study also raises the following sub-questions:

1. To what extent can educational media, in both its traditional and digital forms, contribute to early detection of dropout indicators at the primary level and support preventive interventions?
2. How do patterns of communication between families and educational institutions affect student retention, particularly in rural and underserved settings?
3. What are the current gaps in media and communication that hinder the development of a community culture supportive of primary education in Algeria, and how can these gaps be addressed through a sustainable framework?
4. To what extent can involving students and their parents in the production of educational media content strengthen school belonging and reduce early dropout rates?
5. How effective is the adoption of a comprehensive national strategy that integrates educational media and family communication in addressing school dropout, compared to conventional approaches that rely mainly on administrative or pedagogical solutions?

Objectives of the Study

Primary school dropout represents a critical challenge for the Algerian education system due to its far-reaching cognitive, social, and economic consequences. While its causes are varied, one of the most prominent weaknesses lies in the underutilization of educational media and the limited communication between families and schools. This study aims to explore the possible roles of these two dimensions and examine how they can be effectively employed in efforts to reduce dropout rates. In line with this overall aim, the study pursues the following specific objectives:

1. To analyze the role of educational media—across traditional and digital formats—in the early identification of dropout indicators and in implementing preventive measures.
2. To examine the impact of communication dynamics between families and educational institutions on school continuity, with a particular focus on rural and marginalized environments.
3. To identify the media and communication gaps that hinder the establishment of a community culture that supports primary education.
4. To assess the effectiveness of involving students and their families in the production of educational media content as a means to foster school belonging and reduce dropout rates.
5. To compare the effectiveness of a national strategic approach that integrates educational media and family communication with traditional responses to school dropout.

Significance of the Study

This study carries importance across several key dimensions, summarized as follows:

1. **Significance of the Targeted Stage** The primary school stage is the foundation of a child's cognitive, psychological, and social development. Any disruption during this phase can lead to lasting imbalances in the learner's academic and professional trajectory. Understanding and addressing the causes of school dropout at this level is, therefore, a critical priority.
2. **Exploration of a Multi-Dimensional Phenomenon** School dropout is not merely an educational issue. It is shaped by a combination of economic, social, psychological, and cultural factors. This study sheds light on two often overlooked dimensions—educational media and the role of the family—despite their significant influence on a child's educational experience.
3. **Preventive Role of Educational Media** The study aims to highlight the potential of educational media as a preventive and awareness-raising tool. Media can guide, educate, and help shape a collective consciousness that values education—especially in areas with high dropout rates.

4. **Strengthening the Family's Role in Education** The study emphasizes family communication as an effective means to reinforce a child's connection to school. Improved parent-child interaction, along with psychological and academic support, can contribute positively to the child's school continuity.
5. **Proposing Practical and Applicable Mechanisms** The study seeks to offer realistic recommendations and actionable tools. These can help key stakeholders—educational, media, family, and community institutions—work in an integrated manner to reduce dropout rates. This gives the study a practical dimension aimed at building effective and sustainable solutions.
6. **Contributing to National Academic Literature** The study contributes to filling a knowledge gap regarding the intersection between educational media, family communication, and school dropout within the Algerian context. It provides a valuable resource for researchers and practitioners working in this critical field.

Definition of School Dropout

School dropout refers to a student's partial or complete disengagement from the educational system before completing the level they are enrolled in, without obtaining the certificate that allows them to transition to the next level. This concept also includes chronic absenteeism, repeated academic failure, and loss of motivation—factors that often lead to a gradual withdrawal from the school system (UNESCO, 2021).

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), dropout is a key indicator of the failure of educational systems to provide inclusive and supportive learning environments. It is closely linked to the economic, social, and psychological conditions surrounding the learner (UNESCO Institute for Statistics, 2021).

Researcher Kearney (2008) distinguishes between several types of dropout. These include **voluntary dropout**, often caused by a lack of motivation or interest, and **involuntary dropout**, which is tied to structural issues such as poverty, domestic violence, or the absence of adequate educational services. Addressing this issue, therefore, requires a **multi-dimensional approach**—one that combines educational policy reform, psychological support, family engagement, and the influence of media.

Second: The Reality of Primary School Dropout and Its Structural Causes

Recent data from Algeria's Ministry of National Education indicate a relatively high rate of primary school dropout, particularly in rural and marginalized regions. A field study published in 2022, covering 15 Algerian provinces, found that approximately 11.7% of students leave school before completing the fifth grade. Similarly, UNICEF's 2021 report states that 6.5% of Algerian children aged 6 to 10 were either not enrolled in school or had dropped out early. According to multiple field studies—including one by the National Institute for Educational Research (2020)—the causes of dropout are varied and can be grouped as follows:

- **Social and Economic Factors:** Family poverty, child labor, poor housing, distance from school, and lack of transportation.
- **Psychological and Behavioral Factors:** Fear of teachers, feelings of failure, lack of motivation, and experiences of symbolic or physical violence at school.
- **Educational and Pedagogical Factors:** Inadequate teacher performance, overcrowded classrooms, unengaging curricula, limited academic support, and poor teacher-student communication.
- **Communicative Factors:** Weak dialogue between schools and families, and low parental awareness of the need for academic monitoring and guidance.
- **Parental and Communicative Disengagement:** Lack of regular parental visits to school, poor communication about academic progress, and families' limited understanding of their role in emotional and academic support.

These findings show that dropout is not caused by a single factor. It is the result of an interplay of educational, communicational, psychological, and social conditions. Many academic studies emphasize that treating dropout as a purely educational issue is insufficient. It must be understood in its broader context, including the surrounding social and economic structures. In this regard, Algerian researcher Mohamed Ben Naaman (2020) points out that more than 60% of school dropouts in southern Algeria come from low-income families living in areas lacking even basic educational facilities. For these children and their families, school often becomes a financial and psychological burden.

A study conducted by the National Office of Statistics (ONS) in 2021 confirms that dropout rates rise when parents have low levels of education. It also shows that 12.4% of children who left school came from families that did not follow up on their academic performance at all. This highlights the urgent need to improve communication between schools and families.

On the psychological level, UNICEF's 2021 report states that the emotional pressure caused by outdated teaching methods and excessive punishment, along with a lack of emotional support in schools, contributes to a child's disengagement. Some children even develop what may be termed "educational aversion," especially in the absence of inclusive school activities or when they feel unseen within the classroom.

In terms of communication, a study by researcher Abdelkader Bouziane (2022) shows that poor coordination between parents and school administrations is one of the main barriers to early intervention for at-risk students. The study recommends implementing targeted educational media programs, especially in rural areas, to raise awareness among parents about their essential role in their children's education.

UNESCO reports also confirm that children from low-income families are at significantly higher risk of school dropout. Poverty is a factor in over 75% of dropout cases in developing countries (UNESCO, 2021). This trend is especially visible in Algeria's southern and high plateau regions, where poor infrastructure and lack of essential services—such as transportation and educational facilities—contribute directly to school disengagement.

The psychological aspect is also a major concern. A study by Kearney (2008) found that children suffering from anxiety or fear of failure are more likely to leave school early, especially when emotional support from parents and teachers is absent. In the Algerian context, the lack of psychological specialists in primary schools exacerbates this vulnerability, leaving children exposed to stressors they cannot manage alone.

In addition, public media—both traditional and digital—has shown limited engagement with the issue of school dropout. Despite its national importance, media coverage of this topic remains scarce. A content analysis of national television programming during the 2022/2023 school year showed that less than 2% of educational programs addressed school dropout directly. This suggests a disconnect between educational media and the real challenges faced by the school system.

Taken together, these findings reinforce the need for a **comprehensive, multi-dimensional approach** to school dropout at the primary level. Such an approach must consider local realities and integrate educational, social, psychological, communicational, and media-based efforts. There is a clear need to develop **sustainable national strategies** that involve all stakeholders—the Ministry of Education, media organizations, civil society, and families—to break the cycle that leads children to leave school too early.

Third: Educational Media as a Preventive and Proactive Tool

Media plays a central role in shaping attitudes and values within society. When directed through a structured educational lens, it can serve as a preventive tool against school dropout. Educational media is not limited to delivering instructional content; it also fosters a school-oriented culture within the community, builds a positive image of learning, and motivates both families and students.

Some local initiatives that have used media to support schools deserve attention. For instance, a case study from a local radio station in Batna province implemented a weekly program targeting parents. The program focused on how to support their children's academic achievement. The results showed a 23% increase in parental visits to schools during the following term. This reflects the media's potential to influence behavior related to education.

Despite this potential, Algerian media remains largely absent from structured educational awareness efforts. There is no clear national media strategy to combat school dropout, especially at the primary level. Although some local initiatives have shown positive results in strengthening the relationship between families and schools, educational media remains limited and seasonal. It often lacks depth, continuity, and coordination with national educational policies.

Researcher Salim Mourad (2021), in his study *“The Role of Media in Preventing Educational Dropout in Algeria”*, points out that national media, especially public television, gives more attention to entertainment at the expense of critical issues such as school dropout. He argues that the absence of a strategic educational communication plan has made media an underutilized tool in the effort to retain children in school, particularly in early education.

Similarly, researcher Abdelhakim Khaldi (2020), in his analytical study of educational media content, finds that educational media in Algeria still relies on a direct, report-style approach. It does not employ modern persuasive techniques such as storytelling, interactive awareness campaigns, or testimonials from students who have dropped out. In contrast, successful international experiences, such as the *“School for All”* program in Tunisia and *EducaTV* in Brazil, show that educational media, when marketed intelligently, can become a social driver for changing perceptions of school—especially among vulnerable populations.

In the case of Constantine Regional Radio (2021), a series of programs titled *“My School, My Responsibility”* was broadcast. These programs targeted both students and parents, emphasizing the values of discipline, regular attendance, and family support. Follow-up surveys indicated that 68% of parents who listened to the program reported improved educational awareness and began to accompany their children more consistently in their studies.

Despite the significance of these efforts, they remain limited and are not part of a clear national policy. Moreover, media content directed at children in Algeria rarely addresses educational challenges in depth, often focusing instead on entertainment. This limits its potential educational impact. Additionally, the language used in some education-related programs is still elitist and fails to connect with vulnerable groups.

International experiences have shown that media can shift from a tool of information transmission to a catalyst for social change when used within a comprehensive educational vision. For example, in Canada, the national *“Stay in School”* campaign, broadcast by the Canadian Broadcasting Corporation, helped reduce dropout rates by 12% within just three years (Canadian Council on Learning, 2009).

In a recent study conducted by Livingstone and Bulger (2021), it was emphasized that interactive digital media—when used intelligently—can build a new relationship between the child and knowledge. This can happen outside the traditional framework of education, through stimulating content, real-life

stories, and impactful visual representations. This model could be adopted locally through national educational channels and interactive platforms designed for families and children.

Accordingly, the roles of media—both traditional and digital—need to be reconsidered. Media should act as a partner in safeguarding children's educational paths, not just as a broadcaster of school events or exam results. In this light, educational media should not be viewed as a mere supplement to the learning process. It should be seen as a central player in the cultural structure of education. It can play a proactive role by:

- Identifying early warning signs of dropout through field reports and investigative content that highlight vulnerable regions and age groups;
- Sharing success stories of students who overcame difficult conditions and continued their education, offering positive role models;
- Building partnerships with educational institutions to produce motivating content that involves both parents and children, presented in a simple and relatable way.

In this context, researcher Jamila Nasri (2022) recommends the creation of a national observatory for educational media. Its role would be to monitor, analyze, and evaluate media performance in the educational sector, and to propose strategic frameworks for integrating media into efforts to reduce school dropout and educational disengagement—starting from the primary stage, which forms the foundation of any future educational reform.

If applied through a scientific approach based on planning and evaluation, educational media can shift from a passive conveyor to an active agent of change in the educational landscape. It can foster a community environment that supports learning and recognizes the importance of keeping children in school as a national priority.

Fourth: Family and Institutional Communication as Two Pillars of School Support

The communication relationship between the family and the school is more than a channel for exchanging information. It is a comprehensive educational partnership that ensures continuous monitoring of the student and provides a balanced psychological and learning environment. Many studies have shown that the absence of this type of connection leads to what is called “educational invisibility,” where the child becomes unseen within the educational system, increasing the risk of silent disengagement.

Communication within the family, and between the family and the school, is one of the key tools for preventing school dropout. When dialogue breaks down, the student loses emotional and moral support, and their sense of belonging weakens. In contrast, effective communication strengthens supervision, builds trust, and helps detect early signs of academic or emotional difficulties.

A field study conducted with 300 parents in the province of Ghardaia found that 67% of parents communicate with the school only when necessary. Moreover, 41% were unaware of the psychological or academic challenges their children faced. This communication gap creates a fertile ground for silent educational loss.

In this context, Dr. Tayeb Ben Aissa (2022), in his study titled *“Family-School Communication and Its Role in Strengthening Educational Security for Learners in Algeria”*, highlights a strong link between regular communication and improved academic performance and engagement. Families who contacted the school at least once a month had 35% lower dropout rates compared to those who did not communicate.

Similarly, Moroccan researcher Abdelrazzaq Bouwano (2021), in his study on family-school communication, stresses that schools are not isolated entities but rather extensions of the family. Strong

communication ties enhance a child's sense of safety, support, and integration. He argues that one of the major flaws in Maghreb education systems, including Algeria's, is their reliance on one-way, top-down communication from school to home, without real mechanisms for participatory feedback.

Several recent studies have proposed ways to bridge this communication gap. Among them is the work of Jamila Alawi (2023), who, in her paper *"Educational Communication in the Digital Environment,"* called for the adoption of interactive educational platforms that enable regular and seamless communication among key stakeholders: parents, teachers, counselors, and school administrators. She also recommended training parents in digital skills to help them support their children more effectively.

A notable local initiative has taken place in private schools in Oran, where internal school radio stations run by students broadcast weekly programs about student concerns. These recordings are later shared with parents through dedicated social media pages. According to the school administration, this initiative helped uncover many cases of silent bullying and learning difficulties and raised family awareness about their vital role in supporting their children's education.

A survey conducted by the Educational Sciences Laboratory at the University of Oran (2020) on a sample of 450 primary school students found that students who reported feeling continuous parental support had 34% higher school attendance than their peers. Furthermore, schools that held weekly communication activities with parents recorded 21% lower failure and dropout rates over three years.

Bronfenbrenner (1979), in his ecological systems theory, stated that a child does not grow in isolation but within a network of relationships involving family, school, and community. The stronger and more harmonious these relationships are, the more positive the child's educational and psychological outcomes. Therefore, ongoing communication between family and school is not a luxury but a necessary condition for a successful educational journey.

A 2010 study by the Harvard Family Research Project also found that parent involvement in school life improves student academic performance by up to 40% and significantly reduces dropout and violent behavior (Weiss et al., 2010). These findings highlight the need to establish a culture of educational communication in Algeria as a tool for prevention and early intervention.

In light of the above, it can be said that when structured effectively, family and institutional communication acts as the first line of defense against school dropout and educational disengagement. It is not enough for the child to attend class; they need a support system that observes, engages, guides, and listens. This system starts at home and is completed through real bridges of communication with the school. Thus, there is a pressing need to develop effective communication mechanisms that go beyond formal, periodic meetings. These mechanisms should be flexible, continuous, and multi-modal. Among the most impactful initiatives are:

- Establishing interactive digital school platforms that allow instant communication between teachers and parents regarding student progress. Similar initiatives have already begun in provinces like Algiers and Tizi Ouzou.
- Creating "active parent councils" that serve as permanent advisory bodies in school affairs, not only during crises or official meetings.
- Organizing educational workshops for parents, coordinated by schools in collaboration with psychologists and social workers, to strengthen family communication and support children emotionally and academically.
- Reviving internal school media (such as school radio, newsletters, or short videos) in which students have a voice. This strengthens their sense of belonging to the school environment and encourages families to stay engaged.

Many researchers, including Dr. Nawal Qasemi (2023), agree that family and institutional communication is not merely a tool for solving problems. It is a cultural practice that should be instilled from the early years of schooling. It reinforces in the child's mind the belief that school and family form a united front of support—not separate or conflicting spaces.

Fifth: Legal, Media, and Family Integration in Addressing the Phenomenon

Although the Algerian legal framework affirms, in the preamble of the Constitution and in education laws, the principle of free and compulsory education until the age of sixteen, practical realities reveal a noticeable gap between legislation and implementation, especially in rural and marginalized areas. Law 08-04 on national education outlines the responsibilities of the state and of parents in ensuring school attendance. However, it lacks a precise follow-up system and immediate response mechanisms when early signs of dropout emerge. As a result, the law appears more like a statement of intent than a fully enforceable instrument.

The issue is further complicated by the current legal language, which tends to be general. It does not clearly outline procedural steps to be taken when absenteeism or withdrawal is detected. It also fails to define timelines for action or specify the authority responsible for direct field intervention. This procedural vagueness leads to delayed responses and allows dropout cases to grow silently. This calls for a revision of the legal texts toward greater clarity and firmness. Early warning systems and clear accountability measures need to be embedded to ensure that compulsory education becomes an active obligation rather than a theoretical right.

Comparing Algeria with other Arab experiences, Tunisia offers a practical model. Despite having a similar legal structure, Tunisia adopted local dropout monitoring committees in 2015. These committees bring together schools, civil society, and local authorities. They follow up monthly on at-risk students, turning the law into a functional tool used daily in the field.

At the European level, Finland stands out as an advanced model in translating legal provisions into a preventive system. The country links school absence data to a national digital platform. Any unexplained absence longer than two days triggers immediate intervention from educational, psychological, and social support teams, who design an individual follow-up plan. This integration of law, technology, and human support reflects a deep understanding that the right to education is an ethical and social commitment before it is a legal obligation.

It can thus be said that, although Algeria's legal framework for compulsory education is clear in principle, it still requires legislative and procedural reforms to match the realities of school dropout on the ground. The current laws establish the right to education but do not provide effective tools for enforcement, nor do they include detailed mechanisms for monitoring and accountability. Reforming the legal system must begin with a realistic reading of the challenges. It should include defining the roles of involved institutions, setting precise timelines for intervention, incorporating early warning systems, and adapting to the social and geographic contexts. Only then can the law move from a general reference to a preventive and proactive instrument capable of protecting the child's right to education and ensuring continuity in school.

Building on this legal diagnosis, it becomes evident that legislation alone, no matter how precise, is not enough to contain school dropout unless supported by effective communication and media tools that bring the law to life in practice. Educational media—both traditional and digital—can serve as a bridge between legal principles and everyday realities. It can help spread awareness of the right to education, clarify the responsibilities of all stakeholders, and encourage community involvement. At the same time, family communication remains the closest tool to the child. It can translate legal principles into daily practices that help maintain regular school attendance and offer a stable, supportive psychological environment that strengthens the child's connection to school.

In this way, integrating the legal framework with both the media and the family system becomes essential to ensuring the right to education and promoting the values of school continuity. Sixth: Practical Proposals for Activating Media and Communication in Addressing School Dropout

1. **Develop a national media strategy** focused on education. This should include the production of radio and television programs targeting parents, broadcast in local languages and dialects.
2. **Encourage local media** to engage with educational issues. Weekly segments could address topics such as failure at school, emotional support, bullying, and home-based motivation.
3. **Train specialized educational media professionals** capable of communicating with families in a simple, clear, and scientifically sound manner, whether through television or social media.
4. **Strengthen institutional communication** within schools through newsletters, open classes, educational diaries, and media-based educational contests.
5. **Involve students in producing school media content** to rebuild emotional attachment to the educational institution.

Addressing school dropout cannot be done in isolation. A comprehensive approach is required—one that integrates the roles of family, school, and media. Within this framework, there is a pressing need to develop a national educational media strategy that reflects the specificities of Algerian society and respects its linguistic, cultural, and geographic diversity.

Dr. Abdelghani Saidi (2021) notes that “the absence of a clear communication vision in educational policies is among the main weaknesses in addressing school dropout. Media has not yet been fully leveraged as a tool for social change in the field of education, despite its significant influence on behavior and knowledge.” He calls for this strategy to include sectoral plans within the Ministries of Education and Communication, and to involve civil society and local radio stations.

In this regard, a 2022 UNESCO study on **"The Role of Community Media in Supporting Basic Education in the Maghreb"** found that local radio stations played a crucial role in bringing educational discourse closer to citizens, especially in rural areas. Some provinces recorded an 18% drop in frequent absenteeism after launching weekly radio programs for parents in their native languages. This strengthened their sense of partnership in the educational process.

Regarding the training of educational journalists, researcher Nadia Ben Omar (2023) observes that "educational discourse in media is often presented either superficially or in overly technical language that alienates the audience instead of engaging it." She recommends including an “Educational Media” specialization in journalism curricula in Algerian universities, as well as developing professional training units in cooperation with the Ministry of Education to prepare journalists capable of producing engaging, emotionally resonant educational content.

On another level, institutional communication within schools is vital to creating an open and motivating educational environment. Researcher Khaled Boualem (2020), in a study conducted in M’sila Province, found that schools using internal media—such as wall newspapers, school radio, and interactive school diaries—showed higher levels of student satisfaction and stronger feelings of belonging, compared to schools with a silent administrative atmosphere.

Involving students themselves in producing media content is a modern pedagogical method rooted in the theory of **“learning through participation.”** Educational theorist Paulo Freire emphasizes that “effective education is not transmitted, but rather produced through dynamic interaction between teacher and learner, and between the individual and society.” In this light, school media becomes not only a broadcasting tool but also a participatory space for building collective awareness.

UNICEF, in its **2020 regional report (UNICEF MENA, 2020)**, recommended integrating local media into school awareness campaigns. These should be developed in local languages and dialects familiar to the community, which enhances both understanding and engagement. This model proved successful in Jordan and Lebanon, where it contributed to a 15% increase in school enrollment in marginalized areas.

A recent study by **Berson & Berson (2019)** also found that involving children in creating peer-directed media messages—such as short videos or digital platform posts—reinforces their sense of responsibility and belonging to the school. It shifts their role from passive recipients to active participants, reducing feelings of exclusion or marginalization that often accompany dropout. **Based on the above, an effective media strategy to address school dropout must rely on three interrelated dimensions:**

- **Institutional and organizational:** Through coordination between the Ministries of Education, Communication, and Culture.
- **Pedagogical and field-based:** Activated within schools and involving educational stakeholders.
- **Social and community-based:** Driven by local media, digital platforms, and emotionally resonant messages that connect with the public.

Seventh: Study Findings

In response to the central and sub-questions of this study, the research aimed to analyze the complementary role of educational media and family communication in tackling school dropout at the primary level. It drew on recent field studies and international experiences in similar contexts. These findings were then applied to the Algerian reality, with the goal of identifying adaptable local mechanisms. Below is a summary of the key findings, supported by evidence, recent studies, and brief analytical commentary.

Finding 1 – Educational media as a tool of attraction and prevention

The **Ubongo Kids Learning Outcomes** study in Tanzania (2020) showed that combining education with entertainment through interactive animation improved children's skills in counting and shapes by **8% to 24%**. The strength of this model lies in its use of visual storytelling and content rooted in local culture, which fostered a positive relationship between children and learning.

This indicates that educational media does more than transmit knowledge. It reshapes attitudes and emotions toward schooling. When designed in local languages and dialects, using visuals familiar to the community, it can act as a powerful preventive tool against dropout—especially relevant in the Algerian context.

Finding 2 – Parental involvement and its role in reducing dropout

A longitudinal study in India using data from the **India Human Development Survey** (PLOS ONE, 2021) found that lack of parental engagement—such as not monitoring children's progress or attending school meetings—increased the risk of dropout by up to **17%**.

The study confirmed that active parental involvement offers both emotional support and early detection of academic challenges, allowing timely intervention. This highlights the need for simple and ongoing communication channels between families and schools in Algeria, especially where parents face educational limitations.

Finding 3 – Family and contextual factors as key determinants

A large-scale comparative study by **Huisman & Smits (2015)** across 30 countries found that about **72%** of dropout variation was linked to family and contextual factors. These included family income, parental education levels, household size, and local infrastructure.

This suggests that media and communication efforts, when isolated from socio-economic interventions, are unlikely to produce lasting results. In Algeria, media campaigns should be linked with social support services and logistical assistance, especially in vulnerable areas, to ensure their effectiveness.

Finding 4 – Student participation in content production strengthens belonging

Youth-led media initiatives, such as the **Reel Grls** project (active since 2001), have demonstrated that involving youth in producing peer-oriented media content strengthens their sense of responsibility and connection to school.

Such participation gives students a voice and breaks the invisibility that often leads to disengagement. It also results in content that better reflects learners' realities. Algerian schools can adopt this model through school radio programs or short video workshops that include students and their families.

Finding 5 – Geographic and cultural factors in message design

Field studies in Tunisia (2019–2020) showed that **cultural and geographic factors** often outweigh economic reasons in explaining dropout in rural areas. This reveals the limitations of using standardized messages that do not reflect local realities.

For Algeria, this underscores the importance of designing educational campaigns that respect **linguistic and cultural diversity**. Engaging local mediators—such as community associations or regional radio stations—can improve outreach and effectiveness among the most at-risk groups.

Conclusion

The phenomenon of school dropout at the primary level is not merely a passing statistical indicator. It is a deep wound in the fabric of society. It reveals a serious imbalance in our educational, communicative, and cultural systems. A child who leaves school early is not only leaving the classroom. They are exiting the system of opportunity and stepping away from the path of national development.

Experiences have shown that this issue cannot be addressed through one-dimensional solutions. It requires an integrated approach that restores the role of media as a driver of awareness, values family communication as a source of protection, and reaffirms the school as a space for care and growth. The time has come to stop leaving schools alone to face this silent crisis. Instead, we must build around them a network of interaction, communication, and continuous support.

Dropout is not only a loss in the educational system. It is an early warning of wasted potential and of the fragility of social bonds. It is not an educational problem alone. It concerns the future of the nation. A child who leaves school prematurely loses more than a seat in class. They lose a chance to shape their future. We must turn media into platforms of hope, and transform communication within families and schools into a living language of support and connection.

Study Recommendations

An in-depth analysis of school dropout at the primary level reveals that it is not the result of a child's isolated decision. It is the outcome of a complex and shared shortcoming. It stems from an absent or exhausted family, a school unable to provide care, and media that often overlook vital educational concerns. If the school is the space for formal learning, the media is its parallel classroom, and the family is its first foundation.

There is an urgent need to move beyond diagnosis toward proactive action and coordinated institutional efforts. This can be achieved by activating a comprehensive educational communication

system that rebuilds trust—between the child and their family, the family and the school, and the school and the wider society. This requires political will, professional competence, and a broad societal vision.

Based on this perspective, the following **practical recommendations** are proposed to help address school dropout, particularly at the primary level, which serves as the foundation of any future development agenda:

- **Develop a national educational media strategy**, led by the Ministry of Education in coordination with the Ministry of Communication. It should integrate traditional and digital media and aim to raise continuous awareness about the dangers of school dropout.
- **Include the subject of “Family and Educational Communication”** in teacher training and in the preparation of school psychologists and social workers, to strengthen skills in communicating with both students and families.
- **Create interactive digital platforms** to connect schools and families (e.g., dedicated apps or official pages), enabling parents to monitor academic progress, receive alerts, and access early educational support.
- **Support the establishment of school radio stations** at the primary level as educational tools that build students’ sense of belonging and bring their voices closer to their families and communities.
- **Encourage local media outlets** to dedicate regular space for educational issues, especially in rural and underserved areas, and work toward training journalists in the field of **community-based educational journalism**.
- **Organize regular meetings between schools and parents**, not only in times of crisis, but as spaces for sharing experiences, listening to concerns, and developing collaborative solutions.
- **Activate the role of civil society and youth organizations** in leading awareness campaigns, both in the field and online, aimed at families and local communities, to promote the importance of completing primary education.

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