



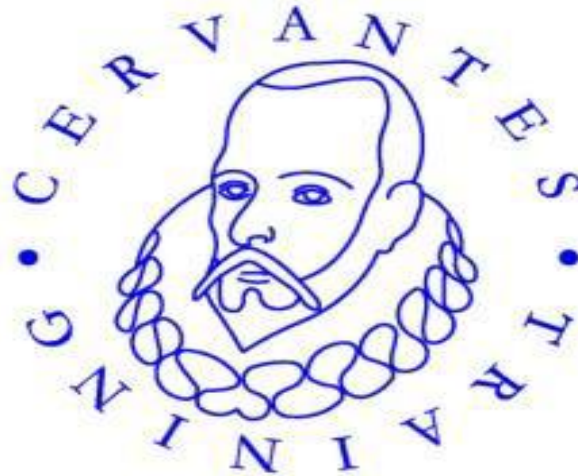
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*Education
and Culture*



EARLY SCHOOL LEAVING EARLY SCHOOL LEAVING IN EU POLICY CO-ORDINATION

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Early school leaving is rightly considered as one of the major challenges in education policy. Within the European Union, it affects more than four million young people between the ages of 18 and 24 who have not attained an upper secondary level education qualification and who are not receiving any formal education or training.



EU definition

The European Union defines early school leavers as people aged 18-24 who have only lower secondary education or less and are no longer in education or training.

Early school leavers are therefore those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than 2 years.

The data on early school leavers are collected annually via the [European Labour Force Survey](#).



Who is not considered to be an early school leaver?

The definition of early school leavers excludes anyone who participated in some form of education or training in the four weeks prior to the date of the survey.

Likewise, young people who initially drop out of school but then return to finish upper secondary education before the age of 25 are not regarded as early school leavers.

Early School Leavers are...

... young people (18 to 24 years) who leave education and training with only lower secondary education, or less, and who are no longer in education and training

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Early school leaving can take several forms

It includes young people who have dropped out of school before the end of compulsory education, those who have completed compulsory schooling, but have not gained an upper secondary qualification, and those who have followed pre-vocational or vocational courses which did not lead to a qualification equivalent to upper secondary level.



Evolution of a young person into ESL

The pupil comes from a poorly educated, socially and economically disadvantaged background which affords little support.

Failure at school in the early stages leads to hostile attitude to school, which typically ends in chronic absenteeism. This is often reinforced by an out-of-school situation with few controls and in which the peer group plays a significant role



After a phase of truancy and school reports that reflect the pupil's lack of attendance, he/she ultimately leaves school early. This description, which focussed primarily on the individual, only points to clear failings in the 'professionalisation' of teachers. In particular, it hides any structural failings, and largely absolves the school (as an institution) of responsibility. Yet early school leaving – in the current research consensus – is a deep-seated and far more complex phenomenon with manifold causes.



Long-term studies show that the processes in which a child begins to distance himself/herself from educational institutions often emerge in kindergarten, e.g. when young children experience social rejection as a result of their habitus, which is seen to be 'inappropriate' or disturbing. Furthermore, early school leavers often have problems with specific teachers or experience a lack of understanding of their personal circumstances.



research revealed a number of different habitus types among early school leavers (status-conscious, maladjusted, disoriented, escapist, ambitious, resignation, constraint) and a multitude of mostly compounding causes.

Yet early school leavers do also have some things in common, such as a sense of stigmatisation, negative relationships (with at least one teacher) and the experiencing of report cards as symbolic violence.



Efforts to establish good relationships and positive interactions could act here as a buffer and help to reduce fear of failure, stress and thoughts of escape, above all in cases where the pupil has achieved poor results.



Video: Bruno: early school leaving

https://www.youtube.com/watch?v=Mpqowzv_j_3o



For the simple reason that the distancing process from school occurs over a long period, measures are more effective and more efficient the earlier they are deployed in the educational system (through high quality programmes in early childhood education and care). These measures spare many young people the stigma of being branded a loser or being ostracised at an early age.



What is the EU's objective?

The Europe 2020 strategy contains five headline targets. One is to reduce the EU average early school leaving rate to less than 10% by 2020.

The early school leaving target is strongly related to smart and inclusive growth. It impacts directly on the employability of young people and contributes to breaking the cycle of deprivation, social exclusion and poverty.



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Early school leaving



RATE
12.0%



TARGET
below 10%

5 million early school leavers



Men



Foreign-born



Women



Disabled people

The unemployment rate is **41%**



What are the economic and social costs of early school leaving?

Early school leaving creates high individual, social and economic costs. Young people with only lower secondary education or less are more often affected by unemployment, are more likely to depend on social benefits and have a higher risk of social exclusion. It affects their lifetime earnings, well-being and health. They tend to participate less in democratic processes.



Many of these young people are either unable to find employment or work in low-skilled – and often unstable - jobs. They quickly enter a downwards spiral characterised by failure, a low sense of self-esteem, stigmatisation and social and vocational exclusion.



Early school leaving has long-term negative effects on social development and economic growth. Innovation and growth rely on a skilled labour force:

Reducing the average European rate of early school leaving by just 1 percentage point would provide the European economy each year with nearly half a million additional qualified potential young employees.



Early School Leaving leads to increased risk of:
unemployment
social exclusion
poverty

41.1%
ESLs were
unemployed

2013

MORE AT RISK
= young people
with migrant or
disadvantaged
backgrounds

Huge
personal
& social
costs

Boys

Young
people
with
disabilities



Why do young people abandon education early?

There are many reasons why some young people give up education and training prematurely. Although the situation varies in different countries, early school leaving in Europe is strongly linked to social disadvantage and low education backgrounds.



Vulnerable groups are especially affected such as young people who have been in care and those with special educational needs.

Early school leaving is influenced by educational factors, individual circumstances and socio-economic conditions. It is a process which often starts in primary education with first experiences of failure and alienation from school.



When do the young people concerned typically leave education?

While over 70% of early school leavers in the EU complete lower secondary education, around 17% have completed only primary education.



Is there a link between migration and early school leaving?

On average across the EU, twice as many young people from the first generation of migrants abandon school early compared to their native peers (26% versus 13%).



Outline of presentation

Early school leaving in EU policy co-ordination: some recent updates

Monitoring early school leaving in DG EAC: an improved assessment framework

Unemployment amongst early school leavers in Europe: institutional education and labour market mechanisms



EARLY SCHOOL LEAVING IN EU POLICY CO-ORDINATION

SOME RECENT UPDATES



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Against early school leaving



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Europe 2020 smart, sustainable, inclusive growth

Reducing ESL to <10.0% by 2020



Video :The EU and the School Dropout

<https://www.youtube.com/watch?v=hKOA1OExyFk>



Tackling early school leaving (1)

- Council Recommendation on policies to reduce early school leaving
- European Commission Communication "Tackling early school leaving. A key contribution to the Europe 2020 Agenda"

Tackling early school leaving (2)

- Staff working document "Reducing early school leaving " [including good practice examples from different EU Member States]
- Conference Report: Reducing Early School Leaving – Efficient and Effective Policies in Europe , 1 and 2 March 2012, Brussels



Some recent developments

- European Semester + CSRs
- Conditionality Structural Funds
- Peer learning
 - ✓ Peer review
 - ✓ Thematic Working Group
 - ✓ Peer Learning Activities (PLAs)



MONITORING EARLY SCHOOL LEAVING IN DG EAC

AN IMPROVED ASSESSMENT FRAMEWORK

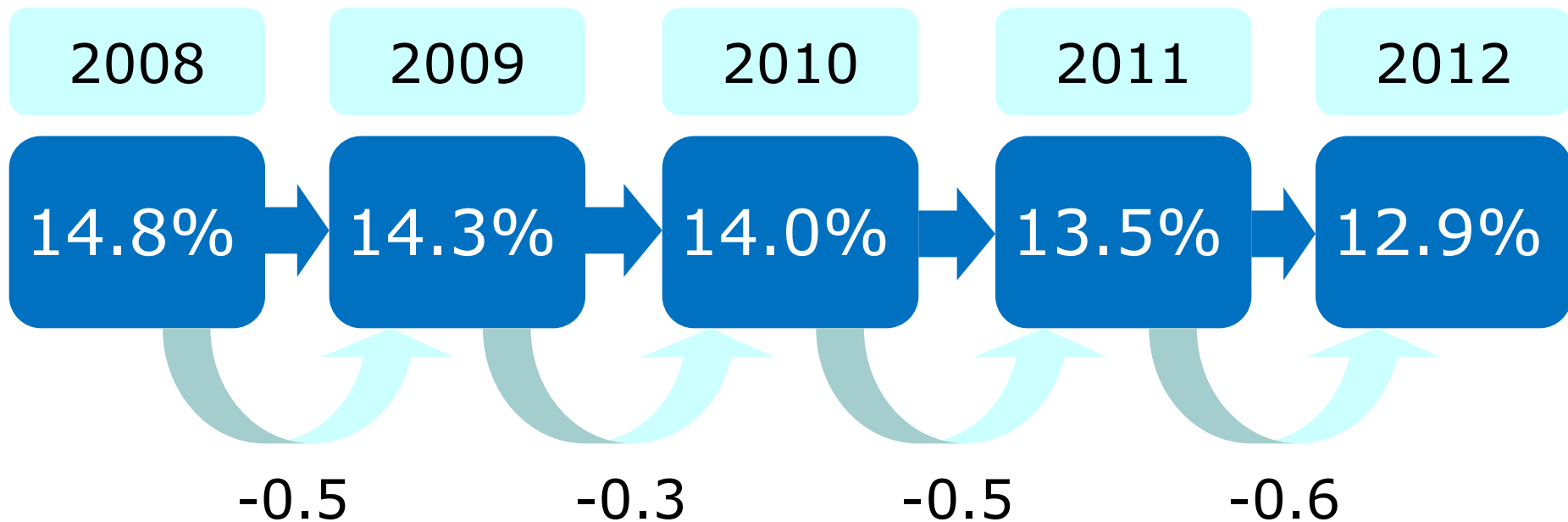


Early leavers from education and training

Persons aged 18 to 24 fulfilling the following two conditions:

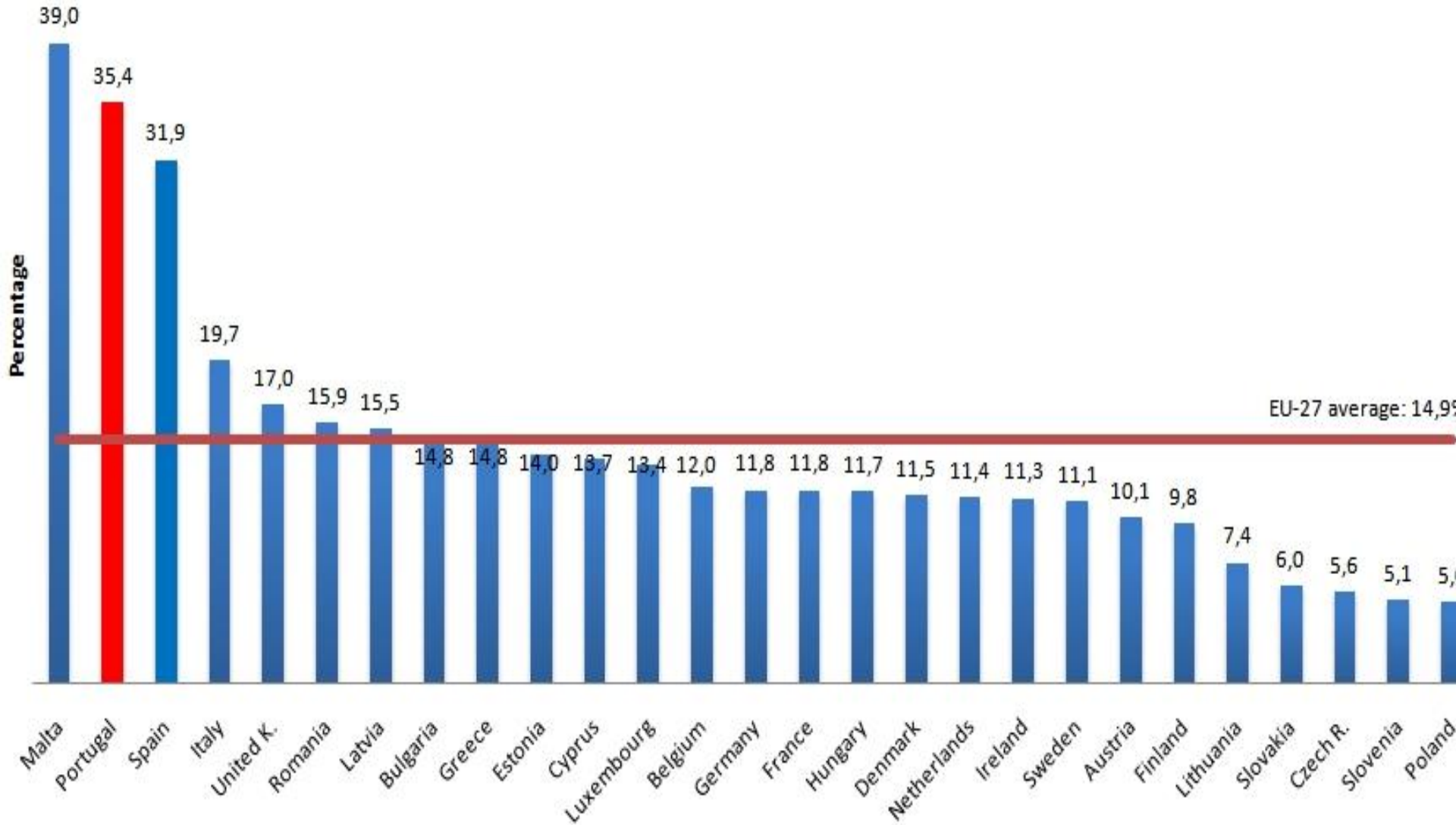
1. The highest level of education or training attained is ISCED 0, 1, 2 or 3c short
2. Respondents declared not having received any education or training in the four weeks preceding the survey

Early leavers from education and training



	2008	2009	2010	2011	2012	target
EU 27	14.8	14.3	14.0	13.5	12.9	<10.0
Belgium	12.0	11.1	11.9	12.3	12.2	9.5
Bulgaria	14.8	14.7	13.9	12.8	12.7	11.0
Czech Republic	5.6	5.4	4.9	4.9	5.4	5.5
Denmark	12.5	11.3	11.0	9.6	9.4	<10.0
Germany	11.8	11.1	11.9	11.7	10.6	<10.0
Estonia	14.0	13.9	11.6	10.9	11.0	9.5
Ireland	11.3	11.6	11.4	10.8	10.2	8.0
Greece	14.8	14.5	13.7	13.1	12.0	9.7
Spain	31.9	31.2	28.4	26.5	25.0	15.0
France	11.5	12.2	12.6	12.0	11.8	9.5
Italy	19.7	19.2	18.8	18.2	17.7	15.0-16.0
Cyprus	13.7	11.7	12.7	11.3	11.5	10.0
Latvia	15.5	13.9	13.3	11.6	10.0	13.4
Lithuania	7.4	8.7	8.1	7.2	6.6	<9.0
Luxembourg	13.4	7.7 (b)	(7.1)	(6.2)	8.5	<10.0
Hungary	11.7	11.2	10.5	11.2	11.3	10.0
Malta	38.1	36.8	36.9	33.5	31.6	29.0
Netherlands	11.4	10.9	10.0 (b)	9.1	8.8	<8.0
Austria	10.1	8.7	8.3	8.3	7.6	9.5
Poland	5.0	5.3	5.4	5.6	5.6	4.5
Portugal	35.4	31.2	28.7	23.2	21.3	10.0
Romania	15.9	16.6	18.4	17.5	17.3	11.3
Slovenia	(5.1)	(5.3)	(5.0)	(4.2)	4.4	5.0
Slovakia	6.0	4.9	4.7	5.0	5.0	6.0
Finland	9.8	9.9	10.3	9.8	8.9	8.0
Sweden	7.9	7.0	6.4	6.7	6.7	<10.0
United Kingdom	17.0	15.7	14.9	15.0	14.0	:

Figure 2. Early school leaving rate in EU-27 countries (2008)



Source: Labour Force Survey (Eurostat).

Note: Because of methodological issues, the Eurostat's early school leaving value to Portugal doesn't match with the one presented in Figure 1 (calculated by INE).

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Key statistical indicators

Europe 2020 set a headline target to bring down the share of early school leavers to below 10% by 2020. Other pertinent orientation points for assessing a Member State's relative performance and its level of ambition to improve the situation are the **EU28 average (12.7% in 2012)** and the **national target set by the Member States (see Figure 1)**.

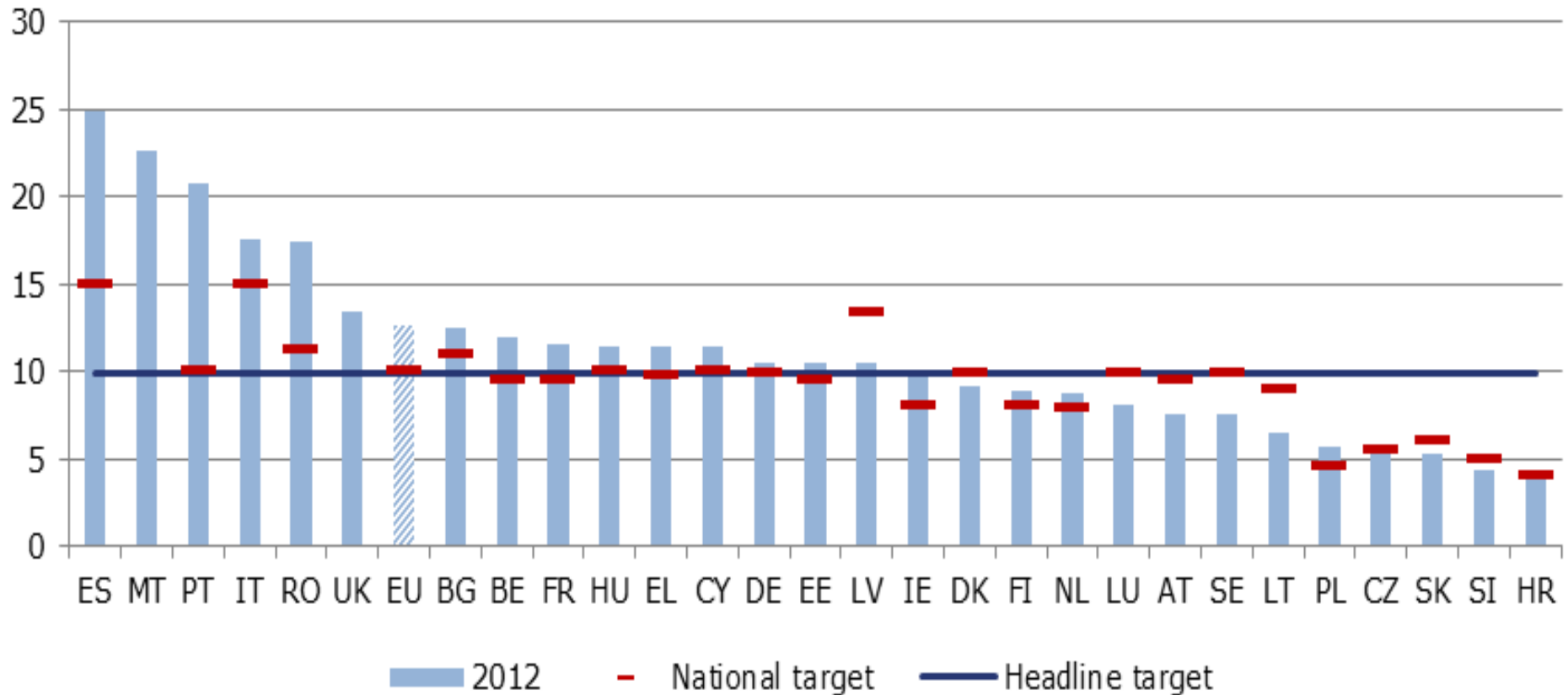


Figure 1. ESL rate 2012, Europe 2020 target and national targets

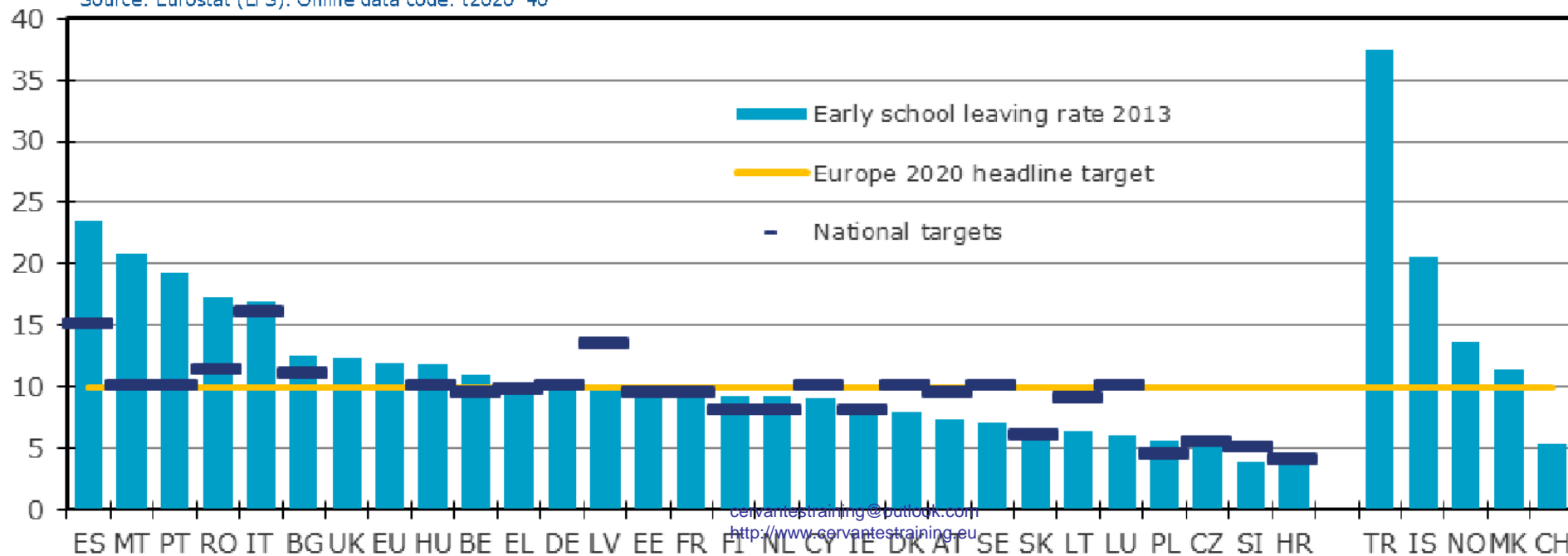
Situation in 2013

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12% of all 18 to 24 year olds had not completed upper secondary education

down
0.7%
from
2012

Source: Eurostat (LFS). Online data code: t2020_40

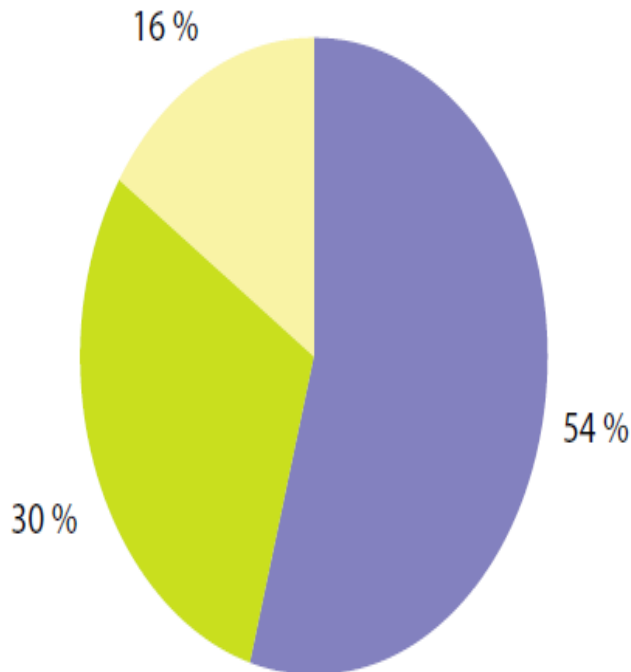




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Early leavers from education and training, by employment status (% of the population aged 18 to 24 with at most lower secondary education and not in further education or training)

2008



2013

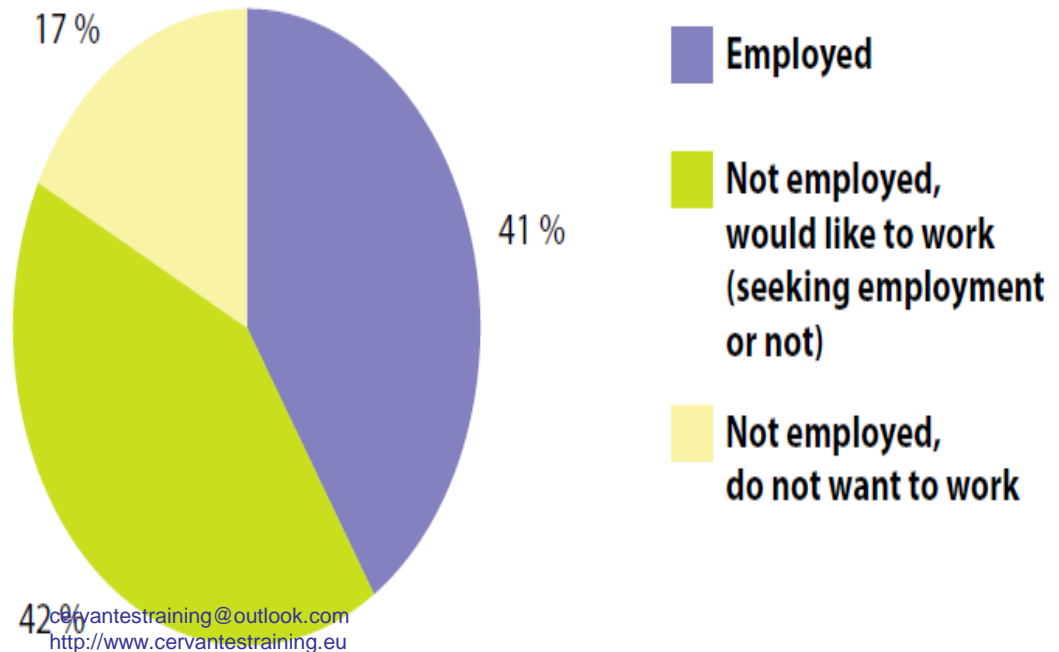
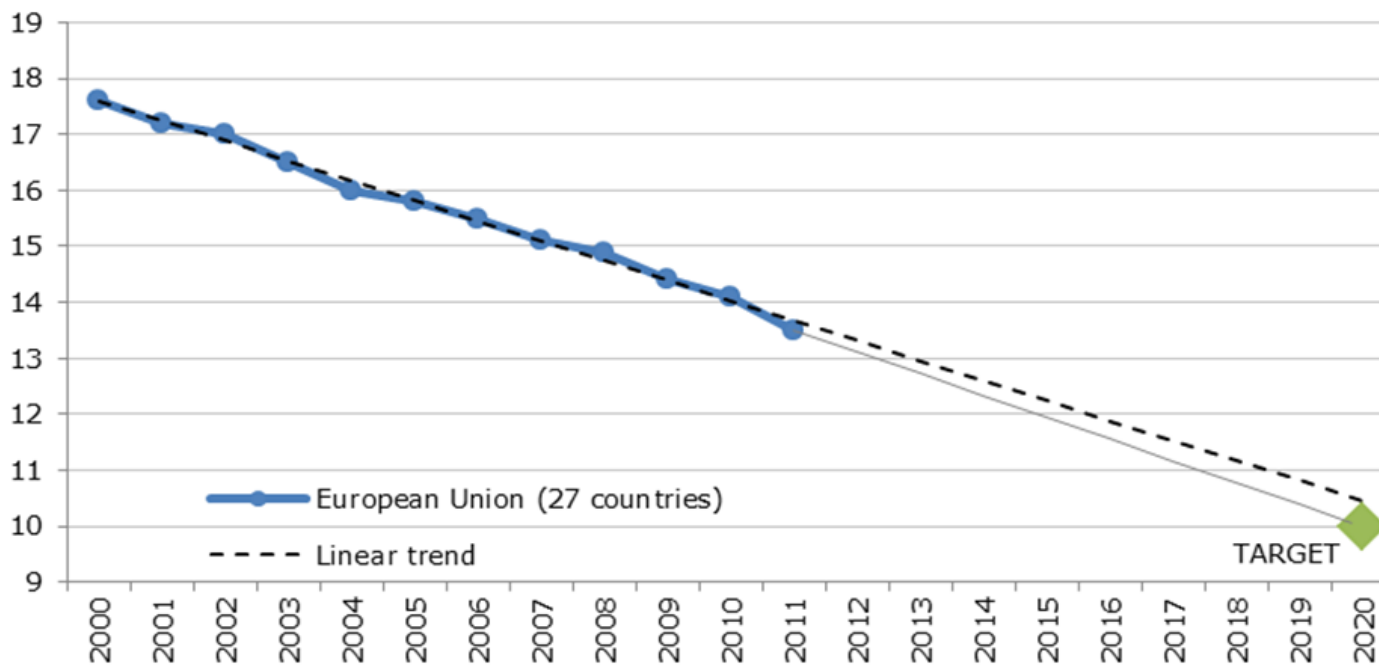


Figure 3.4. Projection for the rate of early leavers from education and training (%)



Source: JRC-CRELL calculations based on Eurostat data.



UNEMPLOYMENT AMONGST EARLY SCHOOL LEAVERS IN EUROPE

INSTITUTIONAL EDUCATION AND LABOUR
MARKET MECHANISMS

The focus of this study

- The effect of early school leaving on one's unemployment risk –
 - ✓ *Current unemployment*
 - ✓ *Previous unemployment*
 - ✓ *Recurring unemployment*

Contextual factors

- A multilevel analysis to assess the influence of various contextual factors –
 - ✓ *Related to the different education and training systems across Europe*
 - ✓ *Related to the different labour market policies across Europe*

The data

- European Social Survey – three waves of repeated cross-sectional data from 20 countries
- Holding constant multiple individual-level factors (*e.g. sex, age, migrant status, living situation*)





Where does the data come from?

Data are taken from the European Labour Force Survey (LFS), which is conducted in the 27 Member States, Croatia, the Former Yugoslav Republic of Macedonia, Iceland, Norway, Switzerland and Turkey.

It is a large household sample survey providing quarterly results on labour participation of people aged 15 and over as well as on people who are not in employment.

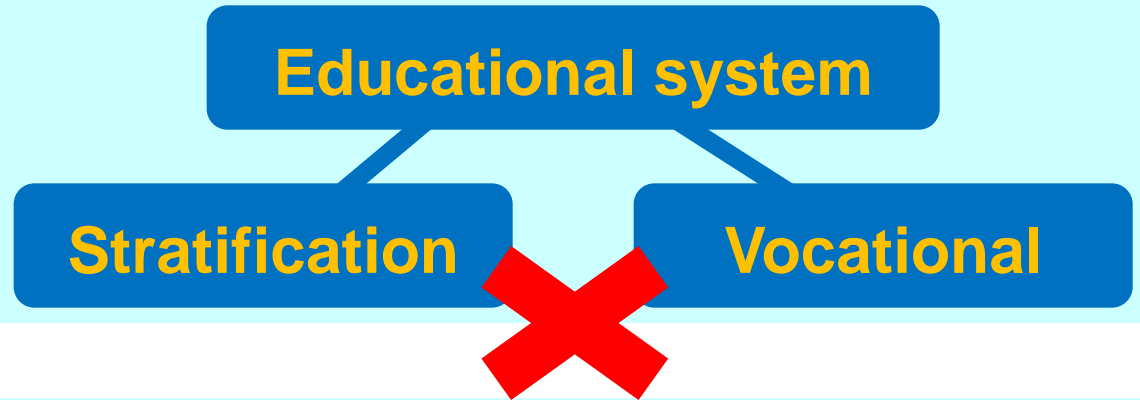


The national statistical institutes are responsible for selecting the sample, preparing the questionnaires, conducting interviews among households, and providing the results to the statistical office of the European Union (Eurostat). In 2010, around 1.5 million people across the EU were part of the survey.

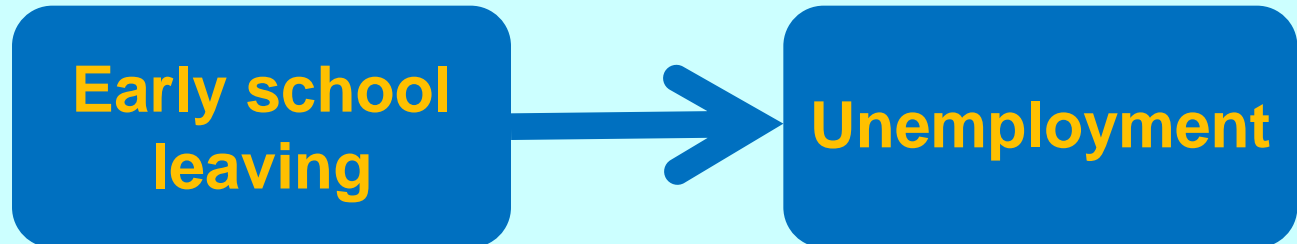


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**Country
level**



**Individual
level**





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**Country
level**

Labour market policy

Active LMP spending

Strict EPL

**Individual
level**

**Early school
leaving**

Unemployment

Further research

- Longitudinal design
- More/different countries
- Other contextual factors
- Post-crisis



What has been done so far by the European Commission?

EU countries have committed to reducing the average share of early school leavers to less than 10% by 2020;

In June 2010 education ministers agreed on a framework for coherent, comprehensive, and evidence-based policies to tackle early school leaving.



They will work together and exchange best-practices and knowledge on effective ways to address early school leaving.

Between 2011 and 2013 a working group on early school leaving, bringing together policy makers and practitioners from nearly all EU countries, as well as Norway, Iceland, and Turkey, has looked at good practice examples in Europe and exchanged experiences in reducing early school leaving



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Recommendation on policies to reduce early school leaving (28 June 2011)

Invites Member States

to identify the main reasons for ESL

to ensure that comprehensive strategies are in place by 2012

to include groups at increased risk

to address ESL both in general education and VET

to involve other policy sectors

Invites the Commission

to monitor developments,

to support policy development

to facilitate exchange of experience and good practice,

to ensure that EU funding supports strategies,

to report on progress

The TWG on ESL (Dec 2011-Nov 2013)

WHO?

Policy makers, practitioners, and experts from EU Member States, partner countries, and key stakeholder organisations

WHY?

Set up by the European Commission to support Member States to develop and implement comprehensive policies on *Early School Leaving*

HOW?

By learning from each other's experience

ESL TWG final report



Key policy messages

- 1. Introduction*
- 2. Early School Leaving in Europe*
(definition, situation, costs of ESL)
- 3. Conditions for successful policies against early school leaving*
(governance and cross-sectoral cooperation)
- 4. Evidence-based policies against ESL*
- 5. Prevention, Intervention, Compensation*
(measures and policies at different levels)

Conclusions

Checklist

Practice examples from different countries



Video:Lux Prize highlights social issues; Europe needs to fight early school leaving

The European Parliament focuses on tough social issues with the fifth-annual Lux Prize, part of an effort to boost European filmmaking and keep local cinemas alive to show the films. Culture and Education Committee chair Doris Pack of the EPP Group also says Europe needs to help persuade youth to stay in school by boosting personalised education through better-trained teachers.



In March 2012 the Commission organised a conference on policies to reduce early school leaving. One year later, policy developments on early school leaving in eight EU countries were reviewed.

A working group on school policy will continue the cooperation between EU countries.



Working Group on School policy

- - a new generation of Working Groups (WG)
- - mandate endorsed by Member States
- - January 2014 – October 2015
- - memberships: national representatives (EU, candidate and EFTA countries)+ social partners
- - focus on:
 - a) Reducing **early school leaving**
 - b) Improving the quality of teaching by improving **teacher education**



Early school leaving — mandate and outputs

Stimulate further Member State action to implement the 2011 Council Recommendation

- Focus: How to better support schools in preventing/reducing ESL by developing collaborative practices (in and around school)
 - Cooperation and teamwork among school staff with a view to creating supportive and conducive learning environments
 - The capacity of schools to interact and cooperate with all relevant stakeholders



Final outputs

A School toolkit, on how to introduce collaborative approaches in different school conditions; with examples; steps, "dos and don'ts"; diversified according to level of school autonomy with accompanying recommendations for policy-makers

Themes:

- school governance
- support for teachers
- support for learners
- involvement of parents and families
- involvement of other local stakeholders



European Toolkit for Schools

- A diagnostic tool (to identify/assess needs and gaps in ESL prevention) and
- A resource (advice, ideas and examples to implement at school level)

Target groups:

- School management (principals)
- Teachers / school staff
- Parents / extended family
- NGOs/associations
- Local authorities
- Other professionals (social, health etc.)



Policy implication?

- A positive message: labour market intervention, aimed at helping the lowest educated individuals to build bridges towards stable employment, can greatly decrease their relative unemployment risks

Measures against ESL need...

**effective GOVERNANCE AND
COOPERATION ARRANGEMENTS,**

**to rely on good DATA COLLECTION &
MONITORING,**

**and include the right mix of
PREVENTION, INTERVENTION, and
COMPENSATION**

Governance and cooperation

Cooperation of national, regional and local actors - national coordination – progressive approach - subsidiarity – cross-sectoral cooperation – stakeholder involvement – sustainable funding - monitoring and evaluation

Data collection & monitoring

Forms of data collection - sensitivity and relevance of data – transparency – use of data

Prevention

Access to good quality ECEC – relevant and engaging curriculum - avoiding early tracking and class repetition – integration of migrants and minorities - smooth transition between educational levels – well-developed VET system – open access to upper secondary education – involve young people in decision making – teacher education - guidance

Intervention

Effective and evidence-based early warning systems – focus on individual needs – whole school approaches – extra-curricula and out-of-school activities – systemic support frameworks – developing staff capacities – strong school leadership – empowering families and parents – involving local communities

Compensation

Accessibility and relevance of 2nd chance education – making a difference - commitment and governance – stimulating physical learning environment – personalised approach – flexibility – teacher involvement and support – links to mainstream education

Key messages



GOVERNANCE AND COOPERATION

Ensure **long-term political and financial commitment** to reducing ESL, keep it high on political agenda.

Put **children /young people at centre** of all ESL policies. Take their voice into account.

Implement **sustainable national strategy** to reduce ESL:

- address all levels of education and training and
- right mix of prevention, intervention and compensation

Ensure policy development and implementation is based on strong, long-term **cooperation**

- between national, regional, local authorities, stakeholders and
- between different policies, e.g. through a coordinating body.

DATA COLLECTION AND MONITORING



regular and timely data collection

used to steer policy development

PREVENTION AND INTERVENTION

Remove **obstacles within the school education system** that may hinder young people in completing upper secondary education (tracking, repetition, inflexible pathways)

Ensure **smooth transition** between different levels of education

Provide access to high quality education (including **ECEC**), and high quality VET for all

Support schools to develop **conducive and supportive learning environments** focusing on the needs of the individual pupils

Promote a curriculum that is **relevant and engaging**



Key messages



Promote **multi-professional teams in schools** to address early school leaving

Support **cooperation** between schools, local communities, parents and pupils in school development and in initiatives to reduce ESL. Promote strong commitment of all stakeholders at local levels, including local employers and businesses, to reduce ESL

Promote the understanding of ESL in initial education and continuous professional development of **school staff and especially teachers**. Support them in their efforts to provide differentiated learning support for pupils in an inclusive and individualised way

Strengthen **guidance and counselling**, so young people are aware of study options, employment prospects.

Key messages



COMPENSATION

Reinforce accessibility to **second chance** schemes for all young people. Make second chance schemes distinctive and ensure they provide a positive learning experience.

Support teachers in second chance in their specific role and needs

Learn from second chance!



Checklist on comprehensive policies



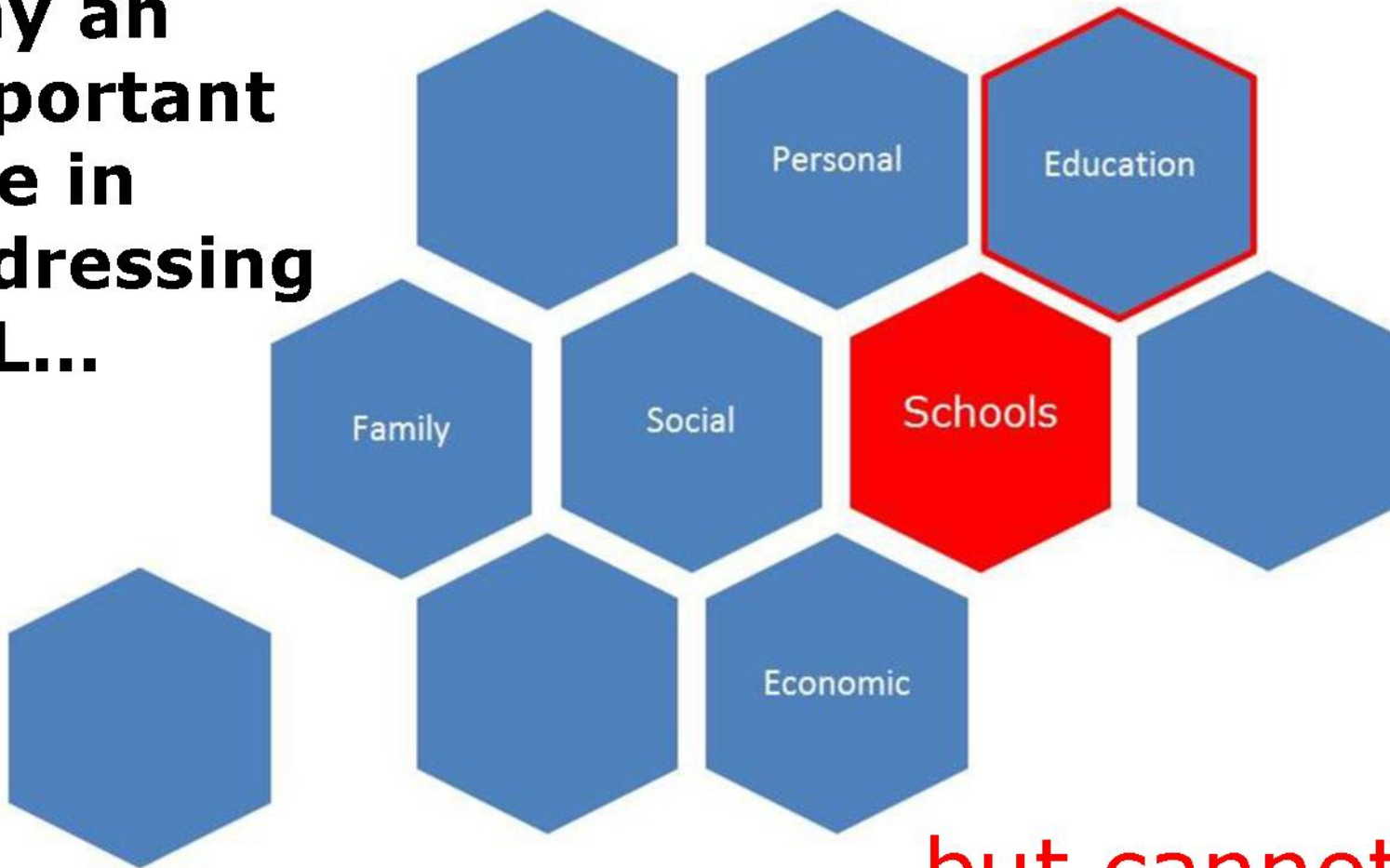
- **Tool for self-assessment** for countries, regions or local authorities who are developing or implementing policies against ESL
- Help identify areas for further improvement

Annex 1 Checklist on comprehensive policies

This table presents a progression continuum in the development of comprehensive policies to reduce early school leaving (ESL). The left side of the table reflects the starting position of many countries in developing their comprehensive policies against FSI and the right side presents good practice identified by members of the Thematic Working Group. This checklist can be used to self-assess current policies to reduce ESL by trying to locate the position of current policies and where countries could aspire to using the progression continuum marked by the arrows and different level of shading.

		Progression continuum			
		←	→	→	→
Governance	There is no common strategic approach to address ESL.	▶	▶	▶	▶
	Political commitment to reduce FSI is low.	▶	▶	▶	▶
	Measures and programmes to reduce ESL do not cover the entire education and training (ET) system.	▶	▶	▶	▶
	ESL is mainly addressed within education policy; Initiatives from other relevant policy areas (e.g. health, youth, employment) are not coordinated with education policies and measures to reduce FSI.	▶	▶	▶	▶
	There is no coordination at national level.	▶	▶	▶	▶
	There is no regular exchange of good practices.	▶	▶	▶	▶
	Monitoring is underdeveloped; there is no possibility to measure in a consistent way the effectiveness and efficiency of measures and programmes.	▶	▶	▶	▶
	The country has a sustainable strategy to reduce ESL that is nationally coordinated.				
	There is sustained political commitment from policy makers, educational authorities and stakeholders to reduce ESL.				
	The strategy covers the entire education and training (ET) system including provision for special education needs (SEN).				
	Measures supporting the reduction of FSI are integrated into all relevant policies aimed at children and young people.				
	There is a coordinating body at national level that which ensures coordination across different policy sectors and with relevant stakeholders.				
	There is a regular exchange of good practices at all levels.				
	Monitoring and evaluation is embedded in the design of the strategy to reduce ESL and within all of its measures and programmes. Monitoring and evaluation is consistently used to test/assess efficiency and effectiveness.				

**Schools
play an
important
role in
addressing
ESL...**



**...but cannot and
should not work
in isolation...**



Research on early school leaving

**Dies Natalis 2012 (Kristof de Witte): Various EU member states have developed programmes to reduce high school dropouts. Since the introduction of the programmes the percentage of dropouts have dropped from 15% to 10%.
30 minutos por si te sobra tiempo!!**

<https://www.youtube.com/watch?v=06GgAxQcawA>

Further information

EU work on ESL:

http://ec.europa.eu/education/policy/school/early-school-leavers_en.htm

Final Report of the TWG on ESL:

http://ec.europa.eu/education/policy/strategic-framework/doc/esl-group-report_en.pdf

Video on the key messages:

<http://youtu.be/0G4P6v1WvpQ>



EU legislation/initiatives

Council recommendation on policies to reduce early school leaving

Tackling early school leaving: A key contribution to the Europe 2020 Agenda

Reducing early school leaving_



Further information

EU work on ESL:

http://ec.europa.eu/education/policy/school/early-school-leavers_en.htm

Final Report of the TWG on ESL:

http://ec.europa.eu/education/policy/strategic-framework/doc/esl-group-report_en.pdf

Current Working Group on School Policy:

<http://ec.europa.eu/edu>



More information on early school leaving

http://ec.europa.eu/education/school-education/leaving_en.htm

Education and Training Monitor 2012

http://ec.europa.eu/education/lifelong-learning-policy/monitor12_en.htm



PROTOCOLO DE ABANDONO DE ESCOLAR

En grupo de trabajos se reúnen participantes (4-5) de países diferentes con el fin de aportar las diferentes herramientas que emplean en su práctica educativa diaria.(30 minutos más o menos)

Exposición de las conclusiones de cada grupo (40-50 minutos más o menos)



**TESTIMONIOS DE ANTIGUAS ALUMNAS
SOBRE E.F.T (15 minutos)
ESTO SOLO HAY QUE LEERLO.(el
contenido se encuentra en otro archivo)**