IKY | Erasmus+

"Traditional Arts and Crafts to Keep away Early Drop - out"

PROJECT CODE 2018-1-EL01-KA201-047659

"REDISCOVERING THE LOST CRAFTS"

PART A: Early Leaving from Education and Training (ELET)

Co-funded by the
Erasmus+ Programme
of the European Union

T.A.C.K.E.D.
"Traditional Arts and Crafts to Keep away Early Drop-out".
Project code: 2018-1-EL01-KA201-047659

The project intends to impact on the problem of early school leaving and dropout which are interlinked to schooling problems that obstacle a full and effective integration of teenagers into the educational and training systems, using Traditional Arts and Crafts as a powerful tool.
The revival story of each traditional craft, material or tool, began with the passion of dedicated individuals and communities. In order to **pass on this craft's heritage, it's important to preserve the quality materi**als and tools that are so essential to its survival, as well as support the next generation of craftspeople.
Paying efforts to revive craft traditions and rediscovering each product as a symbol of the area from which it originated offers great potential for reaching the Erasmus+ transversal key competences: learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression.
The main tangible results of the project are:
1.   Guide "Rediscovering the Lost Crafts: didactic and inclusive practice to fight out school failure, early school leaving and dropping"
2.   A short documentary on Traditional Arts and Crafts

Visit the website http://tackederasmus.eu

The publication is PART A of Guide "Rediscovering the Lost Crafts", presenting research on Early School Leaving, Statistics from Greece, **Italy and Hungary, Teachers' ideas and Key messages**

Contents

Statistics

Best practices and key messages

1. ISCED

ISCED

International Standard Classification of Education (2011)

The International Standard Classification of Education (ISCED) was designed to facilitate the compilation and comparison of education statistics both within and across national boundaries. It combines **two cross-classification variables** (levels and fields of education) with the type of education (general/vocational/pre-vocational) or students' intended destination (tertiary education or direct entry into the labour market).

ISCED 0: Early childhood education
('less than primary' for educational attainment)

Pre-primary education is defined as the initial stage of organised instruction. It is school-based or centre-based and is designed for children aged at least 3 years.

ISCED 1: Primary education
This level begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from 4 to 6 years.

ISCED 2: Lower secondary education
Continues the basic programmes of primary education, although teaching is typically more subject focused. Usually, the end of this level coincides with the end of compulsory education.

ISCED 3: Upper secondary education
This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (completion of compulsory education) and other minimum entry requirements are usually needed. Instruction is often more subject-oriented than at ISCED level 2. The typical duration of ISCED level 3 varies from two to five years.

ISCED 4: Post-secondary non-tertiary education
These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of ISCED level 3 graduates. Typical examples are programmes designed to prepare pupils for studies at level 5, or programmes designed to prepare pupils for direct entry to the labour market.

ISCED 5: Short-cycle tertiary education

Entry to these programmes normally requires the successful completion of ISCED level 3 or 4. This level includes tertiary programmes with academic orientation (type A) which are largely theoretically based and tertiary programmes with occupation orientation (type B) which are typically shorter than type A programmes and geared for entry into the labour market.

ISCED 6: Bachelor's or equivalent level

Programmes designed to provide intermediate academic and/or professional knowledge, skills and competencies leading to a first tertiary degree or equivalent qualification.

ISCED 7: Master's or equivalent level

Programmes designed to provide advanced academic and/or professional knowledge, skills and competencies leading to a second tertiary degree or equivalent qualification.

ISCED 8: Doctoral or equivalent level

Programmes designed primarily to lead to an advanced research qualification, usually concluding with the submission and defense of a substantive dissertation of publishable quality based on original research.

The Guide "Rediscovering the Lost Crafts: didactic and inclusive practice to fight out school failure, **early school leaving and dropping"** focuses on
ISCED 2: Lower secondary education
ISCED 3: Upper secondary education
ISCED 4: Post-secondary non-tertiary education

In most European countries, compulsory education stops at the age of 15 years old, before ISCED 3

2. Greek, Italian and Hungarian Educational systems

Greek educational system

Secondary education

Secondary education includes two cycles of study:

Gymnasio

The first one is compulsory and corresponds to gymnasio (lower secondary school).

- It lasts 3 years
- It provides general education
- It covers ages 12-15
- It is a prerequisite for enrolling at general or vocational upper secondary schools

Parallel to day gymnasio, evening (esperino) gymnasio operates. Attendance starts at the age of 14.

Lykeio

The second one is the optional geniko or epangelmatiko lykeio (general or vocational upper secondary school).

- It lasts 3 years
- Pupils enrol at the age of 15

There are two different types:

a. **Geniko (general) lykeio.** It lasts 3 years and includes both common core subjects and optional subjects of specialisation
b. **Epangelmatiko (vocational) lykeio**. It offers two cycles of studies:
i. The secondary cycle
The optional post-secondary cycle, the so-called "apprenticeship class".

Parallel to day lykeia, there are also:
1. Esperina genika (evening general) lykeia

Greece 2018/19
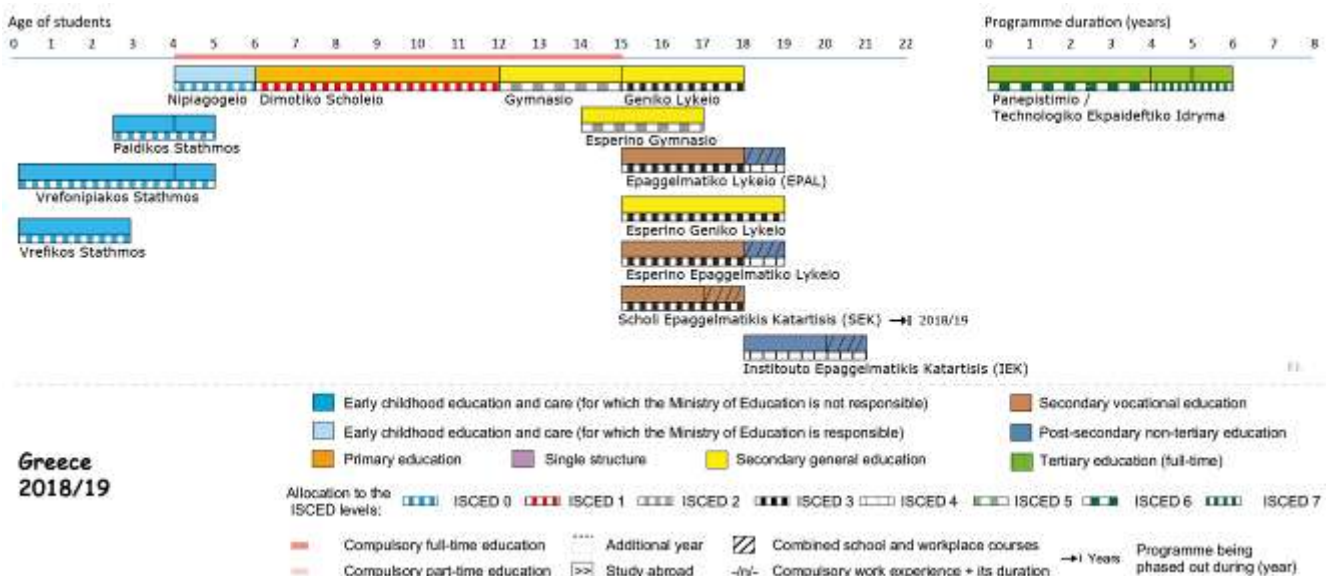
2. Esperina epangelmatika (evening vocational) lykeia.

I   Post-secondary education
Institouta epangelmatikis katartisis – IEK (vocational training institutes) are the main pro-viders of post-secondary non-tertiary education. They operate in the non-formal education framework. They lead to the acquisition of nationally recognised certificates.
Kollegia (colleges) provide non-formal post-secondary education and training and are part of the private sector. They award degrees, titles, study certificates or any other cer-tificate which can be recognised as professionally equivalent to higher education degrees awarded by the Greek formal education system.

Italian educational system

First cycle of education
The first cycle of education is compulsory and is made up of primary and lower secondary education.
Primary education (*scuola primaria*) starts at 6 years of age and lasts 5 years.
Lower secondary education (*scuola secondaria di I grado*) starts at 11 years of age and lasts 3 years.
Within the first cycle, students pass from one level to the next one without exams. At the end of the first cycle of education, students who pass the final state examination progress directly to the second cycle of education, the first two years of which are compulsory.

Second cycle of education
The second cycle of education starts at the age of 14 and offers two different pathways:
- the upper secondary school education
- the regional vocational training system (IFP).

The first two years of the second cycle of education are compulsory.
The upper secondary school education (*scuola secondaria di II grado*) offers both general (liceo) and vocational (technical and vocational) programmes. Courses last 5 years. At the end of the upper secondary school education, students who successfully pass the fi-nal exam, receive a certificate that gives them access to higher education.
The regional vocational training system (IFP) offers three or four-year courses organised by accredited training agencies or by upper secondary schools. At the end of regional courses, learners receive a qualification that gives them access to second-level regional vocational courses or, under certain conditions, short-cycle courses at higher education level.

Post-secondary non-tertiary education
The post-secondary non-tertiary level, offers courses within the Higher technical educa-tion and training system (IFTS) and within the vocational training system managed by the Regions.
The Higher technical education and training system (IFTS) aims mainly at developing professional specialisations at post-secondary level that meet the requirements of the la-bour market, both in the public and private sectors. In particular, courses focus on the or-ganisation of services, of local bodies and productive sectors undergoing deep techno-logical innovations due to the globalization of markets. They are organised according to the priorities indicated by the economic planning at regional level.
The Regions organise short vocational training courses (400-800 hours) addressed to

those who hold a qualification obtained either in the regional or in the State vocational training system. They are also called 'second-level' vocational training courses. They are organised with funds coming from the European Social Fund and aim at the acquisition of high-level theoretical, technical and managerial skills, also through practical work and stages in enterprises, to meet the professional needs of specific sectors.

Italy
2018/19
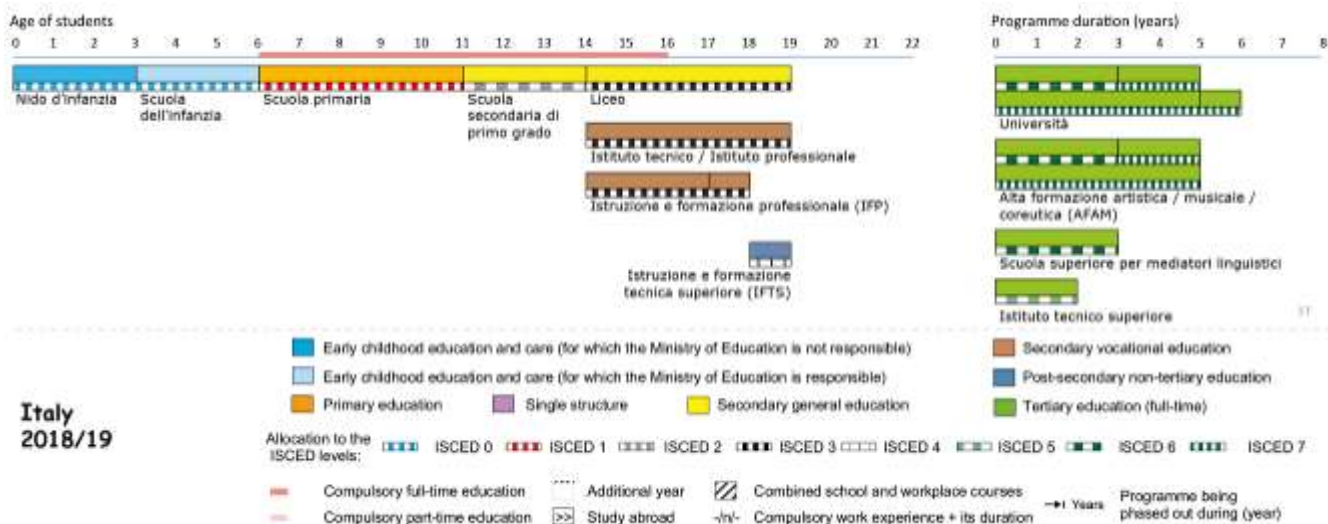
Hungarian educational system

Secondary education

Primary and lower secondary education (ISCED 1, 2) is organised as a single-structure system in 8-grade basic schools (általános iskola) (typically for pupils aged 6-14, covering grades 1-8).

Upper secondary education (ISCED 3, typically for pupils aged 14-18, usually covering grades 9-12) is provided by general secondary schools (gimnázium), vocational secondary schools (szakgimnázium) or vocational schools (szakközépiskola) or vocational school for special education (szakiskola). However, general secondary schools are also allowed to offer longer programmes starting earlier (from Grade 5 or 7).

General secondary schools provide general education and prepare for the secondary school leaving examination, which is the prerequisite for admission to higher education. Secondary vocational schools provide general and pre-vocational education, prepare for the secondary school leaving examination and offer vocational post-secondary non-tertiary programmes (ISCED 4). Vocational schools provide general, pre-vocational and vocational education and may also provide remedial lower secondary general education for those who have not accomplished basic school. Students can continue their studies to get upper secondary general school examination certificate after finishing their vocational programme.

As a tradition of more than 50 years, **upper-secondary education (ISCED 3) typically starts from grade 9 in Hungary** after completing the 8-grade single-structure educational phase (i.e. primary and lower secondary, ISCED 1 and 2). Most commonly, it involves 4 grades, less commonly 5, 3 or 2 grades. As another 50-year-long tradition, Hungary has maintained the three main programmes of upper-secondary education: general secondary, vocational secondary and vocational education and training. Besides, the so-

called Bridge Programmes belong here that usually last for two years. Students completing their studies in general secondary or vocational secondary schools and successfully passing the secondary school-leaving examination are entitled to seek admission to higher education. The three-year vocational education and training does not offer the same qualification and ends with the issuance of a certificate. This certificate provides a state-recognised qualification listed in the National Qualifications Register. It does not entitle school-leavers to enter into higher education. In this form of education, it is possible to obtain a secondary school-leaving certificate in an additional two years, which entitles the student to enter into higher education.
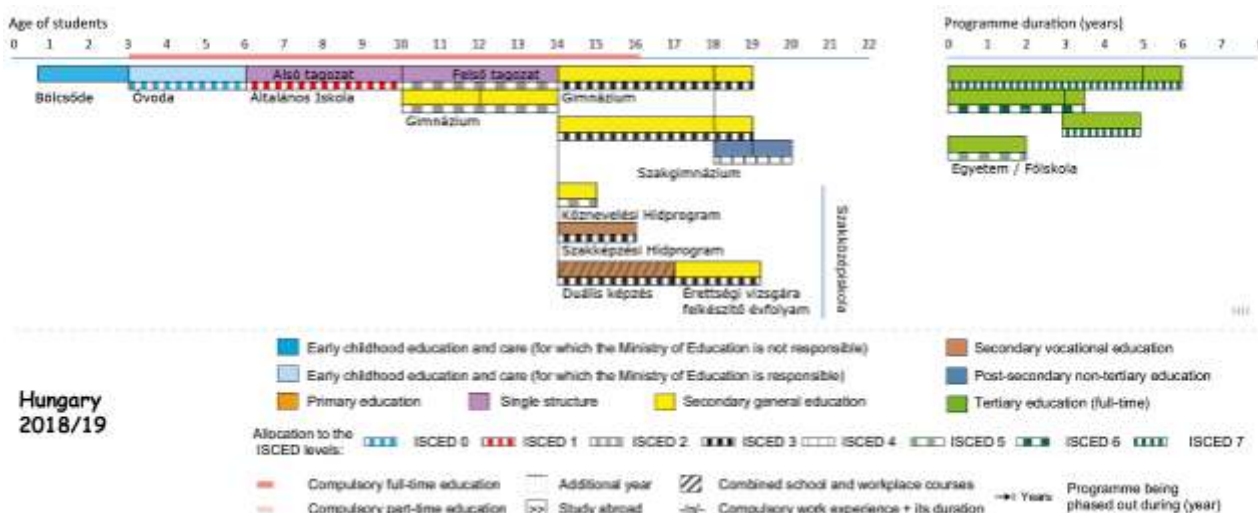
Common problems of the educational systems of Greece, Italy and Hungary

Educational systems in Greece, Italy and Hungary face similar difficulties related to social and financial problems affecting educational policy and its implementation, such as

- The decline in the student population due to the birth rate
- The disappointing results of the PISA
- The statistics show a gradual decline in the proportion of students choosing vocational education

Traditional Arts and Crafts are not included in the curriculum in Primary and Secondary Education. They are usually taught as modules in Arts or Crafts subject

Traditional Arts and Crafts are partially included in the branches in Vocational Education. Especially in Italy, the school offers braches for Ceramics, Fashion Design, Wood Carving, Painting and Restoration

3. National information for Early School Leaving

Greece

Definition

Besides the Eurostat definition of early leavers, the Ministry of Education and Religious Affairs uses another definition of early leaving: **not having completed compulsory education or other equivalent vocational education or training, as well as the notion of school drop-out.**

National data collection

The Hellenic Statistical Authority is in charge of collecting statistical data for the Eurostat Labour Force Survey, aggregated at top, regional and local levels. A new information system, 'MySchool', is operating since the 2013/14 school year for all primary and secondary schools. It is based on a student database and includes fields which are required for the measurement of early leaving. The data, available in an aggregated format at top, regional, prefectural, local and school levels, is collected twice a month and processed twice a year by the Institute of Educational Policy (IEP). The data are not made publicly available for the moment.

Strategy, policies and measures

1. Comprehensive strategy

There are reform policies to tackle early leaving.

2. Recent policies and measures

The main policies and measures related to early leaving are:

- setting up education priority zones in regions with low educational attendance and high percentage of early leavers in order to support students at risk;
- positive discrimination of schools aimed at fighting against school failure and drop-out of foreign repatriated and Roma students, as well as students from the Muslim minority. This includes training and support of teachers, in-school supportive interventions and coordination of school networks. Also, special curriculum arrangements are set up: in areas with high density of migrant, repatriated or Roma population; 'crosscultural schools' adapt the curriculum to the specific educational, social and cultural needs of students, with the teaching of the instruction language as a key priority; 'minority schools', that are bilingual Greek-Turkish, operate at Thrace, in areas with a population from the Muslim minority;
- supplementary income benefits are available for families with low income having children in compulsory education;
- introducing the All Day Primary School, with an extended timetable (in addition to the compulsory one) and extra activities (study, arts and cultural activities, English, a second foreign language and ICT);
- increasing the flexibility and permeability of educational pathways, such as all-day preprimary and primary schools, evening lower secondary schools and vocational upper secondary schools to help students at work attending classes, and initial vocational training for those who do not want to continue in general education;
- improving the quality and prestige of vocational education and training by offering

- two cycles of study: secondary and postsecondary (the so called 'apprenticeship class');
- language support for children with a different mother tongue through programmes such as 'ODYSSEAS – Education of immigrants in the Greek language, history and culture';
- identification of groups at risk of early leaving and development of early warning systems, particularly for students with special educational needs;
- setting up the 'Observatory for the Prevention of School Violence and Bullying'. Specific targeted measures for groups at risk are focused on students from socially disadvantaged, migrant and minority/Roma backgrounds.

3. Recent ELVET-specific measures

The dual system has been significantly expanded and upgraded recently and this reform is expected to have a positive impact on ELVET rates. The 2013 reform of secondary education (Law 4186/2013) introduced a new, optional fourth year of VET training which takes place in form of apprenticeship training. This additional year of apprenticeship training leads to a higher level VET qualification (EQF5) which is expected to be attractive to both employers and learners alike. The reform also improves the system to recognise prior learning, thereby in particular benefiting early leavers who are returning to VET with relevant work experience.

Financial incentives are also utilised to encourage participation and retention in VET. For example, young people aged 18-25 can obtain financial support to remain in initial VET and unemployed and low qualified youth are attracted back into learning through financial incentives to take up work-based learning and other VET courses.

Cross-sector cooperation

Cooperation on early leaving is being tested within projects. It involves the policy areas of employment, youth, social affairs, justice and health.

Concerning multi-agency partnerships at local/institutional level, professionals are involved (school heads, teachers, guidance specialists, psychologists, social workers, as well as speech and language specialists) but partnership practice is not yet well established.

Education and career guidance

Education and career guidance is explicitly considered as a prevention, intervention and compensation measure to tackle early leaving. Educational and career guidance is part of the lower secondary education curriculum as a compulsory separate subject ('School Career Guidance').

Italy

Definition
Besides the **Eurostat definition of early leavers, the concept of 'at-risk of drop-out' is also used, i.e. students who leave school education during the academic year not providing any official communication to the school.**

National data collection
The National Institute of Statistics (ISTAT) is in charge of collecting statistical data for the Eurostat Labour Force Survey. Data on students at risk of drop-out is collected on an ongoing basis through the student register by the statistical office of the Ministry of Education, University and Research (MIUR).

This data refers to students in school education (general and vocational/technical schools). It is made available each year, aggregated at top, regional, local and institutional level. An agreement between MIUR and the State/Region Conference is being prepared for the integration of the national student register to the regional registers, which contain data on vocational education, training pathways and apprenticeship. The integration of registers will allow distinguishing early leaving from a mere shift from the school system to the regional vocational training system.

Strategy, policies and measures

1. Comprehensive strategy

There is no comprehensive strategy to tackle early leaving. However, the Ministry of Education, University and Research is currently working on merging in a single framework all structural measures already implemented to tackle early leaving.

2. Recent policies and measures

The main measures and policies related to early leaving are:

- a series of intervention and economic measures aimed at fighting drop-out, such as integrative teaching in compulsory education in the areas with higher risk of drop-out and the extension of school timetable for groups of students;
- implementing extra-curricular activities in the afternoon (sportive, cultural, artistic and leisure activities);
- increasing flexibility and permeability of the education system through the full integration and recognition of non-formal and informal pathways within the education system;
- Setting up local networks of guidance in each Regional School Office aiming at training teachers, promoting lifelong learning guidance and identifying needs, with the participation of the different actors involved in guidance; developing the students' register to identify early leavers;
- reorganising the adult education system. Former centres and evening classes will merge into the new Centres for Adult Education (CPIA) providing young people and adults with personalised learning paths for obtaining lower and upper secondary education qualifications. Centres will also offer literacy courses and Italian language courses to foreign adults;
- integrating classes in institutes for the detention of minors and adults. Specific targeted measures for groups at risk are focused on students from socially disadvantaged, migrants and minority/Roma backgrounds, as well as on students with special educational needs.

3. Recent ELVET-specific measures

There are no national ELVET specific measures; the national preventive, guidance and second chance measures related to ELVET tend to have broader target groups or goals. However, some regional ELVET specific measures exist:

- some regional flexible initial VET programmes include skills-based catch up work-shops and offer additional counseling and psychological services for at risk students;
- forming networks of schools is encouraged. Such networks are incentivised to undertake ELVET actions together in order to facilitate a comprehensive approach with less overlap;
- expansion of dual training opportunities and improving permeability of VET tracks are seen as critical to the ELVET agenda.

Cross-sector cooperation

There is a tradition of cooperation on early leaving between the policy areas of employment (the Ministry of Labour), youth, family, justice and health. A Forum for lifelong guidance has been established within the Ministry of Education, University and Research. The other members of this Forum are the Ministry of Labour, the Ministry of Health, the State/Region conference, the Institute for Professional Development of Workers (ISFOL), the Italian Manufacturers' Association (Confindustria), the Union of Chambers of Commerce (Unioncamere) and some experts from universities. This Forum has recently been merged into a steering committee, set up within the State/Regions Conference, which has established coordination and cooperation mechanisms for lifelong guidance among the various stakeholders. Concerning multi-agency partnerships at local/institutional level, school heads and teachers are involved in well-established partnership practices, while psychologists, social and youth workers, therapists and speech and language specialists cooperate within projects.

Education and career guidance

Education and career guidance is explicitly considered as a prevention, intervention and compensation measure to tackle early leaving. Education and career guidance is embedded in the primary and secondary curricula as a crosscurricular topic. School counselling and information services are in charge of guidance provision in secondary education.
Education and career guidance is also provided out of school in the consulting and/or information centres (e.g.: Informagiovani), in provincial job centres, regional consulting and information centres, guidance centres at universities and upper secondary schools. Compensatory measures include guidance and support to those who wish to re-enter education. Local measures are provided by school teachers in Adult Education Centres, Provincial Job Centres, associations and private organisations.

Hungary

Definition
Hungary uses the **Eurostat definition** of early leavers.

National data collection
The Hungarian Central Statistical Office is in charge of collecting statistical data for the Eurostat Labour Force Survey. This data collection is aggregated at top and regional levels and made publicly available. Complementary information is available in some surveys, such as the Hungarian Life Course Survey.

Strategy, policies and measures

1. Comprehensive strategy

The Government Resolution 1603/2014 on the adoption of a comprehensive early leaving strategy was published on 4 November. The main measures of the strategy concern:
- reinforcing basic skills and competences in primary education in order to prevent grade retention;
- promoting integrated, inclusive education at all levels to avoid segregation;
- introducing flexible educational pathways to compensate the fact that compulsory school age will be reduced from 18 to 16. Intervention and compensation measures have been identified in order to keep students in formal education beyond compulsory school age;
- introducing innovative methodology, such as individualised teaching methods, mentoring, individual development plans, career plans, involvement of parents, scholarships, as well as legal regulations and financial incentives;
- improving the results of low performing schools in order to increase the effectiveness of the school system and improve equity in education;
- introducing a data collection for early leaving and an early warning system covering all education levels in general and vocational education, training and special needs education;

2. Recent policies and measures

In addition to the policies and measures that will be implemented as part of the early leaving strategy:
- early childhood education and care will become compulsory for 3-5 year old children from September 2015.
- since September 2013, school days last until 4 pm, with various activities provided after the lessons.
- the 'Bridge Programmes' were introduced in 2013 in vocational schools at upper secondary level:

Bridge 1: for students up to the end of compulsory school age (16), who completed basic education, but were not admitted to an upper secondary school. This programme provides them with the fundamental skills and competencies that are necessary for continuing their studies;
Bridge 2: for students up to the end of compulsory school age (16), who did not complete basic education but at least six grades of the eight-grade basic education by the age of 15. This programme prepares pupils for vocational training by increas-

ing motivation for learning and developing the necessary skills for an occupation. Upon completion, students receive a certificate proving the accomplishment of basic education; if they pass the vocational examination, students also receive a certificate for partial vocational qualification. Specific targeted measures for groups at risk are focused on students from socially disadvantaged and minority/Roma backgrounds.

3. Recent ELVET-specific measures

No ELVET specific measures have been identified but many general ELET measures - including mentoring and scholarship schemes like Útravaló and Arany János - include specific VET strands and the new 'Bridge Programmes' (see above) are now available in 86 VET schools. VET teacher training courses have started to include modules on early leaving and vulnerable groups.

Cross-sector cooperation

The policy areas of employment, social affairs (including youth and family), health, public administration and home affairs are involved in cooperating on early leaving, but cooperation mechanisms are not yet established. Multi-agency partnerships at local/institutional level involve professionals such as school heads, teachers, psychologists, and nurses but partnership practice is not yet established.

Education and career guidance

Education and career guidance is not explicitly considered as a prevention and intervention measure to tackle early leaving but as a compensation measure. Guidance is a cross-curricular topic at all levels of education. It is also integrated into several subjects or subject areas. In upper general education, it may be taught as an optional separate subject. School counselling services are available in secondary education.

As to external providers, public employment services provide career information and organize career fairs for students in basic and upper secondary schools. They also intervene at school for individual guidance and career classes. Moreover, since January 2012, county offices of the Chamber of Commerce and Industry are also expected to play a role in guidance.

The 'Bridge programmes' are operating as compensation measures for early leavers, targeting students who, for some reason, did not make the transition between lower and upper secondary levels.

4. Definitions of Early School Leaving / Dropout / NEET

The term Early Leaving from Education and Training (ELET) has been coined at EU level.

Early leavers are defined as 18-24 year-olds with only lower secondary education or less who are no longer in education or training. Early leaving can therefore be distinguished from **'drop-out', which refers to discontinuing an on-going course,** e.g. dropping out in the middle of the school term.

ELET
Early leaving from education and training (ELET) refers to all forms of leaving education and training before reaching the end of upper secondary level and an equivalent school leaving certificate.

This broad definition encompasses countries' own definitions of who in the national context is considered to be an early leaver. It includes, for example, countries who refer to young people who leave (or drop out of) school without completing what is considered in the national context as basic education (usually primary and secondary education), as well as those who define early leavers as young people who leave school without an upper secondary school leaving certificate.
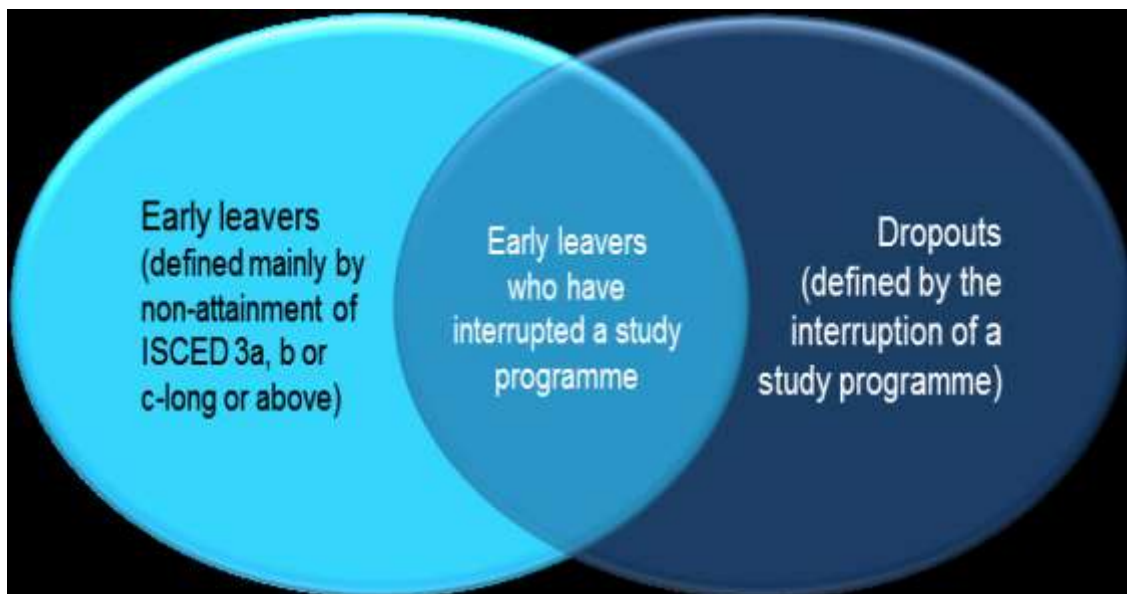
NEET' stands for young people aged 16-24 Not in Education, Employment or Training (NEET). A person identified as NEET is either unemployed or economically inactive and is either looking for work or is inactive for reasons other than being a student or a career at home.

Data collection and policies

It is important to note that the way early leaving is defined in countries is often linked to the data collection process and this, in turn, can have **an effect on the policies being developed to prevent or reduce it.**
A focus on drop-out may, therefore, result in increased efforts to prevent it and to intervene as early as possible.
Focusing on the number of young people who have not completed upper secondary education, on the other hand, may trigger measures that aim to help them re-enter education or training to complete their studies.

In order to understand why young people leave education and training early, it is moreover important to see early leaving not only as a status or educational outcome but as a process of disengagement that occurs over time. Chronic absenteeism and exclusion from school can be among the symptoms, or may even be the cause of students leaving early. However, there are more signs which indicate that students may be at risk. Warning signs may occur as early as in primary school. They may be related to individual factors (e.g. educational performance, behaviour, attitudes) or to factors within individuals' families, their schools, and communities. Understanding early leaving from education and training as a complex process, detecting early signals and identifying students who are at risk of leaving education and training early is therefore a prerequisite for developing targeted and effective measures to prevent it.

5. Factors associated with early leaving

In July 2019, the report "Assessment of the Implementation of the 2011 Council Recommendation on Policies to Reduce Early School Leaving" presented analysis of the key contributory factors related to ESL.

Factors explaining ESL

There is not one 'ESL problem' or reason which can explain why a young person leaves school. Research shows that the interplay of a number of complex factors related to the individual situation of each student contributes to the likelihood of early school leaving. These factors include **individual needs** (e.g. disability, psychological issues, academic underachievement, mental health), **socio-economic background** (e.g. migrant background, poverty, workless households, rural/urban location), **school-based factors** (e.g. lack of resources, lack of guidance and support, inappropriate teaching methods), and **national contextual factors** (e.g. economic situation, labour market situation, availability of education and training policies, value placed on education). People at risk ESL are often suffering from multiple disadvantages and are affected by a complex mix of the factors identified above.

Key contributory factors.

Disadvantaged socio-economic background appears to be a strong factor which influences early school leaving. Difficult family situations - such as unemployment, low household income, people facing social exclusion and low levels of parental education - can have a direct and lasting effect on students' school trajectory, their attitudes towards learning, their educational achievement; and this can consequently contribute to their decision to leave education and training early. Other key poverty-related issues affecting ESL include homelessness and street children, and lack of service coordination for migrants.

An additional societal factor identified in the literature is the perception of education. In countries where the national appreciation for education and formal qualifications is higher, the levels of early school leaving tend to be lower. The reverse also holds true; when society demonstrates distrust or displeasure with the education system in a country, there is a higher likelihood of higher ESL rates.

Mental health issues also increases the risk of early school leaving. These issues were for example examined in a literature review, looking in particular at students who externalised problems (and tended to be more disruptive in classrooms) or internalised them (turning the problems in on themselves, and often having poor social skills, but often better able to cope). This research indicates that those with externalised problems are more prone to ESL.

Issues of transition, whether from primary to post-primary, or middle to upper secondary, or from preschool to primary are also related to ESL. Another factor mentioned recurrently by consultees throughout our research relates to the **quality of education, including VET tracks**. This is supported by other research, which highlights a priority to introduce greater flexibility within VET provision and the need for a stronger emphasis on social and emotional support and life skills within VET curricula in many countries.

The influence of **national contextual factors**, such as the economic situation and employment levels, can also have an important impact on the prevalence of ESL.

Strategies on early school leaving should be based on an analysis at national, regional and local level of the conditions leading to the phenomenon, as average rates often mask large differences between different regions or countries. **Early school leavers are a heterogeneous group and individual motivations to leave education prematurely differ widely. Family background and wider socio-economic conditions such as pull from the labour market are important factors. Their impact is conditioned by the structure of the education and training system, by available learning opportunities, and by the learning environment. The coordination of policies addressing the wellbeing of children and young people, social security, youth employment and future career perspectives has an important role to play in reducing early school leaving.**

Other factors included in research as associated with early leaving were:

(a) family background:
(i) migration or ethnic minority origin;
(ii) lower socioeconomic status of parents;
(iii) parental attitudes towards education;

(b) individual characteristics (not education related):
(i) gender;
(ii) health situation;
(iii) low self-esteem;
(iv) conflictual relationships with adults;

(c) individual's education pathway:
(i) disengagement from learning;
(ii) absenteeism;
(iii) class repetition;
(iv) low academic achievement;
(v) negative perception of school/education;

(d) school and classroom climate:
(i) conflict with teachers;

6. The right to Education. EU policy

Education is vital for positive economic, personal and social development. More years of education are also associated with higher 'earnings advantage'. In the context of countries with knowledge–based economies, education is the main lever to achieve a flourishing personal life and democratic, fair, inclusive and competitive society. However, a significant proportion of young people in EU countries drop out of the education system, without completing what is considered in the national context as the basic education necessary to achieve their future social and employment potential. **Research has shown that ESL and by consequence educational underachievement are among the principal barriers to achieving equitable societies. It has also shown that underachievement is determined by socio-economic, cultural, and linguistic status.**

The headline target to reduce the number of early school leavers in Europe **to under 10% by 2020** was announced in 2010 as part of the wider set of goals within the Europe 2020 Strategy17. After the adoption of the Strategy, the Commission adopted, on 31 January 2011, a set of policy documents addressing early school leaving. These comprised: a Commission Communication on 'Tackling early school leaving: A key contribution to the Europe 2020 Agenda', a Staff Working Paper on 'Reducing early school leaving' and the proposal for the Council Recommendation on policies to reduce early school leaving, referred to in this report as the 2011 Recommendation.

The 2011 Recommendation aimed to provide the tools and policy impetus to encourage efforts at a national level across the EU in moving towards the 10% headline target. It established for the first time a common reporting mechanism for efforts to tackle ESL via the Annual Growth Survey (AGS), and represents a call for countries **to implement comprehensive strategies, to include groups at increased risk of dropping out in their measures, to address ESL both in general education and in VET, and to involve other policy sectors.**

It includes recommendations to the Member States on implementing a policy framework to tackle ESL, and invites the Commission to support national policy efforts through a variety of actions at EU level including monitoring, facilitating the exchange of good practice, launching comparative studies and research, and integrating measures aimed at tackling ESL in all relevant Union policies addressing children and young people. The Annex to the Recommendation sets out a framework for comprehensive policies to reduce early school leaving. The framework includes the need to identify the main factors and monitor ESL, as well as a framework comprising policies under three key pillars which should all be addressed in national ESL strategies: prevention, intervention and compensation.

The Recommendation was adopted on 28 June 2011.

7. Government action

Each country follows a detailed registration system of early school leavers

Comprehensive strategies
Prevention policies, which aim to tackle the root problems that may eventually result in early leaving.
Intervention policies, which aim to combat any emerging difficulties experienced by students, by improving the quality of education and training and providing targeted support.
Compensation policies, which create new opportunities for those who have left education and training prematurely to gain qualifications.

Governance
Education and career guidance, which encompasses all three areas, prevention, intervention and compensation, is being crucial for addressing early leaving.
Strong **governance arrangements** are needed to manage the relationships across the relevant policy areas and agencies ('horizontal cooperation') as well as between the various levels of government – national, regional, local and school level ('vertical cooperation'). The ability to work with private and non-governmental bodies such as employers and trade unions (cross-sector cooperation) is also essential.
Vocational education. VET can have a remedial role in tackling ELET, acting as a safety net for those who drop out from general education and who may otherwise have become early leavers.

8. School environment as contributory factor to Early School Leaving

Policy measures in the 2011 Recommendation
The Annex to the 2011 Recommendation sets out a broad range of policies across three key pillars: **prevention, intervention and compensation**. The list of policies is not intended to be exhaustive or prescriptive, but rather indicative of the type of policies contributing to the three pillars. Countries are encouraged to select policies based on national circumstances and contexts, underpinned by systematic data collection, monitoring and evaluation.

As defined in the 2011 Recommendation, **prevention policies aim to 'reduce the risk of early school leaving before problems start. Such measures optimise the provision of education and training in order to support better learning outcomes and to remove obstacles to educational success'.** The Annex to the Recommendation sets out examples of different types of prevention policies, summarised below.

1. Providing high quality early childhood education and care, especially to those from a disadvantaged background, including migrant and Roma children
2. Increasing the educational offer by providing education and training opportunities beyond the age of compulsory education
3. Increasing the flexibility and permeability of educational pathways
4. Promoting active anti-segregation policies, including to diversify the social composition of schools in disadvantaged areas
5. Policies to support multilingual teaching and learning and to promote linguistic diversity in schools, including inter-cultural learning programmes
6. Active measures to enhance parental involvement in school life through partnerships and forums, and parental engagement in children's learning
7. Measures to ensure access to high quality VET provision, including the integration of VET pathways into mainstream education, and upper secondary and tertiary education
8. Measures to strengthen links between education and training systems and the employment sector, via access to high quality work experience and employer engagement in schools

Intervention policies, as defined in the Recommendation, aim to 'avoid early school leaving by improving the quality of education and training at the level of the educational institutions, by reacting to early warning signs and by providing targeted support to pupils or groups of pupils at risk of early school leaving. They address all educational levels, starting from early childhood education and care to upper secondary education'. In the annex to the Recommendation, a range of intervention policies are

Prevention
Teachers' Tips
Schools should keep portfolio or detailed registry of pupils social and school performance

Schools should follow carefully pupils' attendance for early signs of Early Leaving

School should identify pupils that are in risk of Drop Out

Schools should be aware of family and social background of pupils

set out, addressing both school/training institution and individual levels. The types of intervention policies identified in the Recommendation are summarised below.

Intervention policies **at the level of the school or training institution**:

1. Developing schools into learning communities
2. Developing early-warning systems for pupils at risk
3. Networking between schools and external actors
4. Supporting and empowering teachers in their work with pupils at risk
5. Providing extra-curricular activities

Intervention policies **at the individual level**:

1. Mentoring support and target assistance to overcome specific academic, social or personal difficulties
2. Tailoring teaching to pupils' needs, strengthening individualised learning approaches
3. Strengthening guidance and counselling to support students' career choices and transitions within education or from education to employment
4. Access to appropriate financial support for young people with difficult economic circumstances

> **Intervention**
> **Teachers' Tips**
>
> Schools should create a learning community
>
> School should care for both academic performance and personal well being of pupils
>
> School should create a happy and caring learning environment
>
> Support services for teachers, pupils and families by specialists

In the terms of the Recommendation, **compensation policies aim to 'help those who left school prematurely to re-engage in education, offering routes to re-enter education and training and gain the qualifications they missed'**. Compensation policies set out in the Recommendation are summarised below.

1. Successful second chance education programmes, which provide learning environments that respond to the specific needs of early school leavers, recognise their prior learning and support their well-being
2. Diverse learning pathways to return early school leavers to mainstream education
3. The provision of various routes back into mainstream education and training
4. Systems to support the recognition and validation of prior learning, including competences achieved in non-formal and informal learning Providing targeted individual support, which integrates social, financial, educational and psychological support for young people in difficulties.

The measures implemented under these pillars together make up the core of comprehensive strategies on early school leaving, to be implemented at the country level in line with national priorities and the Europe 2020 objectives. As stated in the Recommendation: 'Comprehensive strategies on early school leaving **comprise a mix of policies, coordination across different policy sectors and the integration of measures supporting the reduction of early school leaving** into all relevant policies aimed at

> **Compensation**
> **Teachers' Tips**
>
> Emphasis on Vocational Education
>
> Extra curricular activities to support different learning approaches
>
> Career guidance Motivation for re entering school system

children and young people. In addition to education policies that **promote high-quality school systems, these are principally social policy and support services, employment, youth, family, and integration policies**. **Horizontal coordination between different actors and vertical coordination through different levels of government** are equally important.
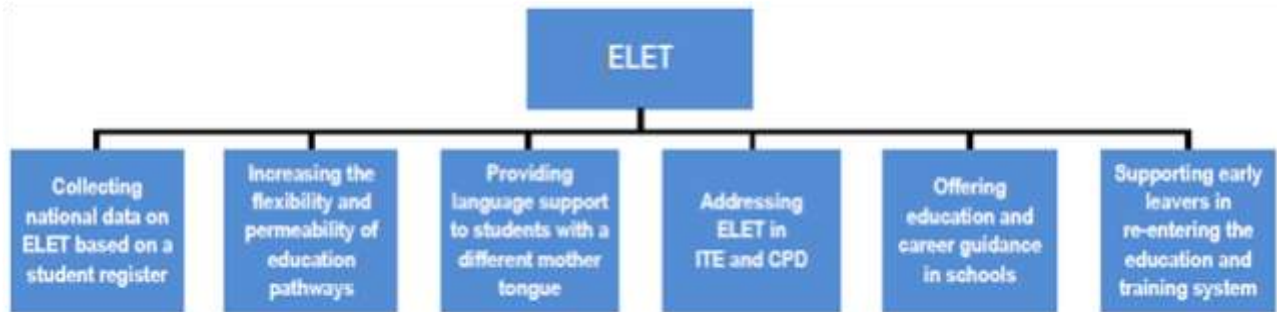
9. Factors against Early School Leaving

A national data collection system based on a student register can be used to understand the scale of the problem and to develop and implement appropriate policies to address ELET. Such a system can also be employed to both monitor absenteeism and evaluate the effectiveness of policies to reduce early leaving. Student register based data can also be employed to monitor absenteeism, thereby acting as a warning system to alert schools and authorities that they may need to intervene to help students at risk of leaving early.

> Data collection at school level
>
> Comparison with average at local / regional level
>
> Information about quantity and quality of absences

Policies for **increasing the flexibility and permeability of education pathways** can help prevent ELET by removing potential obstacles to the completion of education and training programmes. This indicator focuses on policy initiatives aimed at minimising the risk of early leaving by offering students a wider choice of programmes or alternative pathways (academic, technical or vocational), as well as providing opportunities for students to change tracks or programmes which do not meet their needs. The indicator also covers policies that are designed to ensure a smooth transition between education levels and programmes (especially from general education to VET programmes). It also includes policies that aim to improve the recognition of skills and qualifications, thereby helping students to progress to the next level or to re-engage in education or training if they have left the system prematurely.

> Easy transition between general and vocational education or branches
>
> Extra educational support in cases of transition

Language support for students with a mother tongue other than the language of instruction can be crucial as these students are often at increased risk of early leaving. Empirically, young people from migrant backgrounds tend to be over-represented among those leaving education and training early in many European countries. Policies on language support for these students can help ensure the provision of measures for strengthening the students' competences in the language of instruction, which are crucial in order to benefit from all the learning

> Special language support for newly arrived pupils
>
> Support and guidance for families of newly arrived pupils

opportunities and to avoid falling behind.

Addressing ELET in ITE and/or in CPD is essential if teachers are to learn how to support students who are showing signs of disengagement at school, and who are therefore at risk of leaving school early. This indicator examines policies and measures for improving teachers' understanding of the challenge of early leaving through initial teacher education (ITE) and continuing professional development (CPD). This implies increasing teachers' awareness of the underlying causes, the main triggers and early warning signs, as well as strengthening teachers' capacity to take action in both preventing early leaving and supporting students who are at risk. Training on ELET may also provide teachers with an opportunity to engage in peer learning and collaborate with other teachers and schools with experience in this area.

> Teacher training to trace early signs and to support pupils at risk
>
> Teachers' toolkits as educational material

The role of **education and career guidance services** in preventing students from leaving education and training is widely acknowledged. This indicator analyses policies on education and career guidance, which is provided both as a compulsory part of the curriculum and by school guidance services in lower and upper secondary education. Education and career guidance provides students with information as well as support for developing their decision-making and other skills important for managing their educational and/or career choices. Guidance may also include psycho-social work or counselling to help students, in particular those at risk of leaving early, as they progress through education and training.

> Career guidance to provide advice to pupils
>
> Focus on different career paths
>
> Digital applications for career guidance

Support for early leavers to re-enter the education and training system. This indicator presents policies and measures that help young people who have left education and training early to re-enter the system. This may entail: policies promoting the provision of second chance education, i.e. alternative education and training pathways leading to a formal qualification; education and career guidance, which may be combined with practical skills training, one-to-one or group counselling, or similar support offered to help young people develop a vision for their careers and lives; and initiatives taking place within the context of the 'Youth Guarantee', which seeks to ensure that all young people under 25 get a good quality, definite offer within four months of leaving formal education or becoming unemployed, for a job, apprenticeship, traineeship or continuing education that is adapted to each individual's need and situation.

> Follow up with early leavers
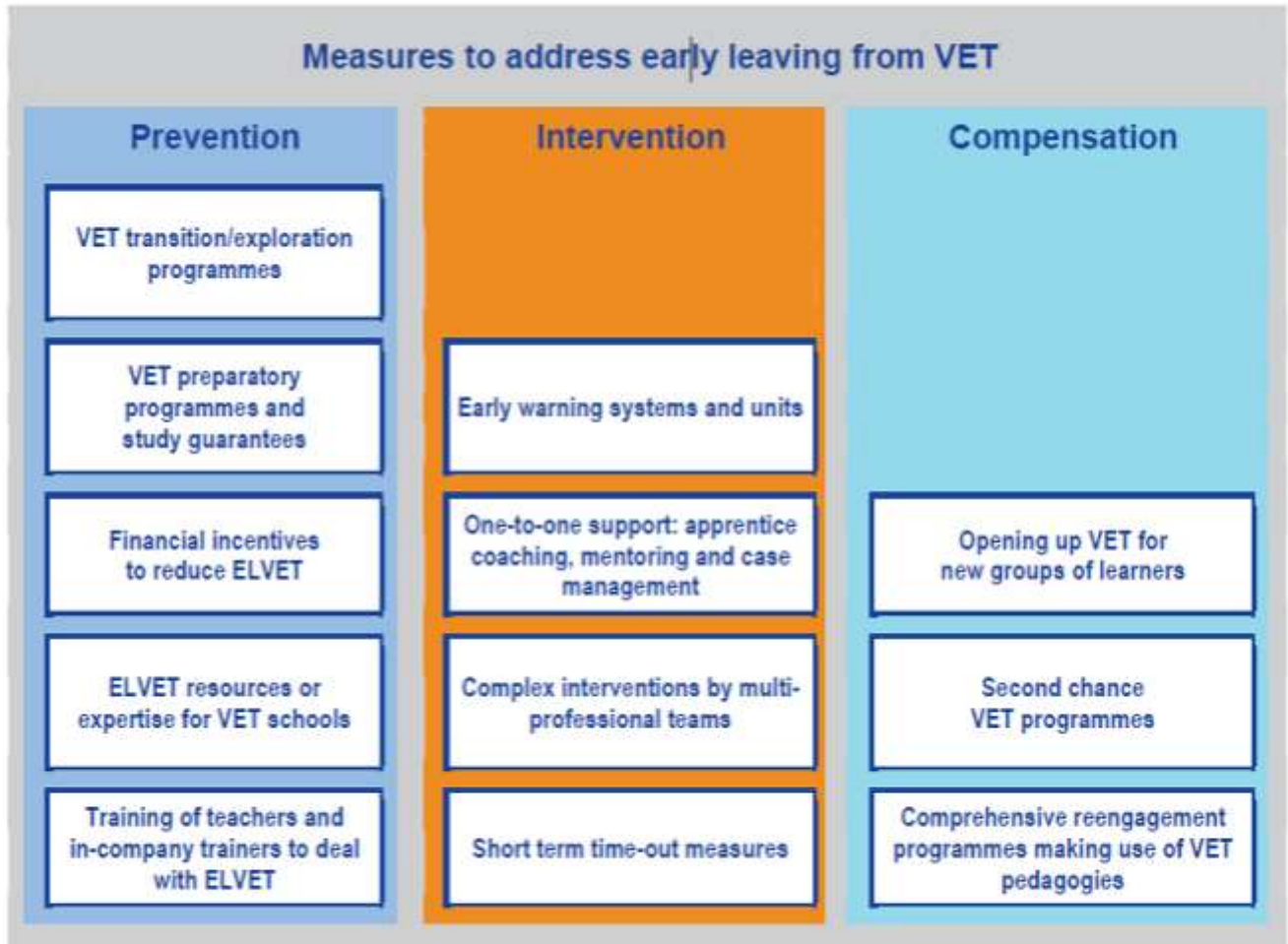>
> Suggestion of alternative educational paths
>
> Individualised career guidance
>
> Financial and social support to re enter education
>
> Emphasis on vocational education

Measures to address early leaving from VET

Source: Cedefop.

10. Quality education and School success

Education policies that encourage a stimulating learning environment for all learners, and especially for those who are struggling in school as a result of their individual circumstances and/or family background, can contribute to preventing early leaving. Education and training systems can create this type of learning environment if students are placed at the centre of the learning process and if teaching, learning and support is personalised in order to respond to students' individual needs and talents.

Education system contributes to drop out when operating as a selective mechanism rather than an inclusive one.

Important aspects for school success

(a) the positive importance of the feeling of belonging to a group in a classroom or a company;
(b) the influential role of families in young people's education and training;
(c) the teacher-student relationship;
(d) behaviours and relationships in education institutions that affect young people's self-perception and aspirations.

Some aspects of education systems such as grade retention, socio-economic segregation or early tracking are identified as having a negative influence on the rates of early leaving. Grade retention may increase educational inequalities, and the socio-economic segregation of schools may only aggravate the situation of low achievers in geographical areas characterised by low levels of socio-economic status and student achievement. Directing students into different educational pathways or tracks too early by placing them into either academic or vocational programmes based on their achievements, can also be detrimental to their education outcomes as they may become demotivated and lose interest in learning.

Students who feel strongly connected with their school and value education highly are generally more likely to accept school values as their own and become more involved in various school-based activities, which increase their chances of educational success. Additionally, highly valuing education is associated with higher academic attainment. Also, a positive perception of oneself as a learner increases the probability of educational success.

Students who feel they are understood, receive care and help in various life situations are usually more involved in their education and declare a higher sense of belonging to the school. Therefore, the support students receive from teachers in school seems to be an important factor in protecting youngsters from leaving school early.

Schools that invest in strengthening the development of a positive and supportive school climate, as well as tackling peer victimisation are more successful in fostering school engagement. Moreover, students who experience violence from their peers are at real risk of school disengagement.

11. School failure

The common objective of all European states is to respond to the competitive and ever-changing international economic environment. In this context, European societies are actively aiming to become 'knowledge and learning societies' by providing their citizens with adequate and quality education. At both international and national levels, **more comprehensive education and training, in addition to contributing to individual development, cohesion, professional and personal integration, provides financial security for everyone**.

Concerning Early School Leaving at European level, the Strategic Framework "Education and Training 2020" proposes to the Member States a number of education and training targets. One of these aims is to combat Early School Leaving and aims to reduce below 10% by 2030. All EU Member States aim to implement a comprehensive strategy to reduce early school leaving. This strategy should include specific, clear and measurable goals and benchmarks for each educational level and age group, as well as implementation schedules and monitoring tools.

According to the Strategic Policy Framework, Early School Leaving is directly linked to lower social cohesion, as school drop-outs are linked to:

- higher risk of unemployment,
- lower income
- more difficult career development
- higher chances of delinquency,
- social marginalization.

The above suggest as immediate priority:
• registry of Early School Leaving
• continuation of education for all
The European average target of young people leaving school is 10% by 2020.

Statistics

12. Early school leavers' in the EU and in regions

Early leavers, EU, 2002 to 2020

Share of early leavers from education and training in the EU (%)
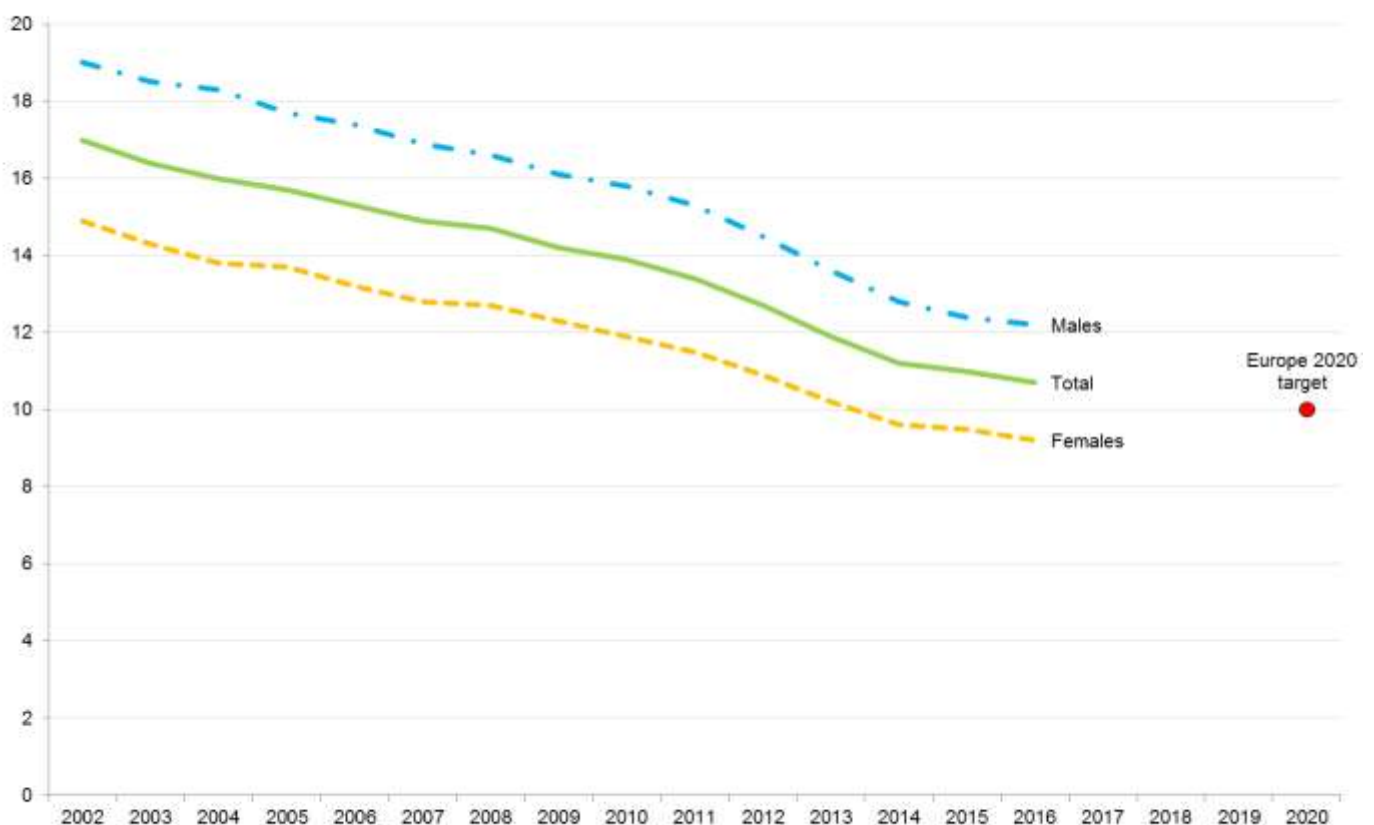
ec.europa.eu/**eurostat**

The share of **early leavers from education and training (aged 18-24) – colloquially referred to as 'early school leavers'** – has steadily decreased in the European Union (EU) over past years, from 17.0% in 2002 to 10.7% in 2016. **Fewer young women (9.2% in 2016) leave education and training early than young men (12.2%).** The Europe 2020 target is to reduce the rates of early school leaving in the EU to below 10% by 2020.

Early leavers, EU countries, 2016

Early leavers from education and training in the EU Member States

(% of those aged 18-24 with at most lower secondary education and who were not in further education or training)

- Europe 2020 target
- Europe 2020 target achieved
- 2016
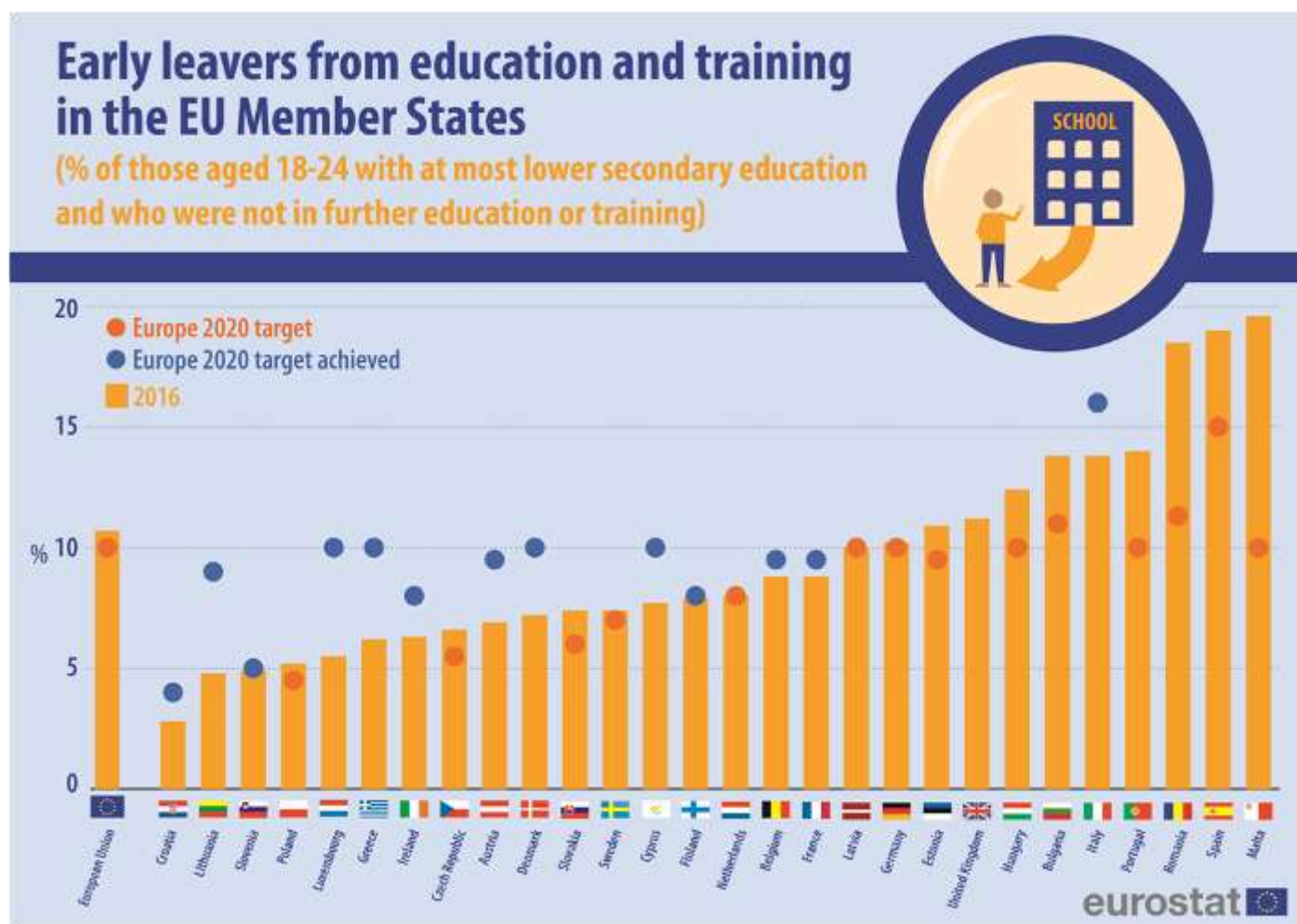
The indicator early leavers from education and training is defined **as the percentage of the population aged 18-24 with at most a lower secondary education and who were not in further (formal or non-formal) education or training during the four weeks preceding the survey. '**At most lower secondary education' refers to ISCED (International Standard Classification of Education) 2011 level 0-2.

Map 4.3: Early leavers from education and training, 2018
(%, share of people aged 18-24 years, by NUTS 2 regions)

EU-28 = 10.6

- < 5
- 5 - < 10
- 10 - < 15
- 15 - < 20
- ≥ 20
- Data not available
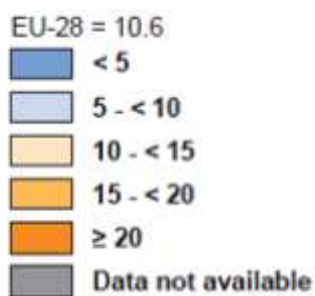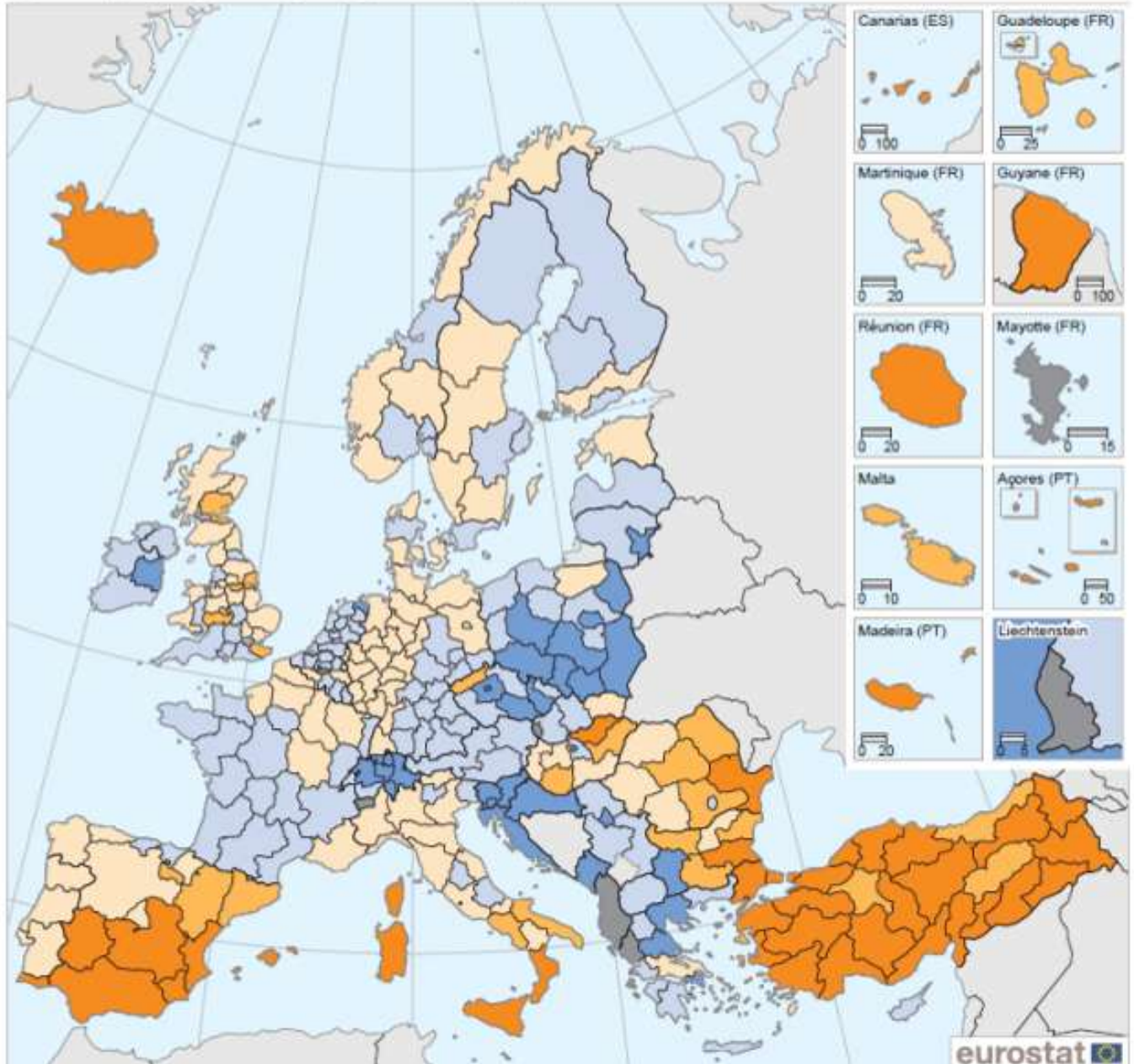
Table retrieved in October 2020 at Eurostat

Young people neither in employment nor in education or training (NEETs) in 2018, by region

Map 4.4: Young people neither in employment nor in education or training (NEETs), 2018
(%, share of people aged 18-24 years, by NUTS 2 regions)
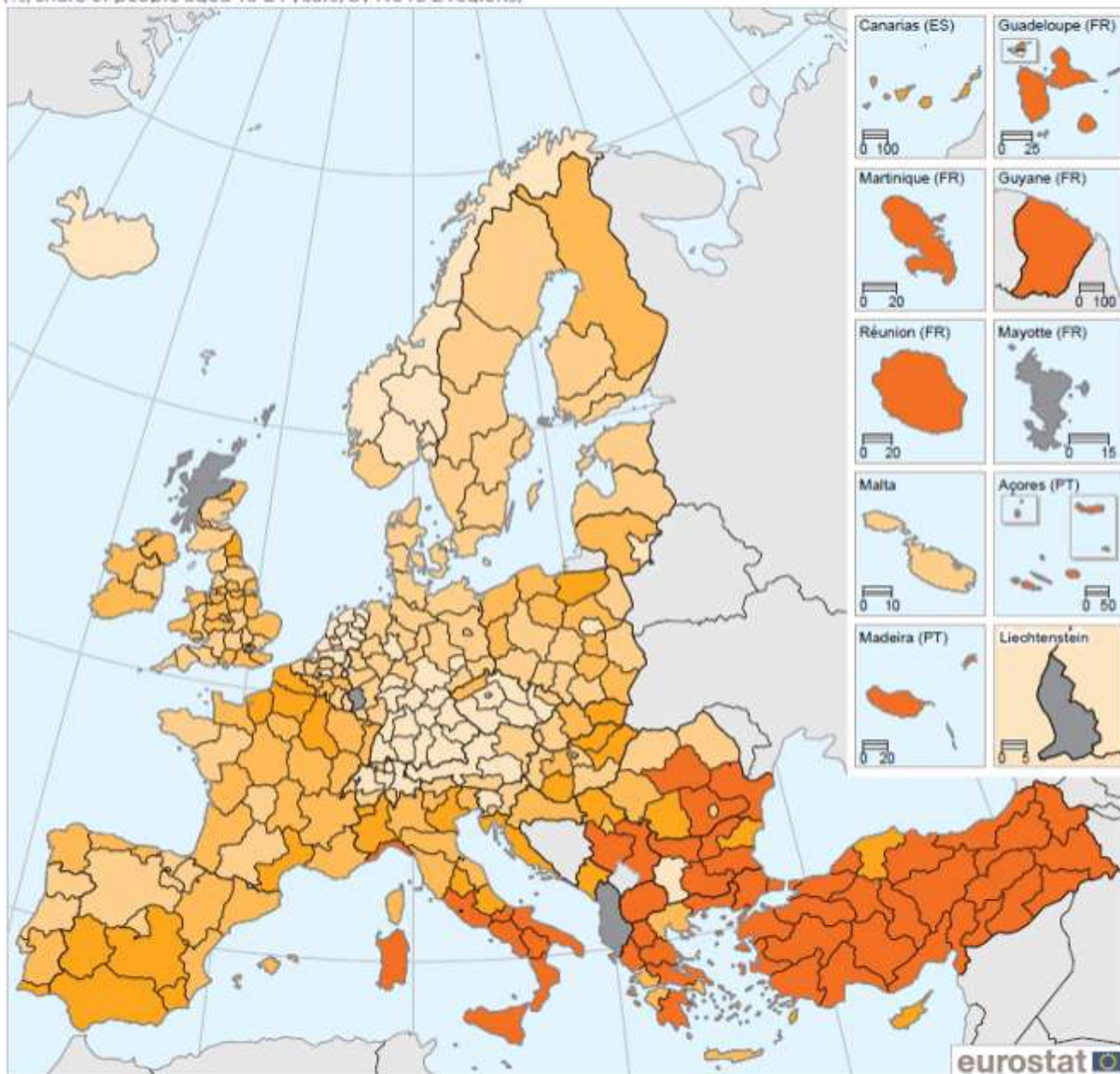
EU-28 = 13.7

- < 7.5
- 7.5 - < 12.5
- 12.5 - < 17.5
- 17.5 - < 22.5
- ≥ 22.5
- Data not available

Table retrieved in October 2020 at Eurostat

13. Partner countries and regions in relation to gender, country of birth and degree of urbanisation

Early leavers, EU, Greece, Italy, Hungary

Early leavers from education and training by sex and labour status [edat_lfse_14]

Age 18 to 24. European Union - 28 countries

Total

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
EU	13,9	13,4	12,7	11,9	11,2	11,0	10,7	10,5	10,5	10,3
Greece	13,5	12,9	11,3	10,1	9,0	7,9	6,2	6,0	4,7	4,1
Italy	18,6	17,8	17,3	16,8	15,0	14,7	13,8	14,0	14,5	13,5
Hungary	10,8	11,4	11,8	11,9	11,4	11,6	12,4	12,5	12,5	11,8

Males

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
EU	15,8	15,3	14,5	13,6	12,7	12,4	12,2	12,1	12,1	11,9
Greece	16,4	15,9	13,7	12,7	11,5	9,4	7,1	7,1	5,7	4,9
Italy	21,8	20,6	20,2	20,0	17,7	17,5	16,1	16,6	16,5	15,4
Hungary	11,5	12,3	12,3	12,5	12,5	12,0	12,9	12,0	12,6	12,7

Females

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
EU	11,9	11,5	10,9	10,2	9,6	9,5	9,2	8,9	8,8	8,6
Greece	10,6	10,0	8,9	7,5	6,6	6,4	5,3	4,9	3,6	3,2
Italy	15,3	14,9	14,3	13,6	12,2	11,8	11,3	11,2	12,3	11,5
Hungary	10,1	10,6	11,2	11,4	10,3	11,2	11,8	13,0	12,3	10,9

Online data at http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat_lfse_14&lang=en

Early leavers from education and training by sex and regions
Age 18 to 24. European Union - 28 countries

Total

	2015	2016	2017	2018	2019
EU	11,0	10,7	10,5	10,5	10,3
Greece	7,9	6,2	6,0	4,7	4,1
Greece Notio Aigaio	10,4	10,7	11,8	10,1	11,2
Italy	14,7	13,8	14,0	14,5	13,5
Italy Calabria	16,1	15,7	16,3	20,3	19,0
Hungary	11,6	12,4	12,5	12,5	11,8
Hungary Észak-Alföld	13,7	15,1	14,2	16,4	16,3

Males

	2015	2016	2017	2018	2019
EU	12,4	12,2	12,1	12,1	11,9
Greece	9,4	7,1	7,1	5,7	4,9
Notio Aigaio	14,6	11,2	12,4	12,6	13,2
Italy	17,5	16,1	16,6	16,5	15,4
Calabria	17,9	17,7	21,8	25,5	21,2
Hungary	12,0	12,9	12,0	12,6	12,7
Észak-Alföld	15,3	16,6	14,3	15,7	15,5

Females

	2015	2016	2017	2018	2019
EU	9,5	9,2	8,9	8,8	8,6
Greece	6,4	5,3	4,9	3,6	3,2
Greece Notio Aigaio	12,8	12,1	11,8	11	8,7
Italy	11,8	11,3	11,2	12,3	11,5
Italy Calabria	14,1	13,5	10,4	14,7	16,6
Hungary	11,2	11,8	13,0	12,3	10,9
Hungary Észak-Alföld	11,9	13,6	14,2	17,2	17,2

Online data at https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat_lfse_16&lang=en

Early leavers by degree of urbanisation

Early leavers from education and training by degree of urbanisation [edat_lfse_30]

Age 18 to 24. European Union - 28 countries

Total

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
EU	13,9	13,4	12,7	11,9	11,2	11,0	10,7	10,5	10,5	10,3
Greece	13,5	12,9	11,3	10,1	9,0	7,9	6,2	6,0	4,7	4,1
Italy	18,6	17,8	17,3	16,8	15,0	14,7	13,8	14,0	14,5	13,5
Hungary	10,8	11,4	11,8	11,9	11,4	11,6	12,4	12,5	12,5	11,8

Cities

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
EU	13,0	12,7	11,7	10,7	10,0	9,8	9,6	9,5	9,7	9,4
Greece	8,8	9,1	7,8	5,5	5,0	4,7	3,5	3,8	3,0	3,2
Italy	18,3	17,8	17,8	16,7	14,7	14,8	14,8	14,4	15,0	13,5
Hungary	6,3	8,1	7,0	5,7	5,7	6,7	7,3	6,8	6,2	3,8

Towns and suburbs

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
EU	14,4	13,7	13,1	12,5	11,9	11,5	11,3	11,6	11,3	11,3
Greece	13,0	9,9	11,6	11,4	10,4	9,4	7,4	6,1	5,0	3,7
Italy	18,7	17,8	16,8	16,9	15,1	14,3	13,1	13,9	13,9	12,9
Hungary	9,7	10,2	10,3	11,3	10,5	10,4	10,3	11,7	12,1	12,2

Rural areas

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
EU	15,2	14,6	13,9	13,2	12,4	12,2	11,9	11,0	10,9	10,6
Greece	20,0	19,1	18,0	17,5	15,9	13,3	10,4	11,2	8,0	7,3
Italy	19,3	18,3	17,7	17,1	15,4	15,2	13,6	13,6	14,8	14,6
Hungary	14,3	14,2	16,7	17,2	16,3	15,9	17,7	17,9	18,4	18,1

Online data at https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat_lfse_30&lang=en

Early leavers from education and training by country of birth [edat_lfse_02]
Age 18 to 24. European Union - 28 countries

Foreign country born

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
EU	25,6	24,8	24,2	21,9	20,2	19,5	19,8	19,3	20,1	19,9
Greece	43,1	44,5	41,4	35,7	27,8	24,1	18,1	16,9	17,9	26,9
Italy	40,7	39,6	38,9	34,3	32,6	31,3	30,0	30,1	35,2	32,3
Hungary	:	:	:	:	:	:	:	:	:	:

Online data at https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat_lfse_02&lang=en

Comparative Statistics

Figure 16 – Early leavers from education and training by sex, country of birth and degree of urbanisation, 2019 [%]

	Total	Men	Women	Native-born	Foreign-born	Cities	Towns and suburbs	Rural areas
EU-27	10.2	11.9	8.4	8.9	22.2	9.1	11.2	10.7
BE	8.4	10.5	6.2	7.3	15.7	11.1	7.2	6.3
BG	13.9	14.5	13.3	14.0	:	8.5	13.8	24.5
CZ	6.7	6.6	6.8	6.7	8.3	5.8	7.9	6.4
DK	9.9	12.1	7.6	9.7	13.1	7.2	11.4	12.3
DE	10.3	11.8	8.8	8.1	24.2	10.3	11.1	9.0
EE	9.8	12.7	6.9	9.6	:	6.6	14.3	12.3
IE	5.1	5.9	4.3	5.3	4.2	3.7	6.9	5.4
EL	4.1	4.9	3.2	2.9	26.9	3.2	3.7	7.3
ES	17.3	21.4	13.0	14.4	31.1	15.3	19.5	19.6
FR	8.2	9.6	6.9	7.8	13.4	8.0	9.2	8.0
HR	3.0	3.1	3.0	3.1	:	1.9	1.8	4.9
IT	13.5	15.4	11.5	11.3	32.3	13.5	12.9	14.6
CY	9.2	11.1	7.5	4.8	23.3	9.9	9.3	7.0
LV	8.7	10.5	6.8	8.8	:	3.9	13.1	11.1
LT	4.0	5.1	2.8	4.0	:	2.3	6.9	4.9
LU	7.2	8.9	5.5	6.8	8.1	:	10.0	4.6
HU	11.8	12.7	10.9	11.9	:	3.8	12.2	18.1
MT	16.7	18.3	14.8	15.4	27.0	20.7	12.6	:
NL	7.5	9.5	5.5	7.2	11.6	7	8.3	8.9
AT	7.8	9.5	6.1	5.7	19.2	11.7	7.6	4.4
PL	5.2	6.7	3.6	5.2	:	4.0	6.3	5.6
PT	10.6	13.7	7.4	10.3	14.4	9.1	11.8	11.7
RO	15.3	14.9	15.8	15.4	:	4.3	15.7	22.4
SI	4.6	5.2	3.8	4.0	11.6	3.4	5.1	4.7
SK	8.3	8.8	7.9	8.3	:	:	11.7	7.9
FI	7.3	8.5	6.0	7.0	11.5	5.2	9.7	8.7
SE	6.5	7.4	5.5	4.6	13.6	4.6	7.3	8.4

Source: Eurostat, EU Labour Force Survey 2019. Online data code: [edat_lfse_14], [edat_lfse_02] and [edat_lfse_30].
Note: The ELET data by sex and labour market status has low reliability in 2019 for HR. The ELET data by sex and country of birth has low reliability in 2019 for CZ, DK, EE, HR, LV, HU, PL, SL, SK and FI. The ELET data by sex and degree of urbanisation has low reliability in 2019 for HR.

14.Indicators related to Early School Leaving

Greece Key Indicators

Source: Education and Training monitor 2018

1. Key indicators

		Greece 2014	Greece 2017	EU average 2014	EU average 2017
Education and training 2020 benchmarks					
Early leavers from education and training (age 18-24)		9.0%	6.0%	11.2%	10.6%
Tertiary educational attainment (age 30-34)		37.2%	43.7%	37.9%	39.9%
Early childhood education and care (from age 4 to starting age of compulsory primary education)		76.3% [13]	79.8% [16]	94.2% [13]	95.3% [16]
Proportion of 15 year-olds underachieving in:	Reading	22.6% [12]	27.3% [15]	17.8% [12]	19.7% [15]
	Maths	35.7% [12]	35.8% [15]	22.1% [12]	22.2% [15]
	Science	25.5% [12]	32.7% [15]	16.6% [12]	20.6% [15]
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)	ISCED 3-8 (total)	44.3%	52.0%	76.0%	80.2%
Adult participation in learning (age 25-64)	ISCED 0-8 (total)	3.2%	4.5%	10.8%	10.9%
Learning mobility	Degree mobile graduates (ISCED 5-8)	:	11.1% [16]	:	3.1% [16]
	Credit mobile graduates (ISCED 5-8)	:	2.2% [16]	:	7.6% [16]
Other contextual indicators					
Education investment	Public expenditure on education as a percentage of GDP	4.3%	4.3% [16]	4.9%	4.7% [16]
	Expenditure on public and private institutions per student in € PPS — ISCED 1-2	:	: [15]	€6 494 [d]	: [15]
	Expenditure on public and private institutions per student in € PPS — ISCED 3-4	:	: [15]	€7 741 [d]	: [15]
	Expenditure on public and private institutions per student in € PPS — ISCED 5-8	:	: [15]	€11 187 [d]	: [15]
Early leavers from education and training (age 18-24)	Native-born	7.3%	5.4%	10.4%	9.6%
	Foreign-born	27.8%	16.9%	20.2%	19.4%
Tertiary educational attainment (age 30-34)	Native-born	41.3%	47.1%	38.6%	40.6%
	Foreign-born	8.4%	11.9%	34.3%	36.3%
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)	ISCED 3-4	38.8%	44.8%	70.7%	74.1%
	ISCED 5-8	47.4%	55.8%	80.5%	84.9%

Sources: Eurostat (see section 10 for more details); OECD (PISA).
Notes: data refer to weighted EU averages, covering different numbers of Member States depending on the source;
d = definition differs, 12 = 2012, 13 = 2013, 15 = 2015, 16 = 2016.
On credit graduate mobility, the EU average is calculated by DG EAC on the available countries; on degree graduate mobility, the EU average is calculated by JRC over Eurostat and OECD data.
Further information can be found in the relevant section of Volume 1 (ec.europa.eu/education/monitor).

Italy Key Indicators

Source: Education and Training monitor 2018

1. Key indicators

		Italy		EU average	
		2014	2017	2014	2017
Education and training 2020 benchmarks					
Early leavers from education and training (age 18-24)		15.0%	14.0%	11.2%	10.6%
Tertiary educational attainment (age 30-34)		23.9%	26.9%	37.9%	39.9%
Early childhood education and care (from age 4 to starting age of compulsory primary education)		96.5% [13]	96.1% [16]	94.2% [13]	95.3% [16]
Proportion of 15 year-olds underachieving in:	Reading	19.5% [12]	21.0% [15]	17.8% [12]	19.7% [15]
	Maths	24.7% [12]	23.3% [15]	22.1% [13]	22.2% [15]
	Science	18.7% [12]	23.2% [15]	16.6% [13]	20.6% [15]
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)	ISCED 3-8 (total)	45.0%	55.2%	76.0%	80.2%
Adult participation in learning (age 25-64)	ISCED 0-8 (total)	8.1%	7.9%	10.8%	10.9%
Learning mobility	Degree mobile graduates (ISCED 5-8)	:	3.3% [16]	:	3.1% [16]
	Credit mobile graduates (ISCED 5-8)	:	7.8% [16]	:	7.6% [16]
Other contextual indicators					
Education investment	Public expenditure on education as a percentage of GDP	4.0%	3.9% [16]	4.9%	4.7% [16]
	Expenditure on public and private institutions per student in € PPS — ISCED 1-2	€6 226	€6 667 [15]	€6 494 [d]	: [15]
	ISCED 3-4	€6 797 [d]	: [15]	€7 741 [d]	: [15]
	ISCED 5-8	€8 451	€8 583 [15]	€11 187 [d]	: [15]
Early leavers from education and training (age 18-24)	Native-born	13.0%	12.0%	10.4%	9.6%
	Foreign-born	32.6%	30.1%	20.2%	19.4%
Tertiary educational attainment (age 30-34)	Native-born	26.7%	30.6%	38.6%	40.6%
	Foreign-born	12.8%	12.8%	34.3%	36.3%
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)	ISCED 3-4	38.3%	48.4%	70.7%	74.1%
	ISCED 5-8	52.9%	62.7%	80.5%	84.9%

Sources: Eurostat (see section 10 for more details); OECD (PISA).
Notes: data refer to weighted EU averages, covering different numbers of Member States depending on the source;
d = definition differs, 12 = 2012, 13 = 2013, 15 = 2015, 16 = 2016.
On credit graduate mobility, the EU average is calculated by DG EAC on the available countries; on degree graduate mobility, the EU average is calculated by JRC over Eurostat and OECD data.
Further information can be found in the relevant section of Volume 1 (ec.europa.eu/education/monitor).

1.　Key indicators

		Hungary		EU average	
		2014	2017	2014	2017
Education and training 2020 benchmarks					
Early leavers from education and training (age 18-24)		11.4%	12.5%	11.2%	10.6%
Tertiary educational attainment (age 30-34)		34.1%	32.1%	37.9%	39.9%
Early childhood education and care (from age 4 to starting age of compulsory primary education)		94.7% [13]	95.7% [16]	94.2% [13]	95.3% [16]
Proportion of 15 year-olds underachieving in:	Reading	19.7% [12]	27.5% [15]	17.8% [12]	19.7% [15]
	Maths	28.1% [12]	28.0% [15]	22.1% [12]	22.2% [15]
	Science	18.0% [12]	26.0% [15]	16.6% [12]	20.6% [15]
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)	ISCED 3-8 (total)	78.5%	84.7%	76.0%	80.2%
Adult participation in learning (age 25-64)	ISCED 0-8 (total)	3.3%	6.2%	10.8%	10.9%
Learning mobility	Degree mobile graduates (ISCED 5-8)	:	3.3% [16]	:	3.1% [16]
	Credit mobile graduates (ISCED 5-8)	:	2.9% [16]	:	7.6% [16]
Other contextual indicators					
Education investment	Public expenditure on education as a percentage of GDP	5.1%	4.9% [16]	4.9%	4.7% [16]
	Expenditure on public and private institutions per student in € PPS — ISCED 1-2	€2 828	€3 702 [15]	€6 494 [d]	: [15]
	ISCED 3-4	€6 068	€5 802 [15]	€7 741 [d]	: [15]
	ISCED 5-8	€6 379	€6 616 [15]	€11 187 [d]	: [15]
Early leavers from education and training (age 18-24)	Native-born	11.5%	12.5%	10.4%	9.6%
	Foreign-born	:	:	20.2%	19.4%
Tertiary educational attainment (age 30-34)	Native-born	33.9%	32.3%	38.6%	40.6%
	Foreign-born	44.7%	24.8% [u]	34.3%	36.3%
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)	ISCED 3-4	72.6%	81.6%	70.7%	74.1%
	ISCED 5-8	85.7%	88.7%	80.5%	84.9%

Sources: Eurostat (see section 10 for more details); OECD (PISA).
Notes: data refer to weighted EU averages, covering different numbers of Member States depending on the source;
d = definition differs, u = unreliable, 12 = 2012, 13 = 2013, 15 = 2015, 16 = 2016.
On credit graduate mobility, the EU average is calculated by DG EAC on the available countries; on degree graduate mobility, the EU average is calculated by JRC over Eurostat and OECD data.
Further information can be found in the relevant section of Volume 1 (ec.europa.eu/education/monitor).

Best practices and key messages

15. Recommendations for Early School Leaving (at EU and national level)

"Assessment of the Implementation of the 2011 Council Recommendation on Policies to Reduce Early School Leaving" (2019)
Recommendations by working team

1. Ensure that ESL strategies or measures include a sufficient focus **on prevention and intervention, as well as compensation**. Tackling problems proactively before – or as soon as - warning signs appear avoids problems escalating and can avoid complete disengagement from with the education system, which is much harder to return from. In many countries, a much greater focus needs to be put on anti segregation policies in schools and educational districts as well as developing more flexible and individualised pathways and measures for well-being. **All learners can benefit from 'prevention' policies, not only the groups most at risk of ESL**.

2. Based on evidence from targeted research, policies should be developed to address the **specific needs of particular groups**, such as newly-arrived migrants (of all ages), learners of different age-groups, young men, those living in rural or deprived areas and those with mental health issues, including trauma. There also needs to be **a stronger focus on those with complex needs** (e.g. children with mental health issues, children in care, children with a parent in prison, victims of domestic violence). Without adapting policy to those facing the greatest disadvantages, approaches to ESL cannot succeed.

3. In order to tackle the multi-faceted dimension of ESL, facilitate and promote **more strategic and cross-sectoral dialogue between policymakers across different fields (e.g. education, health, employment, justice, migration)** both at national level (across ministries) and at EU level (across DGs of the European Commission, but also involving other relevant players such as the EU social partners or EU level NGOs).

4. To be effective, policy-making must include **the voices of other key stakeholders such as marginalised parents, learners, migrant communities and NGOs**.

5. A **whole community, area-based approach** merits further consideration at policy, practitioner and research level. Promising examples of community lifelong learning centres combined with multidisciplinary teams as one stop shops in a common location could also be linked with a future dimension of the Youth Guarantee to integrate it with a common focus on ESL as part of a combined community outreach strategic approach.

6. Policies aimed at tackling ESL should be further **integrated with those targeting anti-bullying as well as mental health and wellbeing, including trauma**.

7. There is an insufficient policy focus on the **validation/recognition of prior learning**, which has a particular impact for migrants. More – and more effective – systems need to be established to facilitate the successful integration of newly-arrived migrants and refugees.

8. There is considerable scope to better strategically exploit the potential of the **arts and culture, as well as other extra-curricular activities**, to tackle ESL.

9. The potential of ESL measures to contribute to **increased peace, stability, and social cohesiveness, including the successful and sustainable integration of migrants and refugees**, is not recognised clearly enough in policy processes or documents.

10. There is a clear agenda for the reform of ITE (Initial Teacher Education) to place ESL – and social inclusion more widely – at the heart of the **preparation of teachers and other school leaders for the classroom**, including through increased recognition of the importance of practical placements of student teachers in areas of high poverty, as well as student teachers' relational and cultural competence skills (e.g. conflict resolution skills, integrating diverse, culturally meaningful material into lessons). More focus should also be placed on the dimensions of teaching which can influence ESL in CPD (**Continuing Professional Development)**, including raising **awareness of the phenomenon and spotting warning signs early**. To date, this issue – in line with the lack of focus on ESL in educational research at universities – has been relatively neglected in teacher education.

Teachers' ideas

Start from prevention measures

Whole school and whole community approach

Culture as a source of creative learning

Pupils' voices

Connection of formal and non formal education

Cooperation of school with families, non formal education and other services

Special care and individualized tutoring for groups in risk such as migrants, from rural areas, marginalized families etc

Extra curricular activities for all pupils' preferences and different learning / teaching approaches

Digital learning as a source of creative learning

Thematic Working Group on Early School Leaving (2013)
Recommendations by working team

Based on the work of the **Thematic Working Group on Early School Leaving (2013)**, the following key policy messages identify the critical conditions for successful policies against ESL.

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

2. Ensure **children and young people are at the centre of all policies** aimed at reducing ESL. Ensure their **voices are taken into account** when developing and implementing such policies.

3. Develop and implement **a sustainable national strategy** to reduce ESL. This strategy should address **all levels of education and training and encompass the right mixture of preventative, intervention and compensation measures**.

4. Invest in the knowledge base of ESL, through **regular and timely collection of accurate data and information**. Ensure that data and information on ESL is accessible and used effectively in policy development. Ensure that the monitoring and evaluation of ESL measures steers policy development.

5. Ensure policy development and implementation is based **on strong, long-term cooperation between national, regional/ local authorities and stakeholders, as well as between different policies,** through for example establishing a coordinating body.

6. Remove obstacles within the school education system that may hinder young people in completing upper secondary education. Ensure **smooth transition between different levels of education. Ensure access to high quality education throughout life (including early childhood education and care), and the provision of high quality Vocational Education and Training (VET).**

7. Support schools to develop **conducive and supportive learning environments that focus on the needs of individual pupils**. Promote a curriculum that is relevant and engaging.

8. Promote and support **multi-professional teams** in schools to address ESL.

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

10. Promote **a better understanding of ESL in initial education and continuous professional development for all school staff, especially teachers**. Enable staff to provide differentiated learning support for pupils in an inclusive and individualised way.

Teachers' ideas

Central role of pupil

Support from school administration authorities

National policy and investment in education

Measures in all levels of education, not only at Secondary School

Teacher –pupil relationship should be close

Friendly school environment

Professional support team at schools

Regional cooperation

Statistics per region, comparative analysis for school use

Teacher training

Cross sectoral cooperation

Modern teaching and learning methods

Professional support team for families

16. Measures against Early School Leaving (at national and school level)

Thematic Working Group on Early School Leaving (2013)
Recommendations by working team

Governance and cooperation

Cooperation of national, regional and local actors · national coordination · progressive approach · local and regional adaptation · sustainable funding · cross-sectoral cooperation · stakeholder involvement · learning cooperation · mentoring and evaluation

Data collection and monitoring

Data collection systems · sensitivity of data · timeliness and transparency · use of data

Prevention	Intervention	Compensation
▪ Access to good quality ECEC ▪ Relevant and engaging curriculum ▪ Flexible educational pathways ▪ Integration of migrants and minorities ▪ Smooth transition between educational levels ▪ High quality VET Involvement of pupils in decision making ▪ Teacher education ▪ Strong guidance systems	▪ Effective and evidence-based early warning systems ▪ Focus on individual needs ▪ Systematic support frameworks ▪ Extra-curricula and out-of-school activities ▪ Support to teachers ▪ Empowering families and parents	▪ Accessibility and relevance of second chance education ▪ Recognition ▪ Commitment and governance Personalised and holistic approach ▪ Distinctive learning experience ▪ Flexibility in curricula ▪ Teacher involvement and support ▪ Links to mainstream education

National level measures

Governance
Early school leaving requires a long-term response with sustained political and financial commitment together with strong leadership from all key actors. This includes policy makers, educational authorities as well as parents, pupils, teachers and their representative associations.

A national strategy to reduce ESL is necessary to ensure a coherent, systemic and coordinated approach, the exchange of good practice, and the efficient use of resources. It requires strong coordination and cooperation between national, regional and local actors. Depending on the structure of the country - national, regional and local level actors play different roles. They will have different responsibilities within a comprehensive strategy. Important elements of a sustainable and comprehensive strategy include:

- **A coordinating body:** A coordinating body such as a dedicated unit within the Ministry of Education with cross-department links or a separate agency can support cooperation at national level and collaborate with ministries/institutions in related policy fields (e.g. education, economy, employment, youth, health, welfare and social policy). It can facilitate collaboration with stakeholders, but also help to raise awareness and ensure long-term political commitment for ESL. It could be responsible for policy development, monitoring and assessment of ESL measures at national level and the dissemination of good practice.
- **A progressive approach:** A long-term national strategy for ESL needs to be flexible and responsive. It should allow for revision and modification of (evolving) priorities and actions where necessary. Macro-economic and social conditions can change and influence the decisions and motivation of young people to continue with their education and training. Experiences also show that reducing ESL becomes more challenging as the number of early school leavers declines and requires more complex and targeted solutions to help those young people most alienated from education and training.
- **Local and regional adaptation:** National strategies should allow for local and regional developments and adaptions. Initiatives and measures should respond to concrete local and regional needs to achieve the greatest impact. The role of local authorities in developing and implementing ESL policies is crucial. They are typically well-informed about the situation of young people in their area, are responsible for the delivery of the most relevant services, and are best placed to facilitate cooperation between different services and practitioners. Schools and local stakeholders need autonomy to identify and develop local solutions with local actors. There should be a balance between a bottom-up and topdown approach and between the need for a universal response and more targeted interventions.
- **Awareness raising and training:** In order to ensure sustained political commitment from policy makers and stakeholders, it is important to provide information and training on ESL. It is important to raise the level of awareness among those working with young people at risk of ESL.
- **Sustainable funding:** Long-term interventions need time to produce results, but generate more effective and lasting effects than short-term, fragmented initiatives. This may be challenging for some countries. In some Member States, adopting and implementing a comprehensive strategy against ESL may compete with other political priorities during a time of economic austerity. Countries should develop smart funding mechanisms and strengthen the role of relevant actors outside the education and training sector (including the private sector).
- **Monitoring and evaluation:** Continuous monitoring and evaluation of policies and measures to reduce ESL is essential to steer policy development. The monitoring of services/support at system level is desirable to ensure systematic rather than ad hoc reporting. Monitoring and evaluation can also allow for comparison between regions and local authorities and can help facilitate the exchange of good practices.

Cross-sectoral cooperation

Reducing ESL requires the active involvement and cooperation of stakeholders at national, regional, local and school level. This includes teachers, parents, pupils and their representative associations together with guidance centres, trade unions, employers, and other experts such as social workers or school psychologists. Key representatives from policy fields such as employment, youth, health, welfare and social policy need to be involved in a collective approach to reducing ESL from the start. Each stakeholder and each policy area provides a valuable and different perspective in understanding ESL

processes. They each play an important role in defining solutions and offering expertise to address different factors leading to ESL. Cooperation is particularly important in second chance education where learners often face multiple problems and require comprehensive support.

Cooperation can take different forms at national, regional, local or school level. This will depend on the administrative structure of the country and its education and training system. It can encompass different forms of teamwork, networking, interagency or inter-institutional cooperation and multi-agency responses. Different forms of cooperation should complement and support each other and should be monitored in their development and success. A coordinating body can also support the development of local and regional cooperation, provide guidance for local and regional actors and facilitate collaboration with stakeholders. Cooperation at local or school level is usually easier to achieve if backed by related national policies, in which governments facilitate cross-sectoral work and bring national policies from different policy areas into alignment.

Cooperation should be embedded in the mainstream working practices of all services and stakeholders working with young people. It requires a systemic configuration of these services, where subsequently boundaries between services and professions are eroded and synergies are developed. It requires clear and shared goals, a common language, a mutual understanding of expected outcomes, good communication and a clear definition of roles and responsibilities of all actors. However, organising the involvement and contribution of a wide range of stakeholder can be challenging. Successful and sustainable cooperation takes time to develop; local and regional cross-sectoral cooperation needs sustained support from higher political levels. In many countries, cooperation between services and stakeholders is still weak.

Important elements for successful cooperation within the context of ESL include:

- **Inter-agency or inter-institutional arrangements:** Local authorities and other relevant services should establish arrangements for cross-sector collaboration to tackle ESL. They can provide additional support to help deal with family related and social problems that result in young people leaving school early, for example through outreach approaches. Collaboration could be in the form of inter-institutional platforms, or by bringing relevant services together. Capacity building programmes to strengthen local alliances to reduce ESL should be supported. Good practices on ESL should be shared between local communities and beyond.
- **Central role of schools:** Cooperation should be centred on schools. Their boundaries should be opened up to enable them to include other professionals (as teams) such as social workers, youth workers, outreach care workers, psychologists, nurses, speech and language therapists and occupational guidance specialists in efforts to reduce ESL. Schools should be encouraged to develop strategies to improve communication between parents and locally based community services to help prevent ESL.
- **Involvement of pupils and parents:** Schools and regional or local authorities need to pay special attention to involving pupils and parents and their representatives in the planning and implementation of measures to reduce ESL. Parents need to be supported in their engagement with school education, be strongly encouraged to get involved and responsible for their children's school attendance and education. Schools should develop specific outreach programmes to encourage the active participation and representation of vulnerable parents and families, such as those from low socio-economic or low education backgrounds, single parent families and parents of migrant background. Schools should also be enabled to efficiently engage parents, pupils and local actors who offer their time and experience.
- **Learning cooperation:** Inter-professional cooperation requires relational expertise,

which enables professionals to recognise and work with the expertise of others. Training opportunities to enable professionals to learn how to cooperate effectively should be available to all involved.

Data collection and Evidence-based policies

An accurate understanding of the scope and reasons behind ESL is necessary to design and implement targeted policies against ESL. Collection of data and information should cover all levels and types of education and training, including private schools, special needs education and VET. Data collection on young people who have never enrolled in school may also be relevant for some countries and regions.

Accurate quantitative data on the number of early school leavers and those at risk of ESL is required to estimate the scale of ESL. A wide range of data is important for both understanding ESL and targeting policies. An understanding of the following factors is required:

- The age at which discontinuation of education and training occurs;
- The relationship between ESL and truancy;
- Differences with regards to ESL according to gender, academic performance or achieved education levels;
- The socio-economic background or a proxy, such as neighbourhood information;
- The migration or minority background and/or mother tongue of the learner.

Special care should be devoted to the method of collecting evidence examining the main reasons underlying ESL for different groups of pupils, schools, types of education and training institutions, local authorities or regions. In this respect, it is important that the voice and perspectives of young people are heard to understand reasons behind ESL and in the design of targeted policies. When collecting a wide range of data on individual pupils, users must be aware of the sensitivity of data.

The cooperation of different stakeholders is advisable to establish a common understanding of the type of data and information required, the possible indicators and data collection methods.

- **Data collection systems on ESL at the national or regional level:** In order to collect data on the scope and characteristics of ESL, countries apply different data collection systems. These systems are often designed to provide data on the education systems in general, but also in relation to ESL. National student databases or national student's registers, based on individual student numbers, provide a good opportunity to measure accurately the scope of ESL at a central level. The experiences of some Member States indicate that a central body responsible for data collection can help guarantee the accuracy, validity and reliability of data. Local and regional data collection systems may offer the foundation for a response to a concrete situation within a region or municipality. However, they are not always designed in a manner that allows for comparability at a national level. Centralised systems have the potential to ensure the continuity of data monitoring in relation to the mobility of young people.
- **Large-scale empirical studies on ESL:** Large-scale quantitative and qualitative empirical studies exploring the correlations and reasons for ESL are important for the development of sound and targeted policies addressing ESL. Studies with longitudinal designs are needed to explore the development of decisions and attitudes towards education and school leaving. Data from such studies should also be collected at a European level.
- **Small-scale qualitative studies on ESL:** Small-scale qualitative studies can be an important data source for understanding features of ESL in a specific setting or among specific groups of pupils. These studies offer an important opportunity to

capture the voices of young people leaving education. Accurate, valid and reliable data on ESL does not automatically lead to the better use of data in policy development. Data and information on ESL needs to be available in a format that supports policy design, setting targets, prioritising and allocating funds and monitoring developments.

Teachers' ideas

I have established a good relationship with my students as a class teacher.
I have met all parents and guardians at school meetings.
I get statistics for my students' absences from school data system.
Thus, I feel I can spot who is in risk of leaving and I take action very early

At the beginning of the school year, our director sets up a network of psychologists, therapists, social workers, career guidance specialists, mentors etc.
If difficulties arise, we know who to address to.

I have social meetings or extra curricular activities involving parents. Both pupils and parents are happy

I present and explain to both parents and pupils the importance of education

I follow peer friends system. Each pupil has a peer friend. Peer friend is there for support and also to ask for teachers' help for his friend. It seems that peer friends develop responsibility towards others. And it is always easier to ask a peer for help and not a teacher or adult

I ask my students to explain each absence they have from classes

There is a box in the classroom. If a pupil has a problem, he or she can drop a paper inside the box describing it anonymously. Classmates make sugges-

School level measures

Prevention, Intervention, Compensation
Comprehensive strategies to reduce ESL must address the entire education spectrum and include prevention, intervention and compensation measures. Preventing ESL requires initiatives at system level; intervention takes place at the level of individual schools. However, the distinction between prevention and intervention is not always clear -cut. The report follows the definition of prevention, intervention and compensation proposed in the 2011 Council Recommendation on policies to reduce ESL.
There are a set of core principles that are equally relevant in prevention, intervention and compensation.

Firstly, learners of all ages must be **at the centre of education** with a focus on building individual strengths and talents. Schools should enable all pupils to feel respected and feel that their individual strengths, abilities and specific needs are recognised. Schools therefore need to establish conditions in which young people can flourish and grow.

Secondly, **learners require learning environments that are welcoming, open, safe, and friendly and where pupils feel noticed, valued and part of a community**. Schools have the potential to empower young people with a sense of ownership, belonging and self fulfillment, skills and knowledge that enable them to be active citizens and play a positive role in society. Schools should provide opportunities to help learners build confidence and develop a desire for learning.

Thirdly, **education staff must be aware of the scope and challenge of ESL, its main triggers and ways to prevent it.** Schools and teachers should be equipped with the skills, expertise and resources to provide all pupils with the learning support they require.

Countries should define the right balance between different types of measures, depending on the structure of their education and training system, and their specific conditions. Coordination of measures at school, local, regional and national level should help to avoid overlaps and gaps in provision. Young people at risk of ESL and those who have already left education and training prematurely should have easy access to different learning opportunities and targeted support.

Prevention
Prevention measures seek to tackle ESL before its first symptoms are visible. Successful prevention of ESL considers the pre-conditions for successful schooling and the design of education and training systems. It must ensure that education and training institutions and their learning environment (including the physical environment) provide a stimulating learning climate for all pupils. This includes equal access to quality education for all children and young people. However, in some countries costs and mobility restraints can limit access to education.
At system level, the following characteristics of the education and training system can help reduce obstacles to completing upper secondary education:
- **Access to good quality early childhood education and care** (ECEC): Evidence shows that access to good quality education at an early age facilitates the development of key competences. The evidence also shows that good quality ECEC increases educational achievements and reduces the risk of ESL at a later stage. Ac-

cess to good quality ECEC is particularly important for children from socially disadvantaged backgrounds and makes entry into the education system easier.

- **Relevant and engaging curriculum:** A curriculum that is relevant and coherent can motivate pupils to fully develop their strengths and talents. The curricula should be designed in such a way that it reflects the different affinities of the pupil, takes into account different starting points, and is adapted to the pupil's ambitions.

- **Flexible educational pathways:** The strict design of educational pathways can create severe obstacles to complete upper secondary education. Situations where pupils and their parents are required to make premature obligatory choices between different educational tracks at an early age make education systems highly selective and can result in demotivating those who have been incorrectly oriented. Research also shows that grade repetition risks undermining pupils' confidence. It can trigger ESL while not being effective in addressing possible learning deficits. Many countries have started to substitute grade repetition with investment in individualised learning and targeted learning support. Obligatory entry tests may limit access to upper secondary education; failing these tests leave pupils with limited options to continue their education and training. Education pathways should be flexible and cater for all pupils. Education pathways designed as less challenging options with limited future career possibilities should be avoided.

- **Better integration of newly arrived migrant children:** Children from newly arrived migrant families need targeted support to acquire the language of tuition and to catch up with the curriculum. Inclusive learning environments can support their integration and increase their educational success. Migrant children should be placed within the same age group as their native peers to ensure their successful inclusion. The administrative process for enrolling newly arrived migrant children needs to be timely and adapted to the specific situation of their families.

- **Smooth transition between different levels of education:** Measures to facilitate the process of adaption should start from transition from home to the world of education. Transition from primary to lower-secondary education and from lower to upper secondary should be facilitated. Closer cooperation between schools, induction programmes and targeted support for children facing difficulties in adapting to the new school environment can avoid alienation as a result of difficult transition experiences. Stronger permeability of educational pathways is also necessary, offering concrete transfer options for young people who realise that they may prefer a different course of study.

- **High quality, attractive and engaging vocational education and training (VET):** High quality VET, of equal value to academic education, provides opportunities for all young people to explore and learn more about the world of work and ease transition to the labour market. It is important that high quality VET allows progression to higher education in the same way general upper secondary education does. VET can help reduce ESL through the provision of high quality, structured work-based learning opportunities.

- **Involvement of pupils and parents in school decision-making:** Young people's opinions should be highly valued. The active participation of pupils in the school community increases their engagement and motivation and facilitates school effectiveness. There should be space for pupils to influence their schools and take ownership of their educational path. They should have the opportunity to voice their opinions and be involved in decisions affecting the school and its functioning. Schools could facilitate their participation through school councils or student consultations for example. Parents, as the primary educators of their children, should also be represented in the decision-making process of the school. Securing the active involvement of parents in the school is essential to ensure conducive and supportive

learning environments in general and especially in preventing ESL and addressing it early.

- **Initial and continuous education for education staff:** The quality of teaching and the competences of the teachers are a determining factor in the contribution teachers can make to reducing ESL. High quality teaching and learning calls for the continuous professional development of teaching staff. Adopting a learner centred approach in teacher education with a focus on diversity and inclusion is recommended. Teachers should be capable of identifying different learning styles and pupils' needs and be equipped with the skills to adopt inclusive and student-focused methods, including conflict resolution skills to promote a positive classroom climate. Teachers should be supported in dealing with diversity in terms of the social and ethnic background of pupils as well as supporting individuals with special learning needs and/or learning disabilities. They need to understand ESL, its different triggers and early warning signs and be highly aware of their role in preventing it. Teachers need the skills and ability to work with other professions and partners to prevent ESL. These skills should be developed and strengthened during initial and continuous teacher education. Teachers should have the opportunity to participate in work placements in schools with high levels of ESL during teacher education to get a better insight in ways to address ESL at school level.
- **Whole school approaches:** Quality initiatives such as a whole school approach encourage the creation of conducive and supportive learning environments. Such an approach requires strong leadership and careful planning with clear and smart objectives for all school staff. It entails the provision of training and support to teaching staff in their pedagogic approach, external monitoring and opportunities for self-reflection. A whole school approach encourages and supports positive and caring relationships for and between teachers, school staff and pupils. A strong and well developed system of emotional support in schools is needed, especially for those at risk of ESL.
- **Strong and well-developed guidance system:** High quality, up-to-date guidance made available at an early stage is essential for providing young people with the information they need to make informed education and career choices. Helping young people understand their own strengths, talents, different study options and employment prospects is essential. It is important that guidance goes beyond the simple provision of information and focuses on the individual in relation to their particular needs and circumstances. Guidance could be provided through interactive methods (mentoring, coaching, one-to-one guidance, work placements) and through online services. Ensuring young people have access to all relevant information, advice and guidance under a single entry point should be encouraged.
- **Cooperation with the world of work:** Providing opportunities at an early stage that allow young people to experience the world of work, for example through 'tasters' in enterprises for example, could help them understand job demands and employer expectations. It can also raise their motivation to continue in education and training and to focus better on future career choices.

Intervention

Intervention measures are defined as measures addressing emerging difficulties at an early stage. Many intervention measures apply to all pupils, but are especially beneficial and relevant to those at risk of ESL. Other intervention measures are more student-focused and build on the early detection of support needed for learning and motivation. They should take a multi-professional and holistic approach and provide individual guidance in addition to practical and emotional support. Pupils with learning difficulties/disabilities or those who face personal, social or emotional challenges often have too little

contact with education staff or other adults to support them. They need easy access to teachers and other professionals supporting their educational and personal development. They also need guidance and mentoring together with cultural and extra-curricular activities to broaden their learning opportunities.

Examples of different intervention measures are outlined below:

- **Early Warning Systems (EWS)** refer to different methods and routines aimed at identifying and responding to early signs of ESL. The intention is to provide timely and targeted support for pupils at risk of ESL. Approaches to early detection vary across Member States and can be more or less formalised. Although often driven by national policies or legislation, their implementation tends to be local. In many countries, EWS are part of 'mainstream' school monitoring systems. School staff play a key role in recognising early signs of disengagement. They are important actors in providing a first response to these signs, where necessary, in conjunction with youth and social workers and/or other professionals working with young people. Responses to early warning signals should be fast and include parents and pupils. Individual action plans could be created to help and guide at-risk pupils. Most existing EWS monitor absenteeism as a signal for ESL; some also take into account marks and the exam results of pupils. However, this approach provides a narrow perspective on the individual and their situation. Early detection should be based on a comprehensive view on the individual that also includes social, family-related and emotional factors. Consideration should also be given to the impact of critical life events (including traumatic events) on the personal development of a young person. The challenges associated with EWS include having a clear understanding of their scope, context, methodology and benefit. EWS should be evaluated and monitored to ensure their efficiency, effectiveness and relevance to the specific context of the school.
- **Systemic support frameworks within schools:** A support framework should exist within the school to ensure that pupils at risk receive the support they need in a timely manner. It should be based on a strong multi-professional approach and teamwork. Responsibility for pupils at risk could be designated to a coordinator or to a 'school care/student support team' for example. The coordinator or the team could involve a range of professionals inside or outside school; one staff member may also be assigned to an individual or a family in need of targeted support. In addition, counselling support could also be provided to parents and teaching staff. Strong leadership and clearly defined roles and responsibilities are key to the success of such a framework.
- **Focus on the needs of the individual pupil:** Individual learning support, flexible learning pathways, high quality teaching, and learning based on student focused methods should be a substantial part of school policies aimed at reducing ESL. There should be greater flexibility in the choice of subjects/courses and the provision of additional learning support, including measures to improve the motivation and resilience of young people. Special support should be provided to pupils with learning difficulties/disabilities and to those who experience difficulties balancing education with their home life. Pupils who experience problems in trying to catch up with learning after long periods of interruption should also receive special attention.
- **Extra-curricular and out-of-school activities to enrich the learning offer:** Many young people at risk of ESL lack a sense of identity or connection with the school. Extra-curricular activities provide opportunities for young people to develop such a sense of belonging. Extra-curricular and out-of-school activities should be compatible with educational aims to avoid potential disconnection between school and out-of-school life experiences.

- **Support to teachers:** Developing the capacity of school staff to create and maintain learning environments that support at-risk pupils is of crucial importance to reducing ESL. Teachers may need support to develop and adapt different methodologies and skills to meet the needs of individual pupils. Teachers should also be given more time and space for teamwork and to draw on the expertise of other professionals. More opportunities for networking among schools experiencing similar challenges in relation to ESL would be ideal.
- **Empower families and parents to support their children's education:** Schools and local community services should develop approaches that enable parents to become a resource in their children's learning. Some parents need to be supported in their role to encourage and motivate young people to aim higher in their educational aspirations and achievements. For many pupils, parental involvement is important for gaining recognition, demonstrating and celebrating achievements, raising self-esteem and self-respect.
- **Raise parental awareness of ESL:** It is important to involve parents as partners in identifying early signs of disengagement, academic difficulties or problems that may lead to ESL. Pro-active parents who are attentive to their children's general experiences towards education play an essential role in EWS and in supporting their child in their educational endeavour.

Compensation

Whilst preventing ESL is more efficient than compensating its effects, compensation measures will always be necessary for those young people who have had their education interrupted due to various reasons. Compensation measures aim to reengage people in education and training. This section of the report focuses on second chance schemes as alternative education and training opportunities for young people. It is acknowledged that other approaches exist across Member States, for example, individually tailored programmes that focus on re-integration into mainstream education or on providing practical work experiences in combination with schooling.

Second chance schemes focus on a holistic and personalised approach, though provision might differ in its emphasis and orientation. Some second chance schemes provide the opportunity to gain formal upper-secondary qualifications, others focus on preparing young people for VET or employment. Provision can vary in terms of the intensity of support provided to young people. This will depend on the specific needs of the young person. For second chance schemes to be successful, the following aspects should be considered:

- **Accessible and relevant second chance schemes:** Second chance schemes are located within different institutional frameworks. Second chance schemes should ensure they are easy to reach and accessible to all people interested in continuing their education and training. They should be responsive to the diversity of the youth population and the local labour market. This requires opportunities for flexible study that enable young people to access on-going provision and resources at different points of the day, week, term, or year.
- **Recognition:** Second chance schemes should be high quality. They should offer an alternative way to re-engage with education and gain qualifications. The recognition and validation of learning gained in second chance schemes is crucial and should provide young people with qualifications that are recognised on the labour market. They should also provide access to other education/training pathways.
- **Commitment and governance:** Political commitment and strong school leadership is essential for second chance education. School management should consider a whole school approach and encourage multi-service collaboration in second chance education. It is recognised that some schools and teachers need support in develop-

ing such approaches.

- **Personalised and holistic approach to second chance education:** Greater emphases on personal development supports young people re-develop their relationship with learning, the world of work and society. Young people should be involved in the development of their own learning and development plans. A personalised and holistic approach implies:
    1. targeted second chance provision focused on personal development with opportunities to develop life skills and employability skills;
    2. access to specialised support (such as psychological or emotional support), counselling, career guidance and practical support (such as financial support or help with securing accommodation);
    3. new pedagogic approaches such as cooperative learning, peer learning, project work and more formative assessment.

- **A distinctive learning experience:** Second chance schemes should provide students with positive learning experiences. They should encourage young people to leave negative learning experiences behind and focus on building self-confidence, trust and motivation. Enabling young people to think more positively about their future is a first but necessary step to gain qualifications at a later stage. Key to the success of second chance schemes is an understanding of the systemic and individual factors that have contributed to ESL. It is also important to understand factors that have influenced a young person's decision to re-engage in education and training. A physical learning environment that is safe and stimulating is particularly important for second chance education. Providing common areas where teachers and students share facilities and space helps to build relationships based on mutual respect and trust. Young people should have an active role in shaping their physical learning environment.

- **Flexibility in the curricula:** The curriculum should be innovative, relevant and flexible in terms of the structure and timing of provision. Teachers should use pedagogic approaches that respond to the needs of individual students in second chance schemes. National legislation should allow for greater autonomy in relation to second chance schemes. It should be possible for staff to decide in relatively short timeframes the study programmes and mobility of students within the system. This is especially important in VET oriented second chance schemes. Flexibility should also include measures to allow students to return to mainstream education.

- **Teacher involvement and support:** A teachers' role in second chance education is typically broader than in mainstream education. Teachers often provide advice and guidance, and mentor students on issues not always related to learning. Teachers in second chance schemes help young people (re)develop positive relationships with adults and engage with other young people outside lesson time. A teachers profile and motivation to work in second chance education are important consideration in teacher recruitment.

- **Second chance education requires teachers to be innovative and flexible.** The continued professional development of teaching staff should be ensured. Teachers will need to draw on the expertise of specialist services/interventions outside and inside the school environment, (e.g. access to psychologists). Teachers should also receive recognition for their work. Stability and continuity in the teaching workforce is important for students.

- **Links between second chance education and mainstream education:** Easy access to compensation measures risks making leaving education prematurely more attractive to some young people and schools with high numbers of young people at risk of dropping out. At the same time, research demonstrates that second chance schemes are most successful where they offer a genuine alternative to the formal

school system. Maintaining links between second chance provision and mainstream education remains important from both a student and teacher perspectives. From the student perspective, it is important that students do not become isolated and distanced from mainstream education. From the teacher perspective, ensuring synergies with mainstream schools or co-location within the same building offers opportunities for shared staffing, training, and for the reciprocal exchange of pedagogical experiences and expertise.

The successful elements of second chance schemes have the potential to inform change and practice in mainstream schools to prevent ESL. Some elements are more difficult to replicate in mainstream education than others. A recent European study outlined possible adaptations and ways to profit from experiences in second chance education. Whilst there is need for more practical experiences in transferring good practices from second chance schemes into mainstream education, the study emphasised that the starting point is a political will for change. Public acceptance of new approaches, pedagogical expertise, strong school leadership, sustainable funding and a strengthened role of local authorities are also required. The transfer of good practices should also be part of teachers' training. As discussed above, second chance schemes that are located within the mainstream schools provide opportunities for teachers from both schools to work closely together and enhance transferability of experiences and expertise.

Teachers' voices

I compare pupils' performance in different subjects and teachers in order to have a whole image

I create a happy, creative and secure learning environment for all

I send informative material to parents /guardians about early school leaving.
I suggest ways of response and warning signs for a risky situation

The school organizes awareness campaigns against early school leaving.

The school runs career guidance days where experts analyse students' skills and talents

There is a permanent exhibition of Arts and Crafts at the school hall

Students visit craftsmen and traditional shops to evoke their interest for arts and crafts

The school leaders along with teachers have set a goal to reduce early school leaving

The school organizes visits to museums, folk art shops and crafts workshops

17. Best practices from partner schools and countries

Prevention

Emphasis on Early Childhood Education and Care (ECEC)
Cooperation with pre school and kintergarden units.
Presenting and analysing to parents the importance of ECEC

Pupils' profile
Class teacher who keeps a profile of societal background of each pupil
Register of pupils' achievements at other schools
Information from teachers of previous forms

Desegregation policies
Mix pupils from different backgrounds
Present the importance of differentiation
Present at school and show respect of different cultural / societal elements

Offer of extra-curricular activities to enhance strict curriculum
Different topics and specialisations
Encouragement of students with low school performance
Activities not related to school study so that all pupils can participate
Project work and pedagogical approaches

Parental / Guardian involvement
Close cooperation for school events
Social events and networking for parents
Support to parents

Presentation of educational system
Informing both parents / guardians and pupils for education system and pathways
Information about General and Vocational Education
Education and career guidance

Importance of Vocational education
Equal support and significance to General and Vocational Education
Respect to Vocational Education
Labs for education / training
Presentation of pupils' work

Teachers' education
Professional training in ELET.
Recommendations and policies for school leaders

Society characteristics
Elements of local society
Identification of groups at risk of ELET
Social services to support school
Cross sectoral cooperation

Intervention

Language support for pupils with a different mother tongue
Tutoring and extra language lessons for pupils
Support to families
Language lessons for parents with community support
Cultural exposure to host countries

Providing individual support
Individualised support to respond to pupils' needs
Alternative educational pathways for low achievers

Whole School approach
Psychologists and social workers support staff for pupils
Psychologists and social workers support staff for teachers
Analysis of data for ELET, quality and quantity statistics to indicate early warning systems
Absenteeism management with parents

Family support
Services and other actors outside school

Compensation
Second chance educational pathways
Vocational Education and Training
Follow up with ELET pupils individually till they re-enter education and training
Cross-government cooperation (Employment, Youth, Social Affairs, Justice, Health)

Checklist

Questions for teachers
How many days has the pupil already been absent?
Did the absence start suddenly?
Is there a specific reason, a specific incident for absenteeism?
Are there certain periods of time for absence?
In which subjects, with which teachers, on which days of the week and at which times of day is the pupil absent?
What actions have been taken?
When were the parents / guardians informed?
What was the impact of the actions?
What are the reasons for the pupil's absence?
- avoidance of lessons, teachers or classmates
- reasons related to family
- physical condition, sickness, fatigue
- other
Speak to the pupil about general dislike of school, teachers, classmates
Speak to the pupil about likes at school environment
Where is the student if not in school?
Does the student show divergent or delinquent behavior?

Questions for parents
When did you first notice your child's truancy?
Were there any changes or incidents in your life before   child's truancy
Did you ask your child about reasons for truancy, and how did they respond?
Did you get advice by the class teacher about it?
Does your child have difficulty in learning and in performing the school-work or homework?
What do you think displeases your child at school or in class?
Does your child have problems getting up in the morning?
Does your child go to school alone or with other children or young people?
What does your child do if they do not go to school? Do they stay at home or do they leave in the morning?
Do you have suggestions about what we should do together to ensure that your child attends school regularly?

Warning signs

For teachers

The pupil is
- anxious
- aggressive, with a tendency to become angry
- less active
- very quiet and serious
- sad
- uncommunicative

The pupil sometimes or frequently has
- aches
- stomach or intestinal problems
- sickness
- other diseases

The pupil complains about
- classmates
- teachers
- type of marking
- examinations, tests
- homework
- other school issues

For parents

Members of our family go
- very infrequently with the child to school in the morning
- irregularly to parent conference days
- rarely/ever to school events

My child
- does not have a fixed workplace at home
- does homework irregularly
- often has a messy schoolbag

My child
- often goes to sleep too late
- rarely gets up on time in the morning
- does homework irregularly or forgets homework quite often
- forgets learning materials in schools
- reads less at home

My child
- has no friends
- is sometimes an outsider in groups, isolated or rejected by others
- often quarrels with others

18. Best of the best

School level

Collection of statistical data, to be compared anonymously. To be evaluated at top, regional, prefectural, local and school levels. Comparison of school with other regional schools. Comparison of pupils at the same school. Comparison of pupils at nearby schools

Statistics about local Arts and Crafts in the region

Early-warning systems for pupils at risk. Speculation about pupils at risk, class by class, from teacher to teacher

Positive and supportive school climate. Emphasis on both physical and mental health

Learning environments that are welcoming, open, safe, and friendly

Implementation of extra-curricular activities to enforce school and community culture. Field trips, workshops and showcases to present heritage and tradition.

Workshops with local artists and craftsmen for the promotion of Arts and Crafts

Develop a desire for learning and value of education

Pupils feel noticed, valued and part of a community

Inclusion of Traditional Arts and Crafts in school curriculum

Pupils feel they are understood and receive care and help in various life situations

Close teacher-student relationship

Involvement of parents
Parents, as the primary educators of their children can identify early signs of disengagement, academic difficulties or problems that may lead to early leaving
Raise parental awareness of early leaving

Network with local artists and craftsmen, vocational schools, chambers of commerce, municipality, and professional associations to present Arts and Crafts and to inspire students. Workshops at schools

Parents/ Guardians and family background involvement at school. Older generation can support connections with tradition
Mentoring support to students and their families to overcome specific academic, social or personal difficulties
Strengthening individualised learning approaches to students at risk

Caring for specific needs of particular groups, adapting policy to those facing the greatest disadvantage

National /regional level

Definition of early leavers. Attention not only for those who have not completed compulsory education but those who leave school education during the academic year or those showing signs of absenteeism. Establishment of official communication with early leavers after leaving school, to follow their progress.

Collection of statistical data. Comparison of regions together with socio economical factors

Prevention measures first, easier to face ELET at the beginning. Identification and description of school dynamics in relation to early leaving. Awareness, where does the school stand?

A whole community, area-based approach. Networking between schools and external actors.

Horizontal coordination between different actors Vertical coordination through different levels of government

ELET is a complex phenomenon and not influenced only by the ISCED it occurs. So there has to be a combination of preventative, intervention and compensation measures to all levels of education and training. From pre school education, the importance of education should be communicated to both parents/ guardians and pupils. Follow up of pupils academic, personal and social development at all levels of education.

Teacher training, both at University and for local conditions once appointed at an area

Inclusion of the voices of other key stakeholders such as marginalised parents, learners, migrant communities and NGOs

Inclusion of the voices of pupils and their families, their perception of ELET. Suggestions about support measures against ELET

Education priority zones on a permanent basis and not only after ELET
Support of teachers, in-school supportive interventions, language support for children

Presentation of Arts and Crafts to pupils from pre school level and focus on their potential as a career

Cooperation with local associations, chambers of commerce, craftsmen, vocational or life long learning institutions for presentation of traditional arts and crafts as a career prospect. Campaign awareness for both parents/guardians and pupils

Information to newly appointed teachers for the local traditional heritage and provision of educational material for integration in school subjects

Synergies with NGOs offering non formal training on traditional jobs or Arts and Crafts. Emphasis that Arts and Crafts careers do not require high academic performance

with a different mother tongue (largest percentage of ELET).
Multi professional teams at schools (school heads, teachers, guidance specialists, psychologists, social workers, speech and language specialists)

Financial support for families to support well being and education of their children

Arts and Crafts as a profession with support for entrepreneur by local actors

Efforts to diversify the social composition of schools in disadvantaged areas, segregation of minority school population

High value vocational education
Specializations that respond to market local needs for easy employability

Flexible educational pathways, all-day schools, evening secondary schools and initial vocational training

Suggestions for modernization of Arts and Crafts, new perspectives on tradition

Career guidance for pupils together with career fairs and world of work.

Recognition and validation of prior learning or work experience achieved in non-formal and informal learning.

Support for early leavers to re-enter the education and training system.

**Inclusion of traditional Arts and Crafts in vocational specializations
Emphasis on local traditions as an easy employability without need of academic qualifications. Opportunity of apprenticeship at local craftsmen and acquiring experience through traineeship**

Arts and Crafts as an alternative for those re-entering training or market

**Promotion of traditional Arts and Crafts, showcase of successful business stories
Financial support by government or local authorities for those starting traditional crafts as a profession**

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