

---

# Early School leaving : Approaches and school strategies across Europe

---

ERASMUS +  
20th March  
Prague  
Lucy



---

# Introduction

---

- ❖ *We saw which groups are more likely to be endangered by Early school leaving - how we can target them?*
- ❖ *How can we work with their families?*
- ❖ *Do you know any example of good practise that helps to reduce Early school leaving in any country?*

---

# Projects across Europe

---

- ❖ In recent years many projects across Europe deal with Early school leaving and Special needs phenomena
- ❖ You will find a few examples in a following slides
- ❖ The examples include both well- established practices and more recently implemented measures and programmes, whose results and impact have not yet been assessed

---

## The Dutch programme: Reduction of Early school leaving

---

- ❖ *Aanval op schooluitval* is based on a number of key principles and areas of actions.
- ❖ A focus on prevention, early intervention and school based provision (in partnership with other actors), and a multi-stakeholder approach are at the heart of the programme.
- ❖ The programme involves the state, municipalities and schools working together.

---

# Netherlands special unit

---

- ❖ In the Netherlands, a special unit within the Ministry of Education manages the national programme for reducing ESL.
- ❖ Six 'account managers' have been assigned responsibility for ESL across a number of regions.
- ❖ They negotiate agreements with the regional representatives, monitor progress and also provide assistance and support for their regional, local and school level actors.
- ❖ In addition, they also facilitate the exchange of experiences with other regions or schools and hold regular meetings with key people from within the region.



---

# Luxembourg 'House of Guidance'

---

- ❖ In 2012 in Luxembourg opened 'House of Guidance'
- ❖ It brings together all relevant counselling services for young people and adults such as guidance services, educational and psychological support.
- ❖ Services are hierarchically and financially dependent on different Ministries and are not administratively integrated.
- ❖ However, the fact that they are under the same roof has significantly increased cooperation!

---

## Portugal Commissions for the Protection of At Risk Children and Youth

---

- ❖ Nationwide network managed by the municipalities.
- ❖ Each commission is composed of a small executive team of 5 full-time members that usually include staff from the municipality, social security services, local NGOs and teachers.
- ❖ This team works directly with a larger team also representing health services, education, security, parents and local associations – where ESL is a high and legal priority amongst the additional and broader duties of these different teams.
- ❖ By law, both teams are responsible for ESL and the protection of children's rights to remain in education until the age of 18.

---

# Data collection system in Netherlands

---

- ❖ Each student has a 'unique reference number' and retains this number throughout their educational career.
- ❖ This system makes it possible to track the progression of all pupils.
- ❖ The Basic Record Database for Education (BRON) records all pupils and it is the same as the one used for school financing.
- ❖ Young people who are registered on the BRON system as being of compulsory school age but not attending education or training and not holding a basic qualification are classified as early school leavers!
- ❖ The BRON system captures a broad range of 'intelligence' on children and young people. This includes age, gender, the locality of the student, ethnic origin, education/school type and school history. ESL data can be linked to socio-economic data for each region, city and neighbourhood. Aggregate data is available at national, regional and local levels and for each individual school and training institution.



---

## France' Système interministériel d'échanges d'informations'

---

- ❖ The SIEI collects data from the Ministries and Apprentice Training Centres and the 'Missions locales' (access points for employment services for people under 25 years of age).
- ❖ It allows for the production of nominative lists of early school leavers twice a year.
- ❖ Access to the data is highly restricted; accessible only by secure software
- ❖ Re-group all actors active with early school leavers and disengaged learners within a certain territory.
- ❖ The SIEI provides information, which is useful for the follow-up of the young person, and has contributed to increased awareness and understanding of ESL processes.

---

# Belgium Prevention in Reducing grade repetition

---

- ❖ To prevent incorrect orientation and reduce the practice of grade repetition in lower secondary education
- ❖ Introduced a compulsory common pathway for the first two years of secondary education (12-14 years), in the continuity of primary school.
- ❖ During this period, for pupils experiencing learning difficulties, an individual learning plan (*PIA - plan individual d'apprentissage*) is set up; the plan includes special support.
- ❖ Children have the opportunity to attend special classes to catch up with learning and then return to the regular classes.

---

# Prevention in France - Educational orientation

---

- ❖ The choice between academic and vocational education at the end of lower-secondary
- ❖ By the school Principal after a dialogue with the pupil and family.
- ❖ To ensure the preferences and decision of the family and the pupil is taken into account when he/she is 18 years of age
- ❖ An experimentation has been launched in 117 schools aimed at enabling families and pupils to have the final say in the decision-making process.
- ❖ The lack of choice is considered to be one factor leading to ESL, since pupils are obliged to take a route that does not necessarily correspond to their aspirations. The experimentation is expected to have an impact also on teaching and assessment styles.

---

# Belgium - Class delegate program

---

- ❖ In Belgium the government has decided to finance specific training for pupils who are elected by their peers to be class delegates.
- ❖ They can act as mediators to tackle problems inside their own class group
- ❖ They interact between different class groups, their peers and the staff of the school such as educators, teachers, and headmasters.



---

# Belgium Intervention Early warning system

---

- ❖ In 2012 the Flemish government adopted an action plan on 'Truancy and other forms of anti-social behaviour'.
- ❖ The action plan aims at all students in compulsory education, but also focusses on pupils at-risk of ESL.
- ❖ The actions addresses anti-social behaviour and truancy in a continuum of mapping the phenomenon, informing and sensitizing, preventive work, guidance, and sanctioning.
- ❖ It aims to reduce truancy and other forms of behaviour leading to ESL.

---

## Lithuania Intervention (since 2001)

### Multi-professional cooperation in school 1/2

---

- ❖ Social pedagogues work in each school In Lithuania.
- ❖ Today there are about 1000 social pedagogues working in the schools, day care centres, and children's homes.
- ❖ They offer counselling to children, families and teachers.
- ❖ They organise social skills development groups for pupils with behaviour problems and implement prevention programmes.

---

## Lithuania Intervention (since 2001)

### Multi-professional cooperation in school 2/2

---

- ❖ They are members of the 'Child's Welfare Group' at school, which deals with problems students face.
- ❖ The group consists of a wide range of specialists: social pedagogues, school administration representatives, teachers, special educational needs (SEN) teachers, school psychologists and parents.
- ❖ In addressing attendance problems in schools, the group works in close cooperation with territorial unit inspectors for juvenile affairs and the staff of the municipal children's rights protection departments.

---

# Portugal Multi-professional cooperation in school

---

- ❖ School multidisciplinary teams are composed of: counsellors
  - psychologists
  - social workers
  - mediators
- ❖ Support for individuals and groups facing difficulties.
- ❖ In some cases, when learning difficulties are more severe, additional resources are deployed to cooperate with external specialised therapists that come to schools to support students.



---

# Ireland Intervention - Targeted programmes

---

- ❖ Action Plan for Educational Inclusion  
'Delivering Equality of Opportunity in Schools (DEIS)'
- ❖ Process for identification of schools with the highest levels of disadvantage.
- ❖ High priority is given to early intervention  
specific measures and support to improve literacy and numeracy  
emphasis on the involvement of families in children's education  
planning  
target-setting  
measurement of progress and outcomes are in place.

---

# Europe 2020 -10% reduction

---

- ❖ Member States are working on the Europe 2020 target to reduce the rate of ESL to below 10% by 2020, and many have made progress.
- ❖ However, developments are not happening everywhere at the same pace, and some countries performed worse in 2012 than in previous years.
- ❖ Sustained political support is needed to ensure that positive trends will continue in the future.

---

# Summary

---

- ❖ Reducing ESL requires a critical revision of the entire education and training system.
- ❖ Too often is the case that policies against ESL only address those at risk of dropping out or those who have already left education and training without qualifications.
- ❖ The Thematic working group on ESL takes the view that effective policies need to take a holistic view and to look at all aspects within the education system that may trigger Early school leaving.

---

# Summary

---

- ❖ Reducing ESL is an important European goal and of benefit to all pupils, teachers, parents and communities.
- ❖ Reducing ESL requires collective sense of responsibility action for the benefit of the individual, of Member States, for Europe and for financial and social reasons.



---

# References

---

- ❖ [http://ec.europa.eu/education/policy/strategic-framework/doc/esl-group-report\\_en.pdf](http://ec.europa.eu/education/policy/strategic-framework/doc/esl-group-report_en.pdf)
- ❖ [http://ec.europa.eu/education/policy/school/early-school-leavers\\_en.htm](http://ec.europa.eu/education/policy/school/early-school-leavers_en.htm)
- ❖ [http://ec.europa.eu/education/policy/strategic-framework/expert-groups/documents/early-leaving-policy\\_en.pdf](http://ec.europa.eu/education/policy/strategic-framework/expert-groups/documents/early-leaving-policy_en.pdf)
- ❖ <https://www.spd.dcu.ie/site/edc/documents/nesse2010early-school-leaving-report.pdf>