
Early School leaving : Conflict situations and Prevention

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Introduction

- ❖ *What we can do about Early school leaving?*
- ❖ *Do you know any boy or girl who left school early?
(If so - What were the reasons for it?)*
- ❖ *Think about persons can we work with to help to reduce early school leaving. Who are they?*
- ❖ *What would help you to stay in school?*

ESL

- ❖ In Europe
- ❖ by Eurostat

Annex A. Early leavers from education and training (total)					
	2000	2010	2011	2012	2013
EU 28	17.6 ^{EU 27}	13.9	13.4	12.7	11.9
Belgium	13.8	11.9	12.3	12.0	11.0
Bulgaria	:	13.9	11.8	12.5	12.5
Czech Republic	:	4.9	4.9	5.5	5.4
Denmark	11.7	11.0	9.6	9.1	8.0
Germany	14.6	11.9	11.7	10.6	9.9
Estonia	15.1	11.6	10.9	10.5	9.7
Ireland	:	11.5	10.8	9.7	8.4
Greece	18.2	13.7	13.1	11.4	10.1
Spain	29.1	28.4	26.5	24.9	23.5
France	13.3	12.6	12.0	11.6	9.7b
Croatia	:	3.7	4.1	4.2	3.7
Italy	25.1	18.8	18.2	17.6	17.0
Cyprus	18.5	12.7	11.3	11.4	9.1
Latvia	:	13.3b	11.6	10.6	9.8
Lithuania	16.5	7.9	7.4	6.5	6.3
Luxembourg	16.8	7.1	6.2	8.1	6.1
Hungary	13.9	10.5	11.2	11.5	11.8
Malta	54.2	25.9	23.6	22.6	20.9
Netherlands	15.4b	10.0	9.1	8.8	9.2
Austria	10.2	8.3	8.3	7.6	7.3
Poland	:	5.4	5.6	5.7	5.6
Portugal	43.6	28.7	23.2	20.8	19.2
Romania	22.9	18.4	17.5	17.4	17.3
Slovenia	:	5.0	4.2	4.4	3.9
Slovakia	:	4.7	5.1	5.3	6.4
Finland	9.0d	10.3	9.8	8.9	9.3
Sweden	7.3	6.5	6.6	7.5	7.1
United Kingdom	18.2	14.9	15.0	13.6	12.4

Source: Eurostat (LFS). Notes: b= break; u= unreliable; d= definition differs; p= provisional.

Early school leaving – prevention report

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

- 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

Intervention

- 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

Compensation

- 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

Strategies for conflict prevention

- ❖ Working group focusing on prevention and early intervention of early school leaving at the school and local level.
- ❖ Through peer learning, analysis of case studies, mapping (of school governance arrangements and of practices to support learners), inputs from international research, dialogue with experts, and in-depth country-focused workshops

Effectiveness in prevention

- ❖ To ensure the effectiveness of the policies advocated by the 2011 Council Recommendation, it is important to:
 - > identify factors leading to early school leaving
 - > monitor developments
 - national level
 - regional level
 - local level



Strategies for conflict prevention

- ❖ Reinforce relational and communication expertise including techniques and methods to engage with parents and external partners
- ❖ Provide teachers with classroom management strategies, diversity management strategies, relationship building, conflict resolution and bullying prevention techniques.

Whole school approach



- ❖ *'Developing a 'whole school approach'
= reducing early school leaving means that the objective of eliminating drop-out and encouraging school success for all should be promoted consistently and systematically across all those dimensions of school life which may have an impact on educational achievement.'*

Whole school approach - members

- ❖ In a 'whole school approach' all members of the school community are involved:
 - > school leaders
 - > middle management
 - > teaching staff
 - > non-teaching staff
 - > learners
 - > parents
 - > families
- ❖ All of them feel responsible and play an active role in tackling educational disadvantage and preventing drop-out.



Whole school approach - cross-sectoral approach

- ❖ A 'whole school approach' also implies a cross-sectoral approach
- ❖ That means stronger cooperation with a wide range of stakeholders

social services

outreach care workers

nurses

guidance specialists

business

unions

youth services

psychologists

speech and language therapists

local authorities

Non Governmental Organisations

volunteers, etc.)

- ❖ The community at large deal with issues, which schools do not (and also cannot) have the relevant expertise for.

Whole school approach - cross-sectoral approach

- ❖ A 'whole school approach' will be beneficial to all learners, not only to those at risk.
- ❖ It will also help schools tackle a wide range of complex issues, which schools are increasingly confronted with.
- ❖ Challenges associated with the
 - > growing diversity
 - > inequalities
 - > social exclusion in society
 - > recent increase in migration flows
- ❖ It all place new demands on schools and call for systemic, collaborative responses.



Early school leaving 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.

Continuing prevention



- ❖ Prevention must be long- term, well reflected and continuing.
- ❖ In countries that have sustainably curtailed ESL rates (for example the Netherlands) reducing ESL has remained a continued political priority despite changes occurring in government.

Intervention in Czech republic

- ❖ In the Czech Republic a pilot programme was implemented from 2010 to 2013 in two regions ('Romodrom for Education'), funded by ESF and the state budget. It aimed at providing individual support to children from socially disadvantaged backgrounds, and was ran by an NGO in cooperation with teachers, SEN teachers, headmasters (primary and secondary schools), local social departments and families of children. The programme included regular activities with children and their parents, based on mentoring, tutoring, peer group activities of children, motivation weekends and visits to future possible workplaces and local companies.

Prevention - involving young people in school decision making



- ❖ 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, between different class groups, their peers and the staff of the school such as educators, teachers, and headmasters.

Solution of conflict situation

- ❖ Enhanced school autonomy
- ❖ Coupled with strong accountability
- ❖ >>
- ❖ Enables schools to identify the most appropriate solutions to complex situations
- ❖ >>
- ❖ Enables schools to best provide for the specific needs of the school community



School environment & Early school leaving

- ❖ Education and training policies that aim to reduce early school leaving need to establish conditions for successful learning for all.
- ❖ Schools should be a place where pupils feel comfortable and supported, feel ownership of their own learning and can engage in the life of their school community.



Development of the pupil

- ❖ School environment and atmosphere is important for the development of the pupil in all:
 - > emotional area
 - > social area
 - > educational area
- ❖ But also for the overall governance of the institution.

Teachers as facilitators of learning

- ❖ As a condition of successful learning, teachers need to strengthen their role as facilitators of learning.
- ❖ They need autonomy, time, and space for innovation, teamwork, feedback, self-reflection and evaluation.
- ❖ They need access to enhanced opportunities for continued professional development.



Summary

- ❖ Prevention and early intervention can be strengthened through better support for those at risk at an early age.
- ❖ There should also be better support for teachers, trainers and other education staff, parental involvement and stronger cooperation in and around schools, including local communities.
- ❖ Extra-curricular activities and measures to raise the self-esteem, motivation and resilience of young people at risk of leaving school early are also important.

References

- ❖ 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/strategic-framework/expert-groups/documents/early-leaving-policy_en.pdf