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# Early School leaving: Introduction & Practices

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ERASMUS +  
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Prague  
Lucy



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# Introduction

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- ❖ *What does 'Early school leaving' mean?*
- ❖ *What is the problem with Early school leaving?*
- ❖ *What are reasons for Early school leaving?*
- ❖ *What can we do about it?*

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# Definition

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- ❖ ‘*Those young people who leave education and training with only lower secondary education or less, and who are no longer in education and training.*’
- ❖ European Early school leaving rates are measures as a % of 18 - 24 years olds with only lower secondary education (or less) no longer in education / training.

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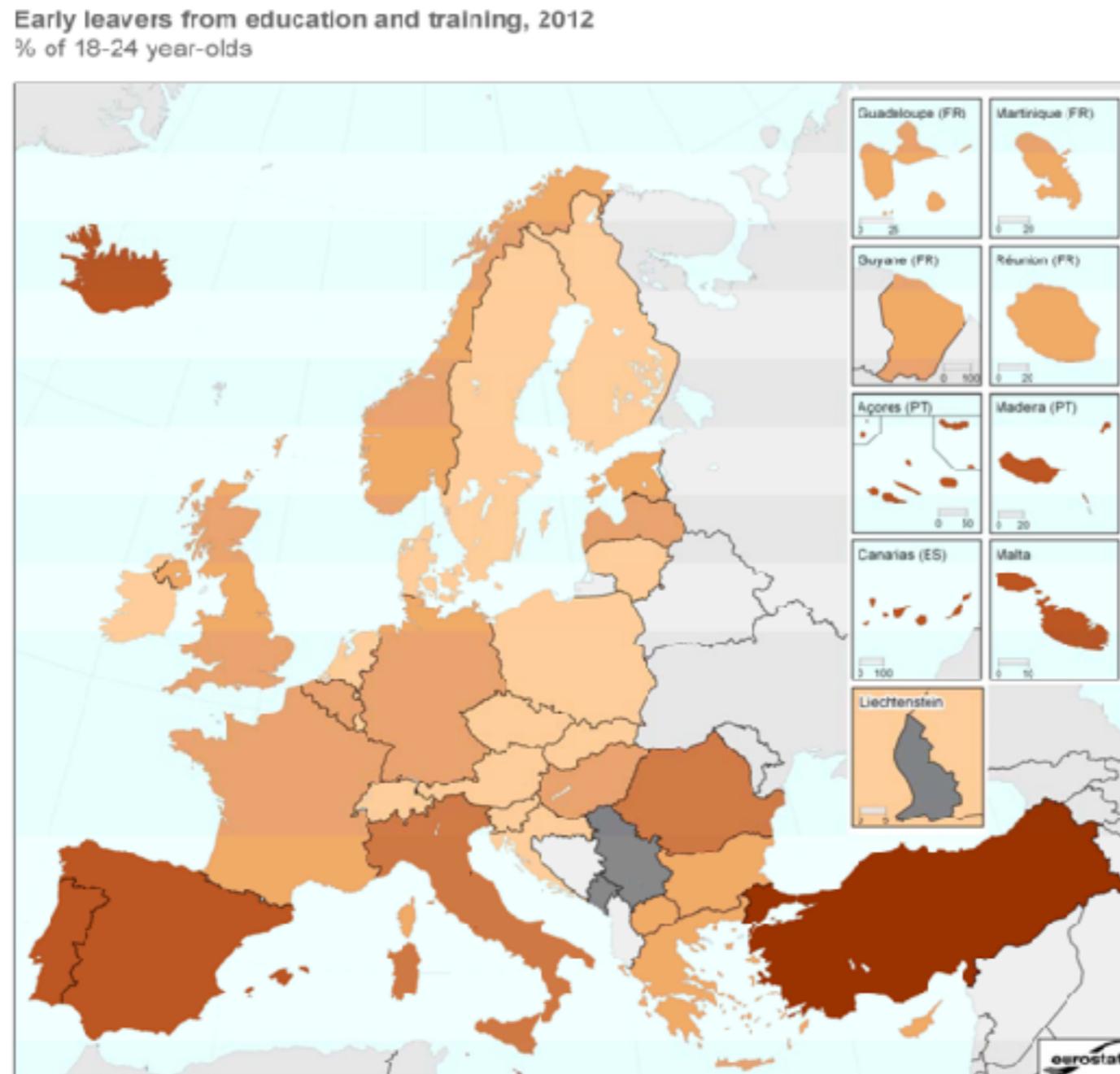
# And other definitions...

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- ❖ Many Member States define and measure Early school leaving differently.
- ❖ Early school leaving can mean
  - \*) leaving education and training systems before the end of compulsory schooling
  - \*) leaving before reaching a minimum qualification
  - \*) leaving before completing upper secondary education

# ESL

❖ by  
Eurostat



Footnote:

Provisional data for DE, LU, NL, PL and EU28. Source: Eurostat, Labour Force Survey (online data code: edat\_lfse\_16)

# EU

# Consequences

- ❖ Early school leaving is linked to:

> unemployment

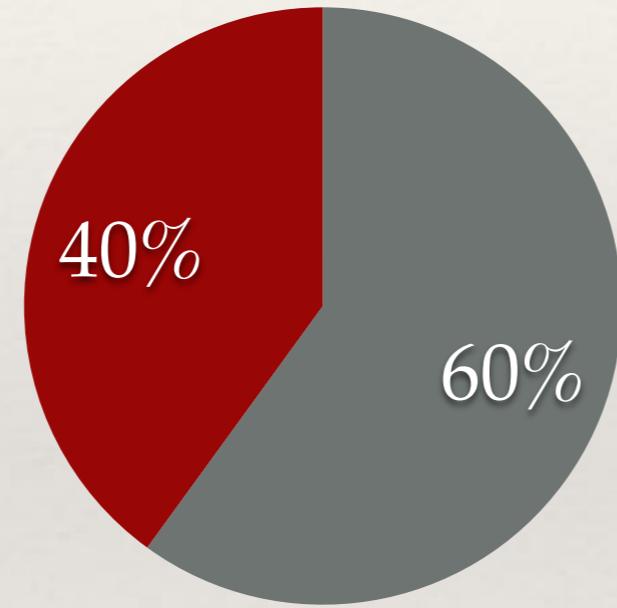
> social exclusion

> poverty



# Unemployment and Early school leaving

- ❖ In 2012 40.1% of early school leavers were unemployed



- ❖ It is reported that approximately 70% of these unemployed people would like to work.

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# Reasons for Early school leaving

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- ❖ Reasons why young people give up educations and training prematurely are various:
  - > personal problems
  - > family problems
  - > learning difficulties
  - > fragile socio-economic situation

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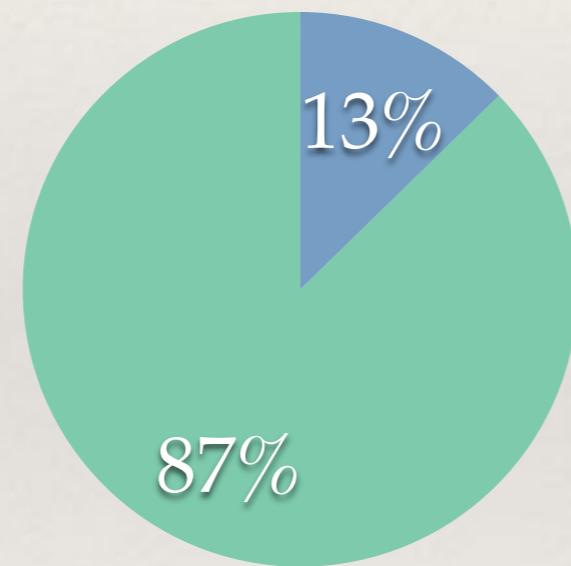
# Early school leaving - factors

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- ❖ Result from a range of frequently interconnected factors
  - personal
  - social
  - economic
  - cultural
  - educational
  - gender-related
  - family-related

# Early school leaving in 2012

- ❖ In 2012 12.7% of all 18 to 24 years olds had not completed upper secondary education and were no longer in education and training.



- ❖ This represents around 5.5 million young people.

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# Communication

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- ❖ Schools should be encouraged to develop strategies
  - > to improve communication between parents and locally based community services
- ❖ That will help to prevent early school leaving.

# Strategies



# to help prevent Early school leaving



# Need for ...

- ❖ clear and shared goals
- ❖ a common language
- ❖ a mutual understanding of expected outcomes
- ❖ good communication
- ❖ a clear definition of roles and responsibilities of all actors.



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# National strategy

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- ❖ A national strategy to reduce early school leaving is necessary to ensure
  - > coherent
  - > systemic
  - > 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.

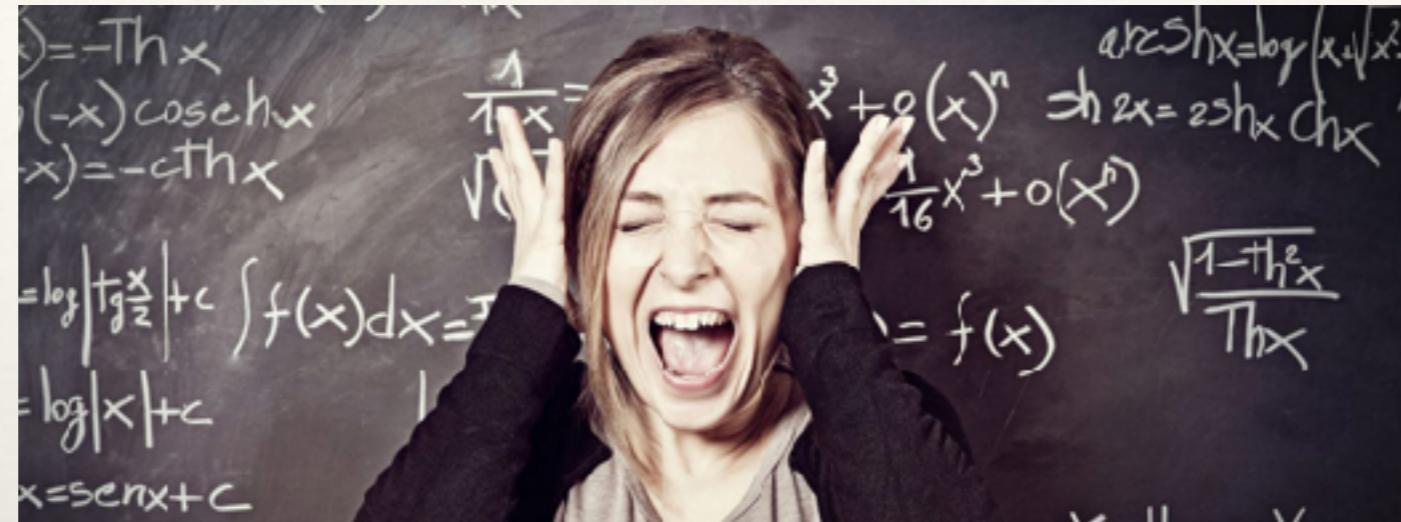
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# Education systems

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- ❖ The design of education systems also have a strong impact
  - > on learners' participation (*more important!*)
  - > on learners' performance
- ❖ Certain systemic factors may negatively influence learning progress.

# Risk factors



- ❖ unfavourable school climate
- ❖ violence
- ❖ bullying
- ❖ disrespectful learning environment
- ❖ disrespectful teaching methods
- ❖ curricula

# Teachers and Early school leaving

- ❖ Teachers should be capable of identifying
  - > different learning styles
  - > pupils' needs
- ❖ Teachers should be equipped with the skills to adopt inclusive and student-focused methods
- ❖ Teachers should have conflict resolution skills to promote a positive classroom climate.



# Goal

- ❖ European countries have committed to reducing the average share of early school leavers to less than 10% by year 2020.
  - ❖ In June 2010 education ministers agreed on a framework for coherent, comprehensive and evidence-based policies to deal with early school leaving.



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# Reaching the goals

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



# Summary



- ❖ Since there is not a single reason for early school leaving, there are no easy answers.
- ❖ Policies to reduce early school leaving must address a range of triggers and combine both education and social policy, youth work and health related aspects such as drug use or mental and emotional problems.
- ❖ In 2015, the Council adopted conclusions on reducing early school leaving and promoting success in school.

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# References

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- ❖ [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)
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