Practice Enterprises for Youth
Transitioning Early School Leavers

IO3 – EARLY SCHOOL LEAVING - COMPARATIVE REPORT

INDEX

Early School Living – Introduction

According to Eurydice study in which several details related to ESL are analized in depth, there are several results from ESL in secondary education and which are shared by EU members.

On the one hand, we see reduced employment opportunities from the labour market, which means rising unemployment as well as socioeconomic disadvantatges, health problems and reduced participation in sociocultural activities. On the other hand, we see that people with higher educational levels have better jobs, higher salaries, better health, less involved in antisocial behaviours, participate more in sociocultural activities, represent less social costs and have higher productivity rates.

The European objective is to reduce ELET (Early Leaving for Education and Training) rate under 10% in 2020. The European experiences to achieve this are aimed at not only the educational community but to other agents involved in the problem as well. Regarding the school system, it is dealt in primary education, repetition of the school year, school segregation and the flexibility and the permeability of the educational system

The problem is multifactor and it is due to dysfunctional factors in personality, social, economy, education and family aspects.

Investment in the educational achievement of young people is essential for the employment prospects of every young person. It is important for the growth of our economy and for social cohesion, especially at a time when the current financial and economic crisis is having a serious impact on young people and their families. Investing in education helps to break the cycle of deprivation and poverty leading to the social exclusion of too many young people across Europe.

In June 2011, the Education Council adopted a Recommendation on policies to reduce early school leaving (ESL). It highlights the need for evidence-based and comprehensive policies to reduce ESL. In order to be effective, policies against ESL need to address all levels of education. They should be cross-sectorial and involve stakeholders from different policy areas such as youth, social/welfare, employment and health.

They should focus on prevention, intervention and compensation:

-Prevention seeks to avoid the conditions from arising where processes leading to ESL can start.

-Intervention addresses emerging difficulties at an early stage and seeks to

prevent them from leading to ESL.

-Compensation measures offer opportunities for education and training for those who have dropped out.

-This approach requires a shift from implementing individual ESL measures to introducing comprehensive policies. In December 2011, a Thematic Working Group on Early School Leaving was established to help European countries implement such comprehensive policies.

The Thematic Working Group (TWG) consisted of policy makers, practitioners and experts from 27 EU Member States. Representatives from Norway, Iceland, Turkey, and from key European stakeholder organisations were also members of the group.

The objective of the TWG was to support Member States design and develop comprehensive policies on ESL. To this end, the TWG collected and exchanged information on effective policies to reduce ESL. Activities included peer-learning visits to the Netherlands and France and a peer review event in Brussels in March 2013.

An important consequence of the ESL, specially in countries which crisis has been extremely hard, is that it has a direct relation with the labour market.

In general, students who have not been able to finish compulsory education had the possibility to get into the labour market and were able to perform low qualified jobs, and specially in Spain related to the building/construction sector.

The effects of the economic crisis have broken up this process (between school and labour market) and have emerged a large group of low skill unemployed young people with few opportunities to get employed.

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Key Policy Messages

Based on the work of the Thematic Working Group on Early School Leaving, 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.

11. Strengthen guidance to ensure young people are aware of the different study options and employment prospects available to them. Ensure counselling systems provide young people with both emotional and practical support.

12. Reinforce accessibility to second chance schemes for all young people. Make second chance schemes distinctive and ensure they provide a positive learning experience. Support teachers who work in second chance schemes in their specific role.

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Early School Living – Comparative data

What do we mean with ESL Early School Leavers?

This concept is different from other similar concepts used but with different consequences. The European Union defines early school leavers as people aged 18-24 who have only lower secondary education or less and are no longer in education or training.

The main objective of EU is to achive a rate under 10% in 2020 in ELET (Early Leaving for Education and Training)

Drop outs: Leaving school or college, or university for various reasons without gaining a diploma. Not linked with age groups.

Educational absenteeism (truancy): students not attending the school, without a justification (frequent unexcused absence)

Concerning Early School Leavers, data corresponding to EU members have quite large differences. The EU country with the lowest rate in ESL is Croacia in 2014 with 2,7%, and the highest rate is for Spain with 21,9%. The EU average for the 28 EU countries is 11,1%.

In all participating countries in the project KA2: ENTREPRENEURSHIP PRACTICE FIRMS SCHOOLS have a high rate in ESL although Spain rate is quite higher.

Comparison of partners' countries ESL context		
	2014 ESL Rates	**2013 ESL Rates**
-Spain:	21,9%	23,5%
-Italia:	15%	17%
-Bulgaria:	**12,9%**	**12,5%**
-Lithuania:	5,9%	6,3%
-Germany:	9,5%	9,9%
-UE:	11,1%	12%

The main objective of EU is to achive a rate under 10% in 2020 in ELET (Early Leaving for Education and Training)

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The difference in results is quite large and the reason for these differences are probably based on the quality of education, economic investment by governments, sociological characteristics, education models and learning paths that allow students to succeed in secondary education.

Percentage of early leavers from education and training, 2009-2013, and national targets as compared with the EU headline target
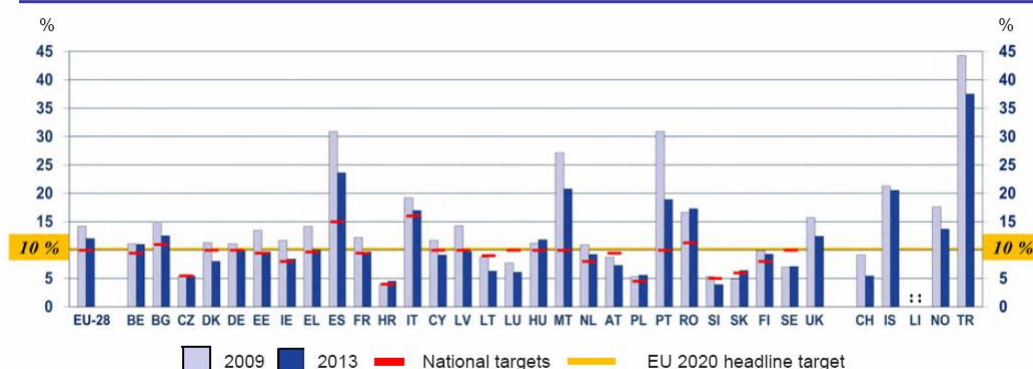
Source: Eurostat, EU-LFS [edat_lfse_14], (data extracted October 2014).

Country specific notes: See full report (European Commission/EACEA/Eurydice/Cedefop, 2014, p. 24).

%	EU-28	BE	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU
2009	14.2	11.1	14.7	5.4	11.3	11.1	13.5	11.7	14.2	30.9	12.2	3.9	19.2	11.7	14.3	8.7	7.7
2013	12.0	11.0	12.5	5.4	8.0	9.9	9.7	8.4	10.1	23.6	9.7	4.5	17	9.1	9.8	6.3	6.1
Targets	<10.0	9.5	11	5.5	10	10	9.5	8	9.7	15	9.5	4	16	10	10	9	10

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	CH	IS	LI	NO	TR
2009	11.2	27.1	10.9	8.7	5.3	30.9	16.6	5.3	4.9	9.9	7	15.7	9.1	21.3	:	17.6	44.3
2013	11.8	20.8	9.2	7.3	5.6	18.9	17.3	3.9	6.4	9.3	7.1	12.4	5.4	20.5	:	13.7	37.5
Targets	10	10	<8	9.5	4.5	10	11.3	5	6	8	<10	:	:	:	:	:	:

Source: Eurostat, EU-LFS [edat_lfse_14], (data extracted October 2014).

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Gender and ESL

Except in Bulgaria, ESL affects mainly males:

Lithuania: Average 6.3% //   7.8 % males and 4.7% females
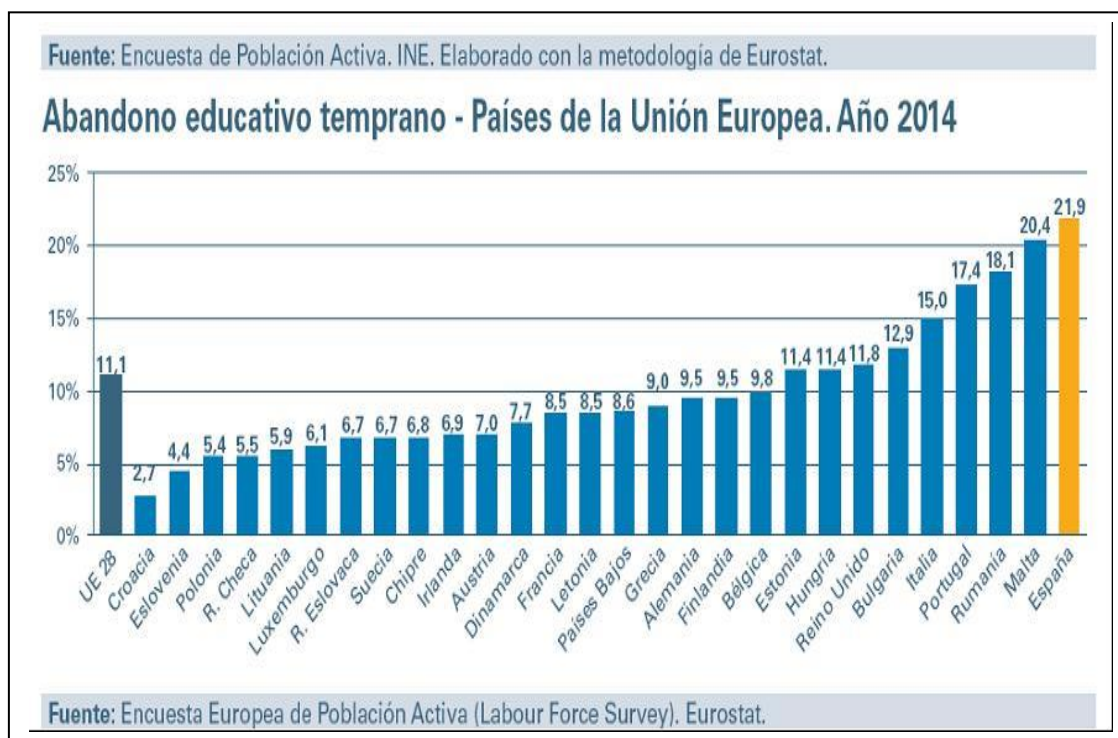
Spain: Average 23.5%   //   27% males and 19.9% females

Italy: Average 17%   //   20.2% males and 13.7% females

Bulgaria: Average 12.5%. // 12.3 % males and 12.7% females

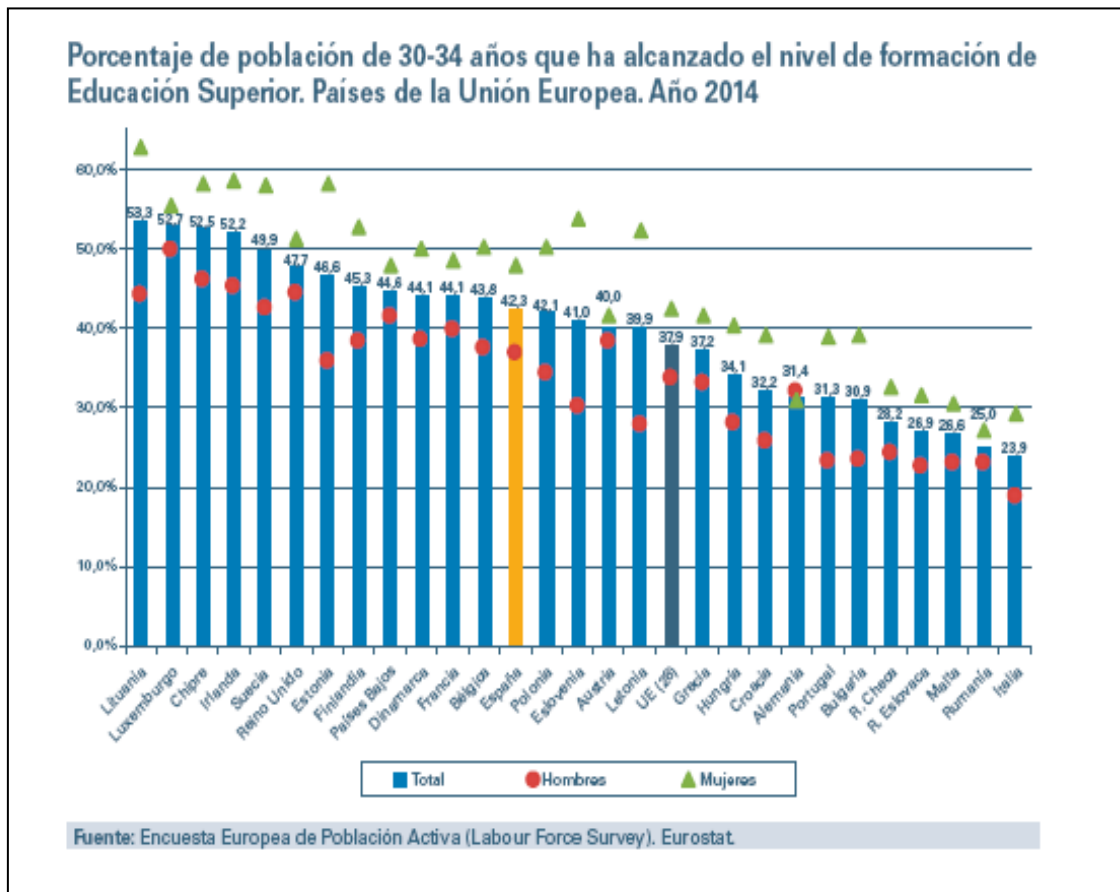Germany: Average 9.9% // 10.4% males and 9,3% females

EU: Average 11.9%   // 13.6% males and 10.2% females

Fuente: Encuesta de Población Activa. INE. Elaborado con la metodología de Eurostat.

Abandono educativo temprano - Países de la Unión Europea. Año 2014

Fuente: Encuesta Europea de Población Activa (Labour Force Survey). Eurostat.

If we take into account this ESL data, it is interesting to see the amount of population between 30 and 34 years old with higher education. Spain, as the highest country in ESL rate, has 42,3% people from 30 to 34 years old with higher education while the European average is 37,9%.

However, there is a strong connection between ESL data and youth unemployment. Countries that have a higher ESL rate, do have as well high youth unemployment rate ages

between 20 to 34 years old. European average rate for youth employment with secondary education is 70,8% and with higher education is 80,5% employment rate, in countries such as Greece, Italy or Spain these rates are quite different and it is clear that unemployment rates are related to low skills/education target groups.

Porcentaje de población de 30-34 años que ha alcanzado el nivel de formación de Educación Superior. Países de la Unión Europea. Año 2014

Fuente: Encuesta Europea de Población Activa (Labour Force Survey). Eurostat.

Tasa de empleo de la población de 20-34 años graduada en los 3 últimos años [1], por nivel educativo. Países Unión Europea. Año 2014

(1) Porcentaje de graduados en Educación Secundaria segunda etapa, postsecundaria no superior o Superior (CINE 3-8) entre 20 y 34 años que no realizan estudios, se han graduado entre 1 y 3 años antes y están ocupados.
Fuente: Encuesta Europea de Población Activa (Labour Force Survey). Eurostat.

The EURO area (EA19) seasonally-adjusted unemployment rate was 10.5% in November 2015, down from 10.6% in October 2015, and from 11.5% in November 2014. This is the lowest rate recorded in the euro area since October 2011. The EU28 unemployment rate was 9.1% in November 2015, down from 9.2% in October 2015, and from 10.0% in November 2014. This is the lowest rate recorded in the EU28 since July 2009. These figures are published by Eurostat, the statistical office of the European Union.

Eurostat estimates that 22.159 million men and women in the EU28, of whom 16.924 million were in the euro area, were unemployed in November 2015. Compared with October 2015, the number of persons unemployed decreased by 179 000 in the EU28 and by 130 000 in the euro area. Compared with November 2014, unemployment fell by 2.146 million in the EU28 and by 1.573 million in the euro area.
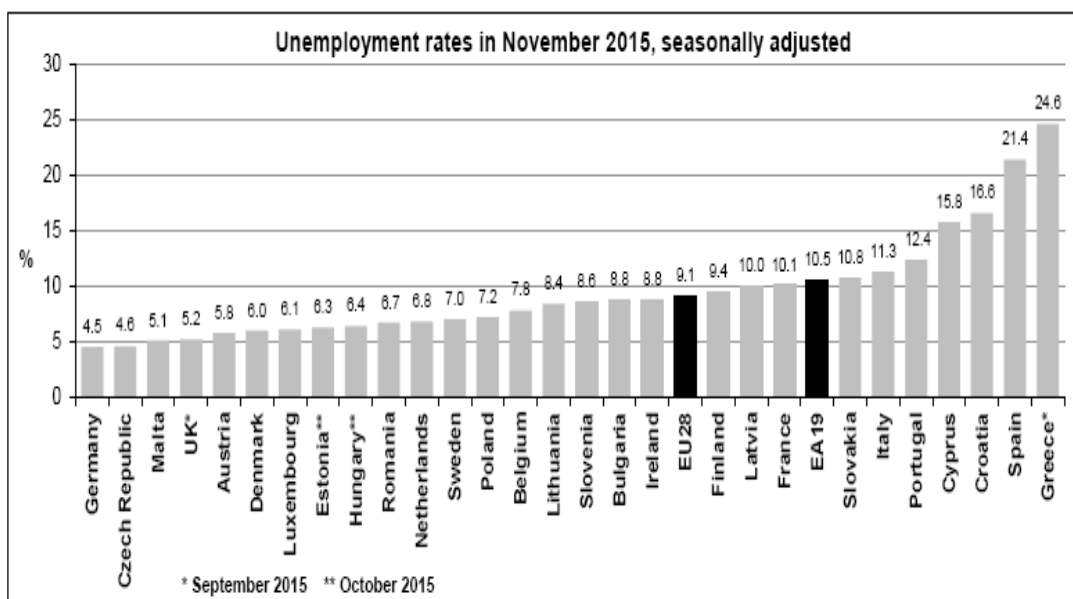
Among the Member States, the lowest unemployment rates in November 2015 were recorded in Germany (4.5%), the Czech Republic (4.6%) and Malta (5.1%), and the highest in Greece (24.6% in September 2015) and Spain (21.4%).

Compared with a year ago, the unemployment rate in November 2015 fell in twenty-five Member States, remained stable in Romania and increased in Austria (from 5.6% to 5.8%) and Finland (from 9.0% to 9.4%). The largest decreases were registered in Spain (from 23.7% to 21.4%), Bulgaria (from 10.6% to 8.8%) and Italy (from 13.1% to 11.3%). In November 2015, the unemployment rate in the United States was 5.0%, stable compared to October 2015 and down from 5.8% in November 2014.

In November 2015, 4.553 million young persons (under 25) were unemployed in the EU28, of whom 3.167 million were in the euro area. Compared with November 2014, youth unemployment decreased by 412 000 in the EU28 and by 163 000 in the euro area. In November 2015, the youth unemployment rate was 20.0% in the EU28 and 22.5% in the euro area, compared with 21.5% and 23.2% respectively in November 2014. In November 2015, the lowest rates were observed in Germany (7.0%), Denmark (9.9%) and Austria (10.9%), and the highest in Greece (49.5% in September 2015), Spain (47.5%), Croatia (45.1% in the third quarter 2015) and Italy (38.1%).

Eventhough we cannot state that there is a direct reason, it is clear that there is something to do between low employment and lack of education in some countries.
Concerning the youth employment differences between male and female, there are not significant differentials.

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Unemployment rates in November 2015, seasonally adjusted

Germany 4.5 | Czech Republic 4.6 | Malta 5.1 | UK* 5.2 | Austria 5.8 | Denmark 6.0 | Luxembourg 6.1 | Estonia** 6.3 | Hungary** 6.4 | Romania 6.7 | Netherlands 6.8 | Sweden 7.0 | Poland 7.2 | Belgium 7.8 | Lithuania 8.4 | Slovenia 8.6 | Bulgaria 8.8 | Ireland 8.8 | EU28 9.1 | Finland 9.4 | Latvia 10.0 | France 10.1 | EA19 10.5 | Slovakia 10.8 | Italy 11.3 | Portugal 12.4 | Cyprus 15.8 | Croatia 16.6 | Spain 21.4 | Greece* 24.6

* September 2015   ** October 2015

Seasonally adjusted youth (under 25s) unemployment

	Rates (%)					Number of persons (in thousands)				
	Nov 14	Aug 15	Sep 15	Oct 15	Nov 15	Nov 14	Aug 15	Sep 15	Oct 15	Nov 15
EA19	23.2	22.5	22.4	22.6	**22.5**	3 330	3 154	3 154	3 184	**3 167**
EU28	21.5	20.2	20.1	20.2	**20.0**	4 965	4 588	4 569	4 594	**4 553**
Belgium	22.8	21.7	21.5	22.0	**22.6**	91	85	84	84	**86**
Bulgaria	22.8	20.9	20.3	20.6	**20.7**	44	38	37	37	**37**
Czech Republic	14.9	12.1	12.1	11.9	**11.4**	53	41	41	41	**40**
Denmark	11.7	11.6	10.7	10.2	**9.9**	53	52	48	46	**45**
Germany	7.3	7.1	7.1	7.1	**7.0**	309	285	283	281	**279**
Estonia	13.4	13.7	15.1	15.4	:	8	8	8	8	:
Ireland	21.9	20.6	20.3	19.7	**19.4**	42	39	39	37	**37**
Greece	51.2	48.2	49.5	:	:	154	135	139	:	:
Spain	51.4	48.0	47.7	47.8	**47.5**	810	758	766	784	**786**
France	24.6	25.4	25.3	25.6	**25.7**	675	697	705	717	**721**
Croatia	45.3	45.1	45.1	:	:	74	72	72	:	:
Italy	43.0	39.9	39.1	39.3	**38.1**	691	621	601	603	**581**
Cyprus	34.3	32.6	32.6	:	:	15	12	12	:	:
Latvia	18.6	14.6	15.2	17.1	**18.0**	16	11	11	13	**14**
Lithuania	18.5	16.1	16.1	15.6	**14.9**	24	20	20	19	**18**
Luxembourg	22.0	15.1	15.0	15.1	**14.6**	4	4	4	4	**3**
Hungary	18.7	15.8	15.6	15.0	:	62	54	53	51	:
Malta	11.7	12.6	12.7	12.9	**12.7**	3	3	3	4	**4**
Netherlands	11.9	11.2	11.5	11.6	**11.4**	164	158	161	163	**159**
Austria	10.3	10.8	10.9	10.9	**10.9**	58	61	61	60	**60**
Poland	21.9	20.5	20.7	20.7	**20.5**	306	277	282	284	**282**
Portugal	33.3	31.7	32.1	32.4	**33.4**	122	117	118	119	**124**
Romania	23.6	21.2	21.2	:	:	159	145	145	:	:
Slovenia	19.1	14.5	14.5	:	:	14	10	10	:	:
Slovakia	27.0	26.7	26.6	26.0	**25.4**	57	56	56	55	**54**
Finland	21.4	22.5	22.1	22.0	**22.0**	71	73	72	72	**72**
Sweden	22.2	19.8	19.4	19.1	**18.8**	147	128	125	123	**121**
United Kingdom	16.0	14.0	13.5	:	:	724	628	607	:	:
Iceland	9.3	8.7	8.7	8.7	**8.6**	3	3	3	3	**3**
Norway	8.0	10.2	9.8	9.4	:	30	39	37	35	:

The source datasets are available here (rates) and here (in 1000 persons).
: Data not available

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Seasonally adjusted unemployment rates (%), by gender

|	Males					Females				
	Nov 14	Aug 15	Sep 15	Oct 15	Nov 15	Nov 14	Aug 15	Sep 15	Oct 15	Nov 15
EA19	11.4	10.6	10.5	10.5	10.4	11.7	11.0	10.8	10.7	10.6
EU28	9.9	9.2	9.2	9.1	9.1	10.1	9.4	9.3	9.2	9.2
Belgium	9.0	8.5	8.3	8.1	8.1	8.2	7.7	7.6	7.5	7.5
Bulgaria	11.5	9.7	9.4	9.4	9.5	9.5	8.1	7.9	7.9	8.0
Czech Republic	5.0	4.1	3.9	3.9	3.7	7.0	5.8	5.8	5.7	5.8
Denmark	6.5	5.8	5.6	5.6	5.7	6.4	6.7	6.5	6.5	6.3
Germany	5.2	4.9	4.9	4.9	4.8	4.5	4.1	4.1	4.1	4.1
Estonia	6.6	5.8	6.1	6.7	:	6.5	5.8	5.9	5.8	:
Ireland	11.9	10.5	10.4	10.2	10.1	8.6	7.4	7.3	7.3	7.3
Greece	22.9	21.5	21.2	:	:	29.6	28.7	28.9	:	:
Spain	22.8	20.5	20.4	20.4	20.3	24.8	23.2	23.0	22.8	22.7
France	10.9	11.1	10.9	10.9	10.8	10.2	10.1	9.9	9.6	9.4
Croatia	17.4	15.3	15.1	15.2	15.3	18.1	17.5	17.5	18.0	18.1
Italy	12.2	11.0	11.0	11.0	10.8	14.3	12.6	12.3	12.1	12.0
Cyprus	17.6	14.8	14.7	15.0	15.5	15.5	15.7	15.8	15.8	16.1
Latvia	10.9	11.5	11.5	11.4	11.6	10.1	8.5	8.3	8.5	8.5
Lithuania	11.5	10.1	10.1	10.0	9.4	8.7	8.0	7.9	7.8	7.5
Luxembourg	5.6	5.5	5.3	5.4	5.4	6.9	7.0	7.0	7.0	7.0
Hungary	7.3	6.4	6.4	6.4	:	7.3	6.7	6.7	6.4	:
Malta	6.2	5.3	5.3	5.3	5.3	5.7	4.9	4.8	4.9	4.9
Netherlands	6.9	6.5	6.5	6.5	6.3	7.4	7.1	7.3	7.3	7.4
Austria	5.9	6.2	6.2	6.2	6.3	5.3	5.2	5.0	5.1	5.2
Poland	7.9	7.3	7.3	7.2	7.1	8.8	7.6	7.5	7.5	7.4
Portugal	13.3	12.0	12.2	12.1	12.2	13.7	12.6	12.6	12.6	12.7
Romania	7.1	7.6	7.7	7.6	7.4	6.1	5.8	5.7	5.7	5.7
Slovenia	8.8	7.6	7.5	7.4	7.5	10.1	10.5	10.3	10.1	10.0
Slovakia	11.7	10.2	10.1	9.9	9.6	13.5	12.8	12.8	12.5	12.3
Finland	9.7	10.0	9.9	9.9	10.0	8.3	8.8	8.8	8.8	8.7
Sweden	8.0	7.4	7.3	7.2	7.1	7.7	7.1	7.0	7.0	6.9
United Kingdom	5.9	5.5	5.3	:	:	5.3	5.1	5.0	:	:
Iceland	4.4	4.2	4.3	4.3	4.3	4.3	4.0	3.9	3.9	3.8
Norway	3.9	4.9	4.9	4.9	:	3.6	4.2	4.2	4.3	:

The source dataset is available here.

Policies to reduce Early School Living

One of the main areas that can be addressed by policy-makers to prevent or reduce the occurrence of early leaving from education and training is to implement effective data collection and monitoring.

There is general agreement that valid and up-to-date data on early leavers can help to develop focused policies. Different tools can be used together this data, for example, national student registers or student databases, which can be used by different levels of public authority to assess the scope of the problem. Quantitative and qualitative studies or surveys are tools that can contribute to a better understanding of the reasons for early leaving and how they may be linked.

In order to be effective, the Council Recommendation thus suggests that comprehensive strategies to combat early leaving should include three types of policies:

-**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.

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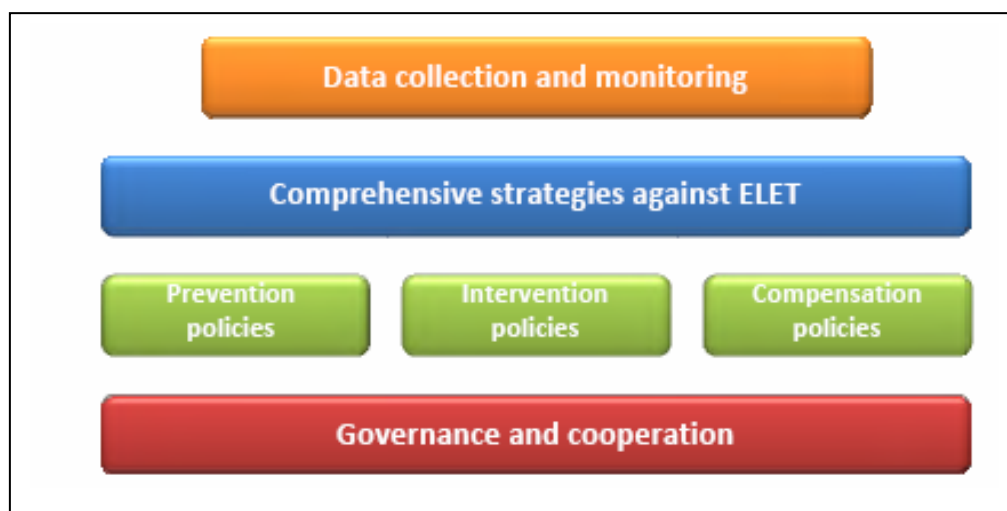
Most countries have taken up the policy debate on early leaving at national level and have their own definitions and data collections, in addition to the data gathered for the EU-Labour Force Survey.

Many countries produce statistical data on early leavers but relatively few gather qualitative information that can help in understanding the reasons why students leave education and training early and what they do afterwards.

Figure 3: Sources used for producing national data on early leaving (other than Eurostat LFS), 2013/14

- ELET data collection based on student register/database
- Surveys/statistics on ELET
- No data collection other than the LFS

Source: Eurydice.

Country specific notes: See full report (European Commission/EACEA/Eurydice/Cedefop, 2014, p. 28).
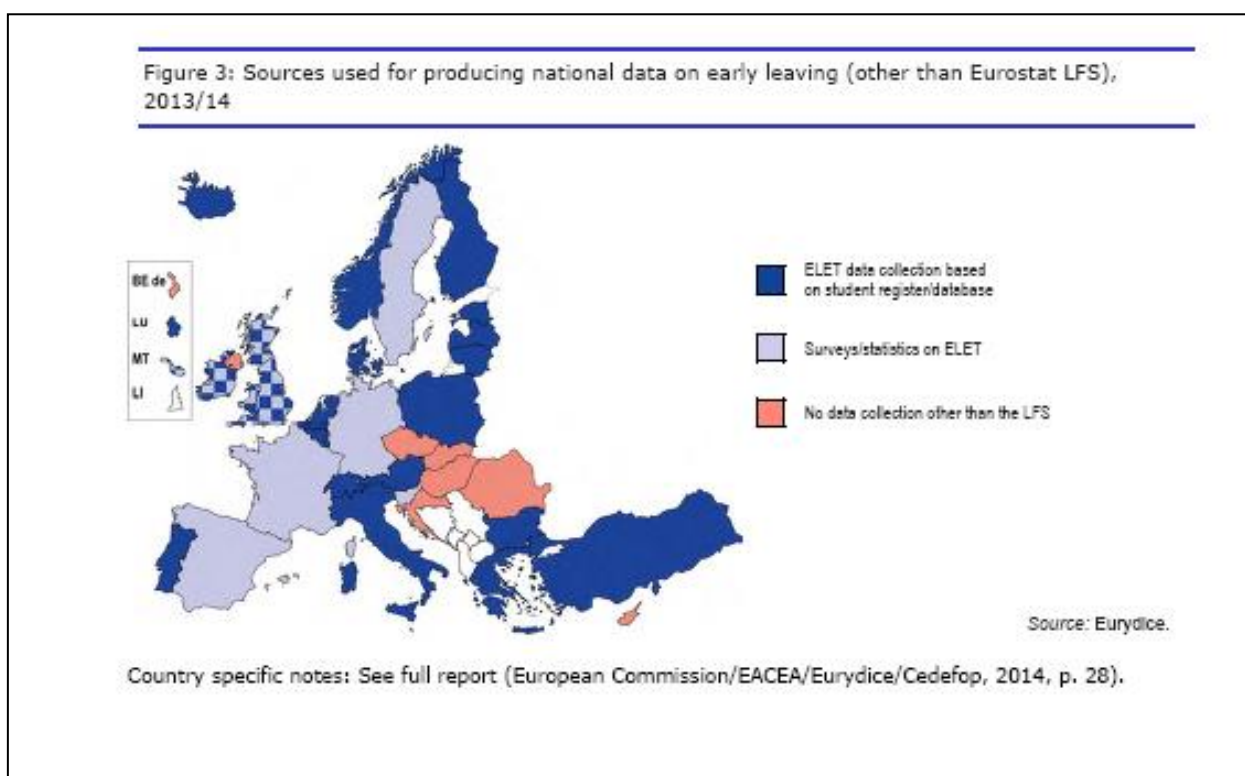
Benchmark of good practices

Reducing early leaving requires a long-term policy approach with political and financial commitment from all key stakeholders.

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.

Strategies to combat ESL

Eight countries/regions have comprehensive national strategies in place that aim to reduce early leaving from education or training. This is the case in Belgium (Flemish Community), Bulgaria, Spain, Malta, the Netherlands and Austria, as well as in France and Hungary where the strategies were recently adopted. A national strategy is still being adopted in Romania.

Policies have also been developed in other countries which all contain some of the key characteristics included in the European definition, such as a focus on monitoring early leaving; prevention, intervention and compensation measures; as well as cross-sector cooperation.

Some countries report facing challenges in implementing effectively strategies. They report difficulties in ensuring collaboration between different policy areas and stakeholders and, in particular, encouraging schools to link with outside bodies or agencies. In addition, adapting strategies to the different socio-economic circumstances or to the disparities in early leaving rates between regions or localities within the country has been problematic.

Main challenges reported by countries in implementing strategies

-Collaboration between different policy areas and stakeholders

-To encourage schools to link with outside bodies or agencies

-To adapt strategies to the different socio-economic circumstances or the disparities rates between regions or localities

Other policies

-To tackle early leaving by reducing grade retention-

-To counteract segregation in schools

Areas where countries applied prevention policies

-To improve the access to and the quality of ECEC (early childhood education and care)

-To increase the flexibility and permeability of educational pathways

-To improve the education and career guidance

All countries also have policies/measures targeting groups at high risk of early leaving, including disadvantaged students, those from a migrant or minority (especially Roma) background and students with special educational needs.

Even though some of these policies were intended to improve attainment levels generally rather than being specifically developed to tackle early leaving, they are in line with the Recommendations of the Education Council on early leaving.

Figure 4: Targeting groups at high risk of leaving education and training early, 2013/14
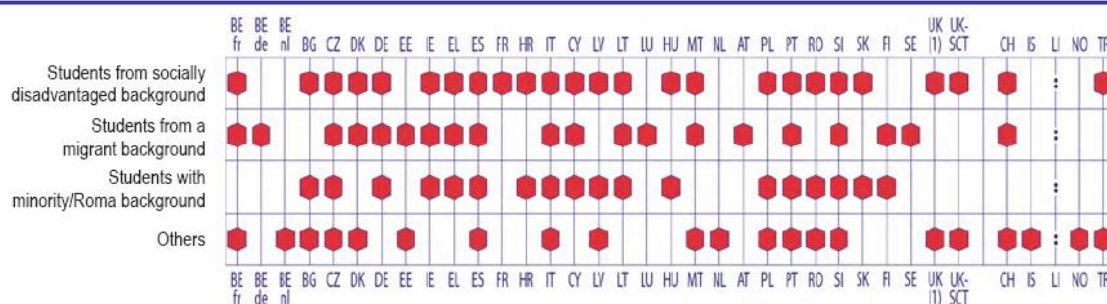
Source: Eurydice.

UK (1) = UK-ENG/WLS/NIR

Country specific notes: See full report (European Commission/EACEA/Eurydice/Cedefop, 2014, p. 64).

However, a great number of countries are now including guidance in the broader curriculum making it accessible to all students and enabling it to be used as a prevention measure. Together these forms of provision make guidance a more effective tool for addressing the causes of early leaving.

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Transitioning Early School Leavers

Provision of education and career guidance in primary and general secondary education (ISCED 1, 2 and 3), 2013/14

Primary education (ISCED 1)

Lower secondary general education (ISCED 2)

Upper secondary general education (ISCED 3)

Guidance provided by the school guidance service

Guidance is a compulsory part of the curriculum and provided in the classroom

Guidance provided only by external guidance services

No guidance provided

Source: Eurydice.

Three main approaches of Education and career guidance are used in the classroom:

It may be taught as a separate subject.

Integrated within one or more subjects (e.g. social sciences, entrepreneurship or citizenship education).

Distributed throughout the curriculum as a cross-curricular topic.

Schools in most countries provide guidance through extracurricular activities, in cooperation with local partners such as external guidance services and employers.

-A number of countries/regions report a lack of high quality guidance provision

-Around 42 % of European teachers need professional development in student career guidance and counselling.

-Only a third of countries report that the staff responsible for guidance receive training during their initial education in the skills needed to deal with the groups at risk of early leaving.

-In most European countries, education and career guidance plays an important role for those who have already left education and wish to re-enter the system.

Guidance is delivered mainly through second-chance education programmes or at the point when students re-enter mainstream education. It is also offered by specialist guidance services, through youth guarantees, and in some cases it is embedded in projects.

Enhanced cooperation at all levels is a fundamental condition for effective national strategies, policies and measures to combat early leaving.

As the 2011 Council Recommendation indicates, comprehensive strategies on early school leaving must comprise a mix of prevention, intervention and compensation initiatives.

Prevention, intervention and compensation should be integrated into all relevant policies aimed at children and young people.

Cross government cooperation is essential.

Cross-government cooperation on ELET: policy areas working with education at central/top-level, 2013/14

Source: Eurydice.

UK (1) = UK-ENG/WLS/NIR

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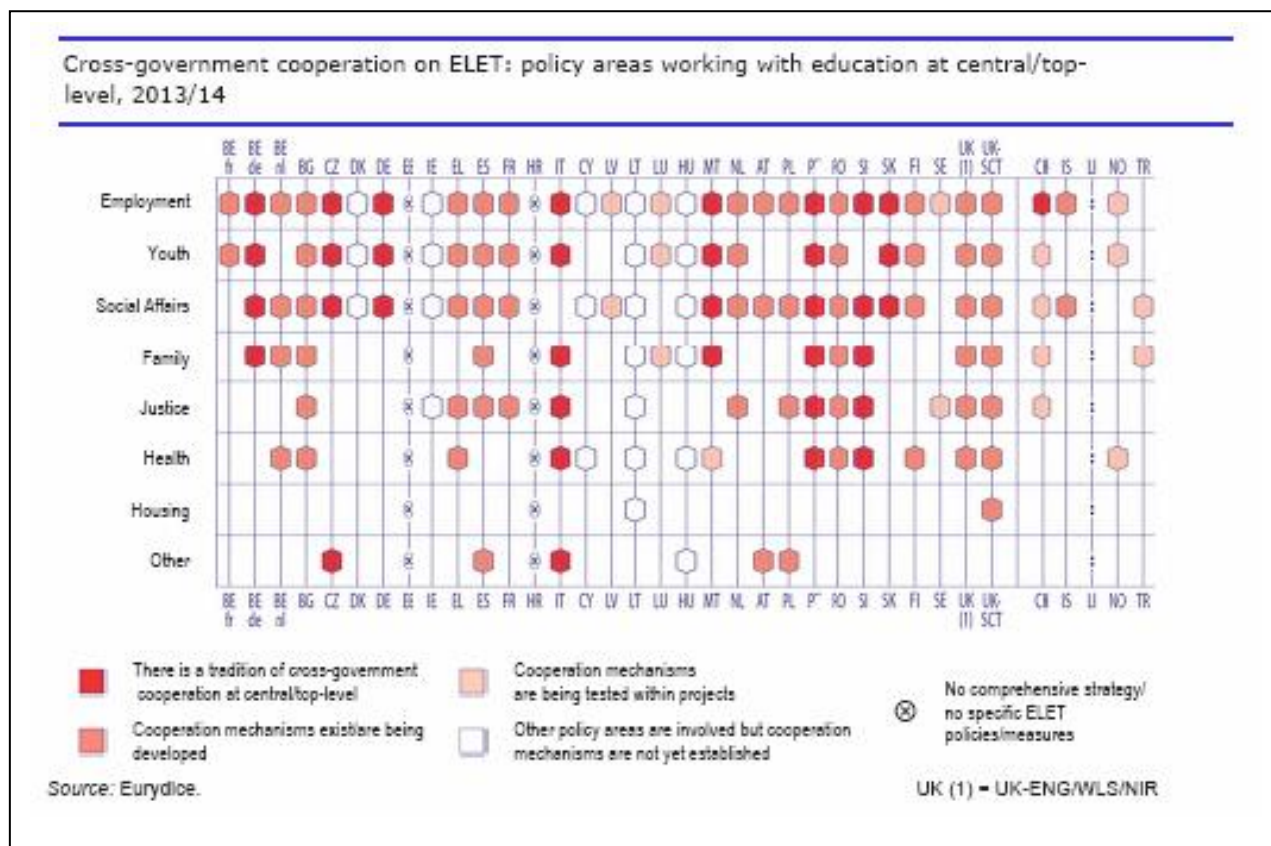
Policies – Good practices

Spanish policies

Some of the most significant actions to avoid ESL:

-Assigning monitoring duties related to early leaving actions to the Sectoral Committee for Education

-Specific programmes targeting particularly disadvantaged areas or groups of students (immigrants, ethnic minorities) experiencing higher early leaving rates

-'Curricular diversification programmes', 'Initial Professional Qualification Programme' (PCPI) and other measures that offer routes to re-enter the education and training system

-Programme for the Recognition of Professional Competences' promoting the use of validation of non-formal learning by the competent authorities;

-Developing teacher training programmes and support resources for teachers and other professionals

-Implementing individual support measures (e.g. extra lessons to help obtaining the lower secondary education certificate);

-Specific actions in schools to identify students at risk of early leaving and measures to support the academic success of these students

-Guidance and monitoring of early leavers and alternative education provision to help them re-enter the education system

-Improving the collection and processing of early leaving information to enable early warning and absenteeism management systems;

-Facilitating studying while being at work (development of distance and semi attendance training);

-Strengthening relations between educational institutions and the working environment to enhance collaboration with local companies.

Recent policies and measures

The 2013-2016 Strategy for Entrepreneurship and Youth Employment includes measures such as financial aids for early leavers to return to education and get a lower secondary education certificate and the extension of dual vocational training.

The overall budget for this strategy is EUR 3485 millions financed from the European Social Fund, the Ministry of Employment and the State budget.

Specific targeted measures for groups at risk are focused on students from socially disadvantaged, migrant and minority/Roma backgrounds, as well as students with behavioural problems, emotional disorders, lack of motivation or difficulties in adjusting to the education system.

Recent ELVET - Specific measures

-Initial Vocational Qualification Programmes were set up to attract young people without lower secondary education back into education through kinetic and professional oriented courses, tailored to their individual needs.
-Second chance schools and other reintegration programmes make use of VET and VET pedagogies as a way of attracting early leavers back into training.
-Recent legal changes opened up an opportunity for young people who do not meet the standard academic requirements to access intermediate and advanced level VET studies.

Education and career guidance

Education and career guidance is explicitly considered as a prevention, intervention and compensation measure to tackle early leaving.

The aspects of guidance to be covered in primary and secondary education are embedded in each Autonomous Community's legislation and implementation is up to the schools.

Therefore, the situation varies greatly. Each school needs to implement tutorial and guidance actions with the involvement of all the teaching staff and under the supervision of the Guidance Teams/Departments. Guidance is also provided by school counselling services in primary and secondary education.

The school staff in charge of guidance are teachers with and without specific training, and social workers/pedagogues.

External services may also provide guidance: Educational and Psycho-Pedagogical Guidance Teams (only for primary students); Early Care Teams and Specific Teams (for both primary and secondary students).

Education and career guidance compensation measures include, among others, collaboration agreements with other institutions, guidance units for monitoring and supporting out-of-school young people, telematics instruments and reference web portals.

IES MEDITERRÀNIA

Mesures to reduce Absenteeism:

- Strict control of classroom assistance

- Interviews with students and families

- Derivation to orientation services, if it's necessary

- Host plan and curricula adaptation to students needs

- Individual measures

- Orientation and support to families

- Academical and professional orientation to students

- Specific projects to Avoid ESL: Projecte ENDAVANT

IES MEDITERRÀNIA – PROJECTE ENDAVANT (GO AHEAD)

Project for students of last course of ESO (15716 years old), with high risk to became Early Scool Leavers

- Diversification of curricula contents to favor the obtention of ESO acreditation
- Based on a Productive Learning Methodology with MAP classrooms. The learning is adapted to student's needs.

1/3 course: learning stays in real companies

2/3 course: in classroom (institute), doing social and linguistic contents + scientific and technological contents + practical contents

- Includes communication sessions and theoretical and practical activities, to improve the cooperation and team work skills
- Results: 80% of participants obtain the ESO Acreditation.

Bulgarian policies

The achievement of the strategic and operational objectives of the strategy takes place by:

Prevention, which targets the prevention of the occurrence of prerequisites for early school leaving, as well as reducing the conditions which favor it. The policies and measures for prevention are focused starting from education and care in early childhood until the completion of secondary education.

Intervention, which focuses on the creation of conditions for reducing early school leaving while recognizing the specific threats at level the individual and following the principle of resolving the problems at the lowest level.

Compensation, which aims to assist the early school leavers to once again participate in education by offering them various and accessible forms of returning to the system of education and training and/or acquiring qualification.

KEY MEASURES

1. Policies of prevention of early school leaving

1.1. Providing a positive educational environment – school climate, atmosphere of relationships, management

The positive educational environment is related to clearly defining the rights, obligations and responsibilities of the participants in the educational process to ensure conditions of education favoring the development of the personality of each child and student, as well as improving the interaction between the educational institutions.

1.2. Increasing the quality of education as prerequisite for personality development of each child and student and preventing early school leaving

In this respect emphasis must be put on the following:

-Updating the teaching programs and developing textbooks and teaching aids with an emphasis on practical application;

-Assessment establishing results and providing feedback for maintaining and stimulating the incentive to learn, as well as monitoring the quality of educational process;

-Applying contemporary approaches to teaching in line with the individuality of the child and the student as partners in the educational process;

-Compulsory qualification of the pedagogical specialists focused on identifying and coping with the cases at risk of early school leaving;

-Appointing an assistant of the teacher and assistant mentor when necessary;

-Development and promotion of new forms of education;

-Formation of a mindset for lifelong learning starting in the earliest years of childhood.

1.3. Providing access to education and increasing the quality of education for the children and students from vulnerable ethnic communities.

For this purpose it is necessary to implement policies for overcoming the separation by ethnic origin of the children and students in groups and classes, guiding education towards working in a multicultural group and class, and at the same time increasing the intercultural competence of all participants in the education process. Where necessary additional teaching in Bulgarian language shall be provided and at the same time opportunity is given for education in the mother tongue.

1.4. Access to quality education for children and students with special education needs.

2. Policies for intervention for the early school leavers

2.1. Increasing the participation and commitment of the parents
The parents and the local community are participants in the process of education.
2.2. Firmly establishing individual and group tutoring
2.3. Career guidance and consultingPage | 13

2.4. Developing models for acquiring professional qualification

2.5. Support for the development of children and students

2.6. Applying systems for early warning

2.7. Preparing sessions by interests

2.8. Assisting students at risk of early school leaving due to financial reasons.

3. Policies to compensate the effect of early school leaving

3.1. Creating suitable conditions for reintegrating the early school leavers into the educational system.

3.2. Building a national system for validation of competences acquired through informal training and/ or informal learning.
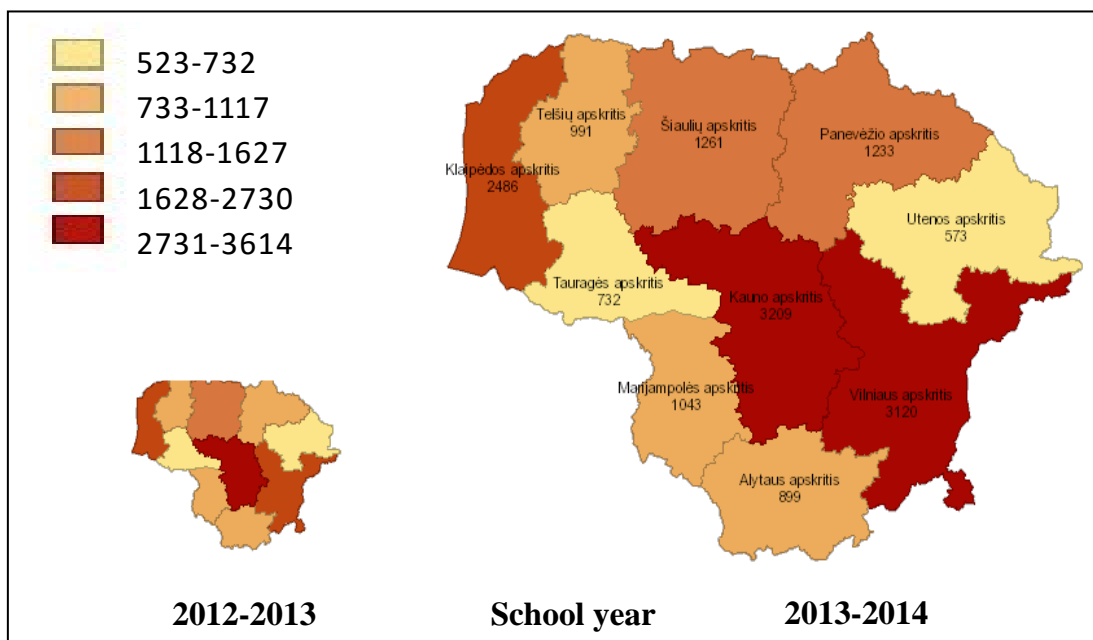
Lituanian policies

-More early school leavers are males than females

-Most of all not attending school consisted of those who left the country and this figure is increasing every year.

-School pupils view that the key stakeholders who can provide assistance remains teachers and class tutors. But psychological competence has only 25 percent of teachers. Other do not have enough competences in working with special needs children and children at risk.

 -5-10 class is the critical period. The largest number of school leavers are in classes 6 and 7. The number of not attending increase in class 9 also.

Situation in Lithuanian regions

-Youth unemployment is decreasing from 2010

-Overall decrease of youth unemployment was the result of reduction of unemployment rate in the country.

Lithuanian progress strategy "Lithuania 2030".

-One of the main objectives of the program - the learning society: a modern and dynamic, ready for future challenges and able to operate in a constantly changing world.

-The National Education Strategy 2013-2022. One of the tasks -to provide effective pedagogical and psychological assistance to students with learning difficulties.

-The concept of non-formal education. Task - integration into community life and social problem solving of people who have fewer opportunities (people with geographical and social – economical inconvenient location, with special needs, children drop out of the education system)

-Youth school concept. To help children and young people to return into the education system, help them to rebuild motivation.

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523-732	
733-1117	
1118-1627	
1628-2730	
2731-3614	

2012-2013   **School year**   **2013-2014**

Children and youth socialization program, implemented in 2004-2014.

-Objectives – to develop social education opportunities of children and youth and ensure the social, educational, psychological and other support for the socially excluded children and young people.

-School children return to school program, implemented in 2010-2011. Main goal - to reduce children not attending school and school leavers in the country.

Successfully implemented:

The following continuous prevention measures, which has ensured systematic financing:

• Improving the psychological climate (different programs implemented by schools and municipalities);

• Social pedagogues in schools;

• Psychologists in schools;

• Preventive working groups in schools and coordination groups in municipalities;

• Ride to school (Free Yellow Buses in the remote areas and for children with special needs);

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• Bigger financial support for learning materials, free meals for socially disadvantaged children;

• Ongoing researches, carried out at schools, municipalities by the initiation of the Ministry (can be called as prevention, because knowing reasons allows to foresee measures);

• Creation of various types of schools (Youth schools);

Specialists recommendations

-Development of pupil-friendly learning environment.

-Teachers training.

-Reduction of teacher's workloads.

-Proper pupil's workload arrangement.

-Interesting and pupil-centered teaching methods.

-Opportunities for teacher to work with pupil in personalized attention.

-Creation of alternative forms of education that meets the needs of children and youth.

-Family education, social work with families.

-Children and youth employment policy-making.

-Special, social pedagogues, psychologists assistance.

-It is important to identify as early as possible the problems faced by the children in order to effectively deal with them.

-The focus is not individual specialists, but the whole team – i.e. Child

-Welfare Commission activity in schools.

-Non-formal education can become an effective tool for the prevention of dropouts.

-If it is difficult for a child to absorb school-based academic knowledge. In this case, could be an effective means of alternative learning opportunities in which more attention is paid to practical skills, provide opportunities for learning and working together.

Italian policies

Reflections about early school leavers in Italy.

Among the students who leave school early are:

- The "hunted" that the school actively seeks to distance themselves because they cause difficulties to the structure;

- The "unaffiliates", specially males who feel no interest in school and do not want be in contact with it (they do not want, they think that the school is useless and are often supported in this by the family, such as Roma and Shinti that barely reach the end elementary school);

- The "weak": those who do not have the cultural tools and learning complete the program of study which is proposed to them;

- The "drop out capable": students who have the intellectual capacity to deal with the school, but lack other skills such as social and emotional etc.

Risks subjects

The places and causes of discomfort

The discomfort school is always the result of a combination of causes.

Let's try to define the scope and privileged places of the various manifestations of discomfort:

1) the family has unfortunately assumed economic conditions that affect strongly on the school curriculum

The critical details are:

- The difficulty in creating positive relationships (family divisions that are reflected on relationships, difficulties in the parental role);

- the family culture. Often it is the "cultural heritage" of the family to generate discrimination between students.

2) The school, which is located, especially today, to receive discomfort, and not being able to solve it.

To have a positive impact in this area, the school should be aware of its fundamental role in education. The school is the first privileged place of encounter between companies and fewer lives directly the experience of the great cultural changes that are reflected on youth behavior

The real innovation must start by the teachers, who must recover their motivation.

3) The society: we have already seen the effects of the profound cultural changes related to mass media but there are also the dominant value orientations (success, money, hedonism etc.) that affect the goals that boys are given. It 'a duty of society as a whole to teach young people that education and training are fundamental values for their future.

Despite the fact that early school leaving is decreasing: passing from 28.7% to 21.5% and is increasing the rate of secondary school attendance rising from 67.4% to 74.6%, Italy still lags behind the abandonment.

Policies - Europe allocates 32.2 billion for education in Italy.

Meanwhile, the dispersion target for 2020 is 10% but Europe asks "for more targeted and coordinated" measures:

- Skills enhancement, another sore point of the Italian education system

- The school-work is key objective of the European Union

How, then, connect the school to the working world? Is the Italian way to the dual system

- mandatory alternating training for at least 200 hours per year

- didactic enterprise

- artefact shops, stores

- apprenticeship

The Ministry of Education to reduce school drop intends to focus on three lines of action:

•constant actions constant over time and results evaluation;

•Personalization of learning and competence-based approach;

•Close collaboration between school, family, land and other educational agencies.

Conclusions:

The responsibility is no longer the culprit search for but it's a get involved to find a possible solution by reviewing the behaviors and skills, through:

1) prevention, which must be in the first place prevention of the selection;

2) the network: the school cannot face alone the inevitably mass of problems, but cannot even think of giving up it's central function. The network must be born around specific shared objectives;

3) the leadership and empowerment of young people: recover the leadership of the young people, make them feel responsible for their growth is probably the first step to a school that promotes educational success and not only against the trench discomfort. In this sense are also crucial the guidance activities.