



# Early School Leaving:

**Update**

## ***Recommendation on policies to reduce early school leaving (28 June 2011)***

*More information on:*

*[http://ec.europa.eu/education/school-education/doc2268\\_en.htm](http://ec.europa.eu/education/school-education/doc2268_en.htm)*



European  
Commission

### **Invites Member States**

to identify the main reasons for  
ESL

to ensure that comprehensive  
strategies are in place by 2012

to include groups at increased  
risk

to address ESL both in general  
education and VET

to involve other policy sectors

### **Invites the Commission**

to monitor developments,

to support policy development

to facilitate exchange of  
experience and good practice,

to ensure that EU funding  
supports strategies,

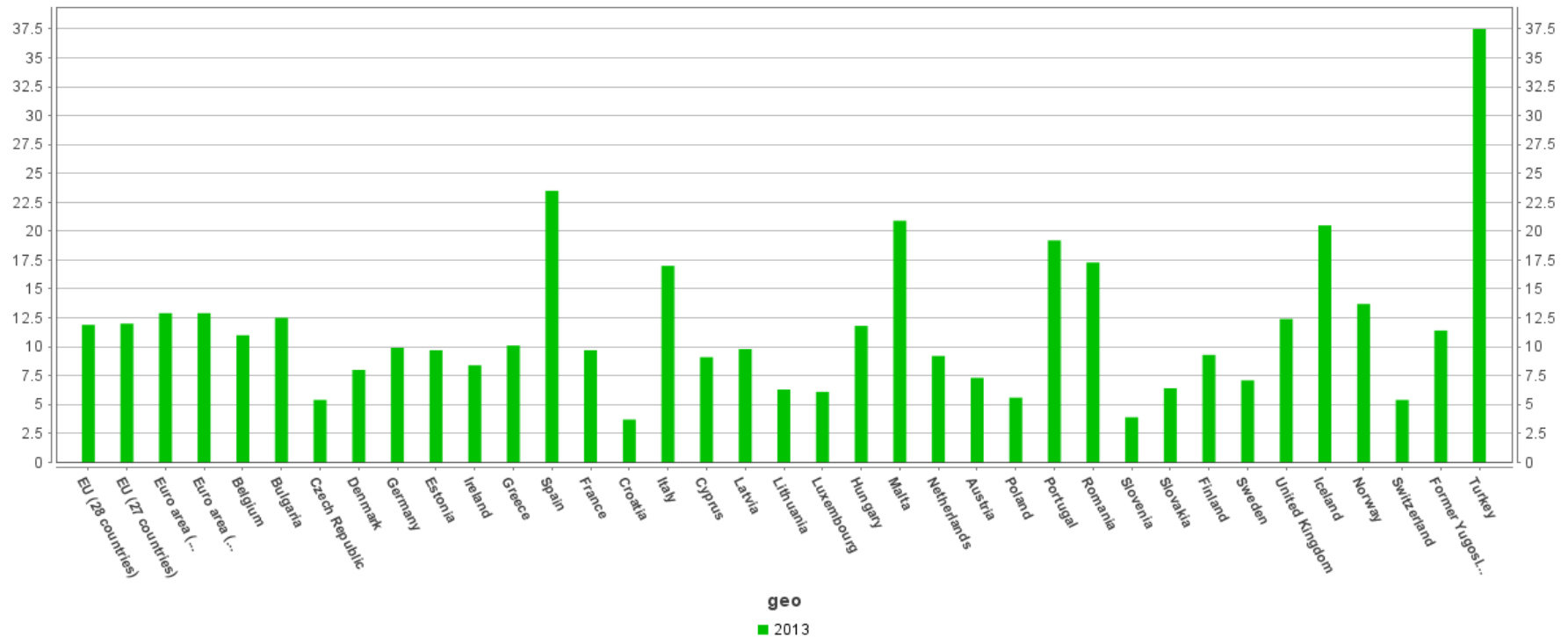
to report on progress

# Situation in 2013

## Early leavers from education and training

%

**Total**



## The TWG on ESL: basic facts

- *December 2011 – November 2013*  
*follow-up to the 2011 Council Recommendation*
- *27 Member States plus IS, NO, TR*
- *Involvement of national and EU stakeholders (ETUCE, EPA, OBESSU, COFACE, EVTA)*
- *Eurydice, Cedefop and OECD also members*

## The TWG on ESL: basic facts (2)

- *7 meetings in Brussels*
- *1 European conference on efficient and effective policies to reduce ESL, with policy-makers, researchers and practitioners in March 2012*
- *1 Peer Review in March 2013*
- *2 Peer Learning Activities: the Netherlands (September 2012) and France (April 2013)*
- *Mapping exercises on data collection, early warning systems, cost-benefit studies on policies to reduce ESL*
- *Study on 2<sup>nd</sup> chance education and literature reviews on cross-sectoral cooperation, cost-benefit analysis of ESL and motivation*

# Structure of the TWG Report

## *Key policy messages*

- 1. Introduction*
- 2. Early School Leaving in Europe*  
**(definition, situation, costs of ESL)**
- 3. Conditions for successful policies against early school leaving*  
**(governance and cross-sectoral cooperation)**
- 4. Evidence-based policies against ESL*
- 5. Prevention, Intervention, Compensation*  
**(measures and policies at different levels)**

## *Conclusions*

## *Checklist*

## *Practice examples from different countries*

## **Governance and cooperation**

Cooperation of national, regional and local actors - national coordination – progressive approach - subsidiarity – cross-sectoral cooperation – stakeholder involvement – sustainable funding - monitoring and evaluation

## **Data collection & monitoring**

Forms of data collection - sensitivity and relevance of data – transparency – use of data

### **Prevention**

Access to good quality ECEC – relevant and engaging curriculum - avoiding early tracking and class repetition – integration of migrants and minorities - smooth transition between educational levels – well-developed VET system – open access to upper secondary education – involve young people in decision making – teacher education - guidance

### **Intervention**

Effective and evidence-based early warning systems – focus on individual needs – whole school approaches – extra-curricula and out-of-school activities – systemic support frameworks – developing staff capacities – strong school leadership – empowering families and parents – involving local communities

### **Compensation**

Accessibility and relevance of 2<sup>nd</sup> chance education – making a difference - commitment and governance – stimulating physical learning environment – personalised approach – flexibility – teacher involvement and support – links to mainstream education



# Key messages



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

Implement sustainable national strategy to reduce ESL

- address all levels of education and training and
- right mix of prevention, intervention and compensation

Put children /young people at centre of all ESL policies. Take their voice into account.

# Key messages



Invest in the knowledge base of ESL, through regular and timely collection of reliable and accurate data and information.

Ensure that data and information on ESL is accessible and used effectively in policy development.

Ensure monitoring and evaluation of measures steers policy development.

# Key messages



Ensure policy development and implementation is based on **strong, long-term cooperation**

- between national, regional, local authorities, stakeholders

and

- between different policies, e.g. through a coordinating body.

# Key messages



Remove obstacles within the school education system that may hinder young people in completing upper secondary education (tracking, repetition, inflexible pathways, difficult transition btw levels of education).

Ensure smooth transition between different levels of education

Provide access to high quality education (including ECEC), and high quality VET for all.

# Key messages



Support schools to develop conducive and supportive learning environments focusing on the needs of the individual pupils.

Promote a curriculum that is relevant and engaging. Promote **multi-professional teams in schools** to address early school leaving.

# Key messages



Support **cooperation** between schools, local communities, parents and pupils in school development and in initiatives to reduce ESL.

Promote **strong commitment of all stakeholders at local levels**, including local employers and businesses, to reduce ESL

# Key messages



Promote the understanding of ESL in initial education and continuous professional development of school staff and especially teachers.

Support them in their efforts to provide differentiated learning support for pupils in an inclusive and individualised way.

# Key messages



Strengthen guidance and counselling  
so young people are aware of study options,  
employment prospects.



# Key messages



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 in second chance in their specific role and needs

# Checklist on comprehensive policies



- **Tool for self-assessment** for countries, region or local authorities who are developing or implementing policies against ESL
- Help identify areas for further improvement

## Annex 1 Checklist on comprehensive policies

This table presents a progression continuum in the development of comprehensive policies to reduce early school leaving (ESL). The left side of the table reflects the starting position of many countries in developing their comprehensive policies against ESL and the right side presents good practice identified by members of the Thematic Working Group. This checklist can be used to self-assess current policies to reduce ESL by trying to locate the position of current policies and where countries could aspire to using the progression continuum marked by the arrows and different level of shading

		Progression continuum				
Governance	There is no common strategic approach to address ESL.	▶	▶	▶	▶	The country has a sustainable strategy to reduce ESL that is nationally coordinated.
	Political commitment to reduce ESL is low.	▶	▶	▶	▶	There is sustained political commitment from policy makers, educational authorities and stakeholders to reduce ESL.
	Measures and programmes to reduce ESL do not cover the entire education and training (ET) system.	▶	▶	▶	▶	The strategy covers the entire education and training (ET) system including provision for special education needs (SEN).
	ESL is mainly addressed within education policy; Initiatives from other relevant policy areas (e.g. health, youth, employment) are not coordinated with education policies and measures to reduce ESL.	▶	▶	▶	▶	Measures supporting the reduction of ESL are integrated into all relevant policies aimed at children and young people.
	There is no coordination at national level.	▶	▶	▶	▶	There is a coordinating body at national level that which ensures coordination across different policy sectors and with relevant stakeholders.
	There is no regular exchange of good practices.	▶	▶	▶	▶	There is a regular exchange of good practices at all levels.
	Monitoring is underdeveloped; there is no possibility to measure in a consistent way the effectiveness and efficiency of measures and programmes.	▶	▶	▶	▶	Monitoring and evaluation is embedded in the design of the strategy to reduce ESL and within all of its measures and programmes. Monitoring and evaluation is consistently used to test/assess efficiency and effectiveness.

# Issues which need further reflection

*VET and ESL*

*Targeted support for children with migrant/  
minority background*

*Involvement of parents*

*Support of teachers*

# Working Group on Schools policy

- a new generation of Working Groups (WG)
- mandate endorsed by Member States
- January 2014 – October 2015
- memberships: national representatives (EU, candidate and EFTA countries)+ social partners

## WG on School Policy – Focus

Focus during this mandate on two of the most pressing **policy challenges**:

- a) Reducing **early school leaving**
- b) Improving the quality of teaching by improving **teacher education**

## Challenge/outputs: *(a) Early school leaving*

Stimulate further Member State action to implement the **2011 Council Recommendation**

**Focus:** Look at approaches to **better support schools** in preventing/reducing ESL ("whole school approach")

**Output:** A **Guidance Framework** and a '**school toolkit**' on policies to support prevention and intervention **at school level**

## ***Early school leaving strand: focus***

### **Collaborative approaches within the school community, and cooperation between schools and the outside world**

Reducing ESL will depend on the capacity of schools to develop into learning hubs, providing support to their community as well as receiving support from the community.



Expert testimonials

Literature reviews (consultant)

Information gathering/surveys/mapping

WG meetings

**Final outputs 2015**

Webinars

Ad-hoc sub groups

Linking policy and practice

In-depth country focus workshops

???

Peer Review

Case studies

???