



Reducing Early School Leaving

*Annalisa Cannoni
DG Education and Culture*



European
Commission

Europe 2020 smart, sustainable, inclusive growth

*Reducing ESL
to 10% by 2020*

learning programme



Early school leaving

- Result of personal, social, economic, education or family-related reasons
- Most disadvantaged groups in society are most affected

It also shows

- Shortcomings of the education system in providing necessary support for all
- Insufficient individualised and targeted support
- Lack of inclusive education
- Inflexible educational pathways



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,

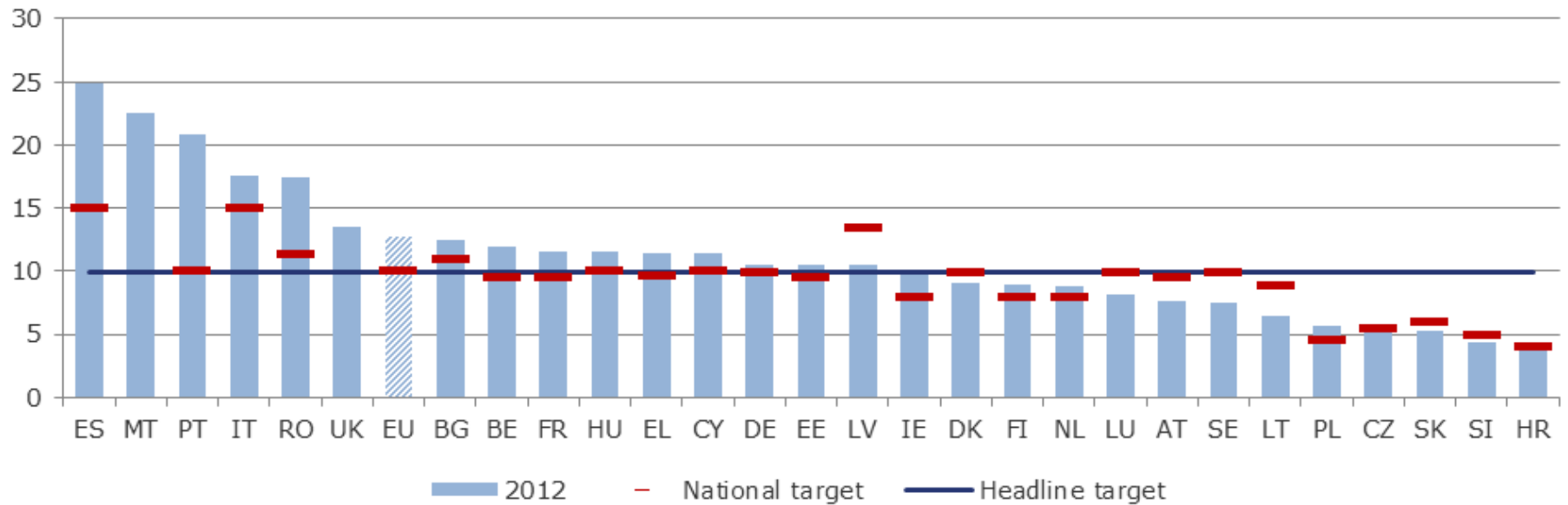
to support policy development

to facilitate exchange of
experience and good practice,

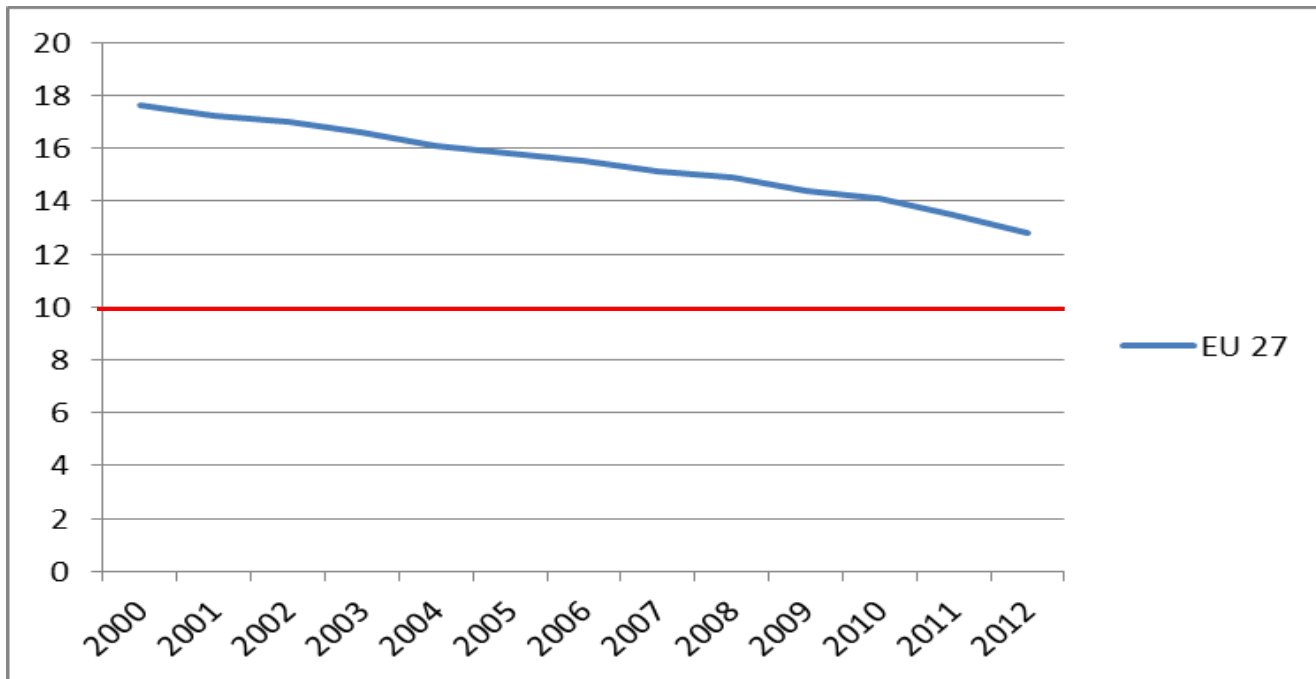
to ensure that EU funding
supports strategies,

to report on progress

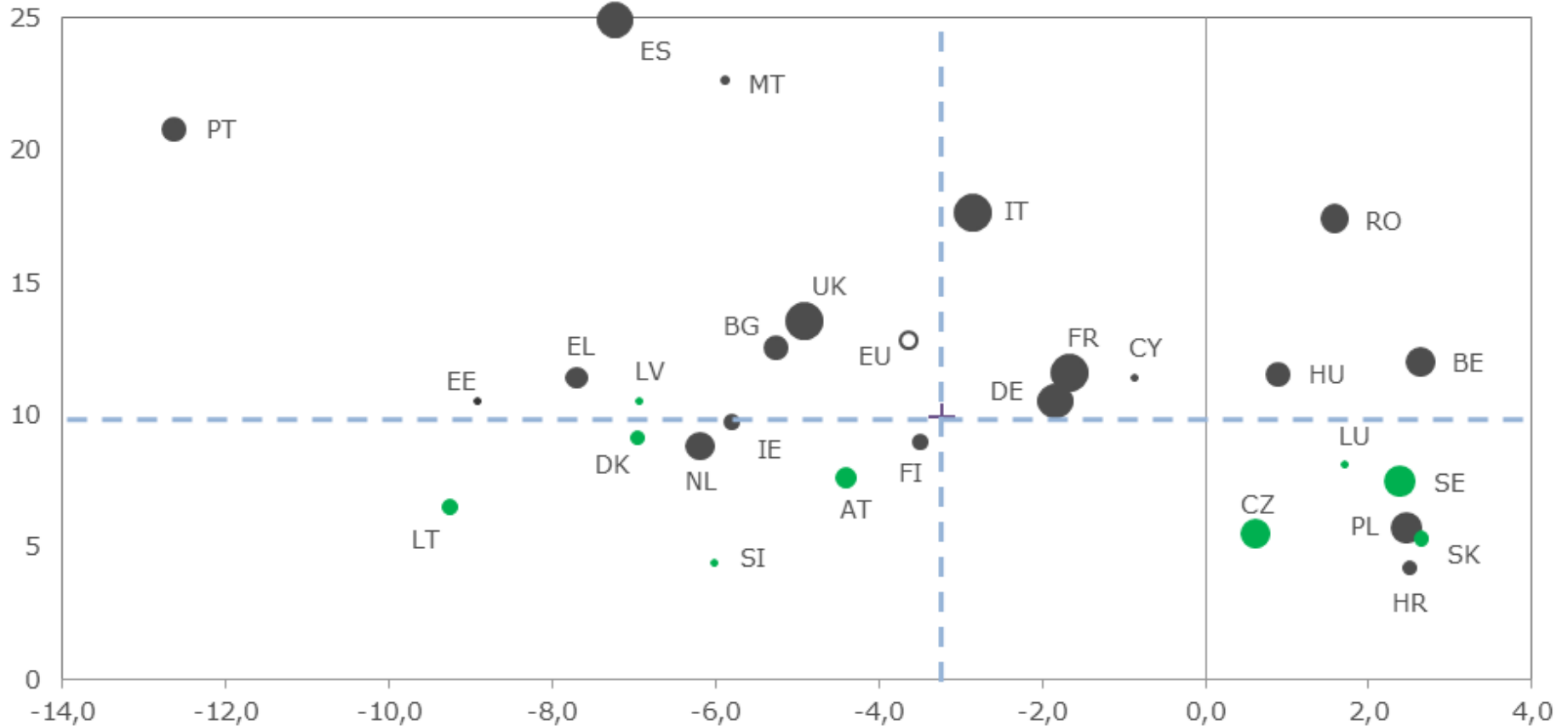
Situation in 2012



Trends since 2000



Progress between 2009 and 2012



The ESL TWG - basic facts

- *December 2011 - November 2013*
- *27 MS plus IS, NO, TR*
- *Involvement of national and EU stakeholders (ETUCE, EPA, OBESSU, COFACE, EVTA plus national organisations)*
- *7 meetings in BXL*
- *1 conference with stakeholders in March 2012*
- *1 Peer review in March 2013*
- *2 PLAs (NL, FR)*
-

The ESL TWG - basic facts

- *Studies on 2nd chance education, cross-sectoral cooperation, cost-benefit analysis and motivation*
- *Mapping exercises on data collection, early warning systems, cost-benefit studies on policies to reduce ESL*

http://ec.europa.eu/education/school-education/leaving_en.htm

Structure of the report

0. 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)

Brief conclusion

Annexes: Checklist and 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 2nd 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 and keep it high on the political agenda.

Put children and young people at the centre of all policies aimed at reducing ESL. Ensure their voice is taken into account when developing and implementing such policies.

Develop and implement a sustainable national strategy to reduce ESL, addressing all levels of education and training and encompassing the right mixture of preventative, intervention and compensation measures.

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.

Ensure policy development and implementation is based on strong, long-term cooperation between national, regional and local authorities and stakeholders and between different policies, for example through establishing a coordinating body or organisation.

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, the accessibility and availability of high quality education (including early childhood education and care), and the provision of high quality VET.

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.

*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*

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.

Strengthen guidance and counselling systems to ensure that young people are aware of the different study options and employment prospects available to them.

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

Issues which need further reflection

- *VET and ESL*
- *Targeted support for children with migrant/
minority background*
- *Involvement of parents*
- *Support of teachers*

Next steps

Dissemination of the report

Continuation of discussion within new TWG

*Report from the Commission on the
implementation of the Recommendation and on
policy development in MS*

Wider discussion on improving school education

Thank you for your attention!