



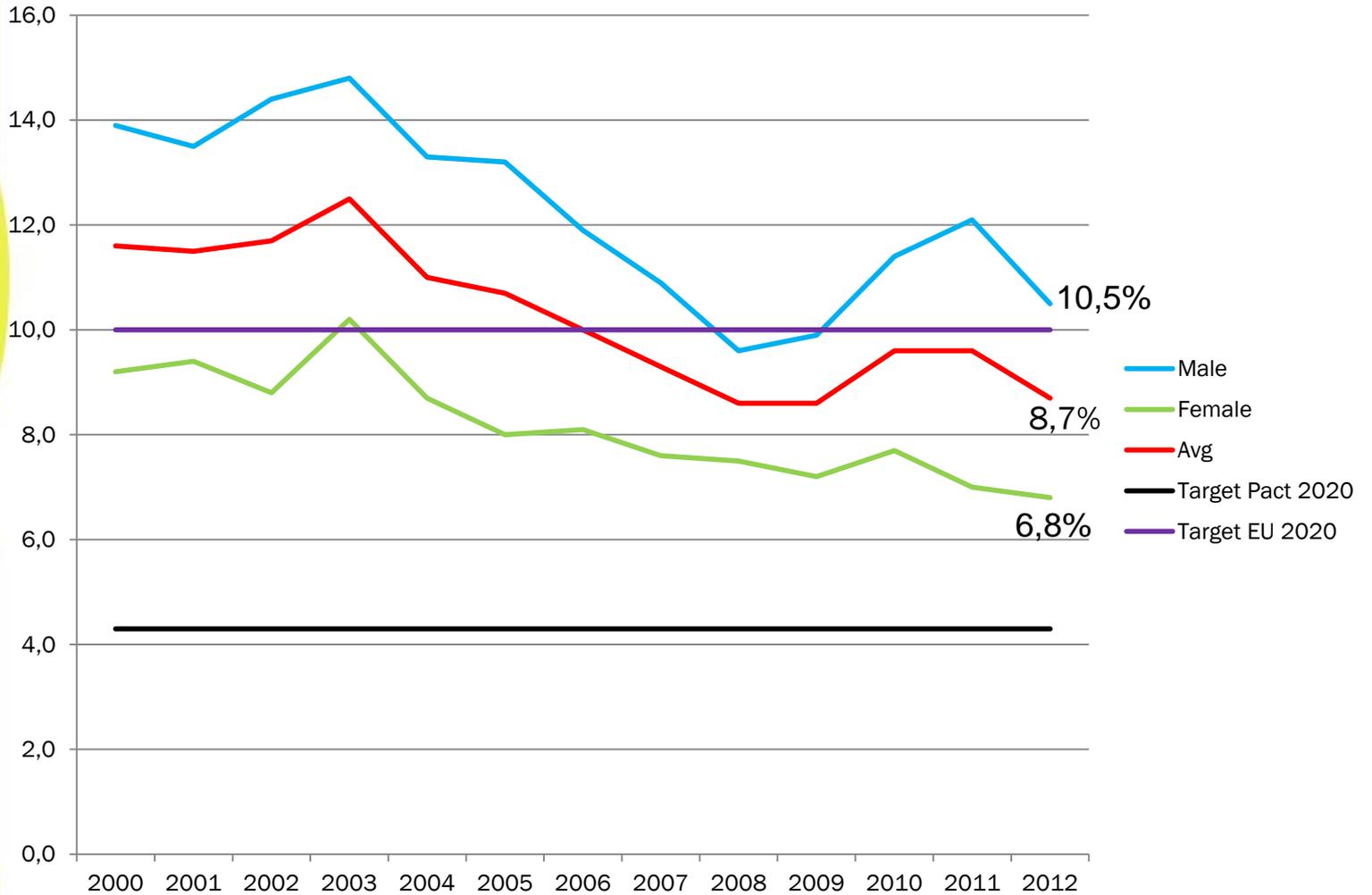
# Measures to tackle early school leaving in Flanders

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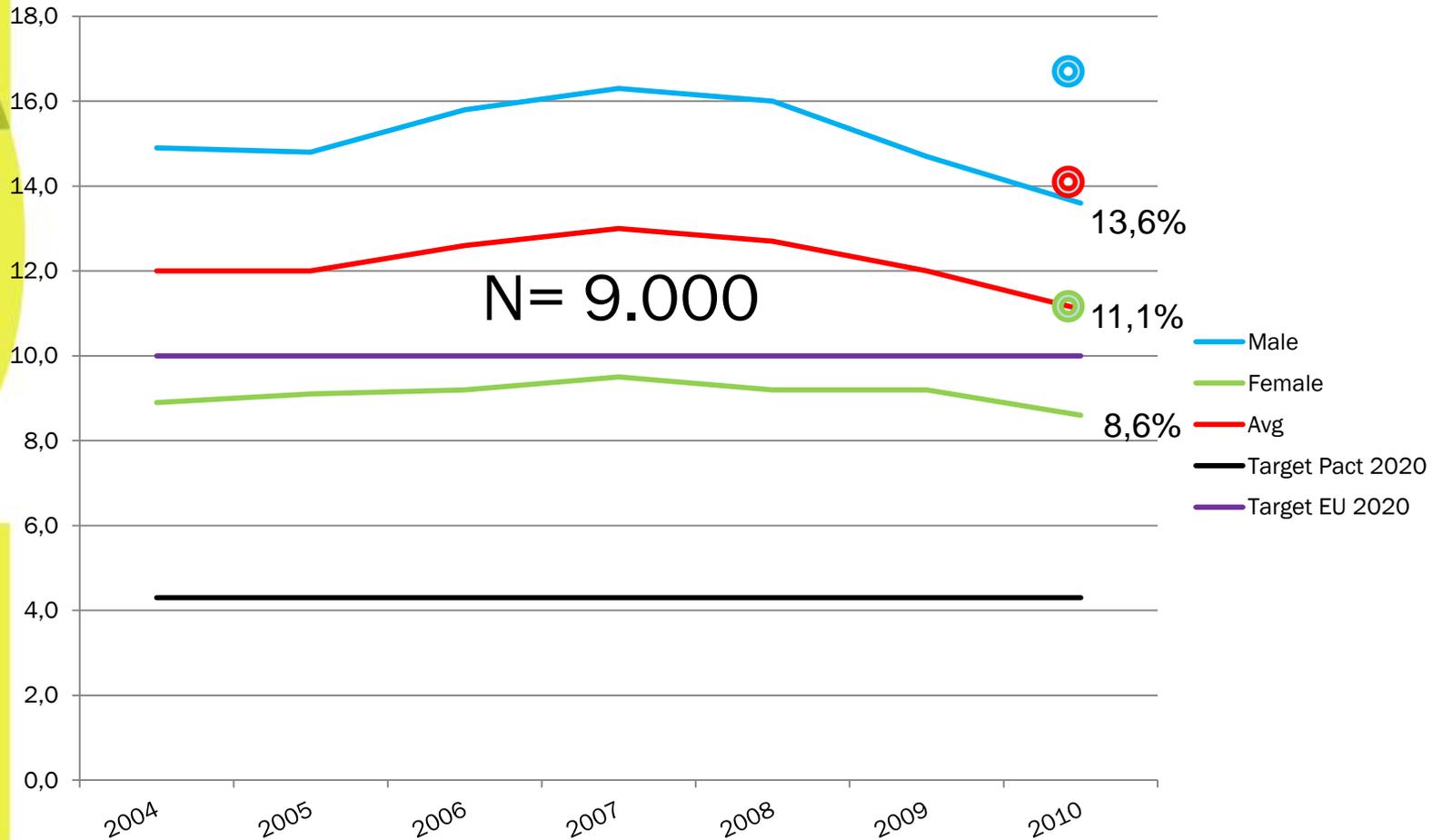
# ESL priority on the policy agenda

- EU 2020: target < 10%
- EU recommendation on policies to reduce ESL
- PACT 2020: target < 4,3%
- Policy advice from:
  - Vlor (Educational stakeholders)
  - SERV (socio-economic partners)
- Plans for educational reform:
  - Secondary education
  - Dual system
  - Adult education
  - Guidance
- Traineeships for Early School Leavers

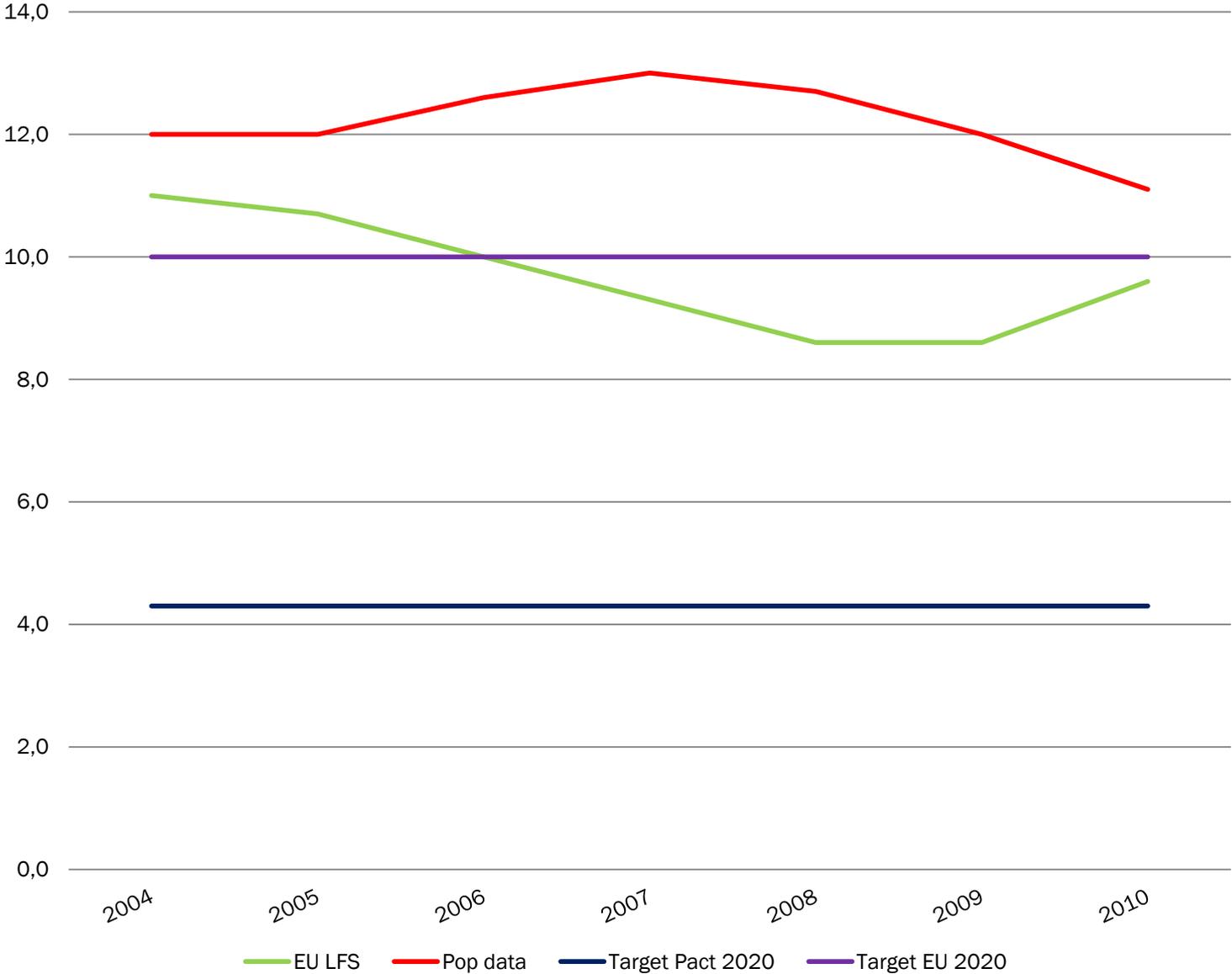
# Early school leaving in Flanders (EU LFS-indicator)



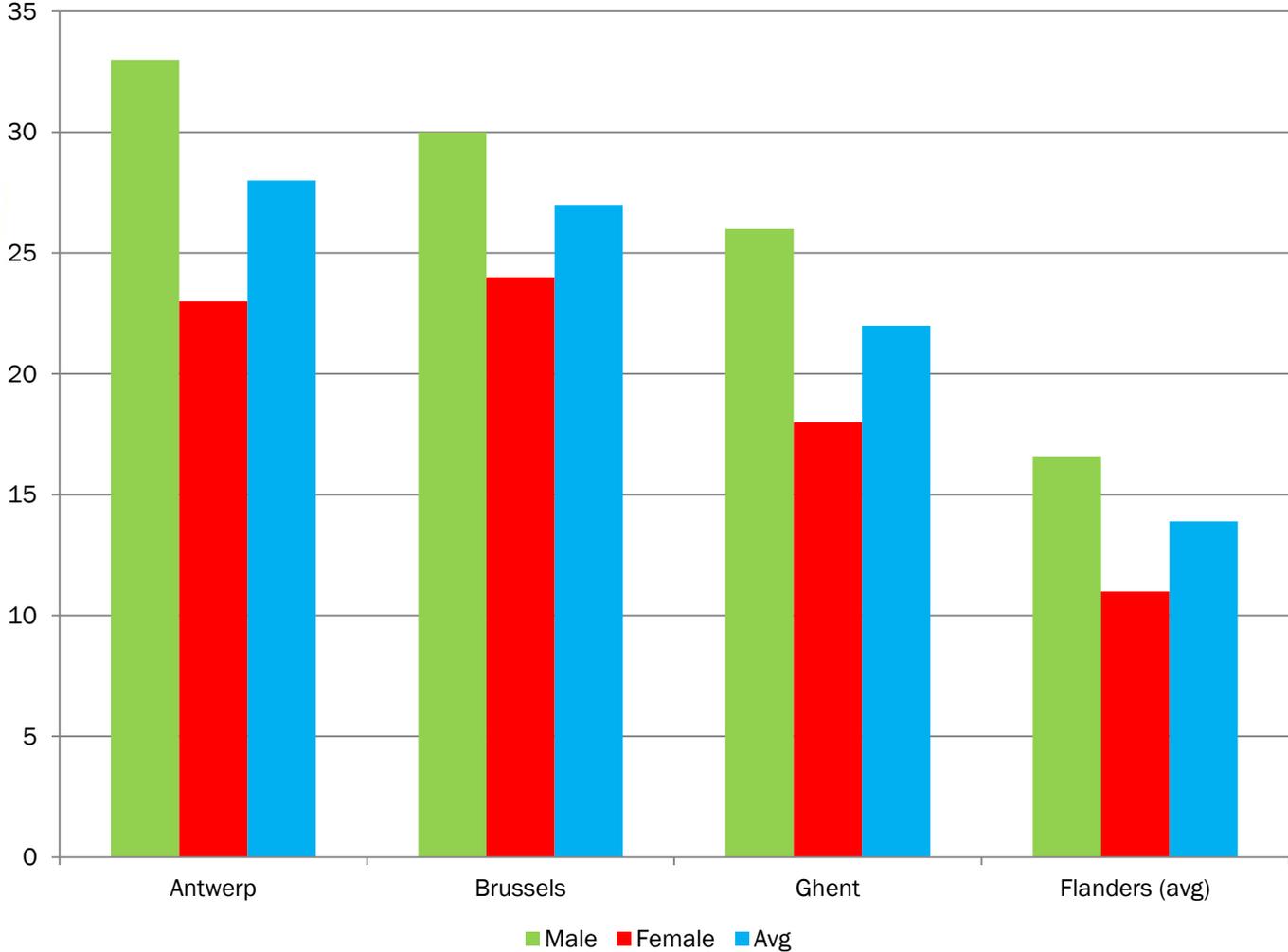
# Early school leaving in Flanders (population data)



# Early school leaving in Flanders: EU LFS vs Pop. data



# ESL: major problem in cities

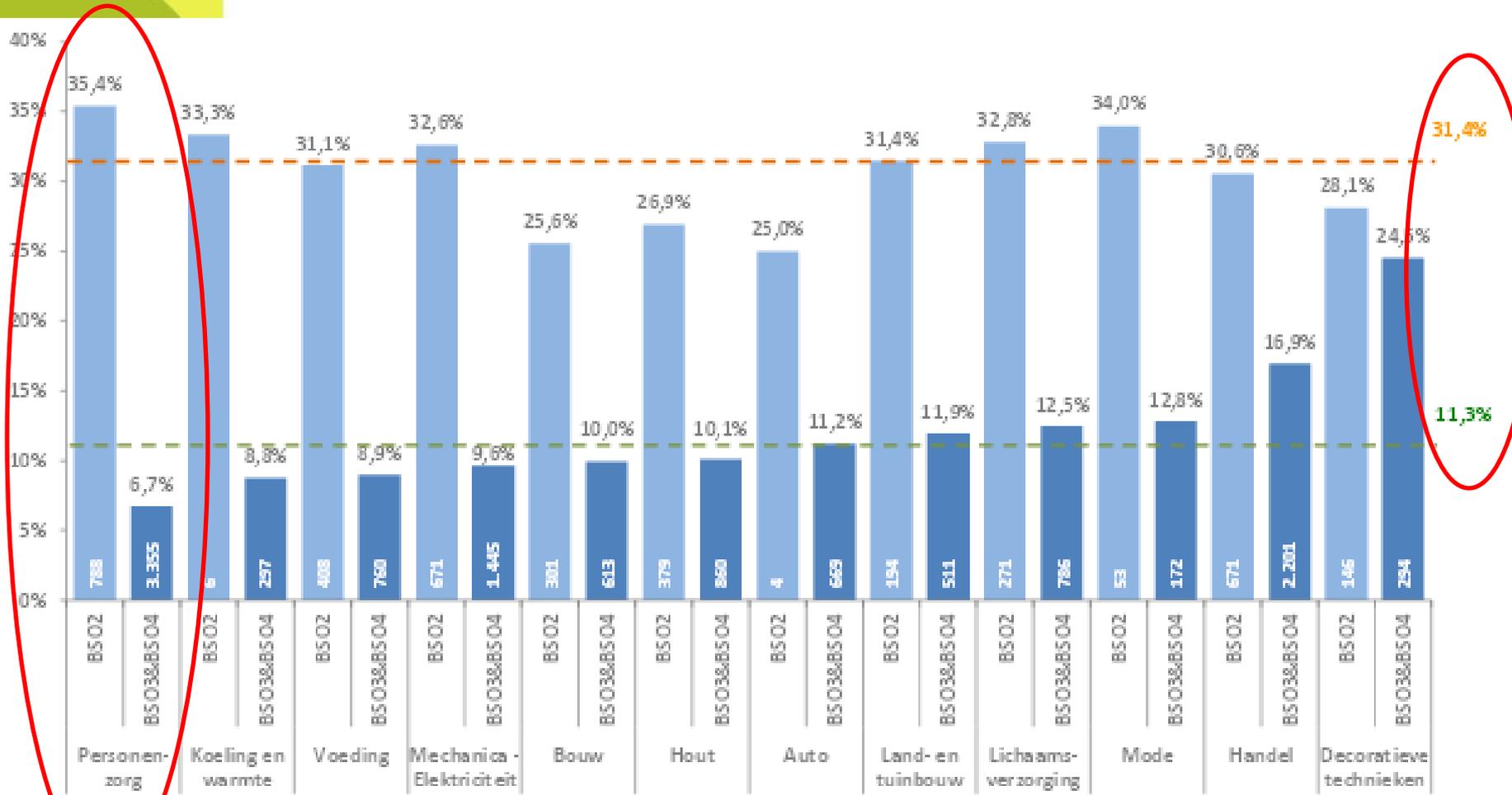




# Contributing factors to ESL

- ESL = cumulative process
- Contributing factors:
  - Well-being
  - Socio-economic background
  - Ethnic background
  - Gender
  - Grade retention
  - Pull-factors on labour market
  - School absence
  - Exclusion

# Impact of ESL on transition to work





# Action plan on ESL

- Different ministers and ministries involved
- Integrated action and coherent approach on flemish level needed
  - action plan on ESL
- Task force with representatives of:
  - Ministries of education and labour
  - Social partners
  - Educational providers
  - Advisory bodies (Vlor & SERV)
  - Public training providers

# Three main principles

- European framework
  - Identification/ monitoring / policy coordination
  - Prevention
  - Intervention
  - Compensation
- Quick wins combined with actions on the long run
  - Sustainability of the actions = crucial
- Every pupil has to reach a full qualification
  - Ambitious ESL-target < 4,3% is not sufficient



# **1. Identification & monitoring**

- Scientific research
  - Monitoring at Flemish level
  - More detailed data on regional level
- Provide schools with data on ESL
- Collect detailed data on the transition between education and labour market

## 2. Prevention (1)

- Provide school with data on ESL
  - For internal quality assurance
  - School management is able to interpret data
  - And take concrete action
- School inspectorate will focus on ESL
- Inform schools on ESL
- Flexible learning paths in secondary education:
  - Inform schools about the legal possibilities
  - Communicate good practices
  - Support to implement flexible learning paths



## **2. Prevention (2)**

- Improvement of the dual system
  - Evaluation of the 2009-reform
  - Improvement of the work-component
- Obligation to integrate workbased learning in vocational tracks
- Cooperation with PES (VDAB) for vocational training
- Sensibilisation of employers to not hire students without a full qualification
- Implementation of a qualifications framework (attractive curricula, LLL, RPL)



### **3. Intervention**

- Communicate good practices on tutoring / peer coaching
- Projects on transition education-labour market for specific groups

### **4. Compensation**

- Promotion of adult education
- Cooperation between educational and public training providers
- Promotion of RPL



## **Coordination**

- Provide a scenario for regional cooperation between schools, guidance centres, public employment service and other relevant partners to tackle ESL
- Monitoring of the action plan

# Personal reflections (1)

- The action plan is developed
- Vior put ESL on the agenda since 2009 but misses clear policy choices on f.e.:
  - Guidance
  - Structural support for Time-out projects
- Involvement of all relevant partners
- Ownership
  - No carrot nor stick
  - Large autonomy for educational providers
- Indirect actions to improve motivation

## **Personal reflections (2)**

- Professional qualification vs education?
- Reform plans:
  - Structural approach
  - So far no sufficient answers
- Perspective of children with immigrant background – Sirius round table
- General vs targeted approach?
- Quick wins vs long term investment?
- Elections in 2014. Direction of reform plans?



# Contact

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