



Reducing early school leaving: lessons from across the EU

Toledo, 25 May 2018

Petra Goran, European Commission

Early school leaving: an EU priority

One of 5
Europe2020
headline targets

One of 7
benchmarks
Education and
Training 2020

Council
Recommendation
(28/06/2011)

Council
Conclusions
(15/12/2015)

Working Groups
Education and
Training 2020 and
peer learning

Funding:
Erasmus+,
European Social
Fund, Horizon2020
etc .

EU policy on early school leaving

- Europe 2020 **headline target**: <10% of early school leavers by 2020
- **Council Recommendation on policies to reduce early school leaving** (28 June 2011):
 - **Comprehensive strategies** to be adopted
 - **Governance and cooperation – cross-sector coordination**
 - **Prevention, intervention, compensation** measures
- **Council Conclusions on reducing early school leaving and promoting success in school** (15 December 2015):
 - implementation of comprehensive policies to tackle ESL
 - collaborative (**‘whole-school’**) **approaches** at local level

Thematic Working Group on ESL (2011-2013)

FINAL 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 2nd chance education – making a difference - commitment and governance – stimulating physical learning environment – personalised approach – flexibility – teacher involvement and support – links to mainstream education

Checklist on comprehensive policies

- **Tool for self-assessment** for countries, regions 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.	

ET2020 Working Group on Schools (2014 – 2015)

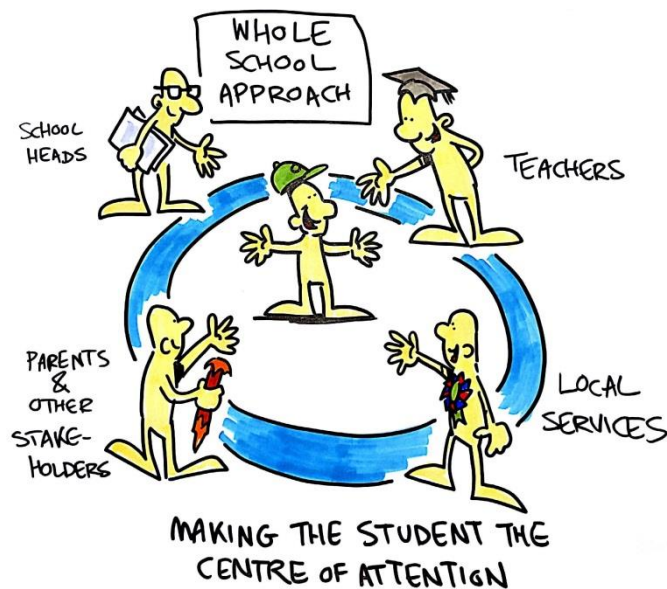
Focus on ESL: How to better support schools in preventing/reducing ESL by developing **collaborative practices** (in and around school)

OUTPUTS

- 1) Online **European Toolkit for Schools** with concrete examples of collaborative approaches in different school conditions
- 2) **Policy messages** on a whole school approach to tackling early school leaving - for policy makers



A whole school approach to ESL



All members of the school community engage in a cohesive, collective and collaborative action...

... with strong cross-sectoral cooperation with a wide range of stakeholders

A whole school approach may help schools respond to many new and complex challenges

Key areas

To develop **collaborative practices** in and around schools we need to consider:

- **Support to learners**
- **Teachers**
- **School governance**
- **Involvement of parents and local communities**
- **Involvement of other stakeholders**

Support to learners

**... to support learners in their
different needs:
guidance, emotional, social,
additional learning, language...**

**The learners' well-
being, positive and
caring environment,
safe and welcoming
schools**

**Engaging and
stimulating curricula
and effective teaching
approaches**

**Active
participation of
learners in
school life and
decisions**

**Support framework
(academic, psychological,
language..) in cooperation
with external professionals**

**Career education
and guidance**

Teachers

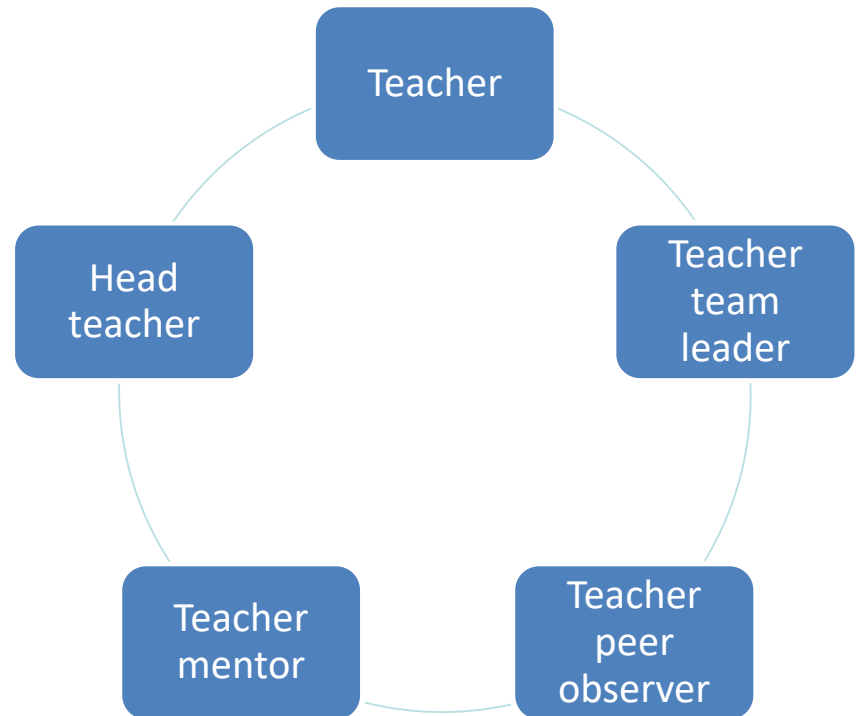
In ever more diverse schools,

...teachers need a wide variety
of **competences and skills...**

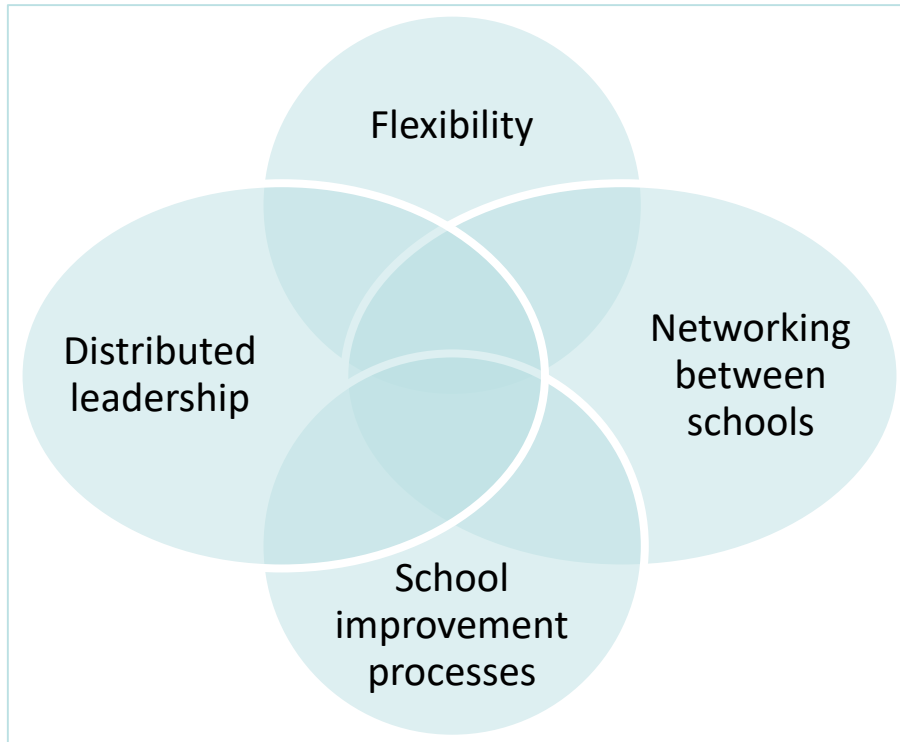
... **to identify early** the pupils
that need support,

... **work together** with their
families, other professionals
and external organisations,

... **and support each other** in
finding the best ways to teach
and learn



School governance



Schools need **more flexibility** to adapt their provision to the community's needs

Effective **leadership** is crucial in involving the whole school community, including learners and families...

... in **decision-making and improvement processes**

Networking helps mutual learning, transitions and better use of resources

Involvement of parents and community

All parents are **co-educators**

... and should be reached,
informed and listened to

**Intercultural mediators and
language courses** can help to
involve migrant families...

... and **classroom activities**
involving parents enhance
pupils' learning experience



Involvement of other stakeholders



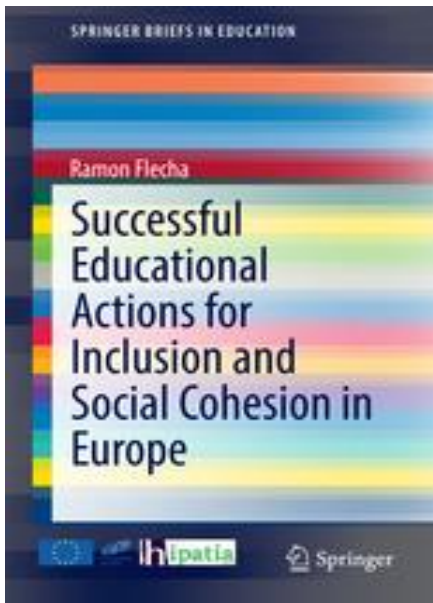
Strong cross-sectoral collaboration with a wide range of external stakeholders improves learner support

... through **multidisciplinary teams,**

... provides additional learning opportunities and safety nets

... and is best guided and **coordinated by the local authorities**

Strategies for inclusion and social cohesion in Europe from education



Priority 7. Citizens and Governance in a Knowledge-based Society. Integrated Project. 6th Framework Programme. European Commission. CIT4-CT-2006-028603

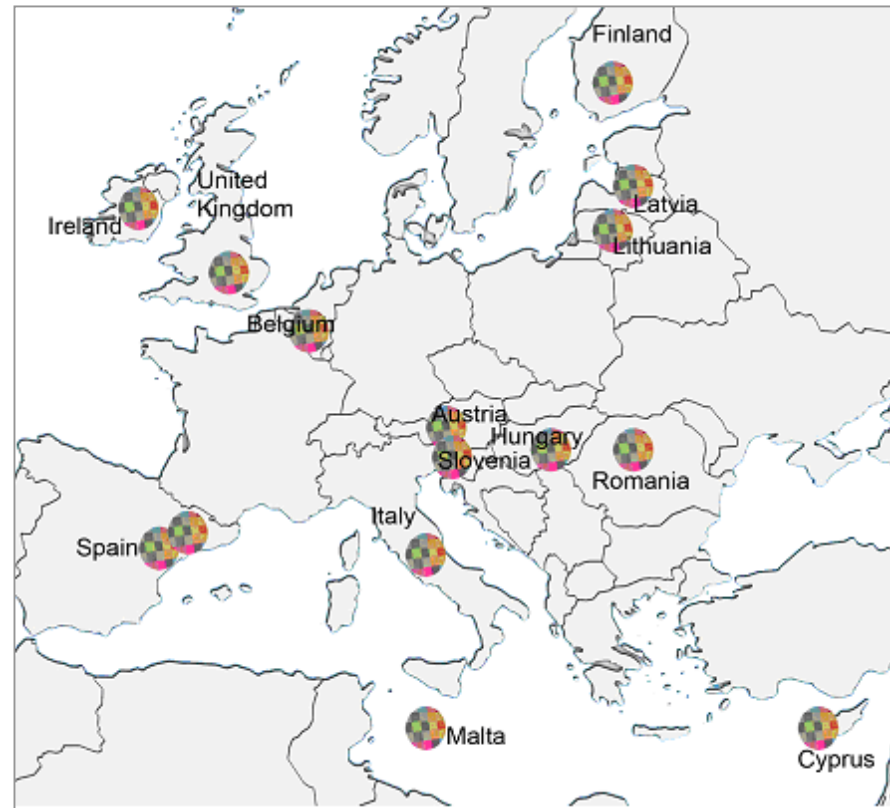
Large-scale EU research
(2006-2011)

Consortium: 14 countries

Best results in cognitive,
social and emotional
development

=

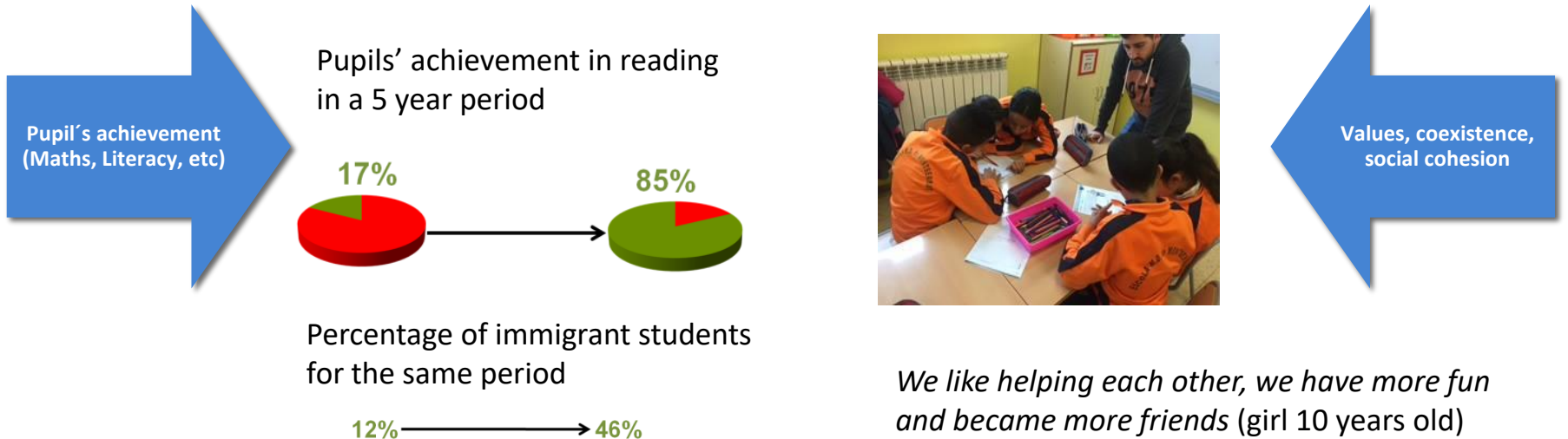
Which educational
actions contribute
the most
to **inclusion** and
social cohesion
in Europe



Consortium: Universidad de Barcelona (Spain); Donau-Universität Krems (Austria); Centre for European Policy Studies (Belgium); University of Cyprus (Cyprus); Helsingin Yliopisto (Finland); Eötvös Loránd University (Hungary); Università di Firenze (Italy); Dublin City University (Ireland); Vytauto Didžioji Universitetas (Lithuania); Università ta Malta (Malta); Baltic Institute of Social Science (Latvia); Universitatea de Vest din Timisoara (Romania); Andragoski Center Republike Slovenije (Slovenia); University of Nottingham (UK); Autonomous University of Barcelona (Spain)

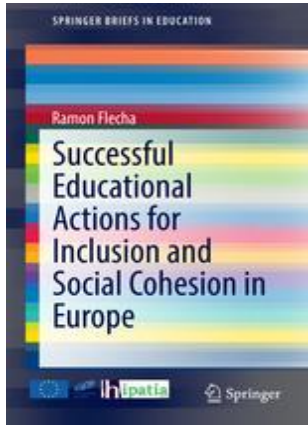
What works.

SEAs derive from a rigorous analysis of educational systems, theories and practices. Particularly, from 27 case studies across schools serving families from low SES where children achieve excellent results.



- No isolated best practices. Success in very different contexts (rural-urban, low-high SES, small-large schools, etc.). Universal components, **transferable** across contexts

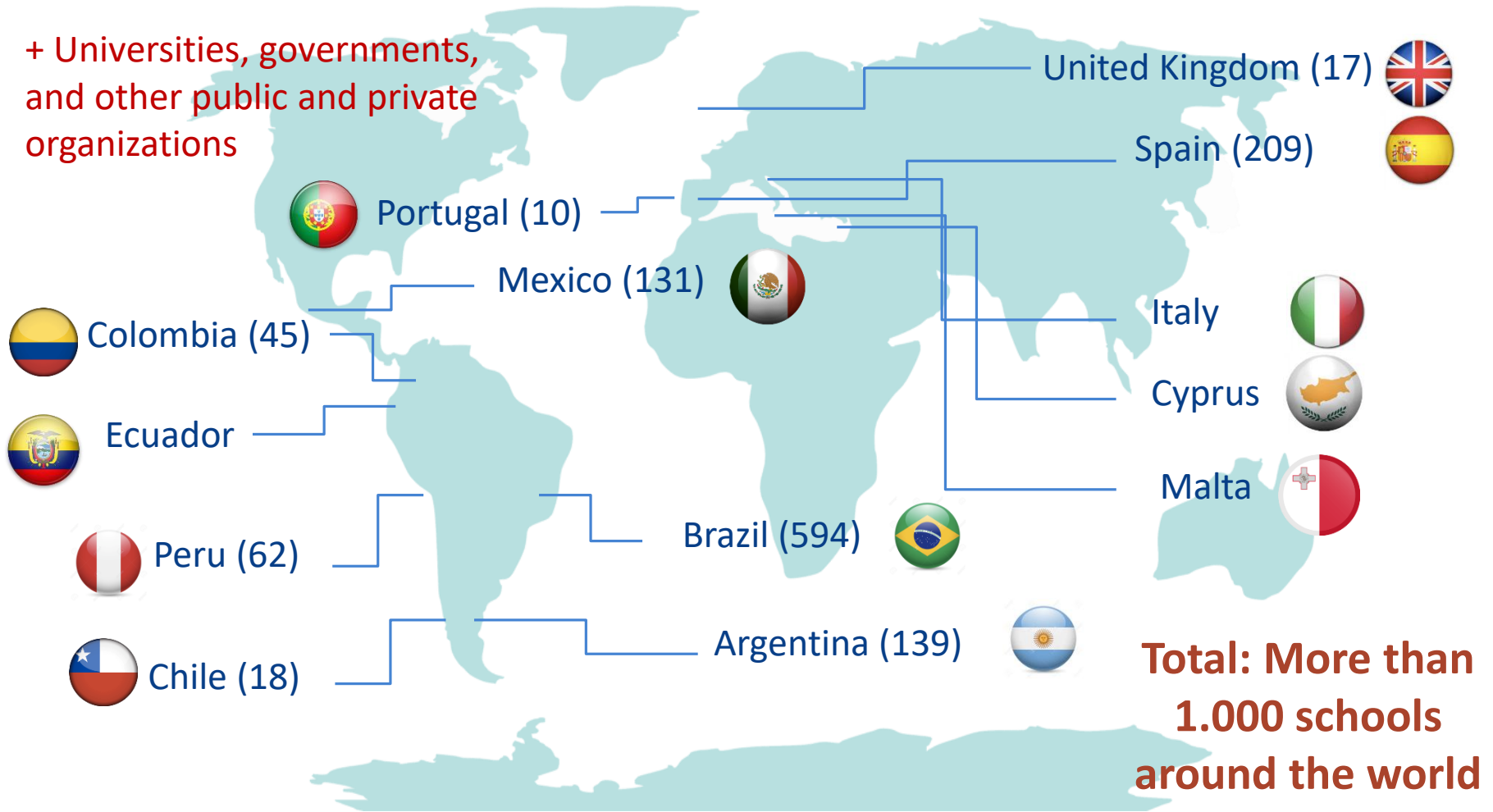
6 Successful Educational Actions



- ✓ Interactive Groups
- ✓ Dialogic Literary Gatherings
- ✓ Educative participation of the Community
- ✓ Family Education
- ✓ Dialogic training for teachers
- ✓ Dialogic Model of Conflict Prevention and Resolution

International Expansion

+ Universities, governments,
and other public and private
organizations



Spain



VI Encuentro Internacional COMUNIDADES DE APRENDIZAJE

somni

diàleg

La educación necesita tanto de formación técnica, científica y profesional como de sueños y utopía (Paulo Freire)

Barcelona, sábado 2 de Diciembre 2017
Escuela La Salle - Bonanova

ciència

il·lusió

Inscripciones

<http://profile.educastore.org/idea2017/en/inscripciones/>



Red Internacional
School as Learning
Communities

Delles
Associació de
Professors

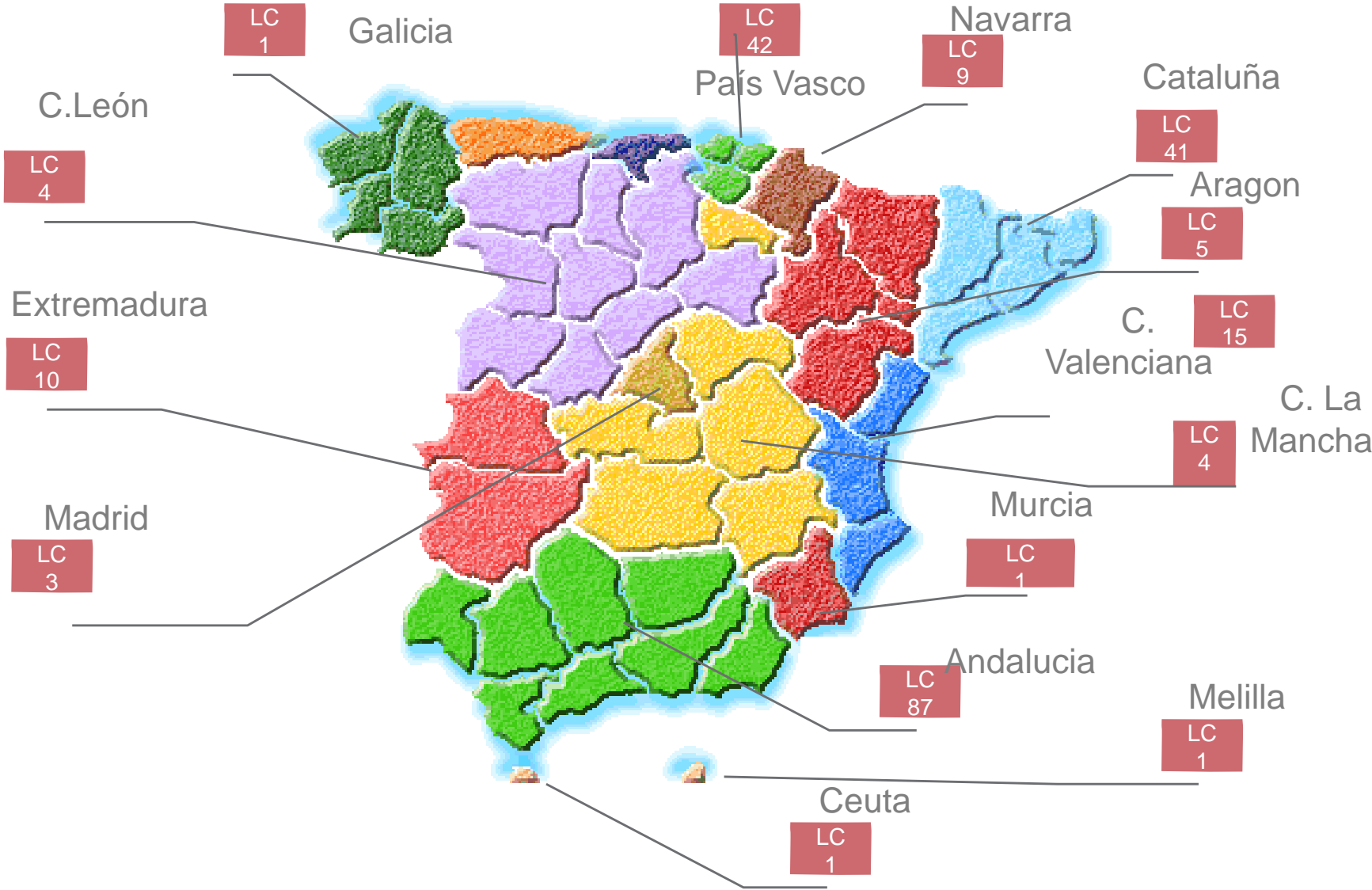


Asociación de
Docentes



Total number of schools implementing SEAs: 200 (approximately)

Total Learning Communities: 224



EU online platforms et programmes

School**Education**Gateway



Erasmus+



School Education Gateway

- *articles*
- *interviews*
- *themed pages*
- *teacher academy*
- *polls*
- *Erasmus+ info*

The screenshot shows the School Education Gateway website. At the top, there is a navigation bar with social media icons (Facebook, Twitter, YouTube, Email) and the text 'etoGateway'. On the right, there are links for 'About | English' and 'Log in / Register'. The main header features the 'SchoolEducationGateway' logo and the tagline 'Europe's online platform for school education'. Below this is an orange navigation bar with menu items: 'LATEST', 'VIEWPOINTS', 'RESOURCES', 'ERASMUS+ OPPORTUNITIES', and 'TEACHER ACADEMY'. A search icon is located on the right side of this bar.

The main content area has a heading: 'This month's focus: STEAM: interdisciplinarity and innovation'. Below this is a featured article titled 'Bringing learning to life through STEAM' by Expert | 15.05.2018. The article includes an image of children working with colorful geometric shapes and a text snippet: 'There is a rising need for employees in STEM (science, technology, engineering, and mathematics) at a liminal time: calls to program automators multiply, even as automation takes jobs away. Still, not everyone should become a by-the-book programmer or STEM specialist; tomorrow will place a higher value upon creative thinking. Turning STEM into STEAM by adding an A for Arts can help turn our classrooms into a creative learning environment!'. A 'Read' link is provided below the text.

To the right of the article is a 'CEE A' logo and a section titled 'Chemistry experiments: a European approach' with a sub-heading 'Teaching material | 15.05.2018'. Below this is a small image of students in a classroom and a 'Poll on assessment for learning - Results' section with a 'Poll | 15.05.2018' link.

On the far right, there is a 'Browse content by theme' section with a list of categories: Basic Skills, Citizenship, Early Childhood Education and Care, Language Learning, Inclusive education and tackling early school leaving, Teachers and School Leaders, Cultural awareness and expression, Personal development and well-being, and Entrepreneurship education.

At the bottom right, there is a teal banner for '2018 EUROPEAN YEAR OF CULTURAL HERITAGE #EuropeForCulture' with the European Union flag logo.

At the bottom of the page, there is an orange box with a checkmark icon and the text 'POLLS What does Europe think about school education?'.



European Toolkit for Schools



European Toolkit for Schools

School Education Gateway

- ABOUT
- SCHOOL GOVERNANCE
- TEACHERS
- SUPPORT TO LEARNERS
- PARENTAL INVOLVEMENT
- STAKEHOLDERS INVOLVEMENT

Home > Resources > European Toolkit for Schools

for:

- school heads
- teachers
- policy makers
- anybody working with schools

European Toolkit for Schools Promoting inclusive education and tackling early school leaving

- Are you interested in finding more effective ways to support your pupils?
- Do you want to improve attendance or reduce drop-out?
- Are you looking for ways to improve the involvement of parents in your school?
- Do you have a large number of pupils whose mother tongue is not your language of teaching?
- Are you considering introducing more collaborative approaches to teaching and learning?

Then read on! This online resource provides you with a range of materials designed to help you!

[Read more](#)

 Latest resources

 Suggest a resource

 Questionnaire



Videos



Please select subtitles in the available EU languages from the Settings menu on YouTube (lower-right corner of the video screen).



European
Commission



European Toolkit for Schools



General information



1. School governance



2. Teachers



3. Support to learners



4. Parental involvement



5. Stakeholders involvement

**a professional
community of
teachers**





Further information

EU work on ESL:

http://ec.europa.eu/education/policy/school/early-school-leavers_en.htm

Thematic Working Group on ESL (2011-2013):

http://ec.europa.eu/education/policy/strategic-framework/archive/index_en.htm

Working Group on Schools Policy (2014-2015):

http://ec.europa.eu/education/policy/strategic-framework/expert-groups/2014-2015/index_en.htm ('School policy')

European Toolkit for Schools:

<http://www.schooleducationgateway.eu/europeantoolkitforschools>



90 sec. video on early school leaving, subtitles in Spanish:
https://www.youtube.com/watch?time_continue=1&v=qmhiu392AOA

Video on European Toolkit for Schools, subtitles in Spanish:
<https://www.youtube.com/watch?v=dW0GtSOYtr0>

INCLUD-ED project website:
<http://creaub.info/included/>

!Gracias!

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