

CORDOBA (SPAIN) 1st – 7th April 2019

LEARNING TEACHING AND TRAINING ACTIVITIES: OUTCOMES

Tackling Early Leaving from Education and Training in Europe

Cap. 3: Strategies, policies and measures against early leaving.



This group, made up by a member for each Country partner, BULGARIA, ITALY, FRANCE, SPAIN AND UK, has investigated the document “ The Education and Training Monitor 2018 European Commission, then has given, as a group, the answer to the following hints

On the contrast of the ELET phenomenon

Analyze the ELET statistics on a European level, broken down by country, characteristics, time series and gender. What differences can you see in the behavior of the countries involved in the Erasmus + project? You can identify the reasons for these differences.

What are the main guidelines in the European documents to address the problem of ELET and which are covered by the legislation of your country?

Which of these signs you find most important in your work environment? Which are implemented in your educational or training institution?

Bibliography

The Education and Training Monitor 2018. European Commission.

- Vol. 1. *Progress towards the ET2020 benchmarks. 2.1 Early leavers from education and training (ELET).*

Tackling Early Leaving from Education and Training in Europe. European Commission.

- Cap. 3. *Strategies, policies and measures against early leaving.*

- 3 Charts EU 2017

Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures ¹

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Description:

This joint Eurydice/Cedefop report sheds light on early leaving from education and training – a serious challenge in many EU countries. The report aims to add value to Member States' individual efforts as well as to the European Commission's endeavours in this area by monitoring developments in the design and implementation of strategies, policies and measures to combat early leaving and support student learning. Key areas addressed are: data collection, strategies and policies against early leaving, the role of education and career guidance, governance and cross-sector cooperation and early leaving from the perspective of vocational education and training. All EU Member States are covered as well as Iceland, Norway, Switzerland and Turkey.

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Chapter 1: Defining and Measuring Early Leaving from Education and Training

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https://eacea.ec.europa.eu/national-policies/eurydice/content/tackling-early-leaving-education-and-training-europe-strategies-policies-and-measures_en

Participants



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On the contrast of the ELET phenomenon

1. What are the differences in the TeachersAHEAD countries with respect to ELET?
2. What factors can explain these differences?

FRANCE has reached the target of ELET : below 10 % : 8.9 in 2017

Regarding early leavers by gender and country of birth, in 2017, we can notice that there are more men (10.5) than women (7.2) and there is a high rate of foreign born (15.5). The chart about cities and rural areas shows that there not many difference between cities and rural areas but the suburbs still have a higher rate of early leavers. The map of early leavers by regions clearly shows that the French overseas territories (Reunion, Martinique and Guyana) suffer a high rate of early leavers (20%). These territories have to face a high unemployment rate.

3. What are the main guidelines in the European documents to address the problem of ELET and which are covered by the legislation of the your country?

SPAIN has a comprehensive anti-ELET strategy which focuses on prevention, intervention and compensation. Spain implemented their comprehensive plan *before* the European Council issued their official recommendation in 2011. The Spanish legislation encompasses a common framework for the entire country although decentralization among the Autonomous Communities (*Comunidades Autónomas*) allows each region to emphasize different guidelines depending on said region's particular strengths and deficiencies. In Spain, even though there is a national framework to reduce early leaving, there are differences between the actions and policies implemented in the Autonomous Communities', as well as between the socio-economic difficulties faced, which have an impact on ELET rates. In SPAIN extra funding has been allocated for the strategy itself

Spain Prevention policies and measures

Spain have policies and measures of a structural nature, which contribute to the prevention of early leaving. These include promoting access to high quality early childhood education and care (ECEC) and improving teaching and learning generally in schools. They follow the general aims of the education system to raise standards in teaching and learning and improve access to quality ECEC. Spain has increased the supply of ECEC places. Spain Improving teachers' understanding of the underlying reasons for early leaving, its triggers, early warning signs as well as the teachers' role in preventing it should be a focus of initial and continuing Tackling Early Leaving from Education and Training in Europe. In Spain, giving teachers some training in education and career guidance is gaining importance as a measure to prevent early leaving.

Spain Intervention policies and measures

Students receive educational support inside or outside the regular classroom from members of the teaching staff, always within regular school hours. The aim is to boost learning and school performance, thereby improving students' social integration. In Spain, too, a particular emphasis is put on addressing school violence, improving safety, fighting substance abuse and generally creating a good learning environment that can contribute to reducing early leaving.

Spain Compensation policies and measures

Initiatives to identify people who have left education and training early and help them re-enter the system. They are special programmes or schools that allow early leavers or at-risk students to

complete their basic education and acquire key competences, the 'New Opportunities' programme is in Spain.

Spain offer alternative pathways for students who have left school without qualifications by distance education, that offers an opportunity for students who are unable to attend mainstream education or who live in rural areas to learn individually or in groups with the help of interactive communication tools.

Spain Targeted policies and measures for groups at high risk of early leaving

An example of an initiative to reduce early leaving by targeting students from disadvantaged backgrounds is the Spanish 'Reinforcement and Support Programme in Secondary Education'. It is aimed at secondary schools with a significant proportion of students who are educationally disadvantaged because of their socio-cultural environment. The programme aims to improve school management and education outcomes, working simultaneously with students, families and the local community. Schools draw up an action plan in line with their specific needs, and the education authorities provide the funding for the implementation of the project.

BULGARIA:

Bulgaria has a comprehensive strategy to combat ELET for the period 2013-2020. The strategy includes prevention, intervention and compensation measures. The strategy's objectives are directed towards preventing the underlying causes of early school leaving; intervening when students experience difficulties; and providing compensation measures for people who have left school early to help them re-engage in education or acquire skills. The Regulation N8/8.06.2018 states a Mechanism for joint work of institutions for inclusion of all children and students of obligatory preschool and school age.

ITALY:

Unlike Bulgaria and Spain, Italy still lacks a comprehensive strategy to reduce ELET, but, as Eurydice data reveals, it has on-going general policies or measures (most of which have been adopted recently) connected to all of the 3 main strategy types against early leaving.

A) More specifically, with reference to **PREVENTION**, Italy

- is trying to promote access to high quality ECEC (i.e. early childhood education and care). This is because, in line with both national and international research, it has understood that there is a strong correlation between very early schooling of children (0-2) and educational success. However, as a document produced by the Italian Ministry of Education tells us (see *Rapporto sul*

Contrasto del Fallimento Formativo, January 2018), there are still marked disparities within the territory. By comparing the North of Italy to the South, the latter one appears to be at a great disadvantage with reference to both the provision of services (in the sense that there are fewer services in the South) and the consistency of the funds being invested in the two macro-areas.

- it has also adopted positive discrimination measures (i.e. measures to provide increased resources and support for schools and regions suffering from socio-economic problems, low-educational achievement and attendance and high ELET rates).

More specifically, such strategies take forms such as:

- **the National Operating Programme (“PON”) and the FSE (European Social Fund).**

The former implies national calls to promote activities for the acquisition of competencies and for the creation of learning contexts meant to be complementary to the normal educational pathway. Interestingly, the national calls for 2014-2020 are specifically dedicated to projects about inclusion and social unease.

The latter ones are distributed to regions to finance activities related to education, work and social inclusion.

- In addition to this, our Country has done something to develop extra-curricular activities so as to enrich learning (cfr. A project named “Progetto Fuori Classe”, with the cooperation of the Lazio Region and Save the Children, is an interesting example).

Finally, it has increased the flexibility and permeability of educational pathways.

B) As for **INTERVENTION**, Italy

- has concentrated on the strategy of providing individual, targeted learner support (especially to low achievers and students with a different mother tongue) starting from the very fact of strengthening teacher competencies in this sense.
- has also understood the importance of identifying the main groups of learners at risk of ELET and of developing early warning systems for them.
- last but not least, it seems to be aiming at reinforcing networks with parents and other actors outside school.

- C) As regards **COMPENSATION**, Italy's main measure seems to be centred upon reforming second-chance education. In these terms, it has for example significantly reorganized the adult education system through regulations actually dating back to the period between 2012-2015: former centres and evening classes (CTP) have merged into new Centres for Adult Education (CPIA) offering personalised learning paths to improve adults' competences and skills.

Such Centres also offer opportunities for young people to obtain their lower and upper secondary qualification or get a certificate of attendance from the first two years of upper secondary school (i.e. the certificate of completion of compulsory education). Moreover, they also provide literacy courses and Italian language courses for adults learning Italian as a second or additional language.

Similarly, with reference to young people under 18 who have not succeeded in achieving a school leaving certificate, there are the so-called **Regional Education and Vocational Training courses ("leFP")**, which last three-years and lead to a nationally-recognized certification corresponding to a EQF level 3. They seem to be particularly effective because almost 50% of the individuals attending these courses find a job within 3 years after having got their qualification.

FRANCE : Founding laws for inclusion

2005 law about equal chances for the disabled to access to ordinary schools.

2013 law about the refoundation of school: all the children have the capacity to learn and progress and the law guarantees the inclusion for all children without discrimination.

2017 a certificate is created in order to train teachers to inclusive school practices CAPPEI

France belongs to a category of countries such as Poland with varied kinds of schooling : 3 kinds of schooling for disabled children

- Specialized schools
- Specialized classes in ordinary schools (CLIS, ULIS, MLDS)
- Schooling in ordinary school with school life assistants

A 5 year-plan aims at recruiting 22500 school life assistants (4500 per year). Technological devices such as computers can be allocated to these children. In 2017, 322 000 disabled pupils were in school, integrated in ordinary schools. Until the age of 10, 85% of the disabled children attend ordinary classrooms with the other pupils but only 45 % of them stick to the ordinary school system after the age of 10.

- **CLIS** class for school inclusion (primary school)
- **ULIS** local unit for school inclusion (secondary school)
- **MLDS** office against drop out in high school (drop out young French or non native pupils-foreign speaker)

4. What European guidelines are most relevant to your workplace environment? Which ones are implemented in your educational or training organization?

Spain, Alcántara Group:

In our organization the guidelines most relevant to us are intervention and compensation (expand later)

BULGARIA

There are programs directed towards preschool children to increase enrollment of children in kindergartens esp. from the minority groups. There are national level programs for implementation of the Strategy measures at schools. These programs are Equal chance to access high education, Making school an attractive place for students, organizing extra classes for students with learning difficulties and for students with prominent abilities. Schools offer all day stay for children in grades 1-4. According to the Law on preschool and school education (Regulation N 10/1.09.2016) several forms of education are stated: regular, individual, self-training, distant, combined that meet various students' needs. According to the Regulation on inclusive education two types of support are provided: general support for all students and additional support for children with disabilities and talented children.

FRANCE (Valence)

Programs for early leavers and non natives in our school :

in our school there is a MLDS since 2004. This structure depends on the French Ministry of Education and is hosted by our school. This kind of structure exists all over the country.

It includes two kinds of targets :

- French natives aged 16 to 18 who dropped out school
- Non native teenagers who need to learn French
- 80% are male students

- 50 students each year are hosted in this structure every year
- Since 2013 there are less students in the structure there is an early spotting in the highschool : GPDS (Groups de prévention contre le décrochage scolaire)
- 50% of the students in this structure goes back mostly in vocational school (30%)
- $\frac{1}{3}$ goes the unemployment services in order to improve their project

This year the structure includes 31 young non natives (only males coming from west Africa : Mali, Ivory coast, Guinea and Senegal) and 30 French early leavers (mostly males) They learn to read,write,calculate and the participate to educational projects. After one year they present the A1 or A2 level in French.

The staff of MLDS are not teachers but specialized educators with specific skills such as French as a foreign language. They work with each student in order to build their individual project. There is no specific conditions regarding age. Targets of MLDS :

- Reconcile the teenager with school
- Build with them a personal project
- Reinforce their scholar assets in order to discover the working world
- Maybe go back to a vocational training

Programs for the disabled or young with medical or learning problems :

PAP , PPS, PPRE, PAI... all these protocols aim at considering the disability or difficulties with learning of the students and bring some educational help to make the learning easier.

AESH : human help in classroom. Assistants who help the children understanding or writing.... Tiers temps : extra time during the exam or material or human help. The school doctor has to accept the demand from the family, based on the family doctor's diagnostic.

Global situation in France for the disabled children :

In 2017 : 320 000 disabled children are included in the school system. As a comparison they were 279 000 in 2015. 45 % of these children are in ordinary schools 38% are in specialized units in schools 14% are in specialized schools

Limits to the French system :

- Lack of training for the human assistants who are not teachers but unemployed people without real training and underpaid
- There are no effective links between the social and medical structures and school because every family can choose their own doctor

ITALY (Pontedera) :

To meet our students' needs (students who can be said to be at a potentially high risk of both social exclusion and early leaving due to factors that range from the fact of being non-native Italian individuals, to the fact of coming from a disadvantaged socio-cultural and economic background, to the fact of presenting learning disorders and intellectual disabilities), the school has so far adopted some inclusive **prevention and intervention measures** like language and didactic mediation, personalized learning materials, and courses to enable drop-outs to either re-enter the school system or to get a professional qualification. Finally, participation in PE and sport activities is strongly encouraged, because we truly believe in sport as a privileged means of learning a wide range of valuable extrinsic educational lessons (for example social skills). To provide students with these types of targeted support, the school also cooperates with agencies, companies and associations from the surrounding territory in relation to work experience schemes and with reference to projects promoting conflict management, intercultural and inter-religious dialogue, globality and legality. In a similar way, it collaborates with both the local health authority and the police to educate against addictions, bullying and cyberbullying.