



Comprehensive policies to reduce early school leaving

Adam Pokorny
European Commission
Brussels, 31 May 2011

Europe 2020

- Three strategic priorities: **Smart**, Sustainable, **Inclusive** growth
- 5 headline targets: *employment, RTD investments, climate change, education, poverty reduction*
- Reducing ESL to 10% by 2020
- Demography, migration, social justice
- Hard-headed economics

- ESL creates massive long-term problems for young people, increases poverty risk and risk of social exclusion
- ESL generates huge social and financial costs
- Decreasing number of low skilled jobs - increasing demand for skilled labour



**14.4% in 2009 –
progress, but insufficient**

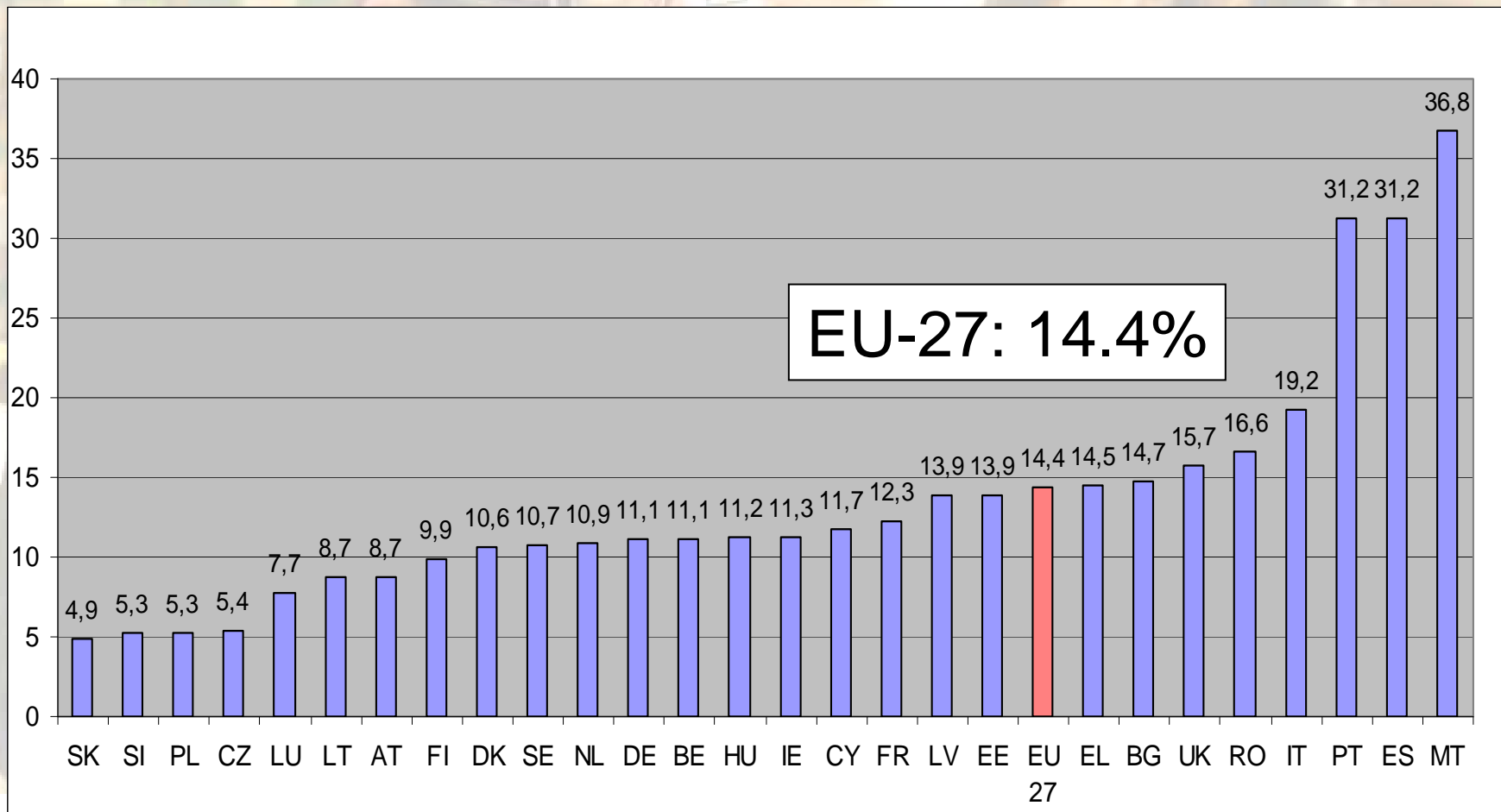
Early school leaving ...

...refers to persons aged 18 to 24 fulfilling the following two conditions:

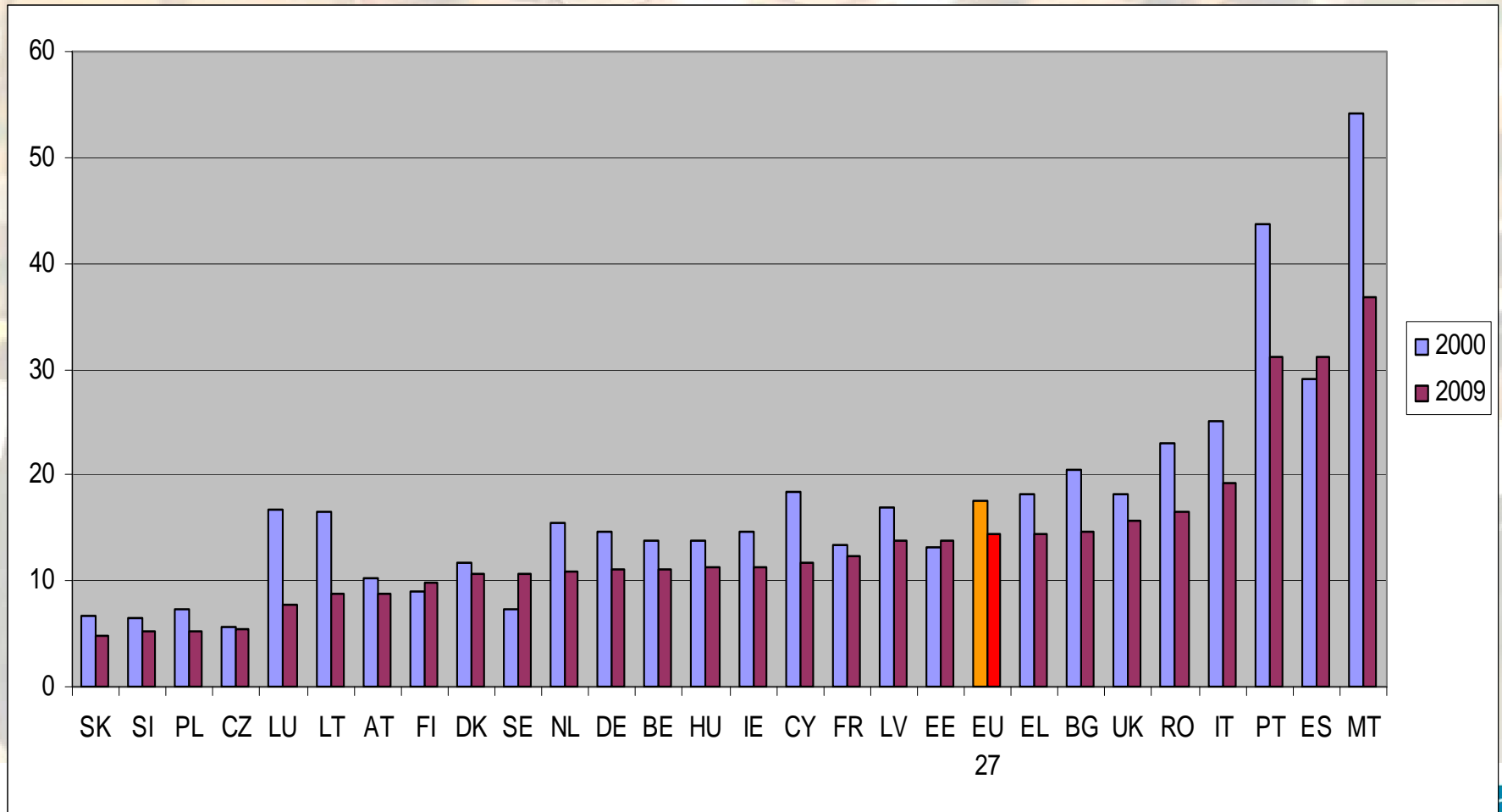
- first, the highest level of education or training attained is ISCED 0, 1, 2 or 3c short,
- second, respondents declared not having received any education or training in the four weeks preceding the survey (EU LFS).



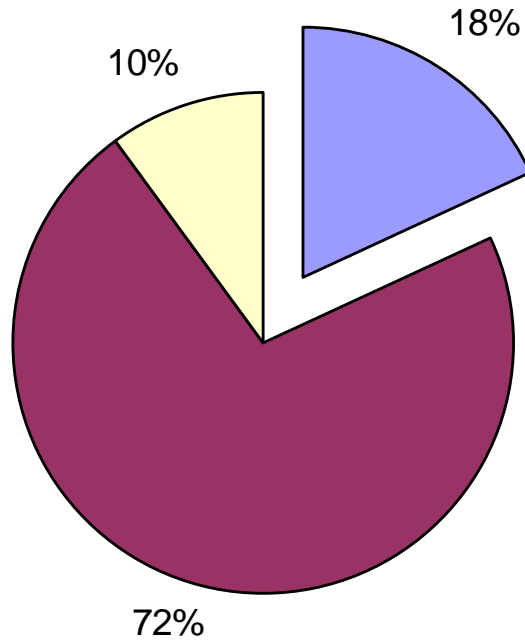
ESL rates in 2009



Change 2000 – 2009 (%)



Denmark and Estonia have nearly no early school leavers with only primary education level.



- Primary
- Lower secondary
- Upper secondary (short)

In Bulgaria and Belgium 38% have only primary education, in Portugal 40%.



**Early school leaving is
a complex problem**



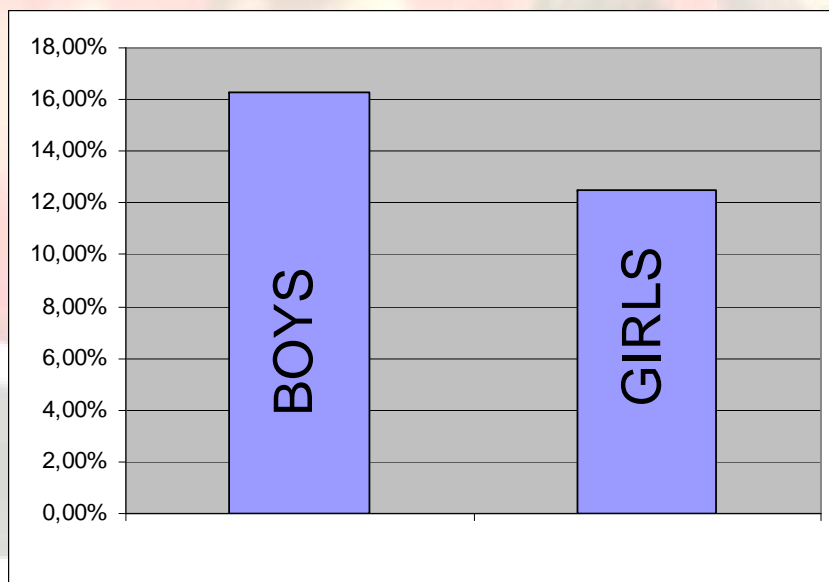
**ESL is a complex multi-sector
phenomenon**

**ESL is a process rather than a one-
off event**



Differences between countries, regions, municipalities, but:

Young people from socially disadvantaged, low education backgrounds are especially affected



A close-up photograph of a person's hand holding a pen, poised to sign a document. The background is a bright yellow wall, and the foreground shows a light blue surface, likely a desk or table. The text is overlaid on the lower portion of the image.

**Policies to reduce
early school leaving**

Commission's ESL “package”

(31 January 2011)

- * Proposed Recommendation on policies to reduce early school leaving – adopted with small changes by Education Council, 20 May 2011
- * Commission Communication
- * Accompanying Staff Working Document

More information:

http://ec.europa.eu/education/school-education/doc2268_en.htm





Identification &
analysis

Monitoring of
situation

Coordination of
policies

Prevention

Early childhood
education and
care

Measures at level
of
education/training
system

Intervention

Measures at
school level

Student focused
measures

Compensation

Second chance
opportunities

Re-entering
mainstream
education

Comprehensive
support



Identification & analysis

Monitoring of situation

Coordination of policies

- Data collection and analysis
- Monitoring developments
- Involvement of all policies addressing children, young people, parents, teachers and others working with children
- Cooperation at all levels and with all relevant stakeholders



Prevention

Early childhood
education and
care

Measures at E&T
system level

- Increase ECEC participation of disadvantaged groups
- Ensure good quality ECEC
- Provide opportunities beyond the age of compulsory schooling
- Active anti-segregation policy
- Support for children with different mother tongue
- Involvement of parents
- Flexibility and permeability of pathways
- Strengthening vocational pathways
- Strengthening link between education and training and the employment sector



Intervention

School
focused
measures

- Schools as learning communities
- Early warning systems
- Cooperation with parents and local community and access to external support
- Teacher training
- Extra-curricular, non-academic activities



Intervention

Student
focused
measures

- Mentoring and tutoring
- Individualised learning support
- Strengthening guidance and career counselling
- Social and financial support



Compensation

Second chance opportunities

Re-entering mainstream education

Comprehensive support

- Second Chance programmes
- Re-entering mainstream education
- Recognition of prior learning
- Integrating social, financial, educational and psychological support



Next steps

- Member States ensure that comprehensive strategies are in place by the end of 2012
- Stronger focus on cross-sectoral approaches and measures targeting groups at increased risk
- EU level group of decision-makers, peer learning and exchange of experiences and good practice
- Monitoring of developments at European level via Europe 2020 and ET2020
- Comparative studies and research
- Better targeting of EU funding
- Conference in Spring 2012

