

ONLINE TRAINING

Module 1 Unit 1:

Early School Leaving - a Path of Education Disengagement



Overview of learning objectives

- Explore the meanings of ESL/ELET as a complex process influenced by various factors;
- Be aware of the risk and protective factors of school disengagement on young adults' own terms;
- Listen to what young adults have to say;
- Examine some examples of preventative measures.

Key concepts

ESL - Early School Leaving

ESL is commonly used as related to *dropout* and *school failure*. These concepts are interconnected, but ESL refers specifically to young people aged 18 to 24.

ESL is a statistical indicator.

ELET - Early Leaving from Education and Training

Measures the share of the population aged 18 to 24 with at most lower secondary education and who were not involved in education or training.

Differs from the concept of ESL mainly because ELET encompasses greater diversity of educational offers.

Key concepts

School (dis)engagement

It is a multidimensional construct of different “forms” of connection that impact on:

- behavioral
- affective
- Cognitive
- School performance

School absenteeism / truancy

Absenteeism is a generic term referring to pupils missing classes - for either "legitimate" or "non-legitimate" reasons . It is also referred to as school truancy.

Key concepts

Educational neglect

Happens when parents and schools do not take responsibility for making sure children have access to opportunities for academic success.

It can also involve inattention to barriers to learning and development, as well as disabilities.

Promising practices

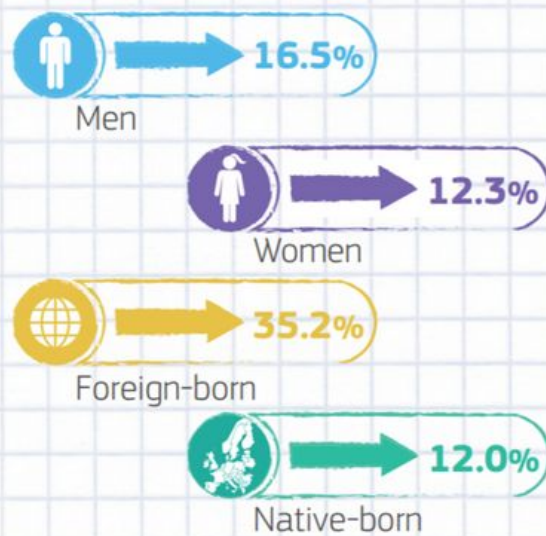
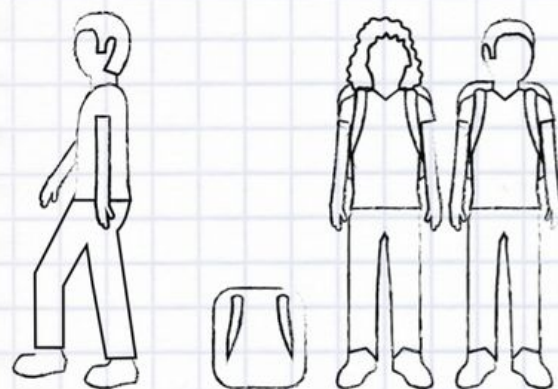
Educational practices that are tailored to students' identified needs and claims and are an important contribution to the effective development of prevention policies against ESL and ELET.

ESL at the political level

ESL is a central concept in the EU political agenda, especially since reducing it became a key target under the Lisbon Strategy (2000).

Despite the improvements registered during the first decade of the 21st century, in 2010, a new goal to reduce early leavers from education and training was established by the EU within the Europe 2020 Strategy. The objective was to have less than 10% of ELET by 2020.

Italy 14.5%

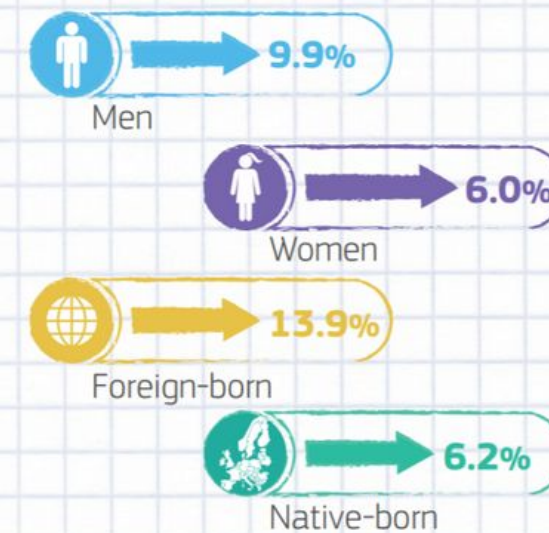
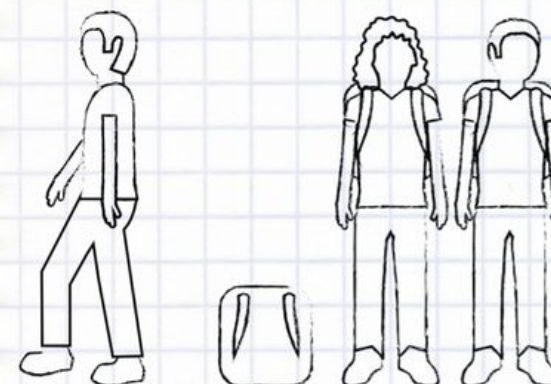


Source: Eurostat (EU-LFS, 2018)
Data extracted in 08/2019
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EU 10.6%



Cyprus 7.8%

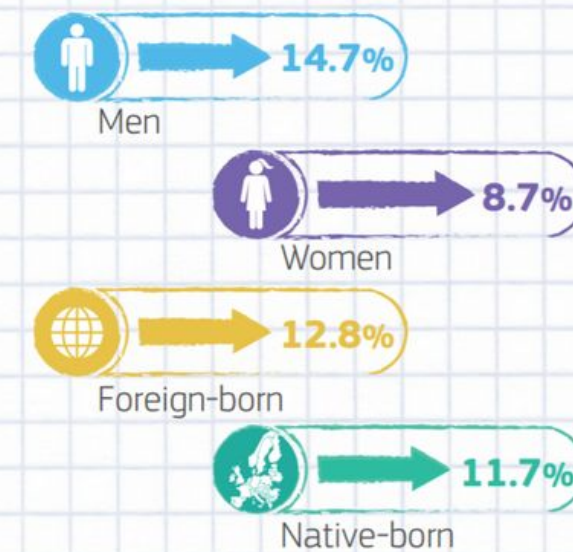
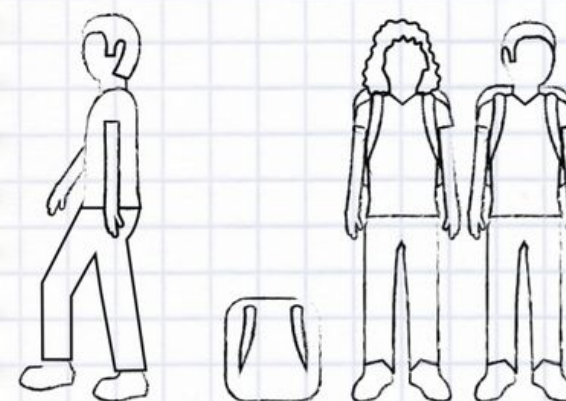


Source: Eurostat (EU-LFS, 2018)
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EU 10.6%



Portugal 11.8%

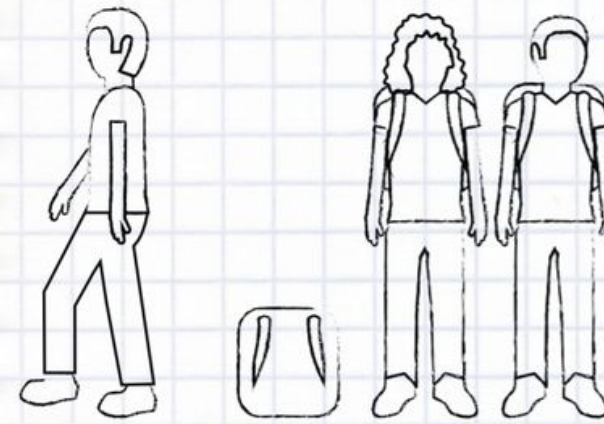


Source: Eurostat (EU-LFS, 2018)
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EU 10.6%



Poland 4.8%



Men



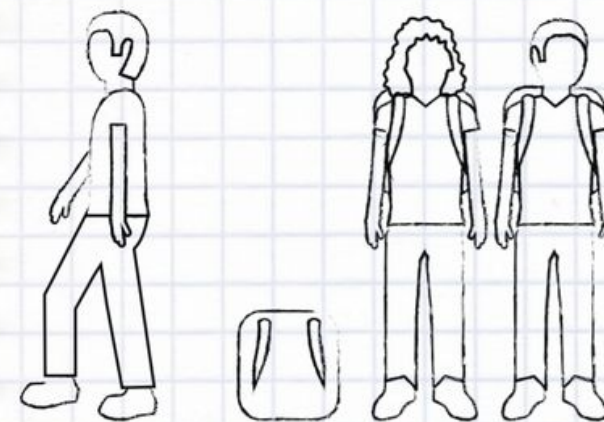
Women

EU 10.6%

Source: Eurostat (EU-LFS, 2018)
Data extracted in 08/2019
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Spain 17.9%



Men



Women



Foreign-born



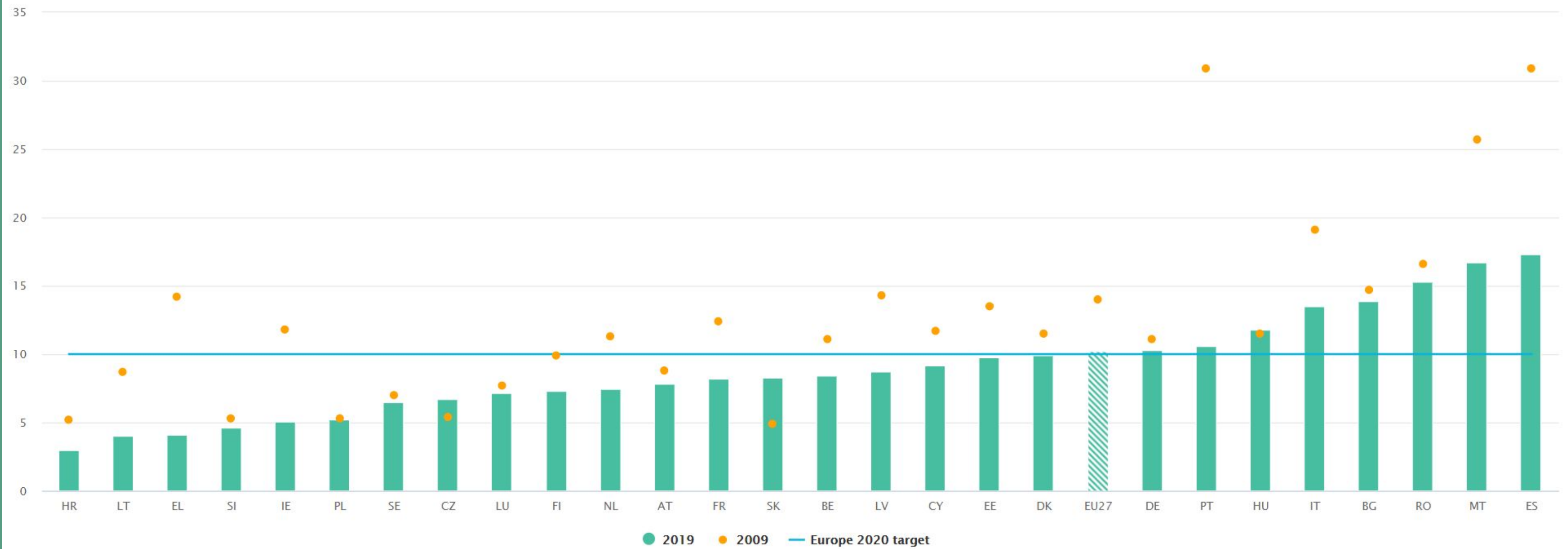
Native-born

EU 10.6%

Source: Eurostat (EU-LFS, 2018)
Data extracted in 08/2019
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Change in the rate of early school leavers from education and training, 2009–2019



Source: Eurostat, EU Labour Force Survey. Online data code: Edat_Ifs_141

Risk and protective factors

In most cases, ESL is the result of a long-term **process** developing from (early) negative social and educational experiences that generate boredom, lack of interest, and truancy that gradually increase until the event of leaving education.

This means that the process of ESL **needs to be sought and studied long before** the actual act of leaving school occurs.

Risk and protective factors

These factors occur in the interplay of three levels:

- Individual level factors;
- Institutional level factors;
- National/macro level factors.

These levels are intersected by:

- socio-economic background
- family's educational achievements;
- market conditions;
- gender;

Preventative measures

Seek to tackle the problem before the first ‘symptoms’ of ESL.

Early detection of individual, meso and macro-level problems that allow confronting their roots. According to the EU, some examples are:

- providing high-quality early childhood education and care for all;
- increasing the educational offer by providing education and training opportunities beyond the age of compulsory education;
- promoting active anti-segregation policies;
- emphasizing the value of linguistic diversity;
- enhancing the involvement of parents;
- strengthening high-quality vocational pathways, as well as the link

Preventative measures

- System based protective factors:
 - Early warning system
 - Safe school environment
 - Care structure in school and additional tutoring support
 - Good apprenticeship places in cooperation with companies
 - Flexible learning trajectories
 - Career guidance support
 - Academic support
- People based protective factors:
 - Positive relationship between teachers and students
 - Involvement of students in the interventions directed at them
 - More open and inclusive approaches to include parents
 - Socio-emotional and behavioral support

Activity

As educators, you may often feel inclined to place the blame on students for their lack of motivation and poor educational achievement. In these moments, it is very important to ask yourself questions about three levels, such the following ones:



INDIVIDUAL

What is happening in my students' lives that may cause their lack of motivation or unsatisfactory school results?

Young people's identity is not defined only by their status as student. They are, at the same time, sons and daughters, friends, members of communities etc. How do their multiple identities affect their educational trajectories?

Please go to www.menti.com



INSTITUTIONAL

Does my school/institution take into account young people's complex identities?

Does the way I teach makes students feel that their complex lives and struggles are taken into account?

How do I take into account my students' needs?

Please go to www.menti.com

An example [here](#).



NATIONAL (MACRO)

How do the rapid changes in society affect the motivation of my students? For instance, uncertainty regarding the future; uncertainty regarding the skills and competences that will be valued by the labor market, in light of the increased automatization of work?

Do my students feel that there is a place for them in society, from where they can contribute to a better world, or they feel rather lost, unvalued and with no clear objectives?

An example [here](#).



Activity

Obstacles and motivations for leaving or staying in school.

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Obstacles

Bullying

"I was really mocked."

Lack of engagement in decision-making

"No one knows the history of each person. They never make an effort to understand"

Financial problems

"Money talks louder. I would enjoy taking training now on computers, but I cannot enroll because I need the money more at home."

School disconnection from daily life

"School has a lot of unnecessary things, many things don't make sense, which potentially we will never use in our future lives."

Stigma around vocational tracks

"Young adults enrolled in vocational courses are often compared to mainstream education students, who are seen as the 'doctors', in opposition to the "dumb' ones."

Difficulty to adapt to teaching methods

"She did not give us time to think."

School and cycle transitions

"The shift was very confusing to me. Many children get lost..."

Motivations

Relationship with school community

“After the accident, the whole school cared about me”

Studying areas of interest

“I believe in education as a means to learn about the things I like”

Being valued and encouraged

“I started liking to be praised. I did something well!”

Good learning environment

“People are always available, from employees to teachers, everybody. When I need something, they immediately help me.”

Concerns with inclusion

“there was special support just for me. It helped me a lot.”

Links to the labour market

“the course gives me more opportunities to get a job”

Peers' cohesion / acceptance

“People with whom I identify because of this life path. I feel more comfortable with them.”

To sum up the unit

Promising practices are

- bottom-up practices;
- never the best and the only solution;
- just a response to a particular situation;
- contextual.

These practices must

- involve the school community;
- engage young people at risk as active partners in their educational process;
- adopt educational devices to support year/cycle transition and school integration.

How you can implement them

- disseminate and transfer these practices into different contexts;
- demonstrate it is possible, even with limited resources;
- encourage people to take initiative;
- promote the exchange of experiences among educational professionals.

Thank you!!