

# Early school leaving

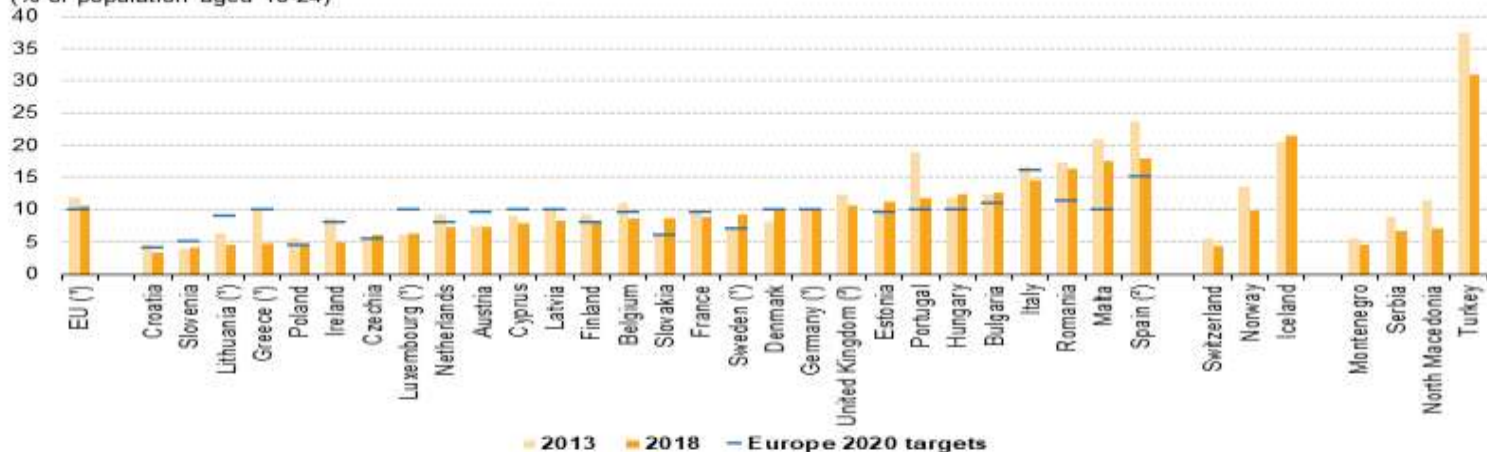
Poland

The phenomenon permanently inscribed in the landscape of schools and human biographies are failures (educational), whose final form is the early completion of education. Consequences of school failures are felt at various levels of life and by various social entities, therefore it is not surprising that the fight against this phenomenon has become one of the European Union's priorities.

# Percentage of early school-leavers by country

## Early leavers from education and training, 2013 and 2018

(% of population aged 18-24)



Note: breaks in series.

(\*) For the target to be achieved, the share of early leavers from education and training should be below the target value.

(\*) Europe 2020 target is defined as the school drop-out rate.

(\*) No Europe 2020 target.

Source: Eurostat (online data code: edat\_ifse\_14)

# Factors leading to ESL

- school failures
- repeating classes
- growing sense of alienation
- lack of understanding
- lack of sense
- stress
- loneliness and other phenomena

These factors in the school space undiagnosed on time bring consequences such as the decision to leave school.

## Some more factors

- Life events like: pregnancy, arrest, having to care for the family
- Dissatisfaction of the curricula which differ from the specifics and expectations of the labour market, and searching ‘opportunities’ including outside the country.
- “Push Outs” - students who are difficult, dangerous and threatening school's reputation, encouraged to leave school or relocate to another one
- “Fade Outs” - students feeling frustrated and seeing no sense in going to school. They leave education at a legal age as they think they can function at the level of the one already received.

## Dropout in Poland

Early school leaving in Poland is at the level of 6-7%.

In the Świętokrzyskie Province, which the Pacanów commune belongs to, it is 3%, while in the municipality itself it is at the level of 0.5%.

# Measures taken to prevent dropout in Europe

## **I. Educational and vocational guidance:**

- improving the quality of teaching and learning, from early education and care (including: increasing the budget for early education and care (Belgium))
- providing access to early education for children from families at risk of social exclusion (Lithuania)
- a new national curriculum for education pre-school and commitment of municipalities to provide space in facilities (Poland)
- positive discrimination
- providing extracurricular activities

## **II. Intervention actions:**

- providing support to individual pupils (eg. early identification of learning difficulties and targeted support - Germany, Cyprus, Austria, Iceland and Norway
- satisfying individual development and educational needs (Malta, Poland, Slovenia),
- language support for pupils whose mother tongue is different from language taught,
- implementing cooperation with parents and other partners from outside the school,



- identifying groups at risk of early school leaving (eg. analysing student databases),
- employing specialized staff supporting students in various aspects of education, health, personal and social life

### **III. Compensatory activities:**

- identifying students who have stopped learning and help in their return to education system (eg. projects outside of school time - Belgium, “New opportunities” - Spain, “Alternative Education System” - Lithuania, “Ready for training” - Austria, “Young adults learning in projects” - Slovenia),

- providing alternative learning paths for students who have dropped out
- second-chance education reforms (eg. improving the quality and attractiveness of programs “Vocational education and training” - Denmark, Poland, Switzerland, Cyprus, “Opening second-chance schools” - Luxembourg)

# Measures taken in Polish schools to prevent dropout:

- classes on educational and vocational guidance
- after-school activities (sports, by subject of interest, etc.)
- supporting students with special needs
- providing a psychological and pedagogical support
- early diagnosis preventing educational failures
- projects and programmes mentioned on earlier slides

### Sources for this presentation:

- 1) Raport Eurydice i Cedefop, *Ograniczenie zjawiska wczesnego kończenia nauki: polityka, strategia, działania*, Fundacja Rozwoju Systemu Edukacji, Warszawa 2015. ( from European Commission/EACEA/Eurydice/Cedefop 2014, *Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures. Eurydice and Cedefop Report* )
- 2) Statistics from the Town Council Department of Education
- 3) The chart.: *Early leavers from education and training, 2013 and 2018* (% of population aged 18-24)  
Source: Eurostat ([edat\\_lfse\\_14](#))