



Seminar on International Perspectives on Education

AN UNSOLVED PROBLEM: HOW TO ADDRESS EARLY SCHOOL LEAVING?

***Presentation of the latest findings on early school leaving
CEDEFOP (European Centre for the Development of Vocational
Training) published in autumn 2016 and focused on:***

- analysis and evaluation of policies and measures to address early school leaving and training through a holistic perspective
- identifying good practices and developing tools to support policy making at national level and in the EU



26 October 2016

9:00 - 14:00

Sant Pau Art Nouveau Site (Francesc Cambó hall)
C. Sant Antoni Maria Claret, 167
08025 Barcelona

PROGRAMME

What is the situation of early leaving from education and training (ELET) in Europe? What policies are being implemented to address it? What conditions do ensure the success of these policies? What role is played by characteristics of European education systems in explaining the (ELET)?

2014 CEDEFOP publication [*Tackling Leaving early from education and training: Strategies, Policies and Measures*](#) focuses on analysing early school leaving as a reality that affects, although at different intensity and forms, all EU countries and, despite the effects of the crisis, it is still persisting very hard. The report identifies the ELET factors, analyses the personal and social consequences and establishes a comprehensive framework of policies to deal with them, including prevention, intervention and compensation, the relationship between policies which regulate the teaching profession and attitudes, practices and perception of teachers.

Also, this report, together with other international reports that have been published recently on the subject, contribute to note that ELET is not only threatening the chances of socio-economic development of the country but also is questioning the foundation of social cohesion itself. ELET is intrinsically linked to the characteristics of students in terms of gender, socioeconomic status and ethnic origin or immigration and, therefore, it raises key issues related to social equity and education.

ESL is also closely related to some characteristics of European education systems and, therefore, is not only explained by the structure and incentives of the labour market but also the structure and educational practices. This is what is known as push factors, which are internal factors that contribute to explain early school leaving. Among these factors there is the especially pernicious impact of grouping students by level, early itinerary or grade repetition. School segregation is also identified as a key factor to explain ESL, especially to ensure the social heterogeneity of the centres for benefit of the educational success of all students. Finally, international reports have attributed a key importance to the role played by the post-compulsory education (its offer, structure, prestige, etc.) in the fight against ELET.

In particular, in November 2016, CEDEFOP will publish a report on the specific role of vocational training in this process that we discussed in depth in this seminar.

Some of the questions that will guide the discussion are:

- Why leaving education early matters?
- What is the role of vocational education and training?
- What role local authorities assume to tackle early leaving?
 - Contributing to developing comprehensive data collection and monitoring systems
 - Acting as agents of change and boosting policy learning and communities of practice
 - Ensuring policy commitment over time

With the collaboration

- What are the remaining challenges?
 - To obtain conclusive evaluations on what works and why
 - To empower the role of local authorities
- What are the factors that explain ELET and how are they expressed in different stages of education, both compulsory and post-compulsory?
- What are the best strategies, policies and measures to combat ELET at different educational levels?
- What role do play the structure of the educational system, the characteristics of the offer and schooling conditions in the dynamics of school leaving?

Programme

With the collaboration

8.45 h - Arrival

9:00 h - Welcome and presentation of the seminar

Mònica Nadal, research director of Jaume Bofill Foundation

9.10 h - Introducing the CEDEFOP study *Tackling early leaving from education and training: Strategies, Policies and Measures* and the latest report about the specific role of vocational training

Irene Psfidou, education policy analyst, European Centre for the Development of Vocational Training (CEDEFOP)

9.25 h - The case of the Basque Country, the country with fewer ELET European rate

Francisco Luna, coordinator of Teaching Team of Basque Institute for evaluation and non-university educational research (ISEI-IVEI). Expert assessor and coordinator of several studies on the effect of grade repetition and school leaving.

9.40 h - Early school leaving (ELET) in Catalonia

Aina Tarabini, professor of Sociology at the Autonomous University of Barcelona and member of GEPS (Globalization, Education and Social Policy) and GIPE (Interdisciplinary Group for Educational Policy) research groups

9.55 h - Questions to the speakers / Debate

10.15 h - First round with the five tables of participants (presentation: **Aina Tarabini**)

Designing public policy to reduce ESL

What are the key elements to be incorporated?

From three perspectives*:

- **Post-compulsory education (priority for this round)**
- Compulsory secondary education
- Second chances

11.00 h - Coffee break

11.20 h - Second round tables with the five tables of participants (presentation: **Alba Castejón**)

With the collaboration

Designing public policy to reduce ESL

What are the key elements to be incorporated?

From three perspectives*:

- **Compulsory secondary education (priority for this round)**
- Post-compulsory education
- Second chances

12.05 h - Second round with the five tables of participants (presentation: **Marta Curran**)

Designing public policy to reduce ESL

What are the key elements to be incorporated?

From three perspectives: *

- Compulsory secondary education
- **Post-compulsory education (priority for this round)**
- Compulsory secondary education

12.50 h - Sharing the proposals of the five tables and open debate, considering three perspectives:

- Post-compulsory education
- Compulsory secondary education
- **Second chances (priority for this round)**

13.50 h 14:00 - Conclusions and closing

Aina Tarabini and Mònica Nadal

18:00 h - Lecture: "An unresolved problem: how to address early school leaving?"

Place: Sant Pau Art Nouveau Site
C. Sant Antoni Maria Claret, 167
08025 Barcelona

With the collaboration

*** Three cross-cutting perspectives**

1. Compulsory secondary education (Alba Castejón)

Here we will focus on the role of compulsory secondary education in Catalonia to ensure educational success for all. We will discuss the challenges faced by teachers to cope simultaneously with the requirements of excellence, equity and social cohesion and we will analyse processes as transitions from primary to secondary level and the role of several pedagogical mechanisms (in particular, repetition, groups and learning guidance model) both concerning the chances of success for compulsory secondary education, and the characteristics and challenges of educational transitions towards post-compulsory education.

2. Post-compulsory education (Aina Tarabini)

Here we will discuss about what is the situation of compulsory post-secondary education in Catalonia, regarding both academic (high school) and professional (vocational training) aspects. In particular, we will discuss about issues related to the distribution of supply at the territorial level, its characteristics (ownership, specialization, etc.) and their conditions of schooling (models of attention of diversity during post-compulsory education, role of teachers, teaching mechanisms, etc.).

3. Second chances (Marta Curran)

Here we will focus on the role of mechanisms for second chances in Catalonia. We will analyse what is the situation of supply at a regional level, we will make a diagnosis on what these devices are, identifying similarities and differences, and we will discuss their role in prevention, intervention and compensation against early school leaving. Also, we will analyse what is the connection between second chance mechanisms and regular centres both compulsory secondary education and post-compulsory secondary.

Some questions that we will tackle on a crosscutting basis are: what features do have transitions between different educational levels and between different existing in the territory? What role do have different educational agents (administration, teachers, families, students) in reducing early school leaving and promoting opportunities for educational success for all? What policies concerning prevention, intervention and compensation should be developed?

With the collaboration

With the collaboration