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LUTTE CONTRE LE
DÉCROCHAGE SCOLAIRE

PLÉNIÈRE 1

LE DÉCROCHAGE SCOLAIRE : QUELS SONT LES ENJEUX ?

9 & 10 NOVEMBRE 2017

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Early school leaving: taking a holistic, differentiated and systemic international perspective on the issue

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- Cefai,C., Bartolo, C., Cavioni, P & Downes, P. (2017, forthcoming) *Curricular Reform in Social and Emotional Education across the EU. A review of the international evidence.* Luxembourg: Publications Office of the European Union.

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- Cedefop 2017 – Early Leaving from VET – Selfreflection Tool.

- Sartre *'Bad faith is to pretend something is necessary which is in fact voluntary'.*

- France: Early School Leaving

France			
2013	2016	Foreign-born	Native-born
9.7 %	8.8 %	16.3 %	8.2 %

- Key Guiding Principles (Downes Nairz-Wirth & Rusinaite 2017):
  - **Holistic** - Recognises the social, emotional and physical needs, and not simply the academic and cognitive ones, of both children/young people and their parents;
  - **Systemic** - Beyond individual resilience to **inclusive systems;**
 - **Differentiated** – not one size fits all.

Inclusive systems - Beyond Rutter's (1987) resilience in adversity (poverty, early school leaving, bullying, trauma) as superman or wonderwoman ! (Downes 2017).

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Holistic Systemic Issues:

Percentage of Socioeconomically Disadvantaged Students who Agree/Disagree with the Following Statements: School Belonging and Feeling Like an Outsider (PISA 2012, OECD 2012).

Countries	I feel like I belong at school, % Agree (S.E.)	I feel like an outsider (or left out of things at school), % Disagree (S.E.)
Austria	82 (1.6)	89.9 (1.1)
Belgium	63.5 (1.6)	88.4 (1.0)
Czech Republic	73.6 (1.9)	80.5 (1.6)
Denmark	69.3 (1.6)	90.3 (1.0)
Estonia	78.2 (1.8)	90.0 (1.3)
Finland	80.5 (1.1)	89.2 (1.0)
France	**38 (1.7)**	**73.2 (1.8)**
Germany	83.8 (1.6)	89.7 (1.4)
Greece	87.8 (1.2)	83.9 (1.4)
Hungary	83.5 (1.1)	85.6 (1.6)
Ireland	76.7 (1.5)	91.6 (1.0)
Italy	75 (0.9)	89.3 (0.6)
United Kingdom	74.9 (1.5)	86.9 (1.1)
OECD Average	**78.1 (0.3)**	**86.2 (0.2)**

- Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk for Transition:
  - Universal *(All);*
  - Selected *(Some, Groups, Moderate Risk) ;*
  - Indicated *(Individual, Intensive, Chronic Need)*
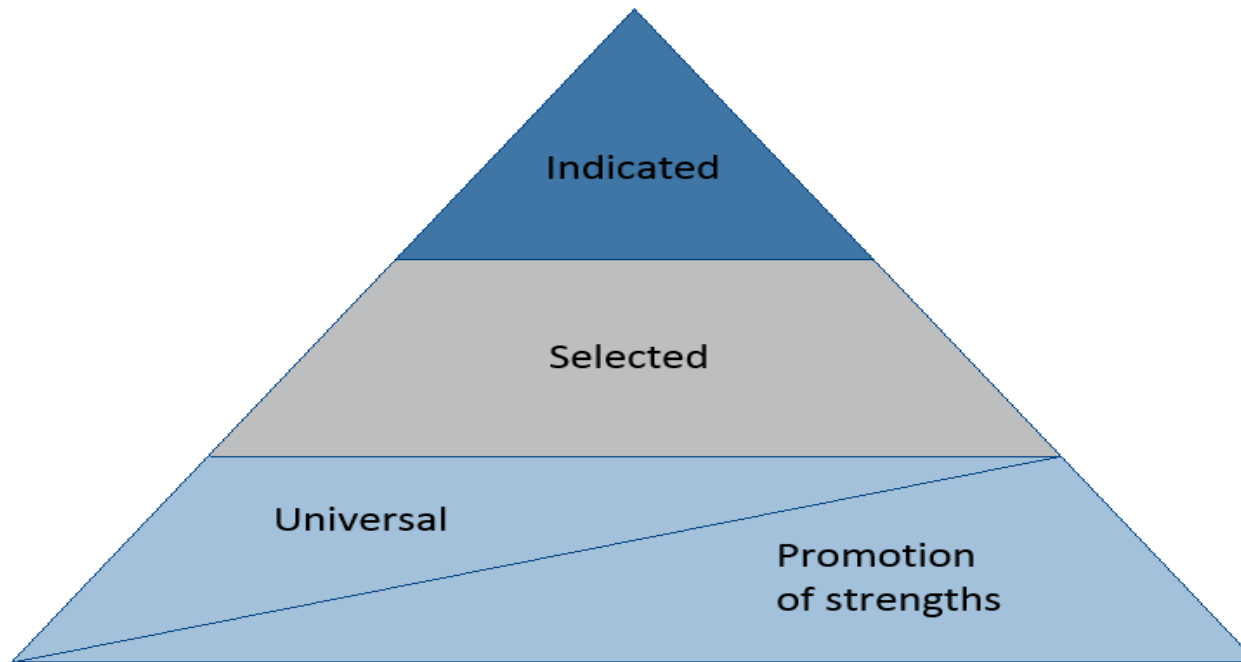
Universal Strategies

- Preventing Grade Retention and Postponing Tracking (OECD 2007, 2010).

- Preventing Child Poverty and its Impact on Mental Health (Kessler 2009, Annie E. Casey Foundation 2009, WHO 2003).

- Social and Emotional Education (children, teachers).

A Holistic Curricular Focus on Social and Emotional Education

- A study of more than 213 programs found that if a school implements a quality SEL curriculum, they can expect better student behaviour and **an 11 point increase in test scores** (Durlak et al., 2011).

- Durlak et al. (2011) highlight a range of SEL benefits indirectly related to bullying and school violence, for outcomes on SEE skills, Attitudes, Positive Social Behaviour, Conduct Problems, Emotional Distress and Academic Performance.

- Sklad et al.'s (2012) meta-analysis promote development rather than prevent specific problems such as bullying.
  - SEE programs showed statistically significant effects on social skills, antisocial behaviour, substance abuse, positive self-image, academic achievement and prosocial behaviour.
  - **SEE - Not the same as civic or religious education !**

- **UNIVERSAL AND SELECTED** – Initial Teacher Education Conflict Resolution Skills **Classroom Climate and Bullying: Discriminatory Bullying.**

- Elamé's (2013) 10 country European study regarding 'the fundamental importance' of teacher influence on discriminatory bullying:

  - Those immigrant and Roma students who think the teacher exhibits similar behaviour towards 'native' and immigrant and Roma children in the class are those bullied least in the last 3 months.

  - In contrast, 'those who declare that their teacher favours native children over immigrant/Roma students are **more vulnerable to suffer some form of bullying** [across the 10 countries]' (Elamé, 2013).

- Authoritarian teaching (Downes & Maunsell 2007, Pyhältö et al. 2010, Cefai & Cooper 2010, Downes 2013).

- WHO (2012) Modifications that appear to have merit include:
  - establishing a caring atmosphere that promotes autonomy;
  - providing positive feedback;
  - not publicly humiliating students who perform poorly;
  - identifying and promoting young people's special interests and skills to acknowledge that schools value the diversity they bring.

Paul Ricoeur (1978) 'Distanciation' between subject and object.

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Commission Staff Working Document (2011) Frequency of measures against Early School Leaving mentioned in National Reports across Europe
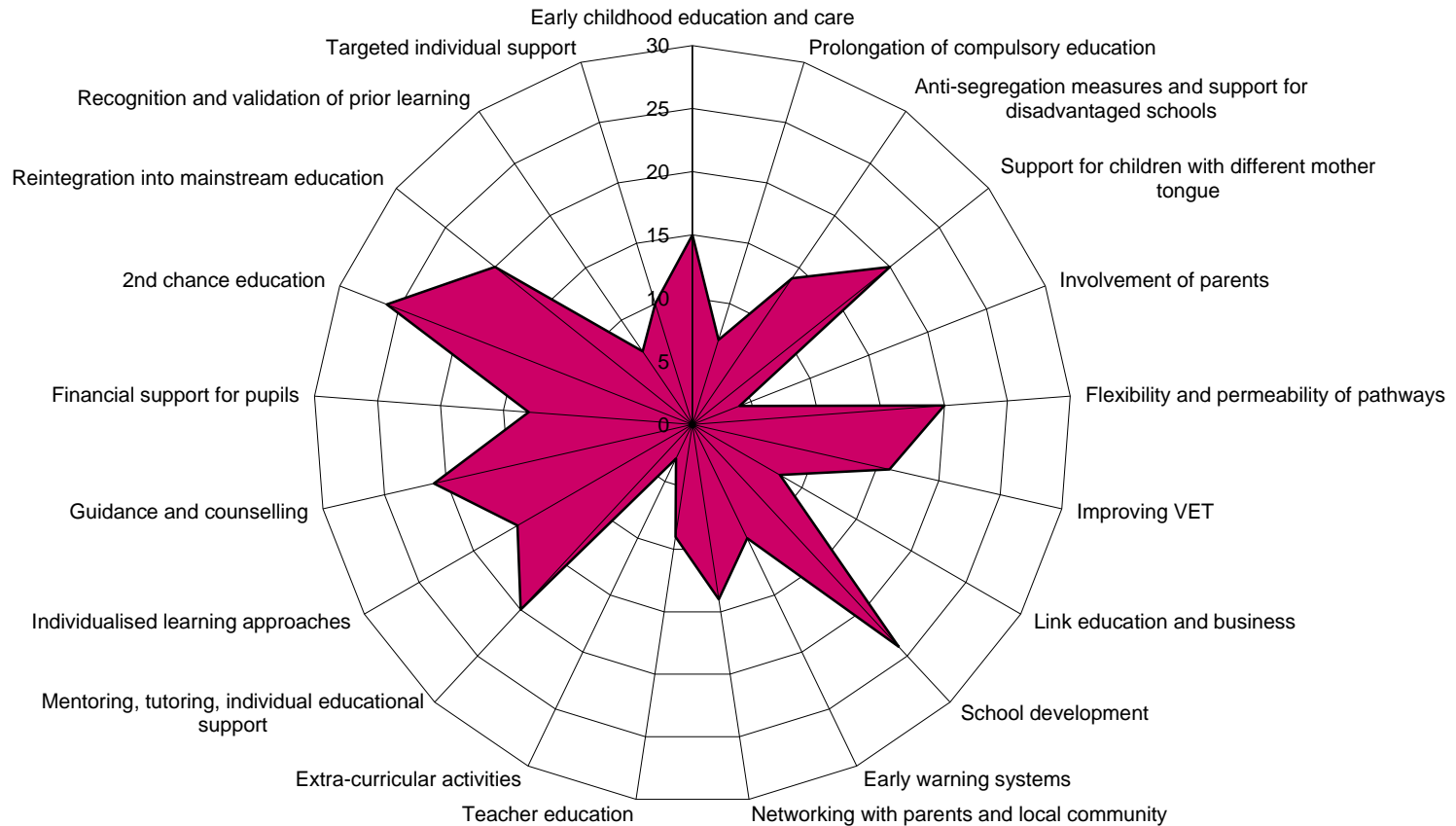
Parental Involvement (Downes, 2014a): Availability of School Site After School Hours for Lifelong Learning Classes for Parents

Country	On a scale of 1-3 where 3 means at least 80% of schools in your municipality open their doors after school hours for lifelong learning classes and 2 means at least 30% of schools do so and 1 means less than 30% of schools do so – which number best describes the situation in your municipality?
The Hague	3
Gijon	3
Tallinn	2
Stockholm	2
Antwerp	1
Usti	1
Munich	1
Nantes	1
Sofia	1

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Sleep aspects linked to academic achievement, mental health

- Taras & Potts-Datema (2005) note that most children need at least 9 hours of restful sleep each night and conclude that:

'The preponderance of literature that recognises the detrimental effects of sleep disorders is astounding and perhaps not fully appreciated among many primary care providers, school health professionals and educators'.

- Attention, reasoning and memory, moreover during prolonged periods of sleep restriction, the negative effects accumulate (de Bruin et al., 2016).

- Other international studies have shown a relationship between insufficient sleep and lowered academic performance (Blunden et al., 2001; Boschloo et al., 2011; Kronholm, 2015).

Selected and Indicated Prevention

Even apart from poverty related depression, emotional distress contributes to early school leaving:

- **LONELINESS: Frostad et al. 2015 – intention to drop out.**

Quiroga et al. (2013): 493 high-risk French-speaking adolescents living in Montreal.

- Depression symptoms at the beginning of secondary school are related to higher dropout mainly by being associated with pessimistic views about the likelihood to reach desired school outcomes; student negative self-beliefs are in turn related to lower self-reported academic performance and predict a higher risk of dropping out.

Quiroga et al. (2013) "interventions that target student mental health and negative self-perceptions are likely to improve dropout prevention".

The downward spiral of mental disorders and educational attainment: a systematic review on early school leaving (Pascale EschEmail author, Valéry Bocquet, Charles Pull, Sophie Couffignal, Torsten Lehnert, Marc Graas, Laurence Fond-Harmant and Marc Ansseau. BMC Psychiatry 2014 14:237).

- When adjusted for socio-demographic factors, mood disorders (e.g. depression) were significantly related to school dropout.

- Among anxiety disorders, after controlling for potentially confounding factors, social phobia was a strong predictor of poor educational outcomes .

- …as indicated by early school leavers themselves, were feeling too nervous in class and being anxious to speak in public, both representing symptoms of social phobia .

School Climate, Teasing, Bullying

- Cornell et al. (2013) "a climate of teasing and bullying in the school also deserves consideration. Notably**, the increased dropout count that was associated with Prevalence of Teasing and Bullying was quite similar to the increases that were associated with FRPM [i.e., poverty] and academic failure"**.

- Cornell et al. (2013) note that dropout programs often focus too narrowly on changes in individual students, without considering broader peer and school influences.

- Supports could intervene at an early stage to prevent the escalation of experiential processes, such as selfdoubting and double victimising, described in a Swedish context (Thornberg et al., 2013), hopelessness in a US context (Radliff et al. 2015).

Inclusive Systems Approach (Downes & Cefai 2016): There is **a striking commonality of interests with regard to strategic approaches for bullying prevention in schools and early school leaving prevention.**

These include:

- direct and indirect effects of bullying on early school leaving relevant to perpetrators, victims and bully-victims;

- common systems of supports;

- common causal factors;

- teacher professional development and preservice preparation issues;

- early warning systems to prevent the consequences of bullying through system level emotional, cognitive and social supports.

- ***France:*** **No Integrated National Strategic Response to Bullying and Early School Leaving Prevention** (Downes & Cefai 2016, Combined responses from three sources: Commission ET2020 School Policy Working Group of Senior Education Officials from National Ministries/ENSEC/NGOs surveys)

- Cross Government Cooperation on ELET (Early Leaving from Education and Training): Policy Areas Working with Education at Central/Top-Level, 2013/2014 European Commission/EACEA/Eurydice/CEDEFOP (2014, p.68).

- **France: Cooperation mechanisms exist/are being developed – Education and Social Affairs (not Health):**
  - Not tradition of cross-government cooperation at central/top –level;
  - Not Cooperation mechanisms currently being tested within projects.

**A Differentiated Approach to Involving Parents :
Family Support Services for High Risk Chronic
Need** (Multidisciplinary teams Edwards &
Downes 2013).

Systematic review by Lereya et al. (2013)
involving 70 studies which concluded that both
victims and bully/victims are more likely to be
exposed to negative parenting behaviour,
including abuse and neglect and maladaptive
parenting.

Need lead agency to coordinate
Services for migrants (Downes 2015).

- Universal: **Beyond OECD Ten Steps to Equity in Education 2007, 2010**
  - Increase Time Social and Emotional Education Curriculum;
  - Address emotional awareness skills and conflict resolution skills of teachers to prevent authoritarian teaching and to promote inclusive class and school climate;
  - Inclusive systems committees in schools to promote school belongingness, positive school climate, address loneliness.

- Selected Prevention:
  - Parental involvement focus on minority groups and inclusive school environment, parents' cafes/rooms etc., input into school policies;
  - Sleep awareness – reflective diaries of students, plans with parents.

- Indicated Prevention
  - Common system supports for early school leaving and bullying; prevention
  - Emotional supports for depression, anxiety, loneliness;
  - Multidisciplinary outreach teams for family support - complex needs.

Blunden S, Lushington K, Kennedy D., 'Cognitive and behavioural performance in children with sleep-related obstructive breathing disorders', Sleep Med Review, 5, (6), 2001, 447-461

Boschloo, A.; Krabbendam, L.; Dekker, S.; Lee, N.; de Groot, R.; Jolles, J., 'Subjective Sleepiness and Sleep Quality in Adolescents are Related to Objective and Subjective Measures of School Performance.', Frontiers in psychology, Vol. 4, No. February, 2013, p. 38.

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Overview of presentation

- Who is defined as NEET?

- How many young people are in the NEET group?

- Who manages NEET policy across the UK?

- Examples of interventions across the UK (past and present)

- Conclusions and recommendations

Who is included in the NEET population?

- Originally 16-18-year olds in the UK
- 16-24-year olds across the UK

Internationally:

- (15)16-24-year olds
- (15)16-29-year olds
- (15)16-35-year-olds

- Should we also include young people in marginal employment?

NEET Definition

- **Economically active (EA):**
  - (Young) People who are unemployed and actively seeking work)

- **Economically inactive (EI):**
  - (Young) People who are not in employment but are not seeking work. Reasons for inactivity include sickness (temporary and long-term), looking after family or home, student, retired and believes there are no jobs available (ONS, 2016)

- HOWEVER - not all countries include the EA group and some EI sub-groups in their NEET category e.g. Japan

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UK NEET Figures

NEET Figures for April to June 2017:

- 790,000 young people (aged 16 to 24) in the UK

- 11.1 % of 16 to 24 year olds (down from 16.5% five years ago)

- **41%** of all NEET young people in the UK were looking for work and available for work and therefore classified as unemployed:
  - 201,000 men
  - 124,000 women

- The remainder (**59%**) were economically inactive (EI):
  - 190,000 men
  - 275,000 women aged

Source: ONS (2017) Young People not in education, employment or training (NEET), UK: Aug 2017

Who owns the NEET agenda in UK ?

- **UK wide**
  - Department for Work and Pensions (DWP) manages welfare/benefits and new Youth Obligation

- **England**
  - Department for Education

- **Wales**
  - Welsh Government

- **Scotland**
  - Scottish Government/Skills Development Scotland

- **Northern Ireland**
  - Department for the Economy

Government level - Policy

- **England**
  - No specific policy apart from the Raising of the Participation Age (RPA), traineeships and apprenticeships

- **Wales**
  - Youth Engagement and Progression Framework

- **Scotland**
  - Youth Employment Strategy

- **Northern Ireland**
  - Pathways to Success

- **Local authorities (LAs)**
  - Responsible for mapping and tracking under 18s and supporting NEET group to the age of 18 (apart from young people with SEND)

Youth Engagement and Progression Framework

- **Welsh government**
- NEET prevention and re-engagement (16-24 year olds)
- 6 components
  - identify young people most at risk of disengagement
  - provide better brokerage and co-ordination of support
  - provide stronger tracking and transition of young people through the system
  - ensure provision meets the needs of young people
  - strengthen employability skills and opportunities for employment
  - provide greater accountability for better outcomes for young people
- Local authorities have the key leadership role

Activity Agreements: Pilot phase (2006-11)

- Trialled in **England**, eventually became policy in **Scotland**
- Tested the importance of 3 components in re-engaging the long-term NEET population:
  - **Financial incentives**
    £20 per week payment to young person, £30 per week to young person, £20 per week to parents/carers
  - **Intensive support**
    Low caseloads important as well as the development of one-to-one individual contact
  - **Individualised learning**
    - Commissioning tailored/ 'learner led' provision
    - demand for interpersonal skills and motivation to explore options within the local learning/training market

Activity Agreements: Evaluation methodology

The evaluation had three strands:

- **Quantitative Evaluation**
  - Survey data and differences analysis between pilot and control areas

- **Process Evaluation**
  - Case studies in all initial pilot areas

- **Programme Theory Evaluation**
  - In-depth individual studies to explore different aspects of policy delivery

- The evaluation extensions of **2008-2010** were subject to smaller evaluations than the **2006-2008** period and were based on survey and case-study methods

Activity Agreements: Evaluation results

- 3 months after participation, 49% of participants were engaged in education and employment related activities (36% in the control group)

- 28% of participants were studying towards a qualification, compared to 20% in the comparison group

- The three sides of the Activity Agreement triangle were equally important

  - The Allowance

  - The Activities

  - the Personal Adviser

- Programme deadweight was estimated around **72%**

Role of charities and philanthropic organisations

- National, regional and local initiatives, e.g.
  - The Prince's Trust
  - National Lottery
  - Foundations, such as:
    - Berkeley Foundation (London), EY Foundation (London), and Robertson Foundation (Scotland)
  - Local charities, such as:
    - TwentyTwenty (Midlands), funded by Private Equity Foundation (PEF) Impetus
- Use of Social Impact Bonds (SIBs) in NEET interventions

'Unknown' Destinations

- Unknown or unrecorded destinations are associated with under 18s group

- For the over 18s group, registration is linked to benefit/welfare receipt

- **57%** of NEETs aged 15–24 years were not registered with the Public Employment Service (PES)

    – Analysis of EU Labour Force Survey 2013 (Eurofound, 2015)

- Nearly **70 per cent** of the NEET and EI population (both males and females) in the UK are claiming benefits, compared to approximately **50 per cent** of the NEET and EA/unemployed population (54% of men and 42% of women)

    – (Maguire and McKay, 2016)

Conclusions

- Extension of the term 'NEET' has not coincided with significant policy expansion

- Increasing numbers of young people in England have unrecorded destinations and/or fail to register for welfare support

- There is no coherent NEET strategy across the UK.

- There are many good examples of effective practice across the UK

- Interventions are 'localised' and in England they are increasingly reliant on charities and philanthropy

- Questions remain about the future of interventions which are currently supported by EU funding

- Does the term NEET measure or disguise the scale of youth disengagement and disaffection?

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How the NEET group is defined, quantified and supported in the UK

Professor Sue Maguire

University of Bath

9 & 10 NOVEMBRE 2017

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The cost of school failure: the Estonian experience

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9 & 10 NOVEMBRE 2017

Education affects …

- **Wages** by increasing productivity

- **Tax revenue** by increasing taxable income and through general economic development

- **Health** by increasing incentives, skills and means to be healthy

- **Social security costs** by reducing the need for allowances, benefits and services

- **Criminal behaviour** by influencing values and reducing incentives to engage in criminal activities

School failure is …

- The failure of the **student** to achieve the minimum standard of cognitive skills deemed necessary for productive participation in the labour market and society in general, and at the same time the failure of the **school system** to provide services leading to successful learning.

- The concept is regularly simplified to the failure to complete some minimum level of education – *i.e.* **early school leaving** . In the case of the European Union, this means the completion of upper secondary education.

What do we measure?

- the difference between lifetime costs and benefits associated with **upper secondary education** compared to **lower secondary education**

General concept of estimating the costs of school failure

Euros

0

Age

- Cost of school failue - difference between u.s.e and l.s.e
- Costs and benefits of upper secondary
- Costs and benefits of lower secondary

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In this analysis, we look at …

- Net **wage**
- Tax revenues from **direct taxes** (income tax, social security tax and unemployment insurance contributions)
- Value of personal **health** (excluding the cost of health services)
- **Social security costs** related to allowances, benefits and old age pension (excluding costs of services)
- Costs of **crime** (mostly administrative costs, in case of human casualties also statistical value of life)

Costs of school failure over the life cycle …

depend a lot on what discount rate is used.

The higher the discount rate, the lower the impact of costs that occur later in life.
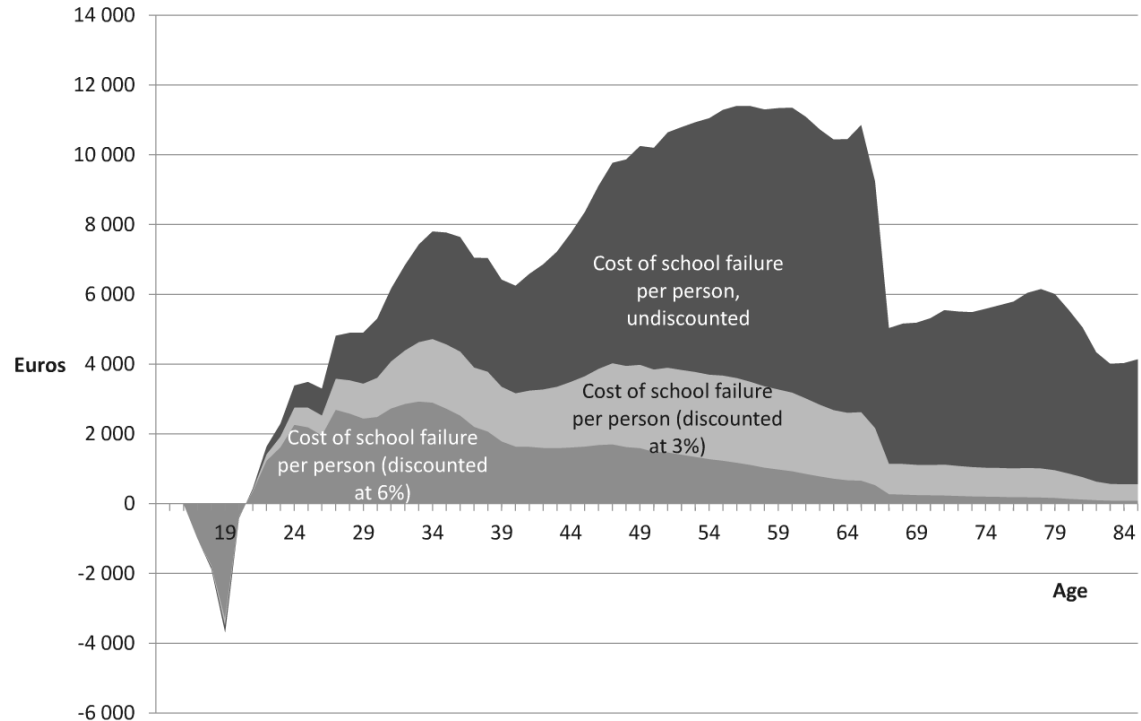
Usually a discount rate of 3% is used for developed economies, 6% is used for Estonian long term investment projects.

Taking all of this into acount...

If a person who has not attained an upper secondary school qualification were to complete this level of schooling, it is expected that the **net present value (NPV) of the savings for Estonia** associated with the receipt of this qualification would be **78 000 €** (at a discount rate of 6%).

Category	Value
1. Earnings	23 000
2. Tax revenues (payroll taxes)	15 000
3. Health capital	38 000
4. Social assistance	
4.1. Subsistence benefit	
4.2. Unemployment allowance	
4.3. Unemployment insurance	
4.4. Disability benefit	
4.5. Pension	-1 000
5. Crime	2 000
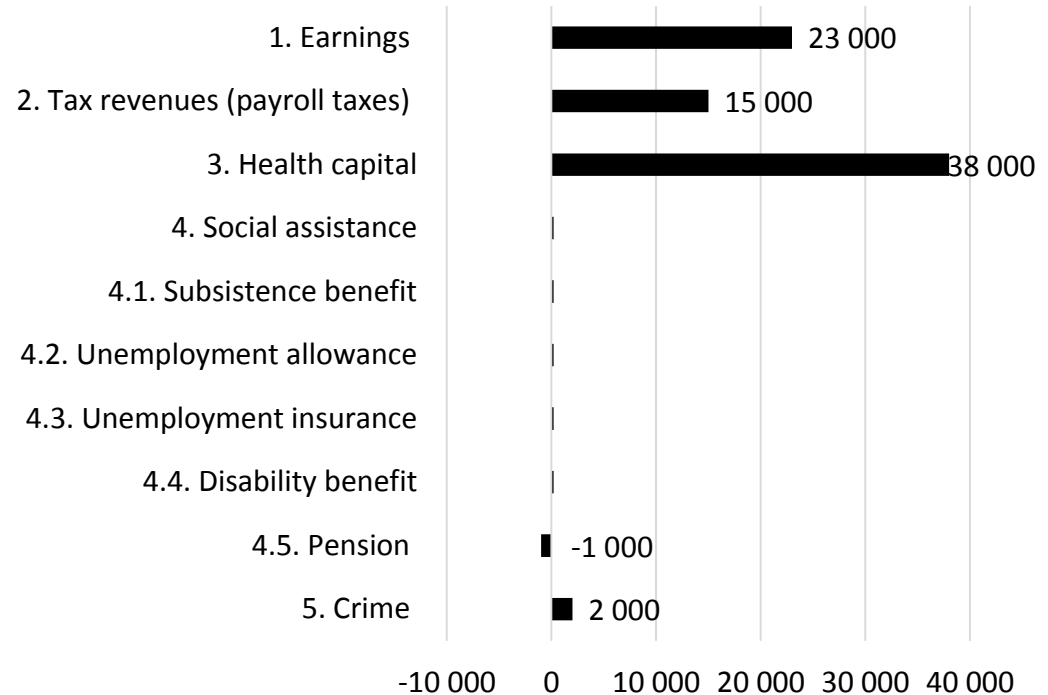
For guiding personal and public decisions ...

the direct financial gains
per person amount to
23 000 € (NPV) at the
individual level (via
higher wages) and
15 000 € (NPV) at the
government level (via
higher tax revenue and
lower social security
costs).
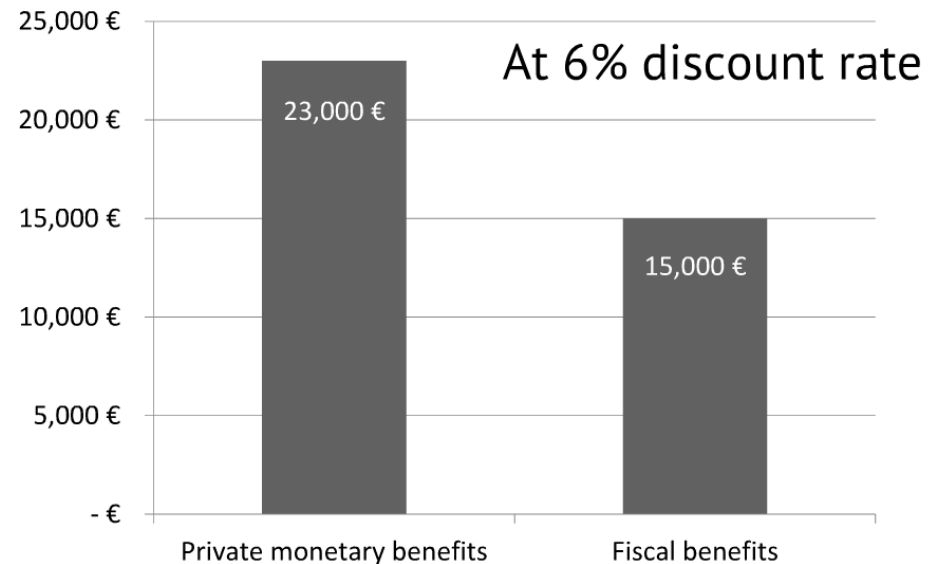
Therefore, any measure that is effective in cutting early school
leaving rates and costs less than 15 000€ per person will also
be financially beneficial to the Estonian government.

What should be done?

- There are a lot of different measures in Estonia, more attention should be devoted to assessing the effectiveness of these measures

- As a general principle, intervene as early as possible

- User-friendly early warning systems should be implemented

- For further suggestions from international experience, please see: *Lyche, C. (2010). Taking on the Completion Challenge: A Literature Review on Policies to Prevent Dropout and Early School Leaving" OECD Education Working Papers, No. 53.*

A word of caution

Correlation does not imply causality.

There can be other factors influencing both educational attainment and life outcomes (like health and earnings).

While bringing the average person with only lower secondary education to the level of a person with upper secondary education would be beneficial to both the individual and society as a whole, it is still questionable as to how much of this transformation can be accomplished via the education system.

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A multidisciplinary view on early school-leaving: exploring the Dutch case

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In this presentation

- Some facts on early school-leaving in the Netherlands
  - International comparison
  - Defining early school-leaving

- Measures taken to reduce the number of early school-leavers
  - Nationwide interventions: inclusive education and battling non-attendance
  - Regional responsibilities in the fight against early school-leaving
  - Personal incentives for staying in school

- Empirical results from the 2012 study

- Conclusion and discussion

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Figure 1 Total volume and number of annual early school-leavers in the Netherlands

Legend: % 18-24-year old early school-leavers ■ Number of new early school-leavers (12-22 years old)
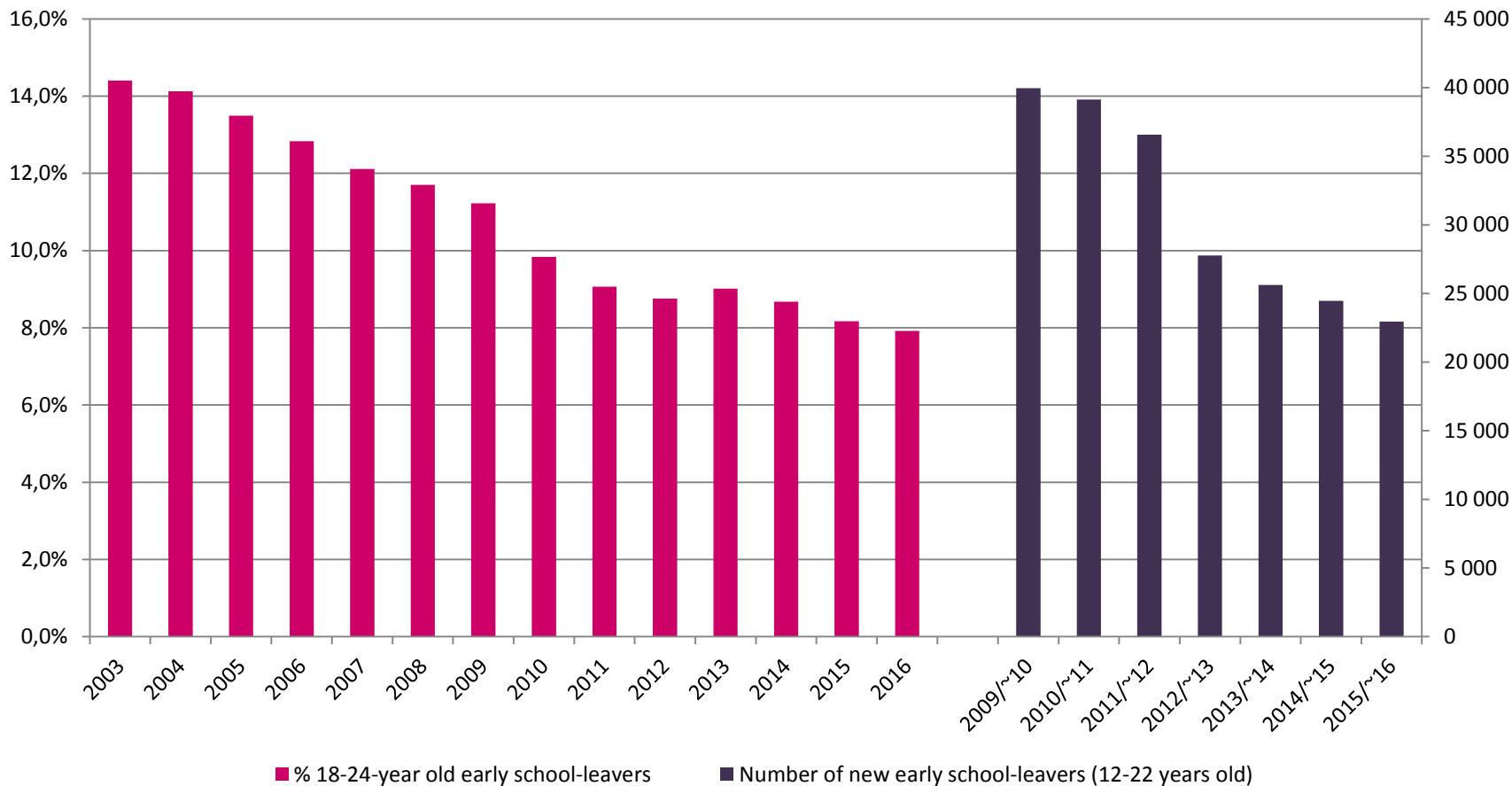
Figure 2 Early leavers from education and training by country, 2006-2016 (Eurostat)
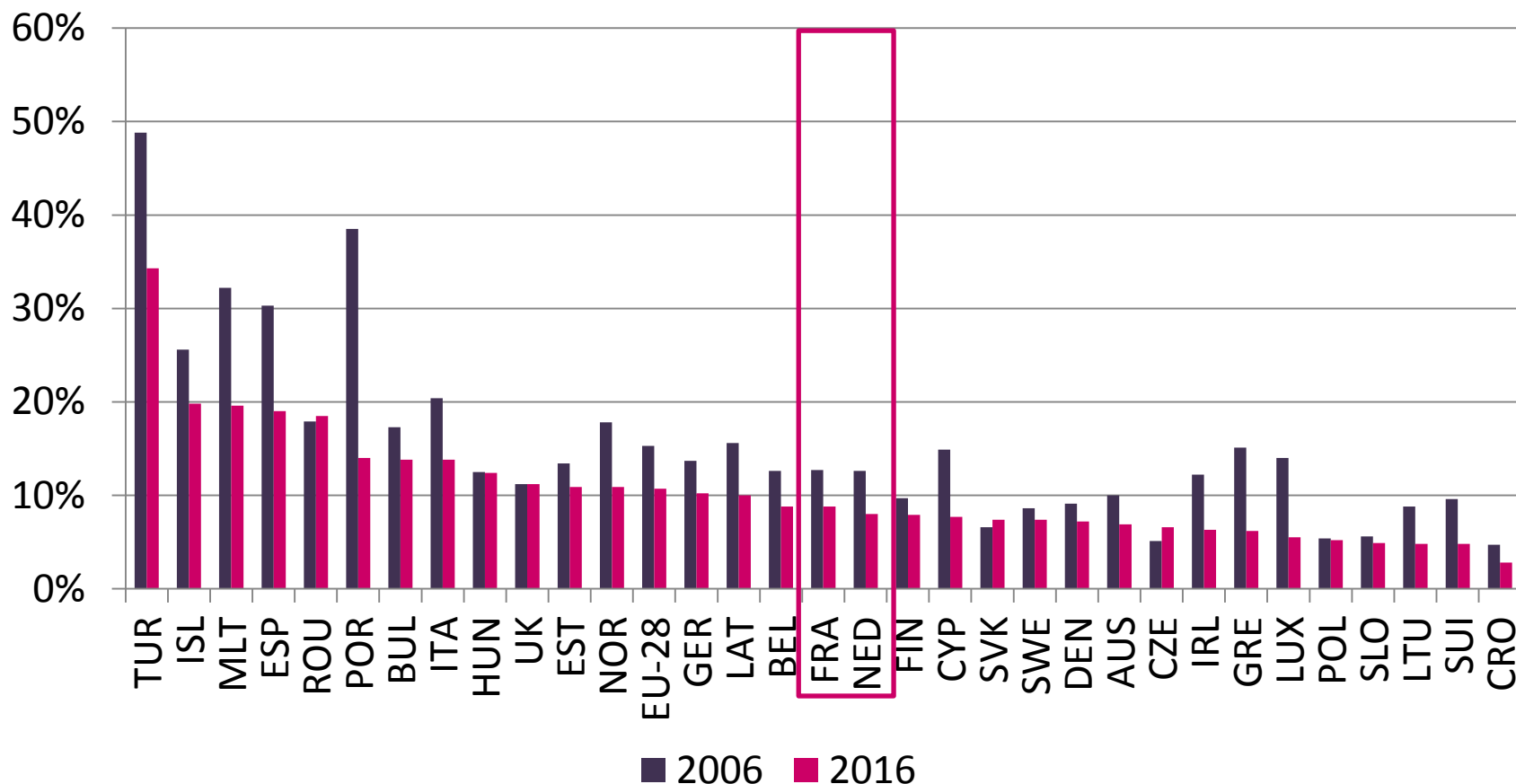
Figure 3 The Dutch educational system
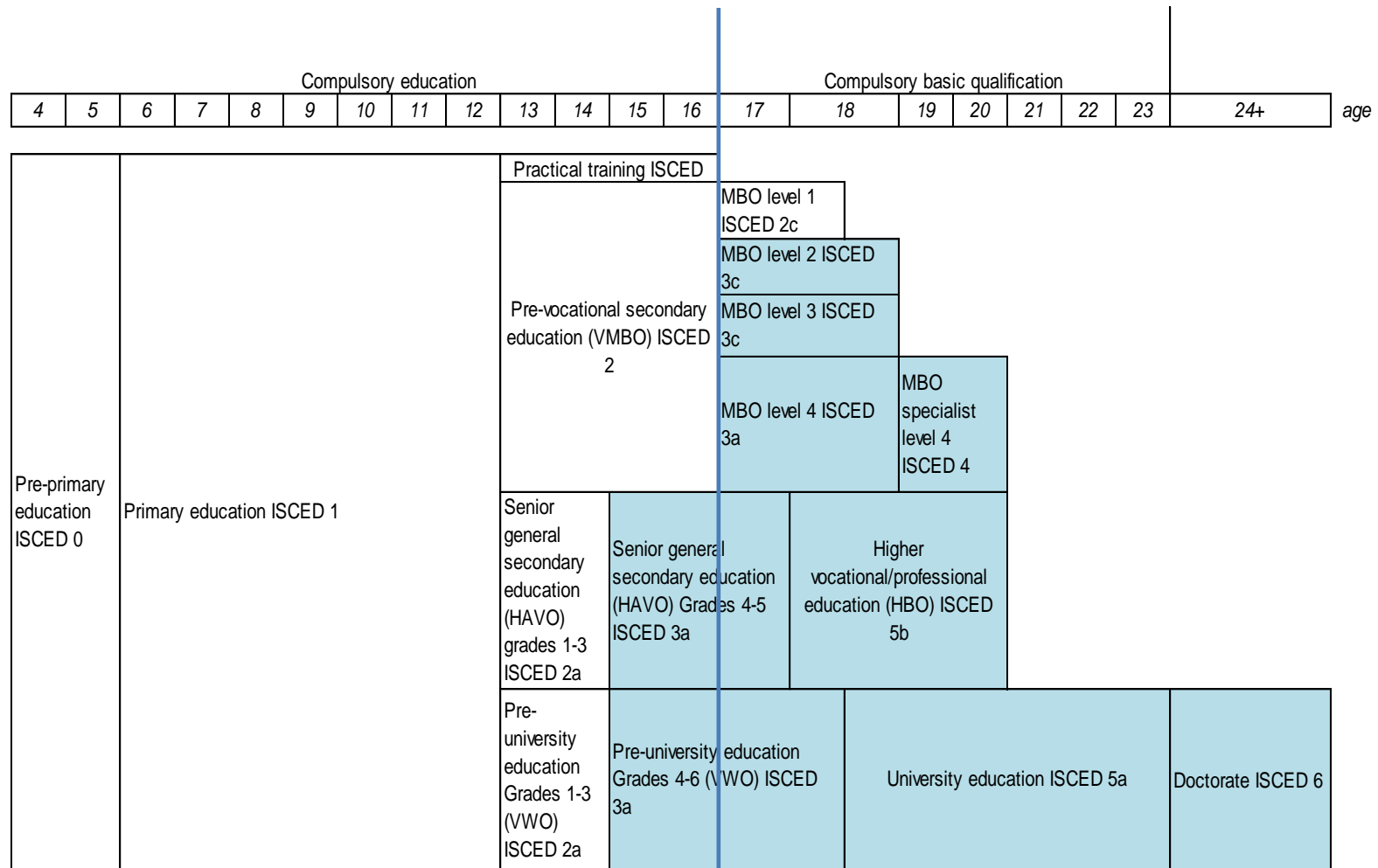
Definition of early school-leaving
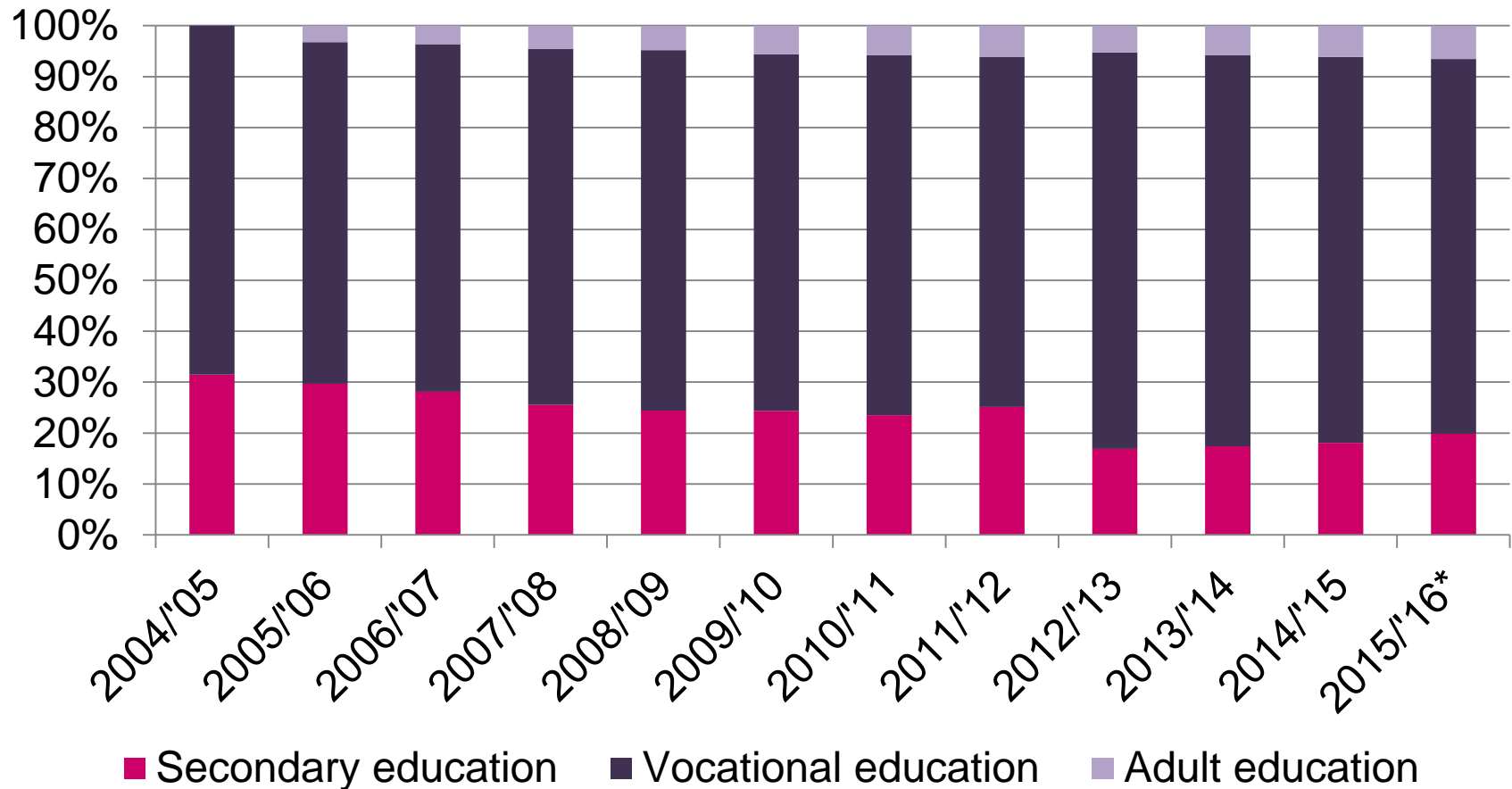
All 12-23 year olds who are no longer in education and have not attained a diploma at the level of either pre-college or pre-university education, or vocational education at level 2 or higher (i.e. 'basic qualification)

Figure 4 Early school-leaving by educational track, 12-22 years old, 2014/~15

Legend: ■ Secondary education ■ Vocational education ■ Adult education

Measures taken to reduce the number of early school-leavers

- Nationwide interventions: inclusive education and battling non-attendance

- Regional responsibilities in the combat against early school-leaving

- Personal incentives for staying in school

Figure 5 Number of children not attending school, 2011-2014 (Dutch Ministry of Education)
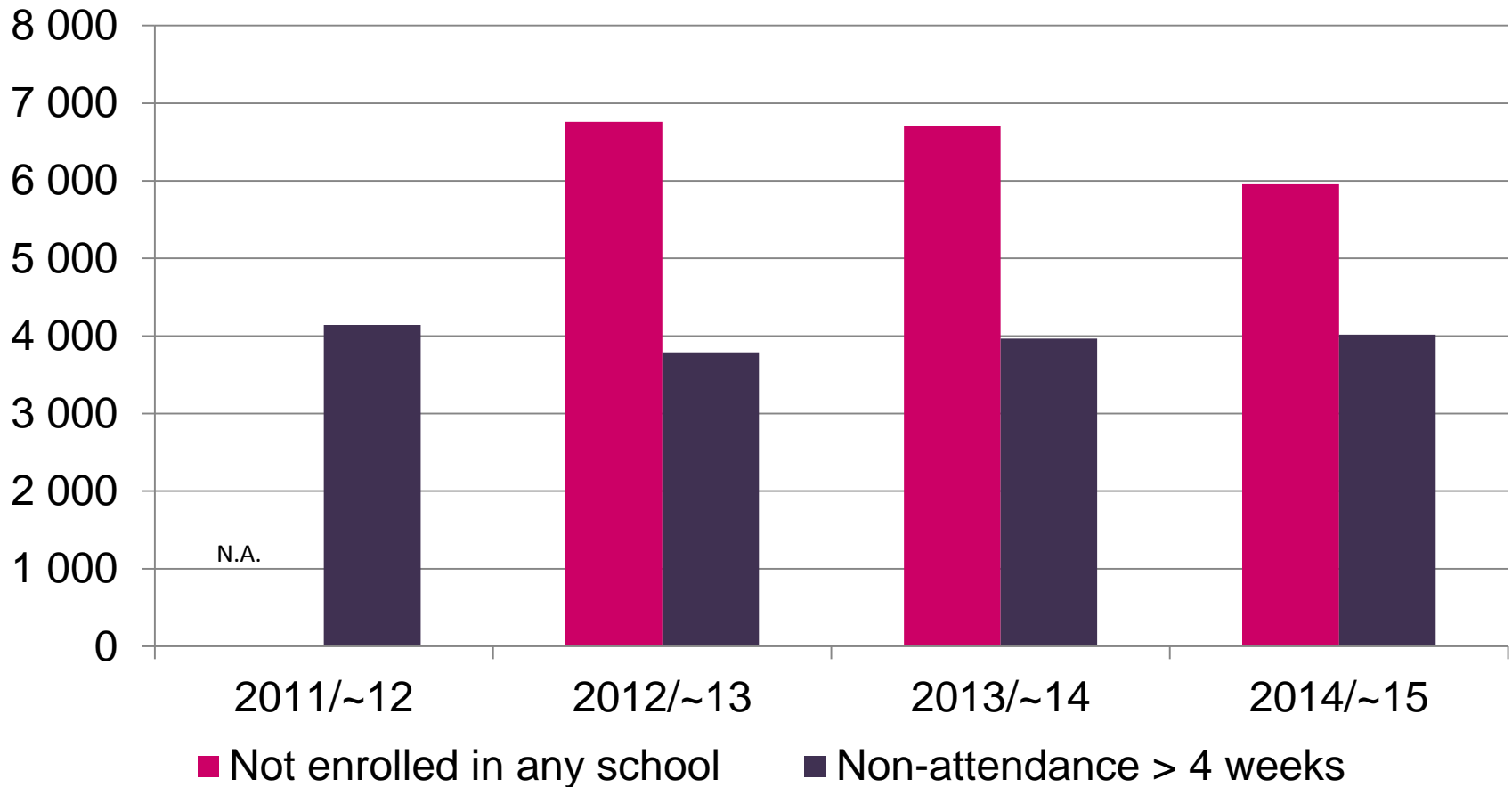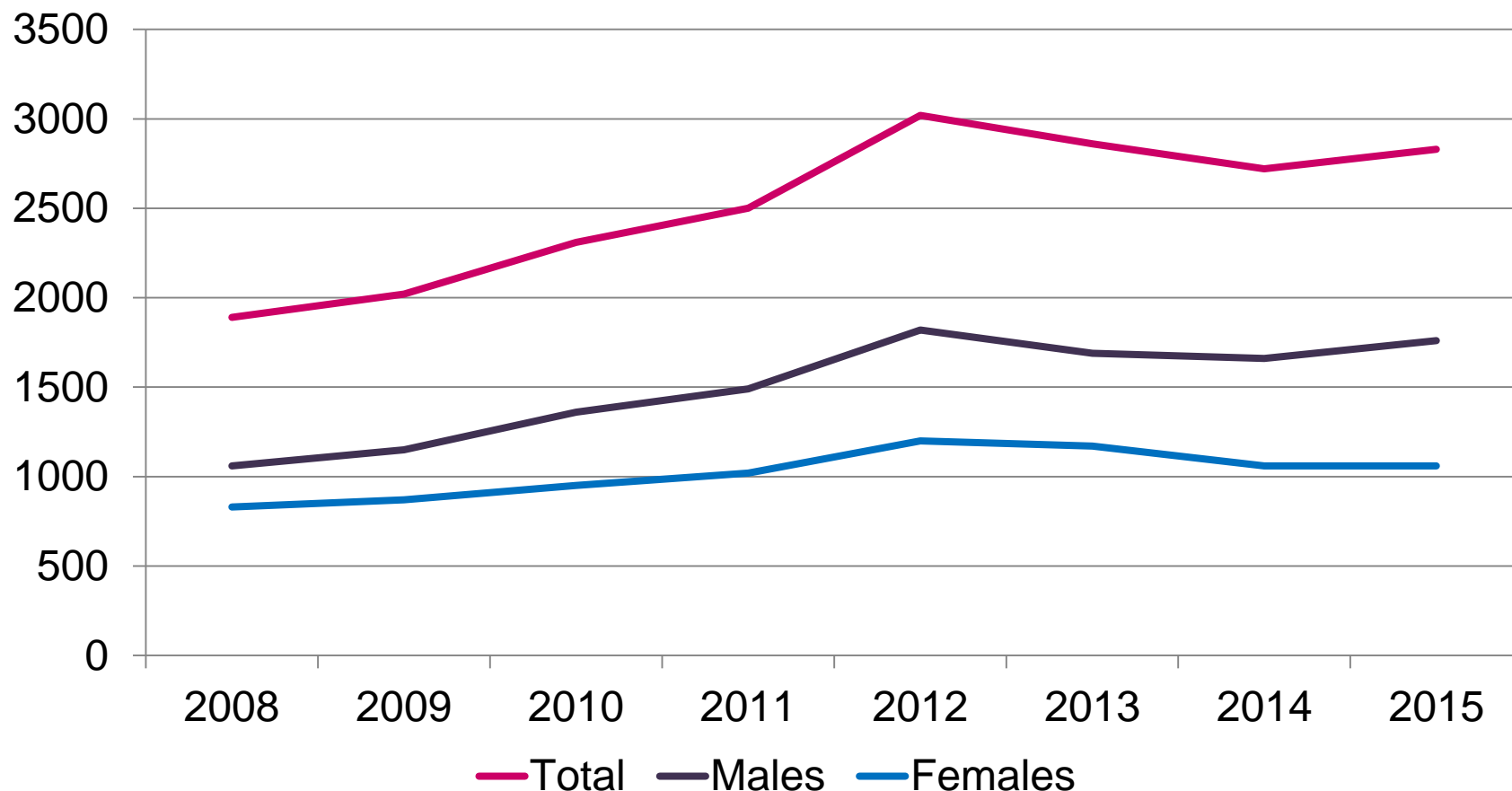
RMC: Best practices

- Friesland six-weekly meetings
- Eindhoven: online tool

Figure 6 Number of youth (12-18) with alternative punishment for illegal absence, 2008-2015

Topics addressed in the 2012 study

- The role of family resources, school composition factors and background characteristics

- Social bonding, juvenile delinquency and early school-leaving?

- Additional effect of non-cognitive abilities above and beyond cognitive ability

- Social networks

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Empirical results and policy implications

- Major mechanisms:
  - Individual abilities and preferences
  - Family resources (economic, human, social and cultural)
  - Class and school composition

- Importance of apprenticeship programs

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