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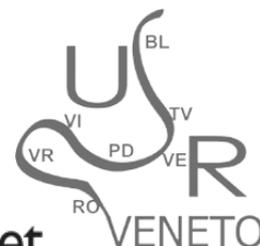
NEWSLETTER # 1

REVALENTO Quality by learning



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INSTITUTO EUROPEO
DE ESTUDIOS PARA LA
FORMACIÓN Y EL DESARROLLO



Semper Avanti
Stowarzyszenie



Folkuniversitetet

I.E.S. Hermanos Machado

SAXION

Il presente progetto è finanziato con il sostegno della Commissione europea. L'autore è il solo responsabile di questa pubblicazione (comunicazione) e la Commissione declina ogni responsabilità sull'uso che potrà essere fatto delle informazioni in essa contenute

La dispersione scolastica in Europa

Circa 5.6 milioni di giovani (18-24) in Europa abbandonano prematuramente la scuola e sono esposti al rischio di esclusione sociale e mancata partecipazione al mercato del lavoro per l'intera vita.



Esporre il 13.5% dei giovani a questo rischio crescente non è solo un'immensa perdita di potenziale umano, ma anche una seria problematica economica e sociale per la nostra società.



Detection of risk for Early School Leaving

The project aims to address the role and responsibility of school in relation to the problem of Early School Leaver (ESL). Rationale of and background to the project is based on:

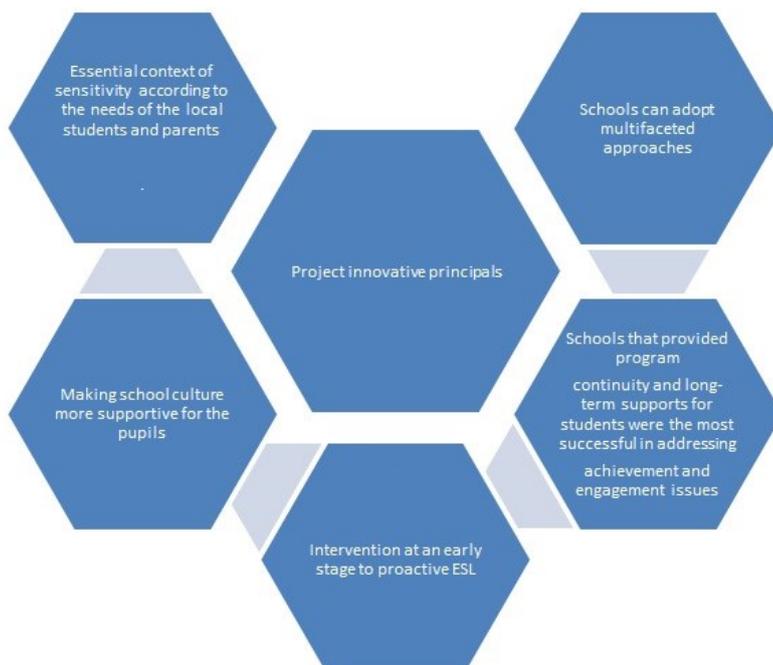
- a) a research project that Folkuniversitetet carried out among 9 upper secondary schools in Sweden concerning ESL
- b) the experiences of the partners in this proposal
- c) European and international research



During 2010, Saxon University and Folkuniversitetet initiated a study concerning ESL. The reason why Folkuniversitetet participated in the study was that Sweden was in a process to expand its start-up of new post-secondary schools which in Sweden include 10, 11 and 12 years of school. A follow up study was carried out in 2012. Both studies covered 9 schools in 7 municipalities, spread from north to south Sweden.

The 2006 years study showed that early school leavers were not a homogenous group. There were numerous reasons for a youngster to decide to leave the school early. When interviewed during the research project about their reasons for leaving school early, students emphasized particularly the individual student relationship with the teacher and/or the school culture, seeing the school as non-stimulating, and facing a lack of choice or inability to take subjects due to course or timetable structures. Other reasons include having poor results or not feeling smart enough to pass subjects at higher than Year 10 level; perceiving a lack of support, alternatives, relevance, and opportunity to be referred on for help and advice; and seeing school rules and regulations in a negative way.

The follow up study 2012 showed that the situation has gone worse. The above result is also confirmed by European research. ESL constitutes a tremendous waste of potential, for individual, social and economic development. On average, 53 % of early school leavers in EU are unemployed. Tackling early school leaving is a stepping stone towards improving opportunities for young people as well as smart, sustainable and inclusive growth. Further early school leaving creates high individual, social and economic costs.



According to European and international research from USA and Canada preventative emphasis is recommended, because it would be more efficient and effective than actions needed after drop out or when the process towards ESL has proceeded far. Schools cannot alone prevent all kind of ESL; however they can decrease the number of young pupils who are to enter the risk group to reach early school leaving. Our study showed that there is a need of an early warning mechanism or methodological tool which makes the school to pay attention to a pupil at risk at as early stage as possible and take proper actions to prevent ESL. This project aims to address the lack of such mechanism.