



DROP IN

DROP'INSIGHT

**Quantitative and
qualitative research
on early school
leaving (ESL)**



Co-funded by the
Erasmus+ Programme
of the European Union



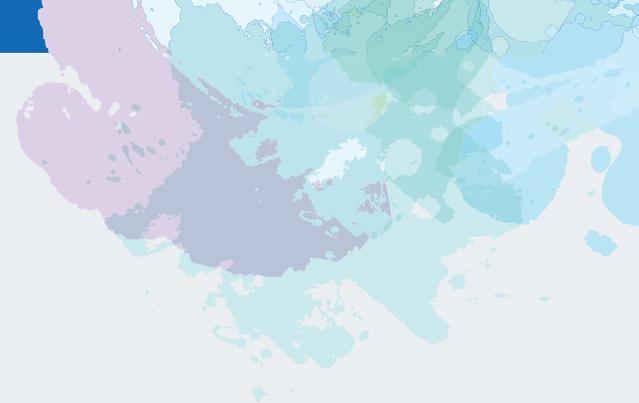
DROP'INSIGHT

**Quantitative and qualitative
research on early school leaving
(ESL)**

DROP-IN Project
2018-1-FR01-KA201-047884



Co-funded by the
Erasmus+ Programme
of the European Union



The hereby report was developed as a part of “DROP-IN” project, realized under ERASMUS+ PROGRAMME

Key Action 2 – Cooperation of innovation and the exchange of good practices
KA202 – Strategic partnerships for school education

Project coordinator: PISTES-SOLIDAIRES (France)





Contents

About the project.....	3
About the research.....	5
Findings from desk research.....	6
Statistical data at EU level.....	6
Causes of early school leaving.....	8
Social reasons.....	8
Economical reasons.....	9
Educational and behavioural reasons.....	9
Ethno-cultural reasons.....	9
Health related reasons.....	10
National approach to deal with ESL.....	11
Best national practices.....	12
France.....	12
Italy.....	13
Latvia.....	15
Bulgaria.....	16
Early school leaving and the labour market.....	17
The role of non-formal education.....	18
Focus groups and interviews.....	22
Conclusion.....	32
Bibliography.....	34

About the project

Dropping out of school is a real social issue. More than 1 out of 10 young people in EU are school dropouts. Indeed, unemployment amongst young dropouts exceeds 40%. The EU has made the fight against dropping out one of its priorities and aims at reducing the drop-out rate to less than 10% by 2020.

This is what DROP'IN proposes: Formal and non-formal education must meet in order to fight against ESL and to motivate the pupils: creating an innovation by exploiting these two complementary environments. We mean by these motivating youngsters who dropped out, so they can go back to school and become again actor in their learning process.

In practical terms, this includes the introduction of non-formal methods in schools thanks to a partnership between associations, municipalities, universities, parents and schools where teachers and non-formal education experts lead innovation together and collaborate at each step of the project.

The transnational dimension of the project is essential: early school leaving is a reality in the

partner countries where policies and experimentations are being implemented in order to reduce the ESL rate. The partnership allows an experimentation in various contexts to provide a suitable solution to European realities (rural environment, urban environment, migrant students ...)

Goals:

- To struggle against schools 'dropping-out;
- To fight against unemployment due to this issue;
- To motivate youngsters to become actors in the society and to give them self-confidence;
- To create a strong relationship between teachers and pupils in order to motivate them and create a feeling of confidence.

General objectives:

- To collect non-formal education techniques that can be used in schools;
- To transfer knowledge and know-how from experts to teachers;
- To strengthen the capacity of teachers to integrate non-formal activities into their professional environment.



Specific objectives:

- To create a partnership between associations, municipalities, universities, parents and schools. The goal is to create the ability of bringing together and involving the educational community;
- To make an inventory of the training needs for teachers;
- To give the possibility to the teachers to participate in a training using only non-formal education methods.

About the research

“DROP’INSIGHT” is a quantitative and qualitative research on early school leaving (ESL) in the project partner countries (France, Bulgaria, Italy, Latvia, Belgium¹) and the national approaches to fight against ESL and address the needs of teachers and other pedagogical experts.

Aims of the research:

- to draw up a state of the art regarding ESL in all partner countries – rates, causes;
- to describe the national public policies developed to fight against ESL;
- to identify innovative projects and initiatives that have been implemented to increase students’ motivation;
- to identify training needs of teachers in the partner countries

The state of the art research was conducted by using a mixture of methods: desk research, focus groups and face-to-face interviews. The desk research was used to gather information about statistical data,

1 The University of Leuven (the Belgian partner) carried out the study on a very specific level: it analyzed university research projects carried out in Europe on the project’s themes.

the national approach to ESL and the best practices for fighting ESL. The face-to-face meetings (focus groups and interviews) aimed to identify the professional reality of teachers and pedagogues and to understand their current needs which will ensure that the following project products will be tailored to the specific needs of the final users.

In addition to mapping the current situation in each country, the research will provide added dialogue with individuals with key engagement roles with the target group to seek their views on the current gaps and how these are best addressed.

The research within the DROP-IN project was conducted in five partner countries: France, Italy, Latvia, Belgium and Bulgaria. Each partner undertook the desk research and face-to-face meetings in their local area and after that wrote the findings into a national report. A common report format and questions were discussed and agreed by all the partners also during the project kick-off meeting in November 2018. That ensured a consistency of approach and enabled the results from each partners’ report to be meaningfully and objectively compared and summarized.



The questions used in the research were designed to provide pointers to the answers the research is looking for. They were not, however, exclusive, should other relevant information be available that also informs the subject matter.

The DROP-IN research was conducted in the period December 2018 – March 2019.

Findings from desk research

Statistical data at EU level

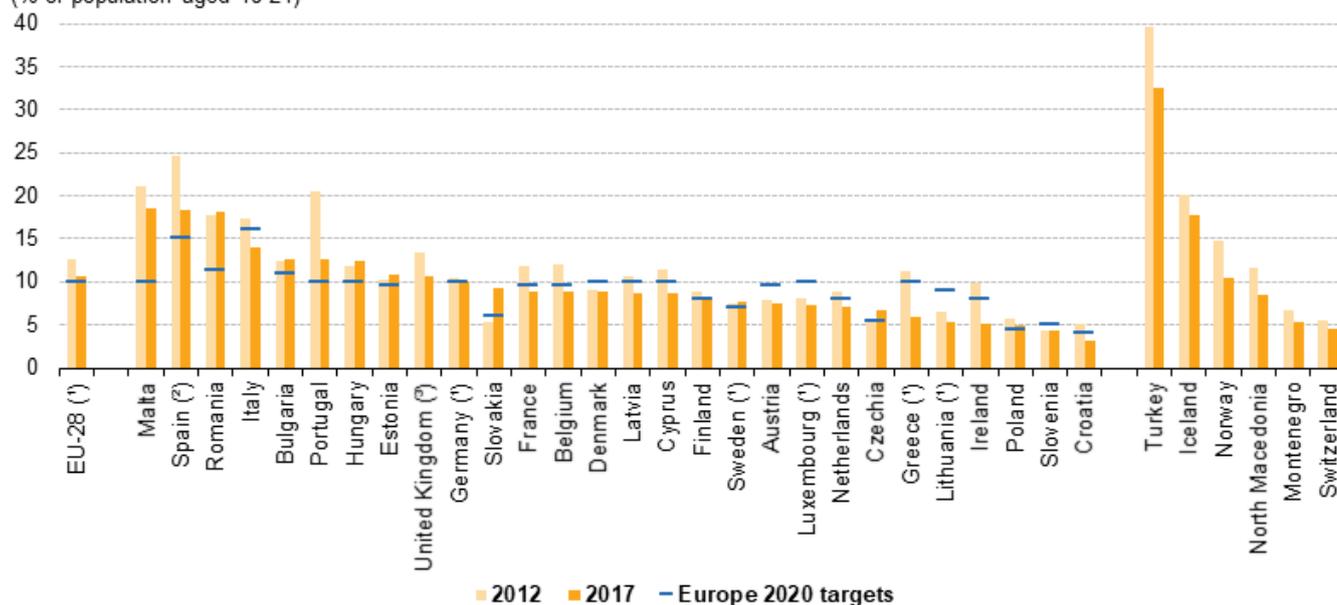
In 2017, an average of 10.6 % of young people (aged 18-24) in the EU-28 were early leavers from education and training, in other words, they had completed at most a lower secondary education and were not enrolled in further education or training. 12.1 % of young men and 8.9 % of young women in 2017 in EU were early leavers from education and training.

Early leaver from education and training, or early school leaver, refers to a person aged 18 to 24 who has completed at most lower secondary education and is not involved in further education or training; the indicator 'early leavers from education and training' is expressed as a percentage of the people aged 18 to 24 with such criteria out of the total population aged 18 to 24.

Among the EU Member States, the proportion of early leavers in 2017 ranged from 3.1 % in Croatia to 18.6 % in Malta (see Figure 1).

Early leavers from education and training, 2012 and 2017

(% 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)

As part of the Europe 2020 strategy, nearly all of the EU Member States have adopted national targets for this indicator, and these are also shown in Figure 1. By 2017, the proportion of early leavers was already below the national target in 14 of the Member States, but remained above the national target for 13 of the Member

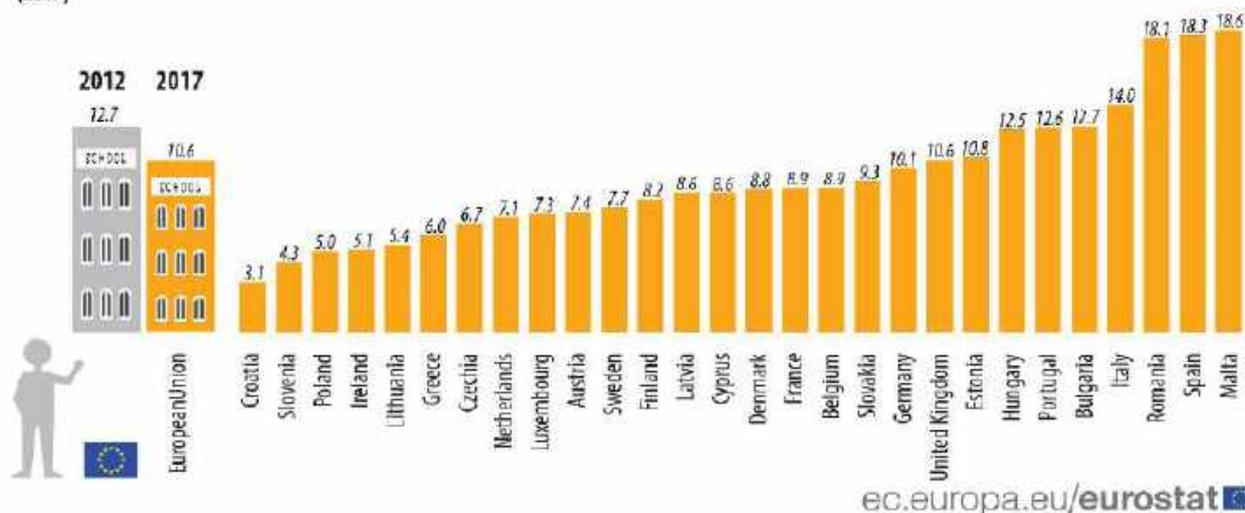
States².

According to Eurostat in 2017 the percentages of early school leavers in the partner countries are the following:

- Latvia – 8,6%
- France – 8,9%
- Belgium – 8,9%
- Bulgaria – 12,7%
- Italy – 14%

One out of ten young people in the EU have completed at most a lower secondary education and are not in further education and training

Early leavers from education and training (% of population aged 18–24) (2017)



² There is no national target for the United Kingdom

Causes of early school leaving

Regardless the country, early school leaving is always caused by a complex mixture of reasons but the ones that stand out the most are mainly of socio-economic nature. In the period of elementary education school truancy or its leaving to a great degree are related to family and community reasons. In the higher levels of education, apart from the abovementioned factors, the environment, in which the young people find themselves, the lack of well-trained pedagogues to work with them, the absence of additional qualification for the teachers for coping with youngsters demotivated from participating in the educational process, also have an impact. Along with these factors serious influence exercise the poor performance at school, low academic motivation, lack of perspectives for future professional realisation, bullying, etc.

Social reasons

The social reasons have considerable influence on the early school leaving and have various aspects. The most common ones are related to the family environment:

- Functional illiteracy and/or low educational level of parents, siblings, and subsequent low

educational expectations;

- Negative example - Family history of early school leaving
- Family problems (unemployment and poverty, disagreements, conflicts, stress and crises in the family, the negative impact of the home environment, broken families, children and students at risk of committing antisocial acts, students having hard to cope with conduct, or which disagrees with the law, domestic violence, disregarding the right of choice of the children, imposing severe punishments, etc.)
- Lack of parental support (limited interest in school activities and few school contacts)
- Immigration status – students from vulnerable groups and migrant communities are exposed at greater risk of dropping-out of school prematurely

Apart from the family, the social environment and circle of friends have a great importance for the students. Hanging out with peers with antisocial and risky behaviour or simply with those who don't pay much attention to their education could impose significant influence on the decision to skip classes or drop-out of school.



Economical reasons

Unemployment, low income, lowered standard of living and poverty place many children in conditions, which lead to increasing the risk of dropping out of school. As consequence of the financial and economic hardships, many children are forced to help their families, which leads to interrupting their participation in the learning process. Large is the share of the families who work abroad, while the children are left behind to grandmas and granddads or other relatives who do not exercise control effectively or do not encourage the participation of the children in the educational system. In this category could be placed also the location factors (huge travel distance to school / time needed to attend school, rural living).

Educational and behavioural reasons

They encompass a wide range of problems: low levels of academic achievements and difficulties in learning the taught content, weaknesses in the methodology of teaching and the organization of learning. The educational reasons are related also to the methods of evaluation and assessment, teacher qualification, learning habits, negative mind-sets of the participants in the educational process and lack

of motivation, poor quality of the textbooks, and dislike of some school subjects. The large number of absences, the lack of adequately efficient system for control over the manner of their tracking and recording, the deteriorated discipline, violence and aggression at school, the low academic scores, are also processes happening inside the schools. Many students do not have a sense of belonging to the school institution; they often feel misunderstood and unfairly treated by the teachers. Some personal reasons like low self-esteem, stress, anxiety, emotional problems, depression are also very common and if not detected and treated on time could cause early school leaving and even social isolation at later stage.

Bullying and harassment are reality in all schools worldwide. Sadly, moral, verbal and even physical harassment sometimes can go to brutality. If the school staff doesn't interfere on time the school becomes a place of anxiety, fear and frustration for the bullied students. Consequently, they do not want to come back and feel different because they are treated differently from the others. In their eyes, they become the outcasts of the class and feel alone because no one considers them as important.

Ethno-cultural reasons

The ethno-cultural variety finds expression in the specific ethnic, religious and language aspects. The strongly effective internal rules of the group and the pressure of the ethno-cultural traditions among vulnerable ethnic communities and groups presuppose the specific reasons for early school leaving absence of cognitive motivation, low degree of eagerness for school, the parents lack motivation for their children to receive education, etc.

Health related reasons

In the context of the policies for development of inclusive education the trend to integrate children with special educational needs in the general education schools continues. The risks for early school leaving are related to insufficient training of the kindergartens and schools to include these children. All the factors inherent to the facility amenities, educational environment, human and financial resources that do not correspond to the requirements for applying the principles of inclusive education are also part of this category.

Early school leaving is linked to unemployment, social exclusion, poverty and poor health.

There are many reasons why some young people give up education and training prematurely: personal or family problems, learning difficulties, or a fragile socio-economic situation.

The way the education system is set up, school climate and teacher-pupil relations are also important factors.



National approach to deal with ESL

The Council adopted the strategic framework for European cooperation in education and training in May 2009. It sets out four strategic objectives for education and training in the EU: making lifelong learning and mobility a reality; improving the quality and efficiency of education and training; promoting equality, social cohesion and active citizenship; and enhancing creativity and innovation (including entrepreneurship) at all levels of education and training.

This strategy set a number of benchmarks to be achieved by 2020, including that the EU-28 share of early leavers from education and training should be not more than 10 %. This benchmark is also one of the Europe 2020 strategy targets and previously formed part of the European employment strategy (subsequently incorporated into the Europe 2020 strategy), which specifies that the share should be below 10%. Reducing early school leaving to less than 10% across the EU countries by 2020 is one of the EU Commission's priorities in education. The EU doesn't have the authority to directly define and intervene with the national laws, regulations and policies but it works closely with all member states to

implement comprehensive strategies to prevent early school leaving, as well as ensure intervention and compensation initiatives to engage early school leavers in education and training.

In most countries does not exist unified and integrated strategies and policies for preventing and fighting against school dropout. Nevertheless, the main objectives, recommendations and measures to combat ESL are defined at national level by various means – laws, decrees, policies, strategies, action plans, etc. During the last years, all member states implemented educational reforms at different levels and with different effect, but the fact that the ESL rate dropped with 2% for the last 5 years shows that the implemented measures are successful and we are on the right track. Achieving one of the aims of Europe 2020 strategy - to reduce school dropout below 10% among EU-28 seems very feasible.

Since the causes and effects of ESL are complex and inconsistent, the policies to reduce early school leaving must address a range of issues and combine education and social policy, youth work and health related aspects. In order the measures to be implemented

successfully and to help achieving the aimed results they should not be aimed only at the students but also should involve their parents as they play a crucial role in the educational process. Teachers, pedagogical staff, local authorities, NGOs and other stakeholders should be also involved in the process.

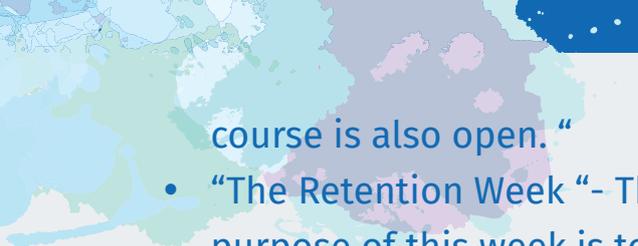
Best national practices

France

- CNEC: National Council for the Evaluation of the Developed School System has many resources to identify the warning signs of dropping out, develop alternatives to prevent dropping out, create links with families furthest from school, support students in their development, and develop the life of the school.
- The Lucie Aubrac college in Givors (Lyon Academy) has carried out an experiment on the CM2-6e transition. It uses an observation grid that allows teachers to identify vulnerable fifth graders. The following categories are included in this grid: lack of autonomy, introverted or overly influenced, significant anxiety on the part of students or their parents,

etc. The students selected will be able to discover their future college to in a fun way and they will become ambassadors for the other children of their generation. Thanks to this method, they create links and regain self-esteem.

- The city of Montreuil (Académie de Créteil) offers a welcome for temporarily excluded schoolchildren to all its colleges. The principle is the following: different parties will sign a contract: is parents and the child. Different activities are offered to students: activities around self-esteem and social skills, debate around school, feedback on punishment, conflict management and non-violent communication. After the second sanction, the students will contribute to a volunteer action in a local association (Restos du coeur, Compagnons bâtisseurs)
- This program is a success and it replaces institutional exclusions, it allows to reduce the number of disciplinary boards
- The Jules Fil high school for polyvalent trades in Carcassonne has set up a project with teams of students/parents/teachers with the aim of taking 10,000 daily steps. A “family step”



course is also open. “

- “The Retention Week “- The purpose of this week is to highlight all that will be accomplished during the school year and the results produced. This week emphasizes all actions and efforts produced all along the year. It brings together all the actors concerned with early school leaving members of the educational and training community, parents, communities, associations and young people. Thanks to this week, exchanges are strengthened, and the interest and motivation of young people can be fortified thanks to the many actors present and the richness of their exchanges and common interests. It is an opportunity to value young people, to encourage them, to congratulate them for their efforts, to listen to them about their motivations and aspirations.
- Second Chance Schools (E2c) Second Chance Schools (E2c) offer dropouts 6-month courses for a refresher course at the end of college. This offer also allows social and professional integration with important periods of internships in companies. The E2c welcome 15,000 young people with a 56% rate of positive outings and form a network of 46 schools on 110 sites spread throughout the country.
- L’Evide Epide, a public institution for integration into employment, resocialization is the main objective. It offers 8-month boarding school transfers to young dropouts without any qualifications or diplomas. There are 20 EPIDE centres in France. Military values are fundamental even if very few young people end up joining the army. Participants also take refresher courses.
- Adapted military service (ADM) and voluntary military service (VMS) These services concern young overseas residents aged 18 to 25, who are far from the labour market. Under the authority of the Ministry of Overseas Territories, adapted military service (SMA) is a military system for socio-professional integration. In 2009, the ADM committed to doubling its workforce by 2017 to reach a target of 6,000 beneficiaries. Committed to this social challenge, in 2015 the SMA

welcomed 5,764 young overseas residents in difficulty and posted a dynamic exit rate of 76.3%.

Italy

- Promoting well-being

The Institute of Clinical Physiology of the CNR (National Research Council) of Pisa designed a project that is addressed to pupils and teachers to raise their awareness on prevention, education and training programs, promoting information campaigns aimed at changing risk behaviour. Parents will be involved allowing them to help their child and to learn about his/her strengths and weaknesses.

- Encourage pupils to study

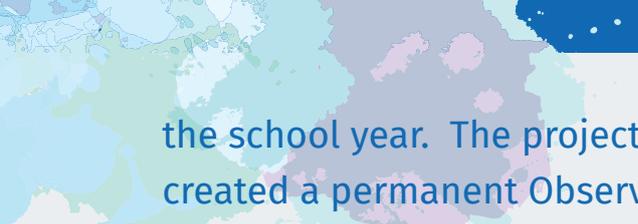
One way to encourage pupils to study is to promote a good channel of communication and a good relationship between teacher and student. The educational process must be experienced as an educational pact, the result of cooperation and co-responsibility between the teacher and the students. In the first months of January, the Municipal Department of the School of Palermo supported the “Week of Perseverance”. In all classes of some schools of the city, teachers presented readings, stories, films and examples of perseverance and motivation made

by pupils.

- Teaching about feeling and affectivity

EUMOSCHOOL – Emotional Education for Early School Leaving Prevention was a EU project funded by the ERASMUS + programme, which aimed at developing, testing and implementing emotional education within school environments providing an effective intervention model to reduce the phenomenon of ESL. The project is based on the EU level adaptation of the Italian methodology Didattica delle Emozioni© (Didactic of Emotions, DoE – for more information: <http://www.educazioneemotiva.it>), developed from 18 years of experience and investigation into emotional education, in order to improve the wellbeing and transversal key competencies of pupils with a view to reducing ESL whilst supporting the professional development of teachers and pedagogical staff.

- Monitoring and research INDIRE (National Institute for Documentation, Innovation, and Educational Research) in 2016 for the first time monitored an important action, involving 51,116 students, through 30 result indicators: 94.5% did not interrupt school attendance and 88% passed



the school year. The project has created a permanent Observatory of school dropout that brings together Municipality, schools and associations. The research examines the action to combat ESL in high-risk territorial areas (Calabria, Campania, Puglia and Sicily). In this context, 207 projects have been implemented in 828 schools (564 kindergartens, first cycle, and 282-second cycle) in the four regions. The model allowed the creation of a network at local level working with the schools and other 810 bodies between public administrations (165), non-profit associations (621) and cooperatives (24). The projects involved 51,116 students: 47,293 (92.5% - 25,425 males and 21,868 females) attended all the planned project activities, while 3,823 (7.5%) abandoned the projects. The initiatives involved 7,208 parents (84% mothers, 26% fathers), 6,632 teachers and 176 operators of non-teaching staff. The networks of schools involved in the projects have chosen as the main intervention topic, the reduction of school disaffection and the improvement of basic skills in Italian and mathematics.

- The FuoriClasse project Carried out by Fondazione Giovanni Agnelli and Save The

Children Italia Onlus provides an integrated approach with activities at different levels (students, teachers, parents). The project has seen the creation of several workshops focused on different topic/targets: 1) Motivational workshops aimed at promoting motivation to study, enhancing skills, strengthening pupils' self-esteem and increase their ability to overcome difficulties encountered at school. The structure of the laboratories foresees a first phase dedicated to the deepening of the project themes, and a second phase defined as an application in which the students decline the treated theme in concrete products of sensitization. 2) School camps: they represent a strengthening of the work that is carried out in the school environment, encouraging functional dynamics to the development of the class group as a deterrent to ESL. It is defined as "a way of doing school not in school". 3) Support to study: the activity aims to promote school success through a support to study able to bridge the educational gaps in students. 4) Meetings for teachers: courses aimed at renewing the motivation of teachers who sometimes declare themselves "missing" also because of the

inability to meet the requests submitted by multi-problematic classes.

Latvia

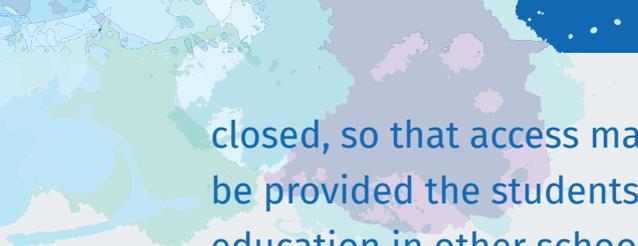
The State Education Quality Service has started the project “Support for Reducing Early School Leaving” (PuMPuRs, <http://www.pumpurs.lv/>) with the aim to reduce early school leaving and to implement preventive and intervention measures for learners from grades 5 to 12, and learners of professional education institutions. The project activities were aimed at raising motivation for learning and improving performance (individual consultation in the study subjects, support of the teacher assistant, the psychologist / social educator, consultative support); educating economic risk factors (covering public transport costs, catering costs) and providing support for social problems. 8 general education schools in Gulbene region have been involved in the project, including the two schools involved in the DROP'IN project. Depending on the available resources and the specifics of the children and young people at risk of ESL, the necessary support is provided, such as:

- Covers catering and transport expenses for Gulbene evening (shift) secondary school

- Individual consultation in study subjects and advisory support in Galgauskas Elementary School
- Social pedagogue, psychologist consultations and individual consultations on study subjects in Gulbene Secondary School N^o. 2
- Teacher assistant support in Staki Elementary school

Bulgaria

- In the frame of the National Programme “For more complete integration of students in compulsory school age “ (2007-2010) state funding was provided for: breakfast and milk /tea for each student in I - IV grades and the children in the pre-school preparatory groups and classes.
- The National Programme “Caring for every student” provides teaching in Bulgarian language for children of the preparatory groups and for students in primary and lower secondary education encountering difficulties, thus preventing retardation before it has its impact on the educational results.
- Under the National Programme “Optimization of the school network” funds were transferred to the municipalities, on the territory of which schools were



closed, so that access may be provided the students to education in other schools. The activities are financed for the education of students at compulsory school age in the protected schools and the classes with less than the minimum number of students, transportation expenses for the travelling children, for the full-day organization of the school day and for meals in the cafeteria for students in I to VIII class in the focal schools.

- Projects like “Chance to work”, “Increasing Employment Opportunities for Unemployed People through Quality Vocational Training”, “New Perspective” are focused on professional guidance and motivational training of youth that have dropped out of school or were not included in the educational system, and also on apprenticeships. The career guidance and consulting contribute to making an informed choice of educational and professional path by the family and the child, enhance being motivated to remain in school and acquire an educational degree.
- The entrepreneurship education

is of key importance both with respect to developing one of the eight key competences and because of its direct relevance to improving the basic skills of the students and increasing their motivation to remain in the educational system. Almost 80% of the schools are already conducting training at the beginning stage, 80 schools educate the students in V to VII class, while during the school 2012/2013 in many schools the profile “Entrepreneurship and business” was implemented after VII class.

As best practice at European level could be considered the School Education Gateway, a platform available in 23 official EU languages which offers policy makers and practitioners a wealth of resources and practical examples of effective practices to promote educational success and prevent early school leaving. The Toolkit is organised around five thematic areas which are key conditions for a whole school approach to early school leaving. Each area is further elaborated in the Toolkit and complemented with practical examples and measures.

Early school leaving and the labour market

Labor market characteristics showed a big influence on the ESL, the decision to drop out of school is seen in the framework of human-investment theory (Becker, 1964) whereby staying in school or leaving school can be considered as a rational choice where students try to aim to and balance between the opportunity cost and benefits of further schooling.

According to the research done by Cabus & De Witte in 2013: the youth unemployment rate, the general economic condition and the minimum wage are labor market influences on ESL. Unemployment rate can have several effects on ESL.

The overall adult unemployment rate may influence students' decisions in two different ways: if students notice that both qualified and unqualified adults have similar unemployment probabilities, they may be less inclined to continue education. A study by Tumino and Taylor in 2013 referred to this as the 'discouraged student' effect, where high adult unemployment increases dropout rates. Hence, the students see no need in staying in school since qualified adults are simply unemployed. On the other hand, if qualified adults face less problems in finding jobs, this

motivates young adults to continue in education because they realize that schooling may protect them from unemployment. If we consider youth unemployment, the current rate of youth unemployment and the related higher probability of unemployment secondary to early school leaving reduces the opportunity cost of further education and this encourage students to stay in school.

But, sometimes the generosity of the unemployment insurance system may decrease the threat of unemployment and its impact on ESL. Keeping in mind the effect of adult unemployment and the 'discouraged student' effect. This holds true in different European countries for example in the UK (Tumino & Taylor, 2013). But higher youth unemployment leads to lower rates of ESL in different European countries (Clarck, 2011; Petrongolo & San Segundo, 2002). Another study by Rumberger (2011) showed that unemployment of parents may lead to economic deprivation and childhood poverty which maybe a strong predictor for ESL. Poor families lack the material, human and cultural resources to support the education career of their children. A research conducted by Montmarquette et al. (2007) found that a higher minimum wage led to greater dropout because



young people who were considering leaving school were attracted by the high minimum wage, while the potential wage gain from further education was reduced. Pedace and Rohn (2011) who considered the effect of minimum wages on unemployment duration challenged this finding. They found that higher minimum wages lead to higher unemployment risks for early school leavers.

Other studies showed the role that school characteristics can play on the decision of school leaving. The education system can play a major role in that. European countries differ strongly in the way students are grouped together. Typically, there are two extremes: 1) the early grouping of students based on their ability such as in Germany & Austria and 2) a comprehensive lower secondary education such as in Sweden & Norway. The first type of grouping has been majorly criticized in the literature. Some recent results concerning the effects of early tracking concluded that it is related to the student's social background. It appears that in countries with early tracking, children from low socioeconomic backgrounds perform less well than those in countries without early tracking. In addition, for students with higher socioeconomic

status, there is no effect. This shows that early tracking increases social inequality in outcomes. A study by Jimerson et al. (2002) concluded that grade retention was one of the most powerful predictors of dropout, the reason for this is not clear and many theories have been proposed but a genuine causal relation has not yet been established.

Full-time secondary education is not the only way to obtain a diploma. In some countries, a student can enroll in second chance education or a lifelong learning program. However, some researchers argued that these alternatives might induce students to drop out if they are perceived as the easy way towards a diploma. It is argued that this alternative may encourage dropout rather than offer a second chance to students who have already dropped out. In Flanders, students with a history of grade retention seek the fast way out through the 'central examination commission' as an attractive alternative to repeating another year in the same class with younger classmates.

The role of non-formal education

Reform in education in general and in the way subjects are being taught in schools in specific is an ongoing

process. Educational reform regards, among others, the curriculum, the pedagogy or the educational system. How one links formal education in school with alternative and non-obligatory settings, for example learning experiences in informal and non-formal settings, is a key element, which influences all of the three dimensions of educational reform.

According to the council of Europe, non-formal learning is widely used and strongly debated notion in the youth field. It stands for a range of core learning principles, methodologies and approaches in the youth sector, commonly emphasizing the learners intrinsic motivation, voluntary participation, critical thinking and democratic agency³. Furthermore, and according to the European Council, it is widely acknowledged and recognized that non-formal learning provides unique learning opportunities to millions of young Europeans on a daily basis. The European Knowledge Center for Youth Policy defines non-formal learning as follows:

“Non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their

3 <https://pjp-eu.coe.int/en/web/youth-partnership/non-formal-learning>

sole or main activity.

These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.”⁴

In Agenda 2020⁵, the Conference of Ministers highlights that the recognition of non-formal education and learning makes a strong contribution to young people’s access to education, training and working life.

The European Youth Pact⁶ reaffirmed the focus on the recognition of non-formal learning, which has again been confirmed and underlined in the renewed framework for European cooperation in the youth field (2010-

4 https://pjp-eu.coe.int/documents/1017981/3084932/Bridges_for_recognition_n.pdf/1e7ebb5c-4edb-4bce-8fe0-db42605938c2

5 https://pjp-eu.coe.int/documents/1017981/3084919/Agenda2020_Declaration_EN.pdf/a95702e2-dcd0-4d2a-b5a7-980046e2a25e

6 https://pjp-eu.coe.int/documents/1017981/3084919/Youth_Pact_Springs_council.pdf/726353fe-15ca-4231-aff4-53ac0fccf42a

2018):

“As a complement to formal education, non-formal learning for young people should be promoted and recognized, and better links between formal education and non-formal learning developed.”

In this sense, and based on multiple literature reviews; whether learning takes place in a formal setting such as a school, a non-formal setting such as a community or cultural center or the informal setting of the home, all learning is good and all learning is valuable. All learning contributes to an individual’s growth, not only cognitively, but emotionally, socially and in several other ways too. Keeping that in mind, learning does not stop when a person leaves school. It can take place anytime, anywhere, throughout the lifespan. It is very important to understand how we learn. Traditional learning institutions (almost all of the schools found in Europe and around the globe) divide learning into subjects. This helps how we obtain new knowledge, but it can also create isolated disciplines. Teachers teaching in one discipline often do not work or connect with others who teach in different areas,

even when those two areas are closely connected. Each and every one of us understands learning in a different way because we learn in a different way. There are categories for understanding individuals who learn in concrete ways, and those who learn in abstract ways. Another way to describe learning preferences is based on the VARK model designed by Fleming.

The model presents learning as visual, auditory, verbal, and kinesthetic (Othman & Amiruddin, 2010). By understanding individual learning preferences we can build tolerance of the various ways in which pupils acquire and retain knowledge. This helps teachers respect that there are several ways of learning and that each of these ways is important and valid. Learning preferences describe how pupils/individuals learn, the context in which learning takes place and the levels of formality for learning moments.

In the mid to late 90s, the Organization for Economic Co-operation and Development (OECD) began actively to promote learning as a lifelong endeavor. The OECD, along with other educational experts understand the contexts in which learning occurs throughout one’s life in these terms:

7 https://pjp-eu.coe.int/documentst/1017981/3084919/doc1648_en.pdf/92968c65-3f-fe-4085-ba6b-ddd51e220e09

(adapted from OECD)

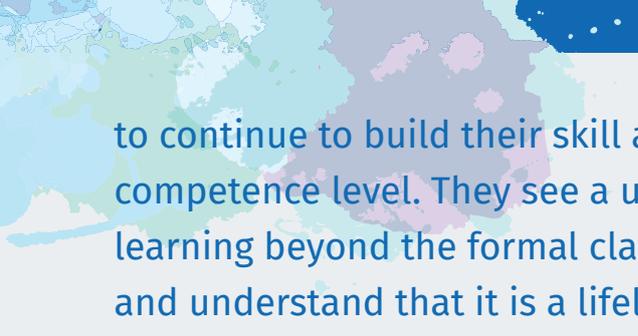
- Formal learning: organized, structured, and usually arranged by institutions. These include credit courses and programs through schools, colleges and universities. There are learning objectives and expected outcomes. A curriculum or other type of formal program guides this type of learning.
- Non-formal learning: may or may not be intentional or arranged by an institution, but is usually organized in some way, even if it is loosely organized. There are no formal credits granted in non-formal learning situations. Unless non-formal teaching methods are being used in a formal school setting.
- Informal learning: never organized, experiential learning and is not guided by a rigid curriculum. This type can be seen as spontaneous.

For many years, only formal learning has been viewed as valid. It used to be the only learning that took place in accredited institutions (schools) and verified by grades. Non-formal education was assumed merely an addition to the 'right' sort of education. The situation has changed and is still changing in

the 21st century. More non-formal and informal types of learning are being acknowledged and valued. For example, a report released by Alberta Education (2007, December 20) emphasizes the value of lifelong learning, community-based learning and non-formal learning for pupils.

It states that learning of all types helps to create "vibrant communities". Such reports confirm the experiences (learning experiences) that non-formal learning can bring to a person/pupil. The turn of the millennium marks a significant shift in how we recognize and value education, nevertheless how we recognize and value our learners. Each learner is unique and learns in a different way. By understanding our learner's needs, teachers can provide lessons in several ways including non-formal methods that could be taught in formal school settings.

Learning of all kinds demonstrate significant progress in how education is being viewed, understood and appreciated. Eventually, learning inspires learning. When learning of all types is recognized and valued, learners are inspired and to continue learning. Furthermore, when learners can see the real-world application of their skills they are more likely to understand why it is important



to continue to build their skill and competence level. They see a use for learning beyond the formal classroom and understand that it is a lifelong endeavour.

Focus groups and interviews

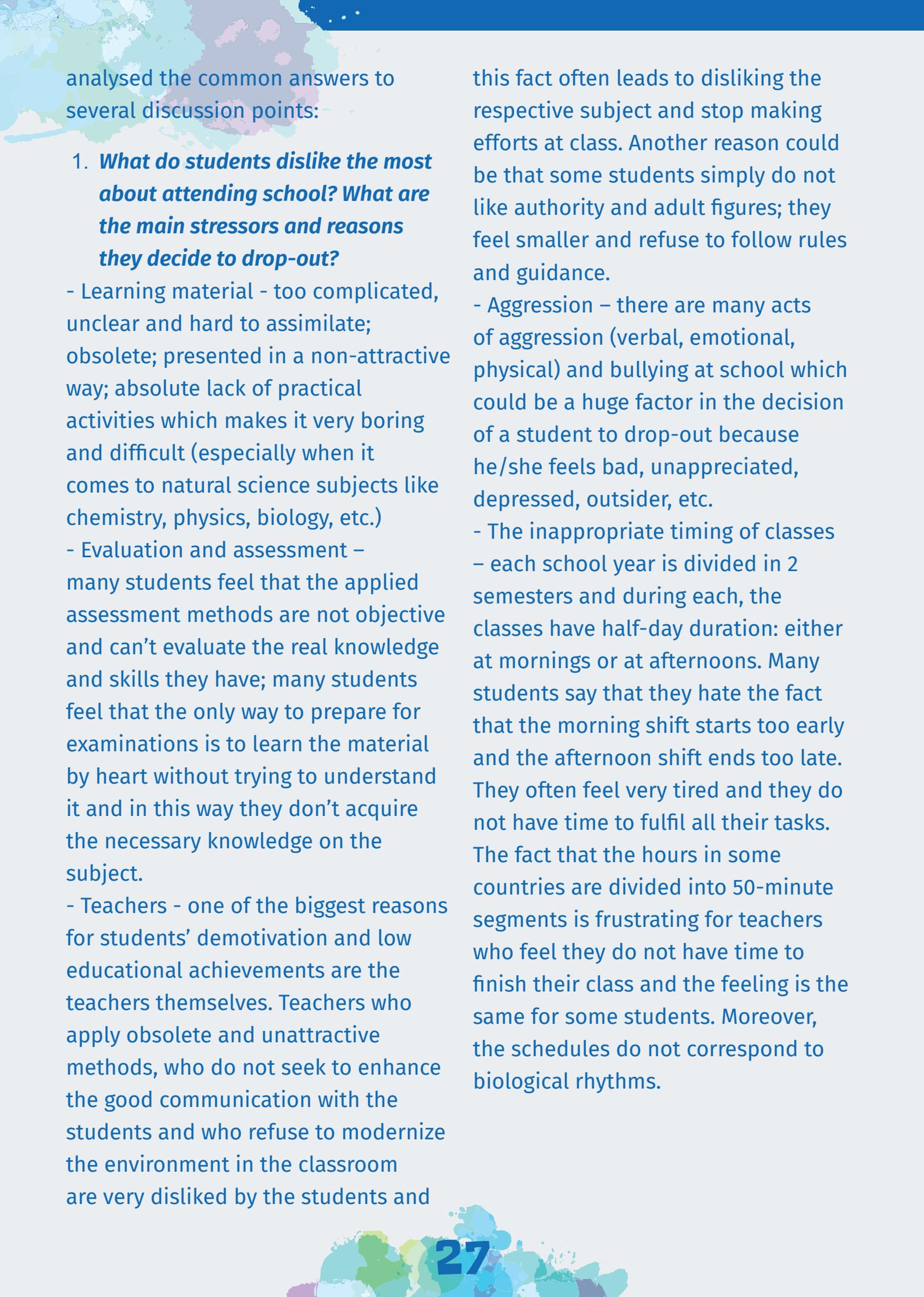
The second part of the DROP-IN research consisted of face-to-face direct interaction with stakeholders, target groups and interested parties in the form of national focus groups and individual interviews. The main aim of these meetings was to gather enough information to adequately identify and understand the current educational and training needs of teachers and pedagogues and to gather information about current ESL situation from first hand. Being one of the main target groups and beneficiaries of the DROP-IN project and its products, mapping the professional reality of the pedagogical staff, identifying their needs and concerns and establishing well-structured dialogue with them has crucial importance regarding the future development of the project.

The focus group in France was organised on 13th March 2019 in Pau. It gathered 20 participants with diverse profiles - teachers, trainers, principals, school education advisor, English inspector, school life educator, coordinator against the fight against early school leaving (regional and county level), researchers, volunteer (a former school dropout).

The focus group in Latvia was organised in two levels – 1) discussions with teachers and head of schools, pupils, parents and teachers in project partner schools and 2) Public meeting with 35 participants on 14th March 2019 in Gulbene region. The participants were teachers, social workers, social educators, psychologists, teacher assistants, departmental specialists, education quality state service specialists who administer Latvia's national level project “PuMPuRs”. The Bulgarian focus group was organised on 15th March 2019 in 119th school “Acad. Mihail Arnaudov” in Sofia. The event was attended by 13 people – teachers, trainers, parents, policy makers.

In Italy, the focus group was also attended by 13 participants – teachers with different expertise and with different years of experience and representatives of the third sector who work in local association which are focused on the ESL prevention and – generally – on the field of education.

The focus groups were very successful and many useful discussions, round tables and workshops were organised in order to encourage the participants to freely express their thoughts on the topic of early school leaving. In the next section are presented and



analysed the common answers to several discussion points:

1. *What do students dislike the most about attending school? What are the main stressors and reasons they decide to drop-out?*

- Learning material - too complicated, unclear and hard to assimilate; obsolete; presented in a non-attractive way; absolute lack of practical activities which makes it very boring and difficult (especially when it comes to natural science subjects like chemistry, physics, biology, etc.)
- Evaluation and assessment – many students feel that the applied assessment methods are not objective and can't evaluate the real knowledge and skills they have; many students feel that the only way to prepare for examinations is to learn the material by heart without trying to understand it and in this way they don't acquire the necessary knowledge on the subject.
- Teachers - one of the biggest reasons for students' demotivation and low educational achievements are the teachers themselves. Teachers who apply obsolete and unattractive methods, who do not seek to enhance the good communication with the students and who refuse to modernize the environment in the classroom are very disliked by the students and

this fact often leads to disliking the respective subject and stop making efforts at class. Another reason could be that some students simply do not like authority and adult figures; they feel smaller and refuse to follow rules and guidance.

- Aggression – there are many acts of aggression (verbal, emotional, physical) and bullying at school which could be a huge factor in the decision of a student to drop-out because he/she feels bad, unappreciated, depressed, outsider, etc.
- The inappropriate timing of classes – each school year is divided in 2 semesters and during each, the classes have half-day duration: either at mornings or at afternoons. Many students say that they hate the fact that the morning shift starts too early and the afternoon shift ends too late. They often feel very tired and they do not have time to fulfil all their tasks. The fact that the hours in some countries are divided into 50-minute segments is frustrating for teachers who feel they do not have time to finish their class and the feeling is the same for some students. Moreover, the schedules do not correspond to biological rhythms.

The main stressors and reasons for early school leaving are summarised as follows:

- Family reasons – problems at home; the parents are not interested in their children education; lack of adequate control on behalf of the parents; many students' parents are working abroad or in another city and they are left with other relatives (the ones in high schools are living alone) who can't take care of their education and don't have authority; the phenomenon of the "too ambitious" parents who put too much pressure on their children education and thus making them "act out" and not going to school.
- Ethno-cultural reasons – many students from marginalised groups (ethnic minorities) influenced by the closed society which is usually very poorly educated, decide to drop-out and live on social benefits or in the worst case on criminal acts.
- Educational reasons - lack of motivation; low academic achievements; obsolete and unattractive teaching methods; aggression in schools.
- Socio-cultural reasons – negative role models; negative friend circle; problems with law enforcement (criminal acts); addictions
- Health reasons

2. ***What do student like about going to school? What is their motivation?***
 - Human relationships, friends, romantic relationships, sense of belonging to a group
 - Teachers, certain personalities, subjects they like, activities outside the home.
 - Moving out of the family environment
 - The projects that are being carried out, school trips, school outings
 - The idea of success and self-confidence that this brings. The student's personal projects (professions/social elevator)
 - The pleasure of learning/ discovering/opening up culture and sport
 - The canteen
 - The fact of varying the teaching materials: internet, videos, images
 - Obligation: In all partner countries, schooling is compulsory until the age of 16-18 and is a right for everyone.
3. ***What are the most relevant/needed qualities (personal or professional) that the teachers should have in order to motivate students and engage them in the educational process, thus preventing early school leaving?***
 - Communication skills

- Honesty (promised = done)
- Commitment to help
- Teacher IQ (EQ)
- Humour + optimism
- Ability to see the positive of each student
- Trustworthy (know how to keep your child's secrets)
- Interested in the topics important for youth+ curiosity
- Strong sense of empathy (careful not to achieve the opposite result – overwhelming; “sponge effect”)
- Innovative thinking / ability to change approaches
- Attention and positive acceptance
- Open-mindedness - Ability to question oneself without generating instability (doubts...)
- Giving students a voice and listening to what they have to say
- Confidence
- Professional posture: remember that behind each student there is a child
- Be neutral, try not to judge anyone and not to put any labels

4. ***What factors could influence the decision of a dropout student to go back to school and continue the educational process?***

- Teachers – the commitment of some teachers to their students is a very important factor in enhancing their motivation at school. There

are teachers who take their job very seriously and make everything in their power to take good care of their students, including extra work with them, searching and applying innovative and inclusive methods, creating extracurricular activities. A committed teacher is one of the most important factors that could make a dropout student to go back to school.

- Creation of positive learning environment - Nice atmosphere in school. Presenting the learning material even in the form of a game
- offering an easy way to understand and motivate the student not to give up when there are difficulties.
- Having a positive role model, usually older person (relative, friend) with the necessary authority who is able to motivate the student to make efforts and to aim at better educational achievements
- Having an appropriate circle of friends – young people are very dependent on their environment and many of their decisions are influenced by their close circle of friends. If the people there are ambitious and aim at better education, this inevitably will have a positive impact on the dropouts.

5. ***What are the biggest challenges and obstacles teachers meet in their work, especially when dealing***

with potential dropouts or other marginalised groups?

- Lack of parental involvement
- Inappropriate and bad behaviour on behalf of students; feeling of unpunishment
- Students' lack of motivation, boredom, lack of ambition to receive good education, not realising the importance of the good education
- Unauthorised absence of students and lack of adequate measures to control it; the teachers aren't able to locate the students and to bring them back to school, to perform examinations. This leads to even further lack of motivation to break the vicious circle and improve the academic results.
- Some students are fragile, they lack self-confidence, feel discouraged, alone and misunderstood, depressed, left out, isolated
- Lack of centralised and integrated approach
- Obsolete teaching methods and lack of access to innovative methods

6. What kind of specific training or qualification do teachers and other pedagogical staff need in order to be better prepared to fight against early school leaving, preventing dropping-out and increase the

motivation of their students?

The participants in the Bulgarian focus groups and interviews stated that the specific training should focus on learning by doing and more practical activities; Peer to peer learning as well as networking and exchanging good practices between pedagogues. They would also like to get to know and apply methods, which will assist the individual work with every student and will enable them to familiarizing with their specifics and adapt the teaching process to the individual needs. The IT qualifications are also considered as crucial – a modern teacher should work freely with digital technologies and apply innovative methods in the teaching process. The teachers should have flexibility and should be constantly seeking for the latest developments in the sphere of teaching and education; to apply attractive methods.

In Latvia the aspects the teachers would like to receive training about are: methods for creating and strengthening motivation of students, stronger will, responsibility class consolidation, collective formation, class management; techniques for successful involvement in the class activities: methods that develop awareness of consequences and synergies between action and

consequences; something that shakes up and inspires the teacher. Applying methods that encourage and motivate the students' self-study, digital activities and methods to include the students that are not motivated to learn are also very desirable by the teachers and considered as obligatory to be included in a training for raising the teachers' qualification.

In Italy, 53.8% of the interviewed think that generally teachers who have the right skills to deal with the phenomenon are only the most motivated; at the same time, the 46,2%, think that there are few teachers ready to combat it. Thus, this means that any kind of training for teachers addressed to ESL prevention should be focused also in increasing their motivation and their crucial role in developing an attractive climate in the classroom for their students. In fact, the majority of them (76, 9%) thinks that more involvement/ support/encouragement should be provided in their context to motivate them to act against ESL.

The desired training aspects indicated by French focus groups are using methods related to developing cognitive neuroscience (perception, motor skills, language, memory, and reasoning) and

emotional neuroscience (emotions, feelings, relational skills); methods for encouraging non-violent communication and positive discipline in class; conflict management and establishment of positive school climate; etc.

7. What kind of good practices or successful methods are existing that are proven to have positive influence on reducing the early school leaving?

The “shared concern” method: Successfully used in Finland, Australia and Canada, this method was created and developed in Sweden by psychologist Anatol Pikas. It consists of individual interviews with students who have been involved in the harassment, during which they are asked what they could do themselves to stop the harassment. Pikas assumes that harassment is a group phenomenon and that it exerts pressure on each of its members to maintain their harassment. Fear is thus the real cement of the group. The method consists in breaking this unity of the group and working with each of its members to find a positive way out of the harassment. This method appears to be one of the most effective in dealing with harassment situations at the grassroots level.

Unfortunately is still not widely translated in national languages. In France, the focus group outlined the following practices:

1. Improve the welcome, positive, caring, reassuring and comforting →
In the school or in the classroom →
Individual and/or collective →
Students and families
2. Space management - Clean and pleasant environment - Politeness
3. Extra-curricular/intra-school projects - System of reciprocal dynamics - Inter-category (between all educational actors) → outside the classroom

- Apart from the classical disciplinary transmission (around social concepts and psychologies)

- Inter-professionally (Internal/ external partners - dissemination of practices) → i.e : the method sheets.

Latvian focus group pointed out: systematic control, not just in words, but also in practice; compliance with commonly established principles; work for students in mixed age groups; invite people at school to inspire the students with successful stories; after school activities, camps, summer camps, students companies, class consolidation events, youth organizations, associations, centers; organising support groups where students, teachers and parents establish open dialogues; career

education; free time activities.

In Bulgaria, many schools have career counselling and professional orientation available for every student.

In this way the students are able to learn more about the labour market, to establish their strong qualities and professional desires and choose appropriate further education and focus on achieving high educational goals.

8. *What kind of activities could teachers implement in order to reduce the risk of dropping-out and to enhance students' motivation to stay in school and aim at high academic achievements?*

In Italy, teachers have more knowledge on initiatives external to the school, more connected to services provided by non-school organizations and which are open to the community to which the school belong: this clearly indicates the awareness of a holistic cooperation in the fight of ESL, which can't be just within the structure of the school, but in cooperation with other actors. Based on this assumption, the 53, 8% of the teachers see the networks of schools more affected by the ESL phenomenon as a chance of professional growth and effective intervention in this sector.

In Bulgaria, the participants in the focus groups indicated the following:

constant support to potential drop-out students – discussions, consultations, seeking of possible solutions to problems, enhancing the dialogue between the school, the students and the parents; team work and well planned actions on behalf of the school – teachers, principals, school psychologists and pedagogical advisors and if necessary, timely involvement of social services and authorities in cases of negative or dangerous family environment; Organising School for parents – workshops and other activities with the parents aiming at prevention of early school leaving and enhancing the student's motivation, modernizing the teaching process by applying contemporary methods; detecting and taking into account the individual needs of each student and adapting the educational process according to them; engaging the students in diverse extracurricular activities and team work; applying learning by doing; encouraging the students to read more books and participate in cultural activities; giving and receiving feedback from the students regarding the learning process; friendly discussions and communication, establishing strong connections; establishing some form of student encouragement and rewarding the good achievements.

In Latvia: activities aiming to create open communication and trust between all interested parties (child - parent - teacher - student); school cooperation (find a trust person); positive evaluation, stimulation in the process, emphasizing the achievements.

France: facilitate the establishment of benchmarks based on ethics and value, particularly on the reception of the college; open discussions and dialogues with the students; improved communication at all levels; create complicity time between teachers-students: Inter football games / sport games, other extra activities; take the person into account: Create spaces for discussion; self-esteem, value (with a pedagogical project to explain the implicit that is sometimes difficult for adolescents to perceive; learning (giving meaning), Dialogue with the family also (conflict of loyalty, giving back legitimacy to parents in learning).

9. ***How do pedagogical staff feel about applying non-formal education methods in the classroom? Can non-formal education methods and techniques be implemented in formal school environment? How?***

In Italy 76.9% of the interviewed think, that non-formal education is useful and that it can be used in school contexts to combat early school

leaving. The types of activities they consider would be most beneficial for the students are related to the use of ICT tools; verbal and non-verbal activities; outdoor activities; activities aiming at improving the link to the community. According to the teachers involved in the Italian focus group/ interviews, the introduction of non-formal activities can be done through inter-professional collaboration between teachers and other extra-school figures and continuous training for teachers and school directors. In Bulgaria, all participants in the face-to-face meetings stated that the non-formal education methods and techniques are very useful and applicable in formal school environment. Many teachers already use diverse methods in their classrooms alongside the formal teaching tools. It is proven that non-formal methods are beneficial for the students and help them better assimilate the learning material and achieve better results at school. There are various forms to apply non-formal methods at class – directly during classes, extracurricular activities, additional classes, practical activities, students clubs, etc.

In France, teachers also have positive attitude towards non-formal education methods. They are convinced that they give a new lease of life to learning,

because moving beyond the formal “framework” have a positive impact on the students motivation and gives them a strong impetus to aim at better achievements. Applying non-formal methods also removes the stress of the formal assessment, which is one of the biggest fears of every student. By choosing the proper method, the teacher could perform evaluation of the students’ knowledge on certain topic without putting too much pressure on them and in a form of an enjoyable game. Some of the non-formal methods pointed out during the face-to-face meetings were: puppet workshops and reverse pedagogy (flipped classroom). The advantages of using non-formal methods are that they develop many soft skills and multiple intelligence aspects; they are funny and enjoyable activities for the students and for the teachers and help them build confidence. The non-formal methods also create links between teachers, between teachers/team and education, between students, between teachers/students, between students/team and education.

10. ***What kind of challenges and obstacles could be faced when applying non-formal methods and techniques in the classroom?***

In Bulgaria the main obstacles could be summarised as follows: negative



reaction from parents who don't think non-formal methods are appropriate for formal educational environment; some teachers are not open to apply non-formal techniques in their work because they lack motivation to make the teaching-learning process more attractive and useful for the students. Younger teachers are more inclined to use non-formal techniques.

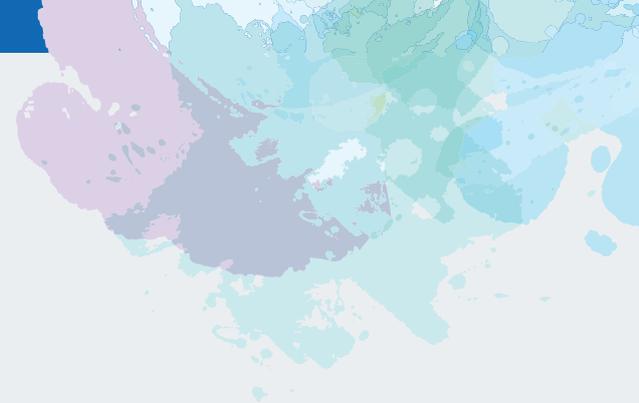
In Italy, some teachers also see some obstacles in applying non-formal activities in their schools because they feel they lack the appropriate methodology and skills to introduce these techniques in the classroom. The supportive climate in the school would be a helpful factor, but even if it exists, it's not continuous.

Similar to Italy, in France some teachers also share that they do not take the risk to apply non-formal methods in their classroom because they do not have the necessary training, skills and knowledge how to do it and due to this reason, they fear of failure. Other fear is they will lose their authority and credibility with their colleagues and will be marginalized and stigmatized. If they do not have the support of their colleagues to apply new methods, they feel alone and are less inclined to do it. Some teachers, like in Bulgaria, simply lack the ambition to modernize

their teaching methods and still believe that only formal methods are successful. Other obstacle would be that trying to integrate non-formal methods in school could be difficult because the main educational program is hard to modify. Some teachers share that they are willing to try new methods, but do not have the necessary time to prepare for these additional activities.

11. ***What is the professional reality the teachers are working within – cooperation between them, with the students and parents, etc?***

- Cooperation between all interested parties (students, teachers, parents, authorities) is crucial. Although it is existing, at different levels, there is still some mistrust between the actors and some measures towards enhancing the cooperation and ease the communication should be implemented.
- The main reason for early school leaving is rooted within the family. Lack of family interest in education, negative environment, lack of support and other factors influence the students dropping-out. A better ways of communication and engaging the parents in the educational process are needed.
- Negative socio-cultural factors



are underestimated but have very big impact on early school leaving: students don't realise the importance of education, have bad role models and wrong value system

- There is not enough importance put and activities implemented on integrating the students who are isolated due to some reasons. More attention should be put on fighting against bad behaviour.
- The learning material needs modernisation as well as the ways of presenting it to the students: there is a need of more activities that are practical, innovative methods, and attractive techniques.

Conclusion

The information gathered through the national desk researches, focus groups, interviews and discussions with representatives of the project target groups led to the main conclusion that early school leaving is a widespread phenomenon, which affects all EU member states in different degrees. The dropout rates within the project partnership countries vary between 8, 6% and 14%, which is around the average for the Union (10, 6% for 2017).

The EU is actively fighting against school dropout and adopts various programs, policies and strategies at a centralised level, among which we can point out the Europe 2020 strategy and its aim to reduce the school dropout rate at EU level to below 10% until year 2020. All member states also have created and implemented legislation, strategies and action plans tailored to reduce early school leaving and make the education attractive and a desired path for children and young people. To make positive changes in the process of preventing early school leaving requires applying comprehensive measures and good coordination between the institutions from several different sectors at each level of governance - national, regional,

local and at the schools. During the last school years, almost all schools in the EU applied some measures for preventing dropout and making the school environment positive, safe and attractive for the students. These measures are very diverse – involvement in national or EU funded programs and projects; organising local initiatives; dialogues with policy makers, parents and decision makers; applying innovative teaching practices and more attractive educational techniques; etc.

In all partner countries, there is not a centralised and integrated national approach to fight against early school leaving, but many policies, projects and other initiatives are organised at more local levels. Since there are often complex, interconnected reasons for children to not complete secondary schooling (socio-economic, academic, behavioural, cultural, health related), policies to reduce early school leaving must address a range of issues and combine education and social policy, youth work and health related aspects. In order for the measures to be implemented successfully and to help achieving the aimed results they should not be aimed only at the students but also should involve their parents as they play a crucial role in

the educational process. In order to achieve good and sustainable results it is extremely important students, parents, teachers, pedagogical staff, local authorities, NGOs and other stakeholders to be equally involved in the process.

Most of the educational experts share the opinion that one of the key factors influencing the students' motivation and engagement in the educational process is the effective pedagogical approach, which naturally turned teachers the main target group of DROP-IN project. The potential of the teachers, of the pedagogical counsellors and the school psychologists when providing mental and pedagogical support to prevent school leaving is not utilized fully effectively. Most of the teachers are very open and willing to experiment with applying innovative and non-formal methods in their work, but many of them do not feel confident to do that because of limited knowledge and competences. Great part of the pedagogical staff is not well prepared to fight against ESL and to work with students exposed at risk of dropping-out. The teachers need specialised trainings and preparation in order to be able to answer the specific needs of the potential drop-out students and very often such trainings are hard to

find or even non-existing.

Having these conclusions in mind, the partnership of DROP-IN project will have the purpose of creating an innovative educational method to support the teachers from different subjects during their everyday work with students. The general goal of the innovative tool is to enhance the capacities of the teachers to stimulate active engagement and to maintain sustainable motivation for learning among the students by using the methods of non-formal education applied in classroom environment.

Early school leaving leads to increasing the risks of social exclusion, threatens the security and stability of society, and is prerequisite for deterioration of the quality of life of the current and the next generations. The health status and access to resources and services, which may secure a better standard and a lifetime in good health and prosperity, are directly dependent on the received higher level of education.

Bibliography

The Ministry of Education, University and Research (MIUR- www.miur.gov.it)

“Education GPS, OECD; www.gpseducation.oecd.org

OECD Skills Strategy Diagnostic Report, Italy 2017

Focus “Principali dati della scuola – Avvio Anno Scolastico 2018/2019”;

September 2018; MIUR

OECD (2017), Education Policy Outlook: Italy; www.oecd.org/education/policyoutlook.htm.

European Commission/EACEA/Eurydice, 2018. Structural Indicators for Monitoring Education and Training Systems in Europe – 2018.

Eurydice Report. Luxembourg: Publications Office of the European Union.

Openpolis processing - Con I Bambini Impresa Sociale on Eurostat data (last updated: Thursday, 11 October 2018) ; www.openpolis.it/labbandono-scolastico-e-un-problema-serio-al-sud-e-non-solo/

[Fuoriclasse-un-modello-di-successo-il-contrasto-alla-dispersione-scolastica.pdf](http://www.openpolis.it/labbandono-scolastico-e-un-problema-serio-al-sud-e-non-solo/Fuoriclasse-un-modello-di-successo-il-contrasto-alla-dispersione-scolastica.pdf)

www.euroavatar.eu

www.comune.palermo.it

www.eumoschool.eu

CNESCO: Conseil national d'évaluation du système scolaire, site web, “<http://www.cnesco.fr/fr/décrochage-scolaire/>”<http://www.cnesco.fr/fr/décrochage-scolaire/facteurs/absenteisme/>

CNESCO : Conseil national d'évaluation du système scolaire, site web, CNESCO - <http://www.cnesco.fr/fr/décrochage-scolaire/preconisations/>

Dossier sur l'absentéisme scolaire en France (Christian MONSEUR et Ariane BAYE), PDF

http://www.cnesco.fr/wp-content/uploads/2017/12/171205_Rapport-Monseur-Baye.pdf

Dossier “le décrochage scolaire” par Marie-Ève Lacroix et Pierre Potvin, Université du Québec à Trois-Rivières, Dossier PDF, <http://rire.ctreq.qc.ca/wp-content/uploads/2014/07/Le-décrochage-scolaire.pdf>

Le site du CEREQ : Centre d'études et de recherches sur les qualifications (dossier sur le décrochage scolaire), site web, <http://www.cereq.fr/articles/Focus/Decrochage-scolaire-un-premier-bilan-des-etudes-du-Cereq>

Site de l'éducation nationale, site web, <https://www.education.gouv.fr/cid55632/>

[la-lutte-contre-le-decrochage-scolaire.html](http://www.gouvernement.fr/action/le-decrochage-scolaire)

Site de l'éducation nationale, site web, <https://www.gouvernement.fr/action/le-decrochage-scolaire>

Site de l'éducation nationale, site web, « https://www.education.gouv.fr/cid55632/la-lutte-contre-le-decrochage-scolaire.html#Les_chiffres_du_decrochage”

Alberta Advanced Education and Technology (AAET). (2007, December 20). Building vibrant learning communities: framework and actions to strengthen community adult learning councils and community literacy programs. Retrieved from <http://www.advancededandtech.alberta.ca/community/publications/vibrantlearning.aspx>.

Becker, G. S. (1964) Human capital: a theoretical and empirical analysis, with special reference to education (Chicago, University of Chicago Press).

Cabus, S. & De Witte, K. (2013) Why do students leave education early? Theory and evidence on high school dropout rates. TIER WP 13/01.

Clarck, D. (2011) Do recessions keep students in school? The impact of youth unemployment on enrolment in post-compulsory education in England, *Economica*, 78, pp. 523-545.

Hanushek, E. A. & Wossmann, L. (2011) The economics of international differences in educational achievement, in: E. A. Hanushek, S. Machin & L. Wossmann (Eds) *Handbooks in Economics* (The Netherlands, North Holland).

Jimerson, S. R., Anderson, G. E. & Whipple, A. D. (2002) Winning the battle and losing the war: examining the relation between grade retention and dropping out of high school, *Psychology in the Schools*, 39, pp. 441-457.

Montmarquette, J., Viennot-Briot, N. & Dagenais, M. (2007) Dropout, school performance, and working while in school, *The Review of Economics and Statistics*, 89, pp. 752-760.

Othman, N., & Amiruddin, M. H. (2010). Different perspectives of learning styles from VARK model. *Procedia-Social and Behavioral Sciences*, 7, 652-660.

Rumberger, R. W. (2011) *Dropping out. Why Students Drop out of High School and What Can Be Done About It* (Cambridge, Harvard University Press).

Tumini, A. & Taylor, M. (2013) The impact of local labor market conditions on school leaving decisions. Paper presented at Population Association of America, New Orleans, LA.



Partners

pistes solidaires

Pistes Solidaires – France (Coordinator)

www.pistes-solidaires.fr/



College Rosa Parks – France

www.webetab.ac-bordeaux.fr/college-pouillon



Centro per lo Sviluppo Creativo “Danilo Dolci” – Italy

www.danilodolci.org



IS "Duca Abruzzi - Libero Grassi" – Italy

www.isducabruzzo-grassi.it



Know and Can – Bulgaria

www.knowandcan.com



119 Secondary School “Academician Mihail Arnaudov” – Bulgaria

www.119su.bg



Municipality of Gulbene – Latvia

www.gulbene.lv/en/gmc



University College Leuven-Limburg (UCLL)

www.ucll.be



www.drop-in.eu

pistes solidaires



CENTRO SVILUPPO
CREATIVO
DANILO DOLCI



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.