

Main findings RESL.eu Policy Briefs

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Main Findings

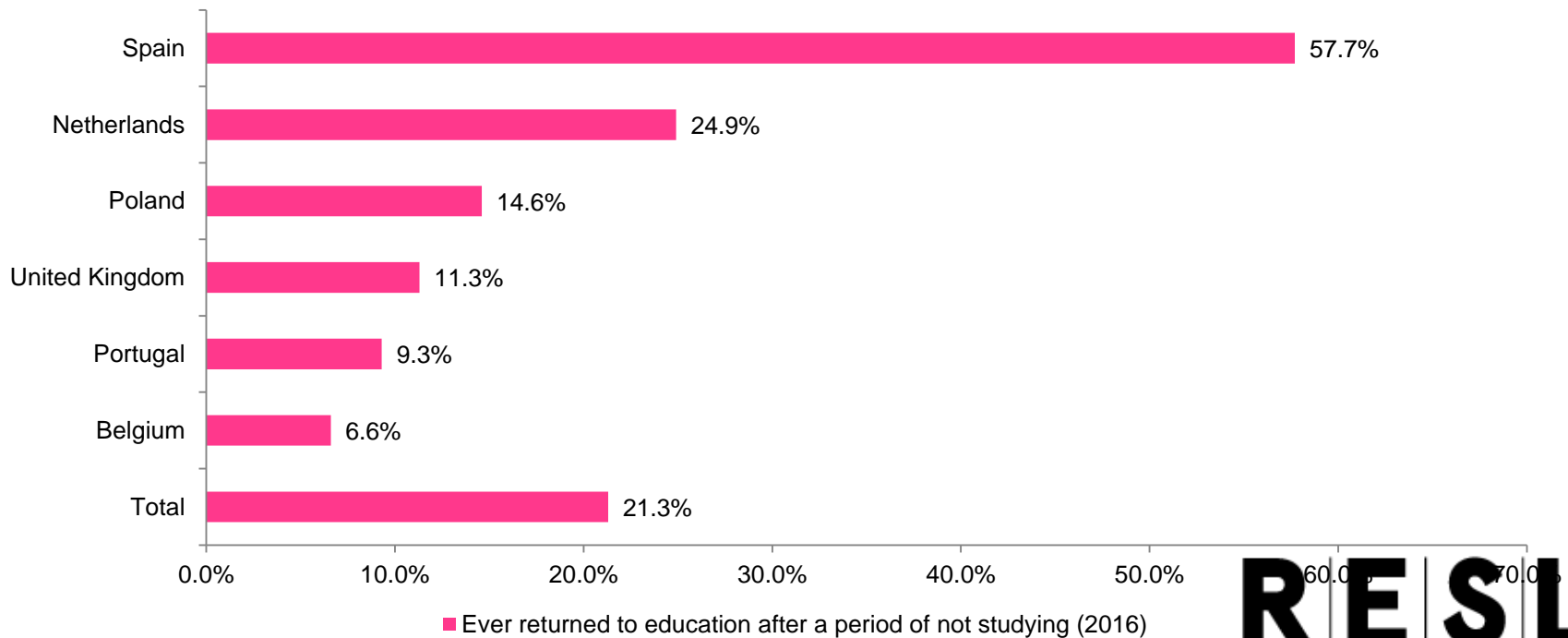
- **ESL as a proper indicator.**
- **ESL as a moving target.**
- **ESL and school system characteristics.**
- **ESL and school level protective factors.**
- **ESL and alternative learning arena's.**

Is ESL a good indicator?

- Low ESL scoring countries showed large groups of at risk pupils (truancy and non compliance).
- In low scoring ESL countries there seems less concern about pupils at risk?
- ESL threshold: high school diploma. Is an upper secondary diploma or equivalent enough to make the transition to the labour market?

ESL as a moving target

Ever returned to education after a period of not studying (RESL survey 2016)



ESL and SCHOOL SYSTEM CHARACTERISTICS

ESL and Early Tracking

- Tracking one of the main predictors for school success in PISA.
- International research shows that early tracking is especially negative for students performing at the middle level. **But**, which school system characteristics are negative for pupils at risk?
- No straightforward relation between early tracking and ESL: Example of the Netherlands vs. Portugal.
- **Ealy tracking**: Concentration of pupils at risk in lower tracks but also offering good apprenticeship places.
- More research into how tracking effects pupils at risk!

ESL and Compulsory School Age

- Low compulsory school age (15-16) makes combatting ESL very difficult. Pupils can leave school before ESL threshold is reached.
- Extending compulsory school age is positive for lowering ESL rates, but also creates new issues:
- Unmotivated students in class.
- A lot of switching between schools and tracks/sectors.
- Solutions: More flexible trajectories and more mixed trajectories (learning and working).

SCHOOL LEVEL

Protective Factors

Protective Factors

- Based on the RESL.eu survey and qualitative research in schools:

System based protective factors:

- Early warning system (incl. emotional well being).
- Safe school environment (esp. in early tracked systems).
- Care structure in school (a holistic approach).
- Good apprenticeship places (related to aspirations and labour market opportunities) in cooperation with companies.
- Flexible learning trajectories.

People based protective factors:

- Positive Teachers – Pupils relationship.
- Voice and co-ownership of pupils at risk in the interventions.
- More open and inclusive approach to involve parents from lower class and or immigrant background.

ESL and Alternative Learning Arena's

- Many of the schools we studied did not manage to fulfill these protective factors.
- Lack of budget; rigid rules; lack of apprenticeship places; overburdened staff; blaming pupils and families etc. **Ideal world doesn't exist?**
- **But, important finding:** Alternative learning arena's often are able to create these circumstances.
- Schools should start to understand and make use of methods developed in alternative learning arena's.
- **Holistic approach and Ownership:** Students (or partners) have financial debts (debt plan); Students have children (day care); have an abusive home environment (own housing); have disciplinary and motivation problems (ownership); provide good apprenticeship places (reserved places and training on the job); provide individual flexible learning arrangements.
- This calls for a very different school organisation.
But we know the ingredients!

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THANK You!

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