

# Drop-in

## Early School Leavers



[www.dropinproject.eu](http://www.dropinproject.eu)



Erasmus+

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*The presentation of ESLs and drop outs' barriers in Cyprus – Best practices to combat marginalisation of ESLs and young drop-outs*

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The definition of **Early School Leaving (ESL)** as depicted by the European Union, refers to:

- Young people between the ages of **18 – 24** years old
- People who do not possess any other higher certificate or qualification rather than having completed the ***lower secondary education***
- People who have left school after ***failing*** a class or have been promoted but dropped out
- People who ***do not receive any kind of education or training*** at the time



Research suggests that Early School Leavers:

- Are more likely people who come from a disadvantaged background
- Have a higher probability of being male
- Belong in a vulnerable group, such as migration background (NESSE, 2010)

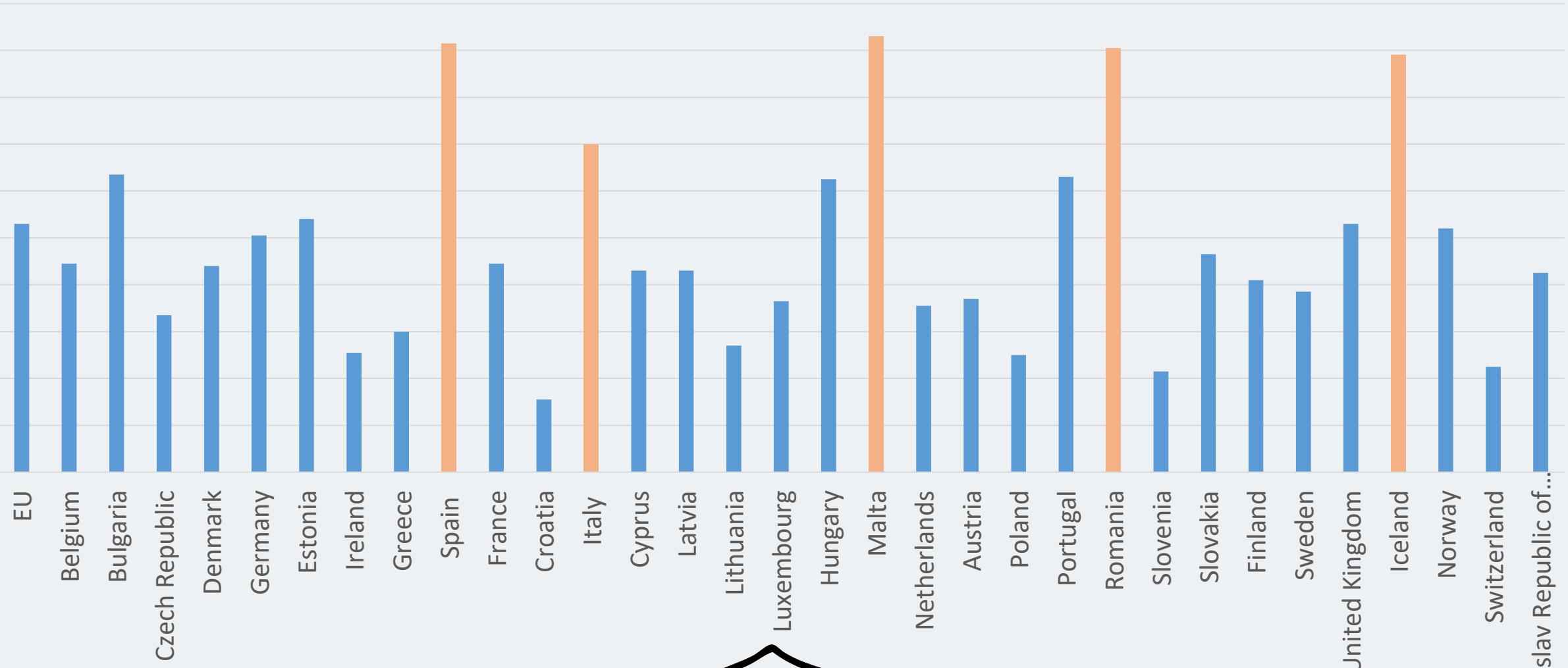
*12.2% of boys (in EU Member States) dropped out of school in 2016, whereas this percentage was remarkably lower when girls were concerned (9.2%) (Eurostat, 2017).*



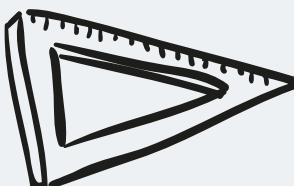
- Comparing the situation of ESL in [2006 until 2016](#), one can notice a sharp **decrease** of the rates among all the EU Member states.
- Interestingly, the EU's ESL rate was [14.2% in 2009](#) and was reduced sharply in [2017](#), reaching [10.6%](#).
- Specifically, the latest data from the year 2017 indicate that [Croatia](#) (3.1%), [Slovenia](#) (4.3%), [Switzerland](#) (4.5%) and [Poland](#) (5%), possess the lowest rates with regards to Early School Leaving.
- Among the countries that recorded the highest shares were the following: [Malta](#) (18.6%), [Spain](#) (18.3%), [Romania](#) (18%) and [Iceland](#) (17.8%) (Eurostat, 2018).



# Share of Early School Leavers in the EU (%) [EUROSTAT, 2018]



- The European Commission set a priority for all countries to reduce their ESL rate, reaching a *lower number than 10%* by the year **2020** (European Commission/EACEA/Eurydice, 2014)
- Interestingly, 20 EU Member States have already reached that target (including Cyprus)
- In June 2011, all the Ministers of Education agreed to develop and implement a “*framework for coherent, comprehensive, and evidence-based policies to tackle early leaving*”
- One major challenge was identified to be the Early School Leaving and was declared as a “*policy priority area*” (European Commission, 2018).

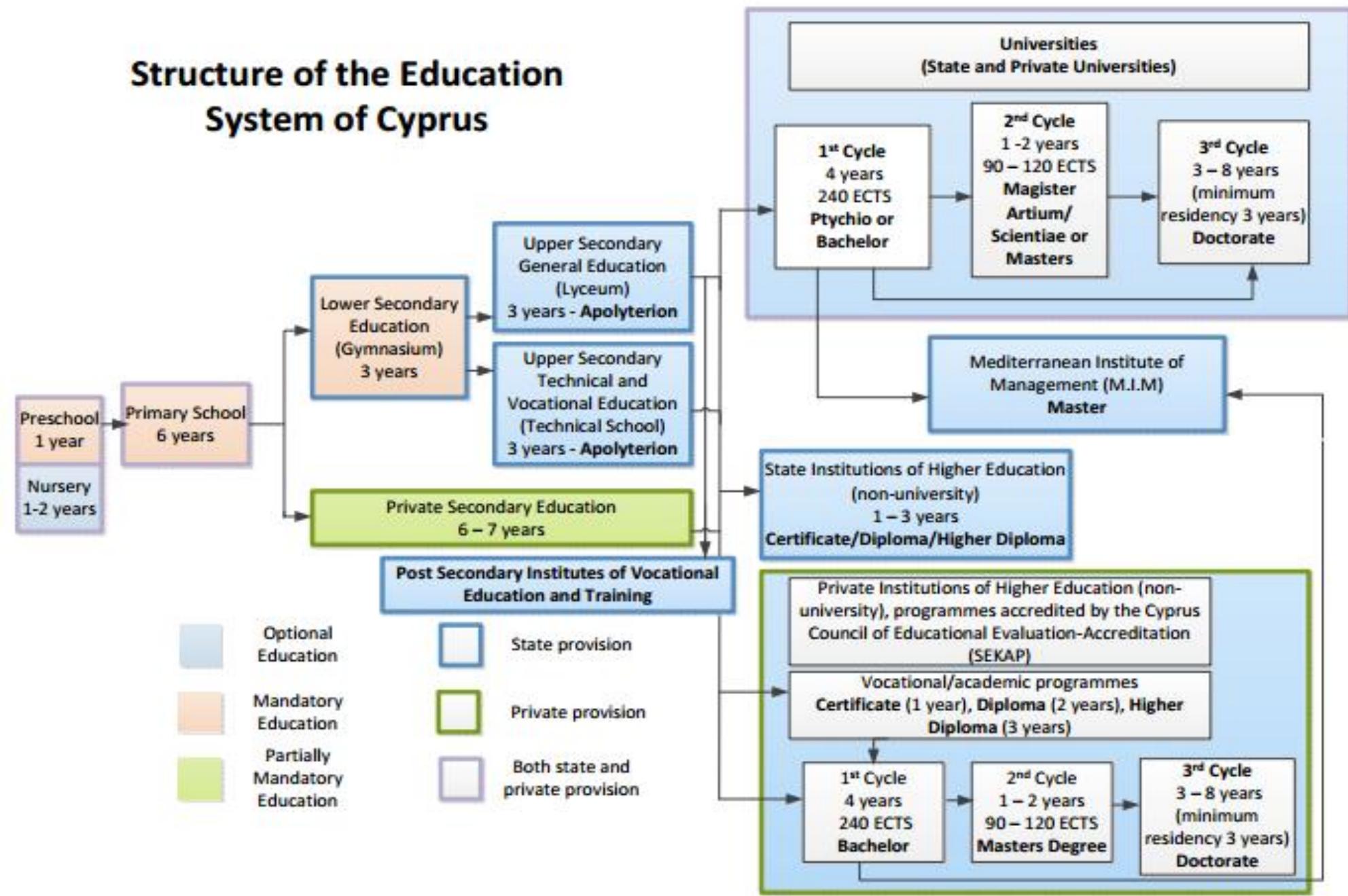


## ***ESLs and Education system in Cyprus***

- Education in Cyprus is **free and compulsory** at public schools
- Free and compulsory education for **ten** school years (up to when an individual turns 14)
- Every parent is **legally obliged** to enroll his/her children at a school within their district
- No effective measures of recording early school leaving have been established in Cyprus.

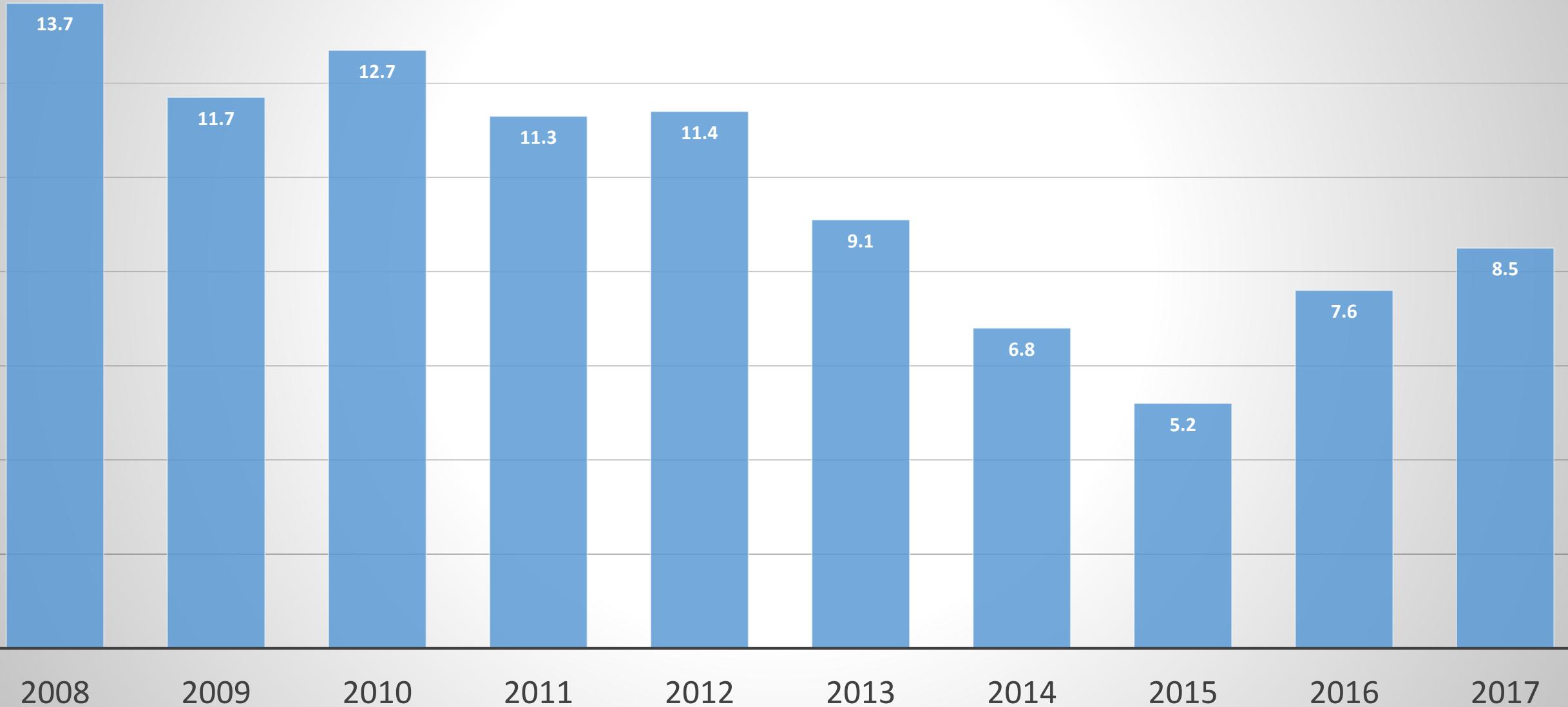


# Structure of the Education System of Cyprus



**“DROP-IN”**

## Early School Leavers in Cyprus (%) [EUROSTAT, 2018]



## ***Statistical Data for Early School Leaving***

- In 2015, the share of ESL in Cyprus was **5.3%** and was significantly lower than the **11%** of the EU average in 2015
- The Early School Leaving (ESL) has decreased sharply in Cyprus, however there is a ***significant gender gap***, having an ESL rate of **3.2% for girls and 7.7% for boys in 2015**
- In 2012, the rates of underachievement were the following:
  - 32.8% in Reading comparing to 17.8% (EU average)
  - 42% in Maths comparing to 22.1% (EU average)
  - 38% in Science comparing to 38% (EU average)



## ***Drop-outs for Cyprus (Primary Education)***

- In 2013/14, the rate of drop-out for the public primary school was **0,39%**
- In 2013/14, the rate of drop-out for the private primary school was **0,11%**
- There was no significant difference among the rate of boys and girls



## ***Failures in relation to Drop-outs for Cyprus (Secondary Education)***

- In 2011/12, 3% of boys and 1,4% of girls failed to pass to the next class (total of 2,2% of all students of secondary education) – 1,8% dropped out
- In 2012/13, 2,9% of boys and 1,1% of girls failed to pass to the next class (total of 2% of all students of secondary education) – 2,6% dropped out
- In 2013/14, 2,8% of boys and 0,9% of girls failed to pass to the next class (total of 1,9% of all students of secondary education) - 1,7% dropped out



## Barriers for Early School Leavers (EU Level)

- ESLs are less likely to get a job comparing to people who attended secondary education (NESSE, 2010)
- ESLs have a higher probability of getting in jobs where there is mostly *manual labour and less job security*
- Research reveals that ESLs can be involved in *crime and violence* more easily, while alcohol and *drug abuse* were also found to be highly related to them
- According to the European Commission (2006), ESLs might cost the European economy a loss of **1.4%**.



# Barriers for Early School Leavers (Cyprus)

- Insufficient data from research
- Acquiring a job and therefore impacting the wider community
- Family problems / social exclusion
- Personal issues that prevent them from working
- Lack of important skills (such as flexibility)
- Behavioural and communication issues



# Barriers for ESLs to acquire a job position

- Lack of academic skills
- Family problems that prevent them from other activities
- Lack of Social and Communication skills
- Lack of confidence
- Lack of IT/ internet skills
- Lack of decision-making skills



# Barriers for ESLs to acquire a job position

- Difficulties in presentation skills
- Lack of time management skills
- Creativity
- Conflict management
- Self-management skills
- Job searching skills



# Important areas to develop for ESLs

- Empowerment skills (managing time and self effectively)
- Social skills (social and labour inclusion)
- Problem solving skills and critical thinking skills
- ***Soft skills***
- Computer literacy skills (skills of the future)
- Ability to adapt and learn
- Foreign languages



# *Whole School Approach as a response to Early School Leaving*

- The EU response to Early School Leaving was to focus on ***prevention***
- The EU Working Group paid special attention on ***holistic*** approaches
- ***Whole-school approach***: encompasses many services and stakeholders from all levels
- This approach requires that all the relevant actors are engaged in a climate of collaboration, where all members strive towards a common and cohesive action.



Schools cannot effectively work alone. They need to move from isolated and short-term actions to engaging in a more holistic and systemic initiatives

## PUBLIC AUTHORITIES

### SCHOOL HEADS

- Distributed leadership
- Teamwork
- School improvement processes

### COMMUNITY ORGANISATIONS AND BUSINESSES

- Additional learning experiences
- Building trust

### LEARNERS

### TEACHERS

- High expectations for all learners
- Collaborative teaching
- Professional development

### PARENTS AND FAMILIES

- Co-educators
- Participate in school life

### SERVICES: HEALTH, SOCIAL, EMPLOYMENT, POLICE...

- Collaboration with schools
- Multi-disciplinary teams

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<http://ec.europa.eu/expert-group>



# *Whole School Approach in Cyprus*

This approach was incorporated by the Ministry of Education and Culture in the Health Education Programmes:

L

Action established:

**Supporting schools for the *holistic* treatment of serious delinquency cases.** The request is made to the Committee for Direct Intervention. Application forms and relevant information is given in CIRCULARS No. 2923 for Primary Education, no. 5487 for Secondary General Education and no. 1298 for Secondary Technical and Vocational Education.



# *Whole School Approach in Cyprus (CARDET)*

1) iDecide [project](#)



Whole-school approach to engage all marginalised populations of the school and the community in shared decision making



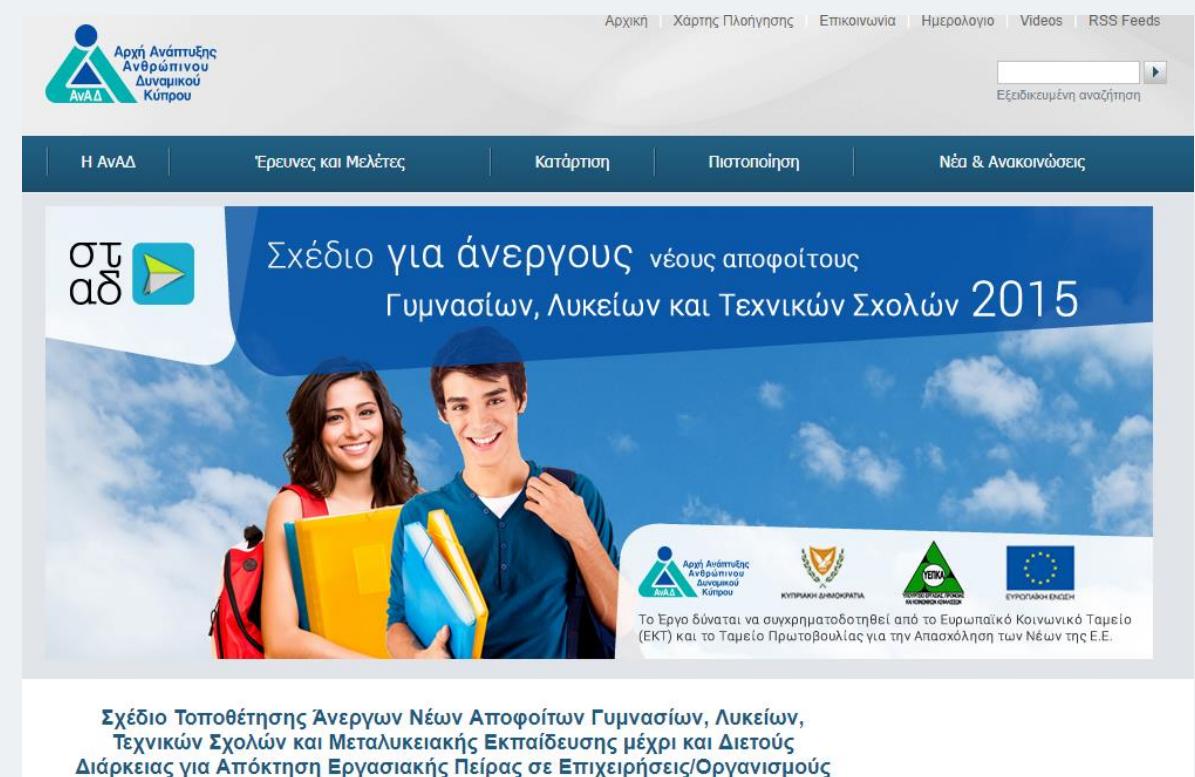
2) TaSDi-PBS [project](#)

Students who lack behind academically are often likely to exhibit socio-emotional and behavioral issues. Preventing school failure and promoting a socially inclusive schoolwide framework is the focus of this European-funded ERASMUS+ KA2 project.



# *Human Resource Development Authority of Cyprus*

In 2015, an initiative from the government of Cyprus was established to ***help unemployed young graduates*** of secondary schools, lyceums, technical schools and post-secondary education to find a job ***for up to two years*** in different enterprises / organisations.



## *Second Chance Schools / Evening Technical Schools*

- ❖ Second Chance Schools to provide compensatory education, which will contribute to integration and reintegration of students into social, cultural and economic life
- ❖ There are **5 Second Chance Lyceums** and **2 Evening Technical Schools** with the aim of reintegrating adults into an educational program

### *Challenges identified:*

Lack of time for education, work-related fatigue, dependent family members, financial problems, multi-role management



## *Second Chance Schools / Evening Technical Schools*

The personal and social development component of the curriculum is covering topics like:

- Identification of personal strengths and talents
- Trust, belonging, empathy, respect, and awareness and expression of feelings
- Communication skills
- Creative and critical thinking skills
- Learning how to learn, goal setting, motivation
- Issues of concern – like drugs, bullying, unemployment, personal hygiene



# *Vocational Education and Training Apprenticeship Scheme*

Vocational Education and Training Apprenticeship Scheme's aims are the following:

- 1) Offer of ***alternative ways*** of learning to teenagers, who leave school early and need to develop skills to enter the labour market
- 2) Ensure ***mobility and flexibility*** in the choices offered to young people by the education system
- 3) Improvement of labour supply from young people with adequate professional qualifications



# Other NGOs' initiatives and projects

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## Tackling Early School Leaving (ESL)



**Description:** The training course will focus on early school leaving (ESL) reasons and consequences, existing strategies, policies and measures to combat ESL as well as support teachers and student learning. During the training, emphasis will also be given to the involvement of all stakeholders – pupils, school, teachers, parents and local communities in order to create systemic whole school approach.

**Gallery**

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Dates and Locations

Pisa, Italy

• 25.02 - 01.03.2019 CONFIRMED SESSION

Offline





Thank you!