

# Early School Leaving in the Country Specific Recommendations to BE

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# Treaty base of the European Semester

## Treaty on the functioning of the EU

### **Title VIII: Economic and monetary policy**

Chapter 1 - Art. 121

Chapter 4 - Art. 136

### **Title IX: Employment**

Art. 145

Art. 148

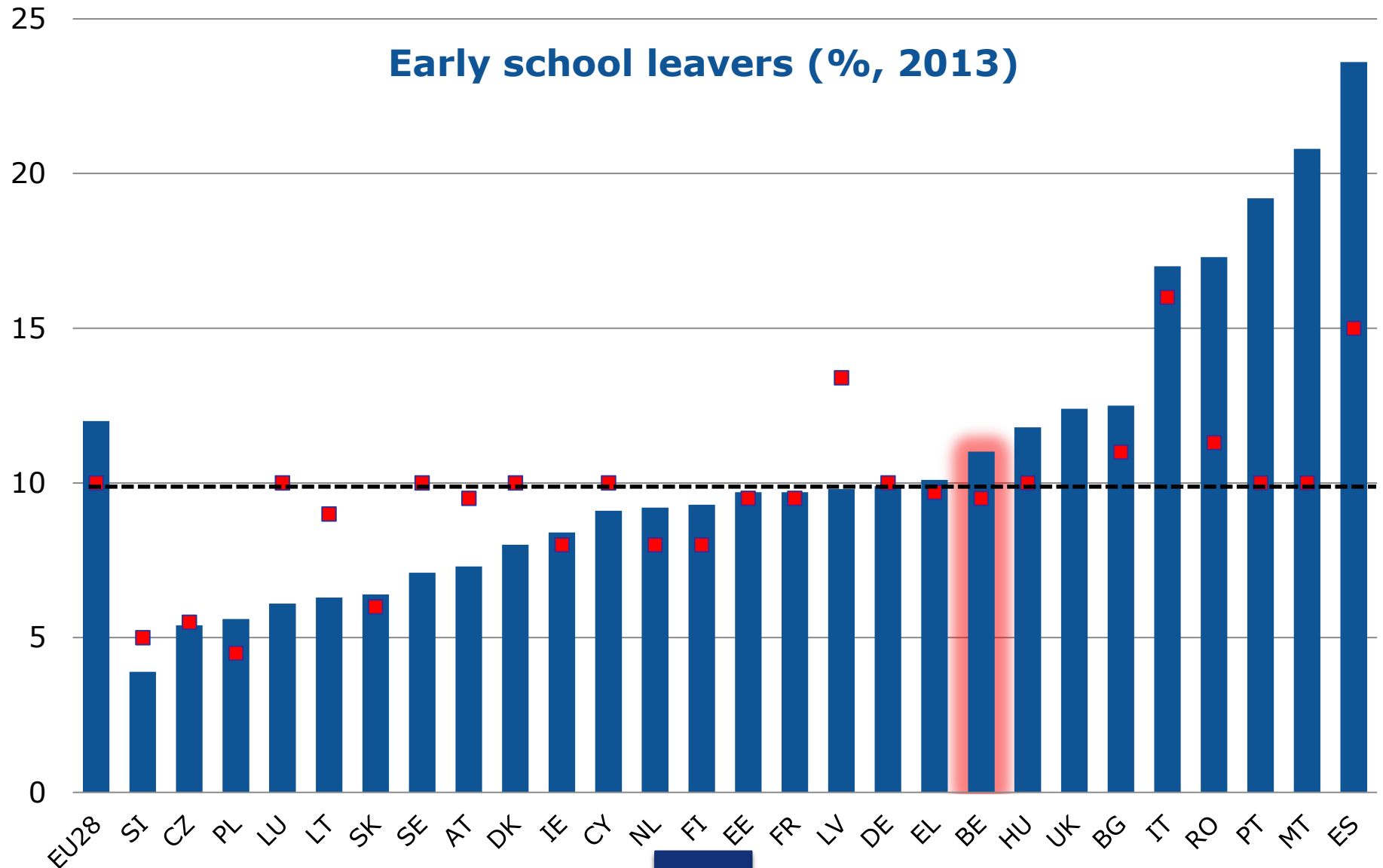
### **Title XII: Education, Vocational training, Youth**

Art. 165

## Europe 2020: European headline targets

- **Employment:** 75%
- **Research and development:** 3%
- **Education:**
  - Early school leavers: 10%
  - Tertiary education: 40%
- **Climate change:** 3x20%
- **Poverty and social exclusion:** 20 MM

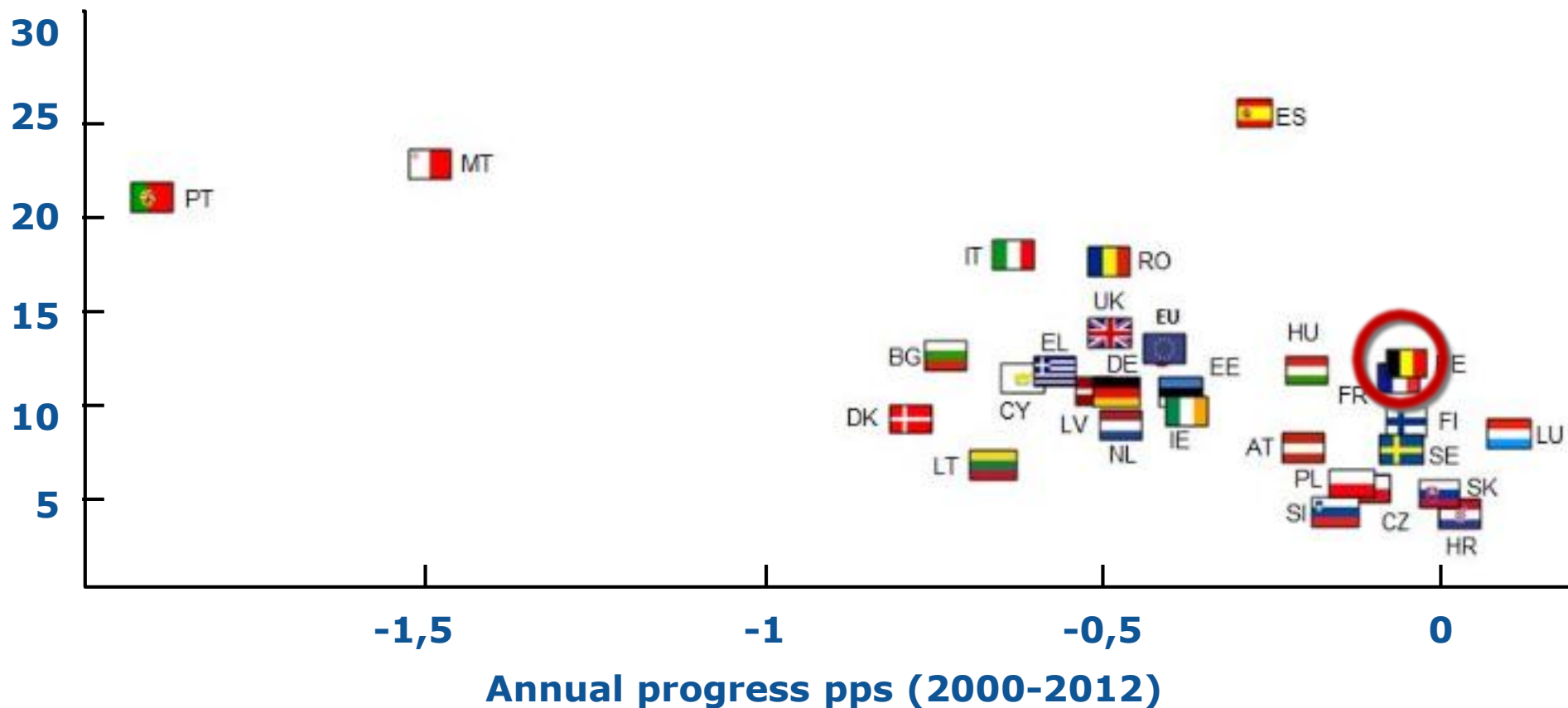
# BE strives for a (slightly) more ambitious target and performs moderately well



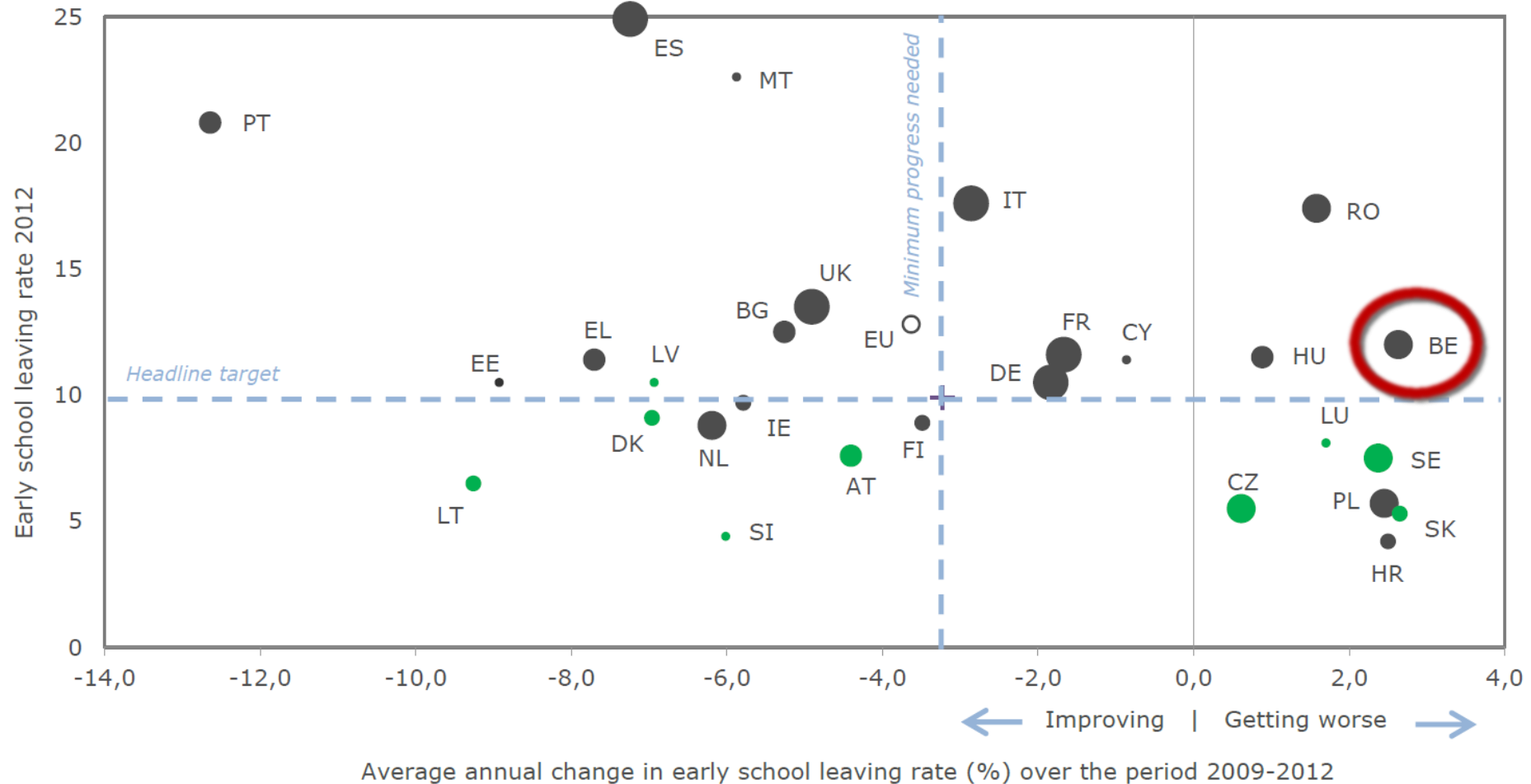
# But progress towards the national target is slow (1)

## Situation in 2012 and progress since 2000

ESL-rate  
(2012, %)

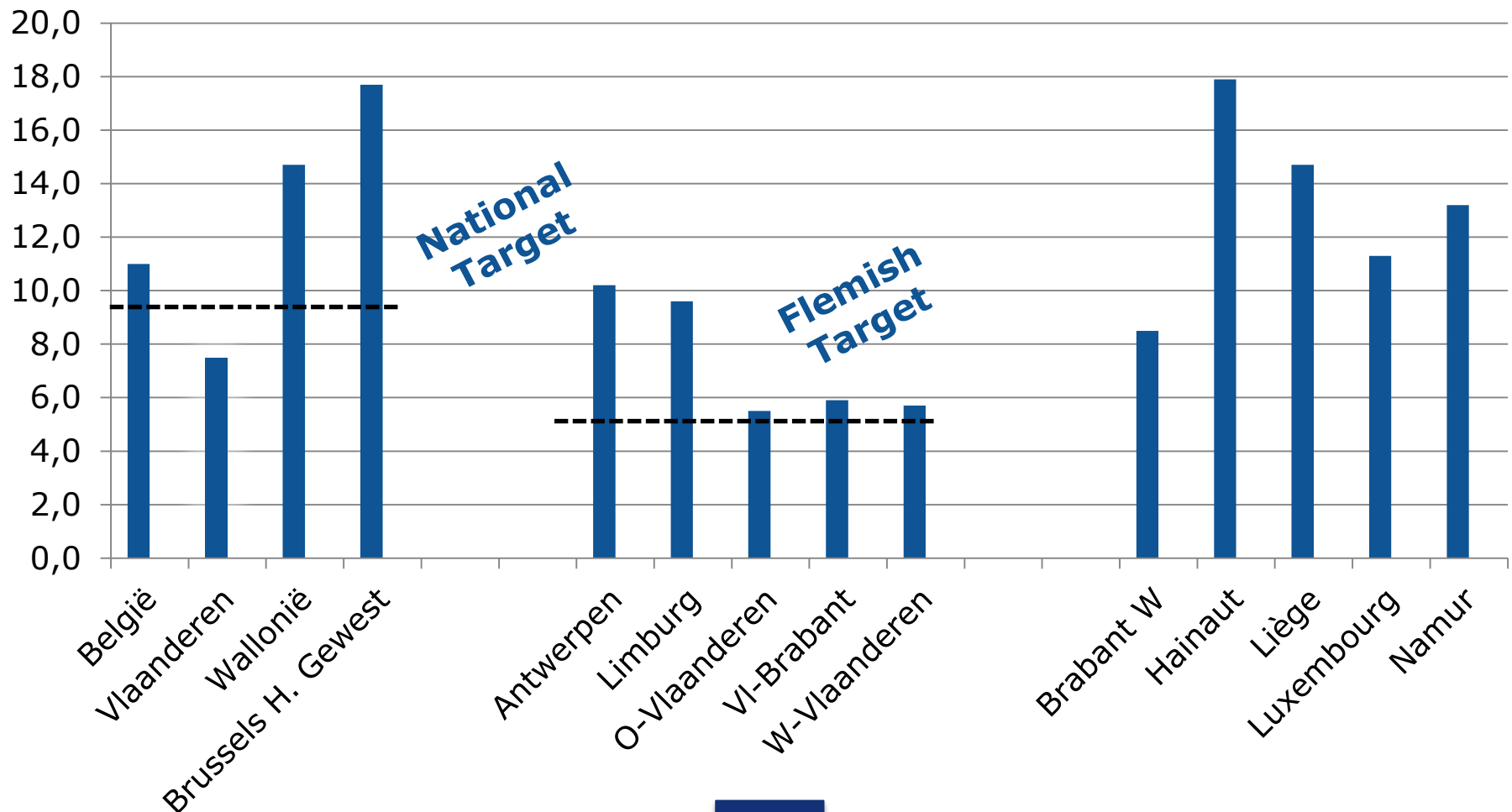


# But progress towards the national target is slow (2)



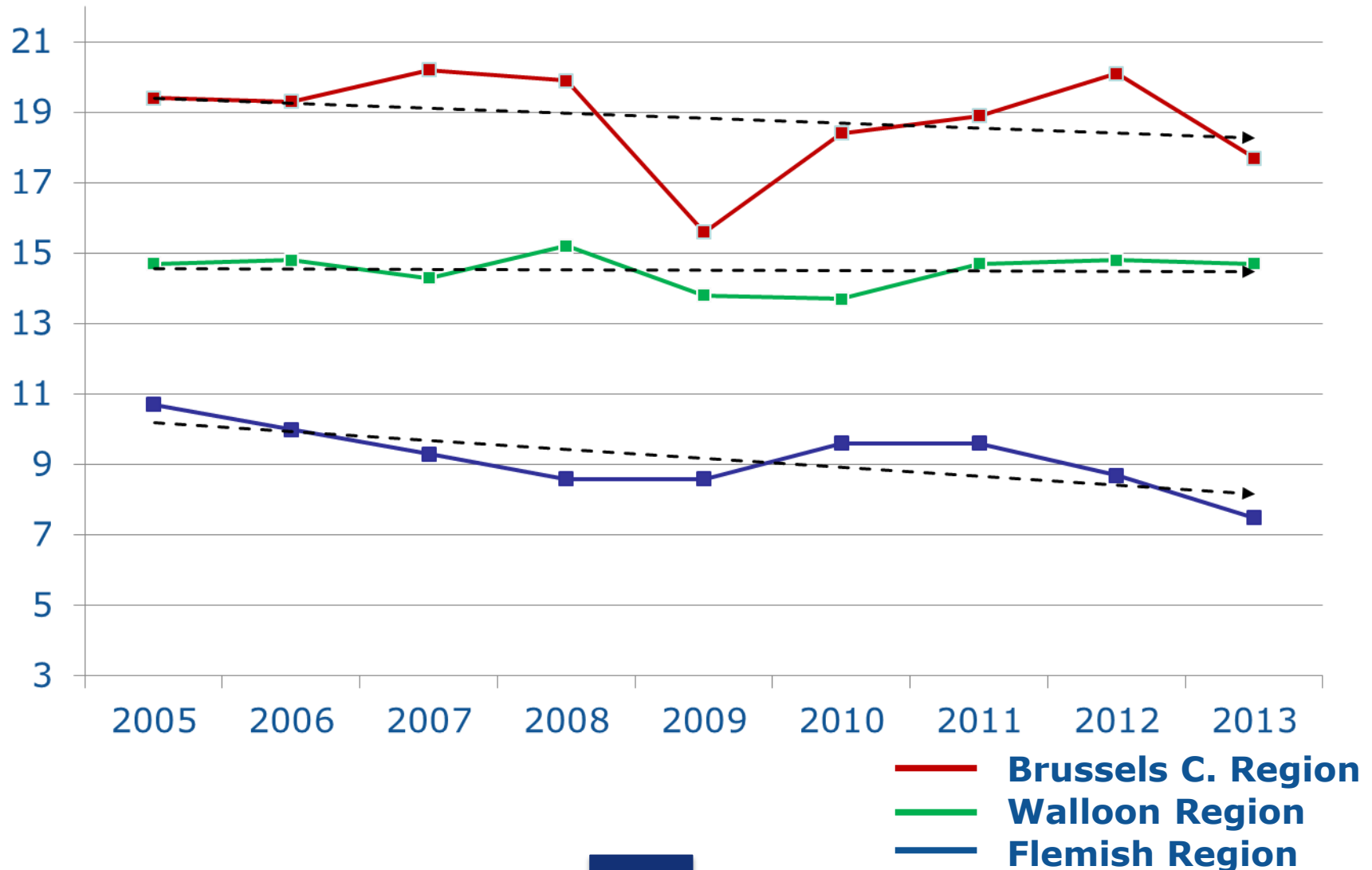
# Regional and local differences are considerable

ESL-rate per NUTS 1 and NUTS 2 region (2013)



# Including with regard to long-term trends

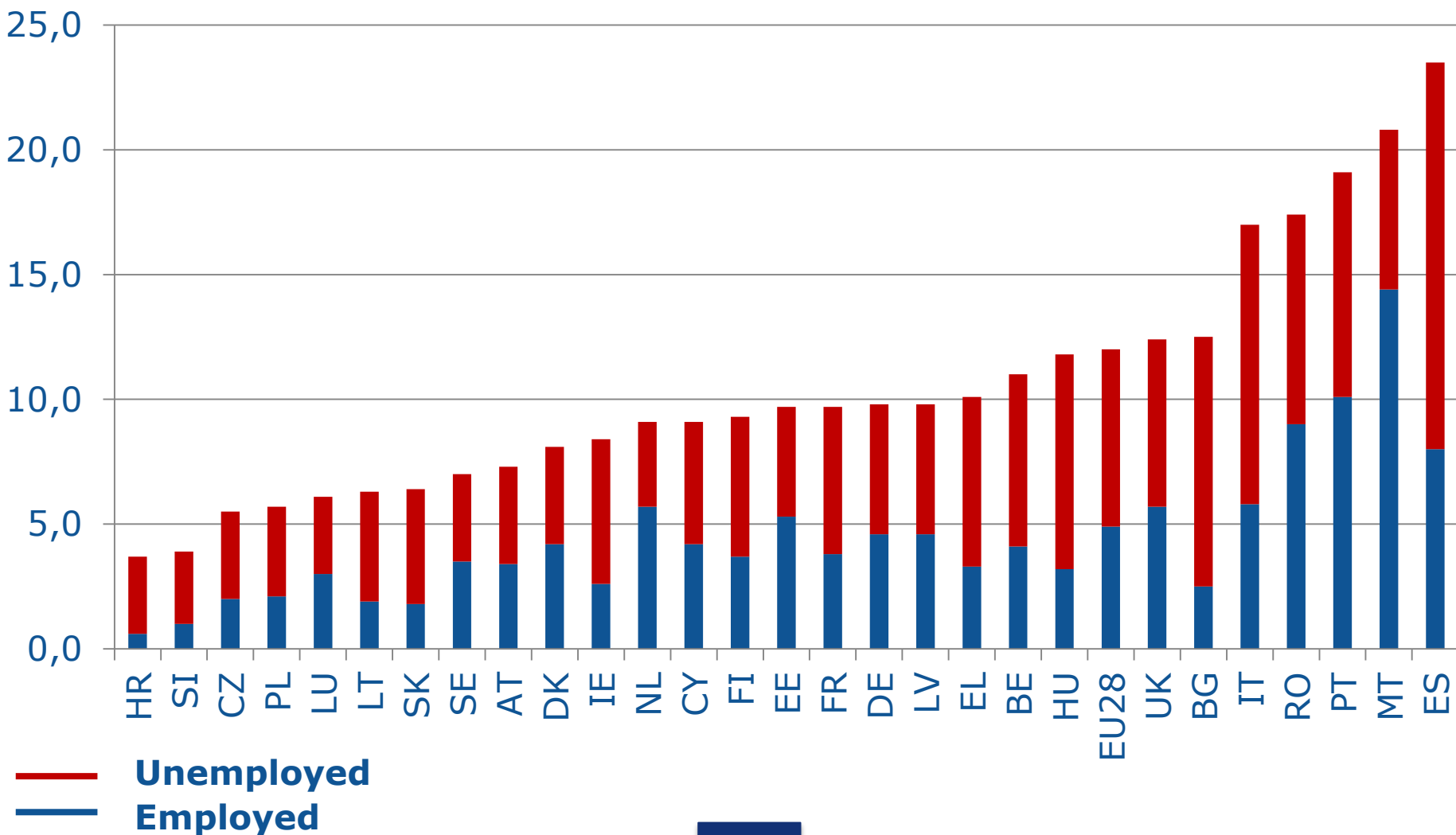
ESL-rate per NUTS 2 region (2005 – 2013)





# ESL-performance clearly affects labour market outcomes (1)

Share of employed and unemployed early school leavers  
(2013)



# ESL-performance clearly affects labour market outcomes (2)

Which labour market groups could theoretically contribute most towards employment growth \*

MS	Men			Women			Low-skilled	Non-EU27 nationals
	Young	Prime Age	Older	Young	Prime Age	Older		
BE	2.0	2.1	3.3	2.3	2.8	<b>3.9</b>	<b>3.7</b>	1.6
NL	0.3	1.4	0.8	0.0	<b>1.8</b>	<b>2.4</b>	0.0	0.8
FR	1.6	1.7	<b>3.1</b>	2.1	2.0	<b>3.2</b>	1.8	1.4
DE	0.6	0.9	0.9	0.7	<b>1.4</b>	<b>1.7</b>	0.4	1.5
UK	0.5	<b>1.4</b>	1.0	1.1	<b>2.4</b>	1.9	0.9	0.9
DK	1.1	<b>1.7</b>	1.1	1.3	1.0	<b>1.5</b>	0.3	1.1



# Commission Staff Working Document\*

## Section 3.3.: Labour market, education and social policies

- Facts and figures
- Assessment of ESL policies & progress towards the national target
- Assessment of other education and training national reforms

### Main findings:

- Significant regional, socio-economic and cultural disparities with regard to early school leaving
- Typical profile of early school leaver: disadvantaged socioeconomic and cultural (migrant) background, overrepresented in VET, boys more at risk
- High ESL-rates in the Brussels Capital region and Wallonia

# The Flemish government continues to develop its ESL strategy

- **2012:** Political commitment of the government and social partners (Career agreement)
- **2013:** Adoption of a comprehensive action plan,
- Implementation of the action plan to be monitored
- ESL rate in 2013 at 7,5% vs. the 5,2 % Flemish 2020 target
- High relevance of the Flemish indicators related to the flow of pupils leaving school without qualification, > the ESL rate.

# No comprehensive strategy yet across the French community and regions

- **Increased awareness**

- in 2013, adoption of 2 decrees relevant for ESL:
  - improve coordination between the education/youth sectors
  - improve data collection and qualitative analysis
- previous initiatives still under development

- **But still no comprehensive approach to fight ESL**

- stronger cooperation needed between and within community, regional and local actors
- lack of data, evaluation, monitoring

- **Brussels's complex governance**

## Policies to improve VET & basic skills

- Highest proportion of pupils leaving schools with at most a low secondary qualification in IVET (> 50% professional track)
- Measures to reform IVET/CVET and to improve basic skills
  - BE NL: roadmap to reform its secondary education/IVET system (2013-2025) but key decisions in 2016 , language screening
  - BE FR : range of measures, reform of its first degree but scope and pace

## Background info for the workshops

- **Focus on prerequisites, early prevention, teachers - pedagogy**
- **Background info on characteristics of the E&T systems in BE:**
  - Investment in E&T is above the EU average
  - Long-standing policy measures to fight educational inequity
    - additional means to disadvantaged schools
    - desegregation policy (regulation of enrolments)
  - Almost universal participation of 4 to 5 years-olds to ECEC

## But...

- 2012 Pisa:
  - high educational inequalities linked to socioeconomic casuses, specific issue for migrant background ( > in BE NL)
  - high segregation between schools
- Increasing number of pupils in special needs education
- High grade retention
- Regulation of enrolments did not reach the expected results
- Teachers in disadvantaged schools
  - 2013 Talis (BE NL): very low proportion of experienced teachers in the most 'difficult' schools
  - high turn-over, few experienced teachers