



Current Issues in Education: Early School Leaving

Prague 25–29 January 2016



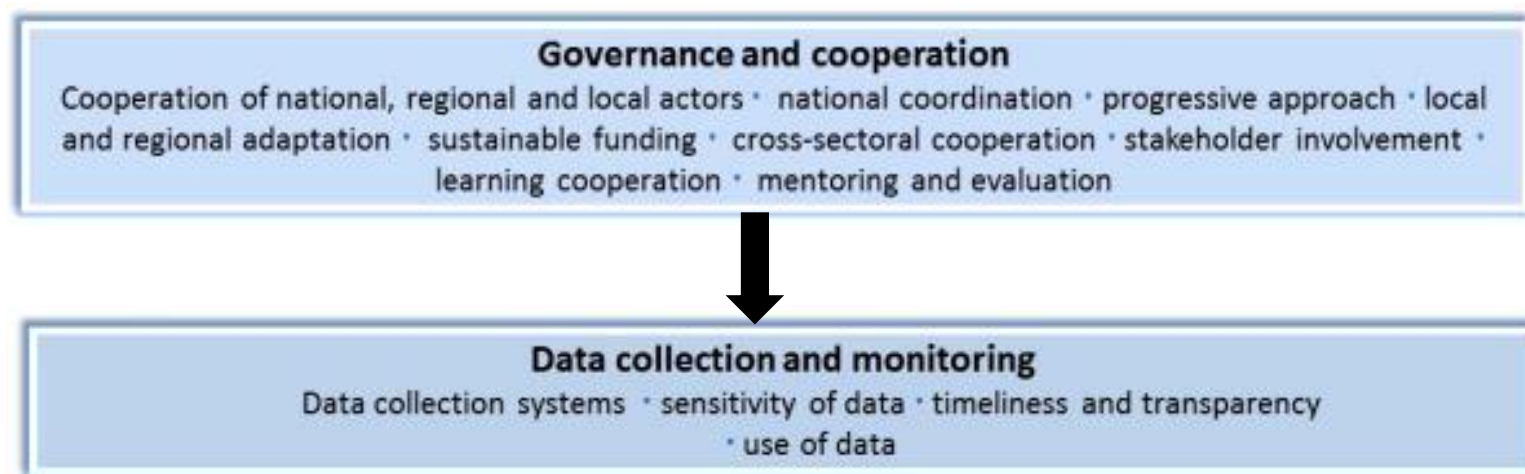
In 2012, nearly five and a half million young people between 18 and 24 years old had not finished upper secondary education and were not in education and training.

EUROPE 2020 TARGET:

Reducing the average European rate of early school leavers to less than 10% by 2020

Critical conditions for successful policies against ESL:

(based on Thematic Working Group on ESL)



Prevention

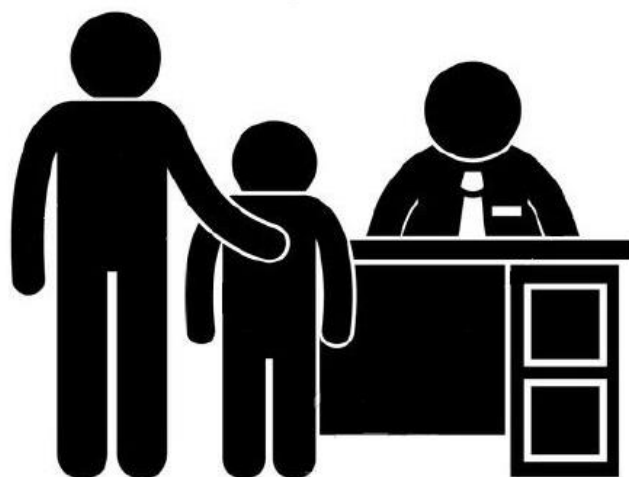
- Access to good quality ECEC
- Relevant and engaging curriculum
- Flexible educational pathways
- Integration of migrants and minorities
- Smooth transition between educational levels
- High quality VET Involvement of pupils in decision making
- Teacher education
- Strong guidance systems

Intervention

- Effective and evidence-based early warning systems
- Focus on individual needs
- Systematic support frameworks
- Extra-curricula and out-of-school activities
- Support to teachers
- Empowering families and parents

Compensation

- Accessibility and relevance of second chance education
- Recognition
- Commitment and governance Personalised and holistic approach
- Distinctive learning experience
- Flexibility in curricula
- Teacher involvement and support
- Links to mainstream education



ESL in Europe (2012)

= young people who leave education and training with only lower secondary education or less and who are no longer in education and training.

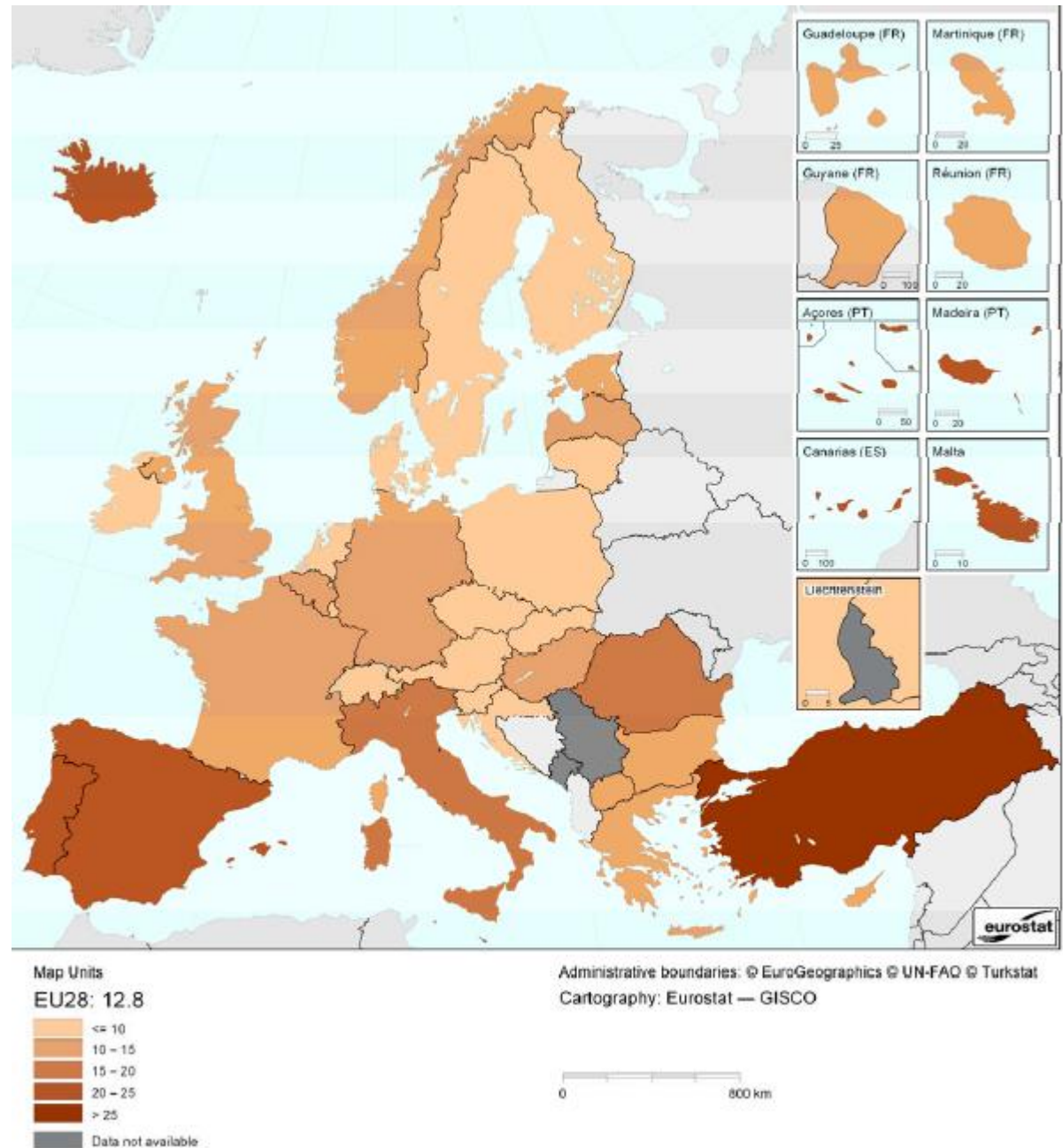
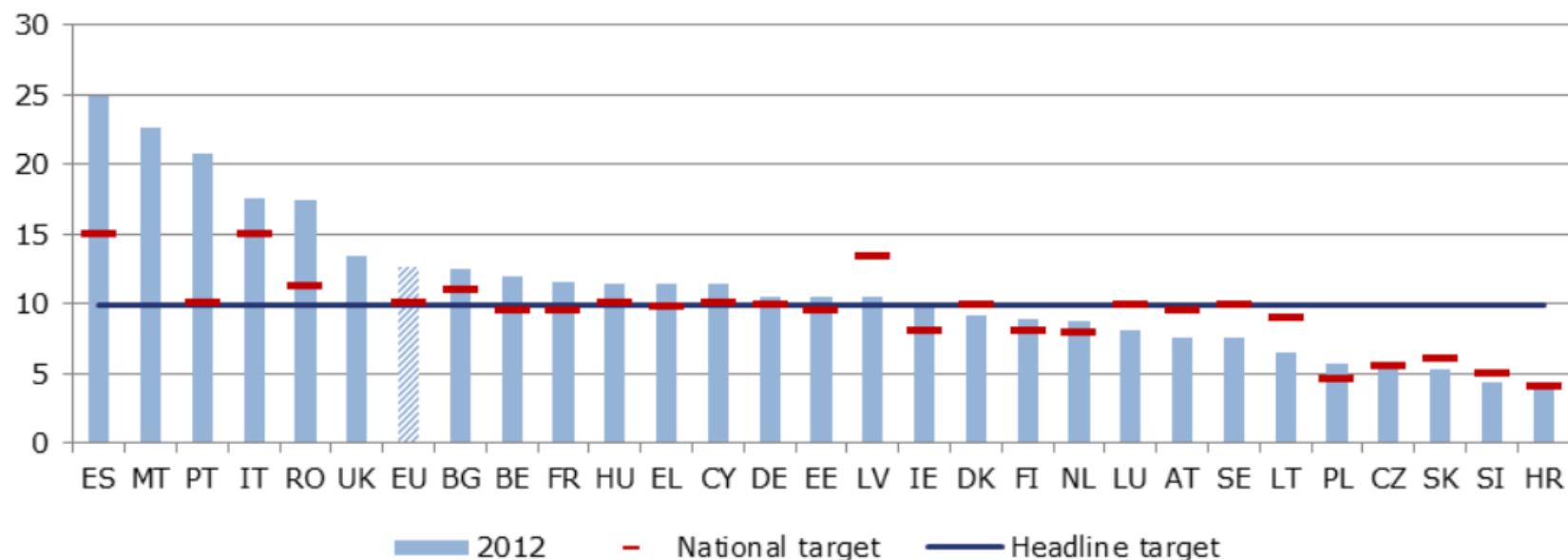


Figure 1. ESL rate 2012, Europe 2020 target and national targets



Source: Eurostat (LFS).

INTERESTING FACTS:

Percentage of 18-24 years old

- On average, the unemployment rate of early school leavers is 40.1%, compared to 23.2% overall youth unemployment in Europe.
- The share of early school leavers among females is about 24% or 3.5 percentage points lower than among males.
- The share of early school leavers among foreign-born is on EU average more than twice as high as for natives (25.4% compared to 11.5%).
- In Netherlands (2011) they surveyed 2.145 young people why do they drop out of school?
45% = Education related reasons / 18% = Physical or mental health complaints



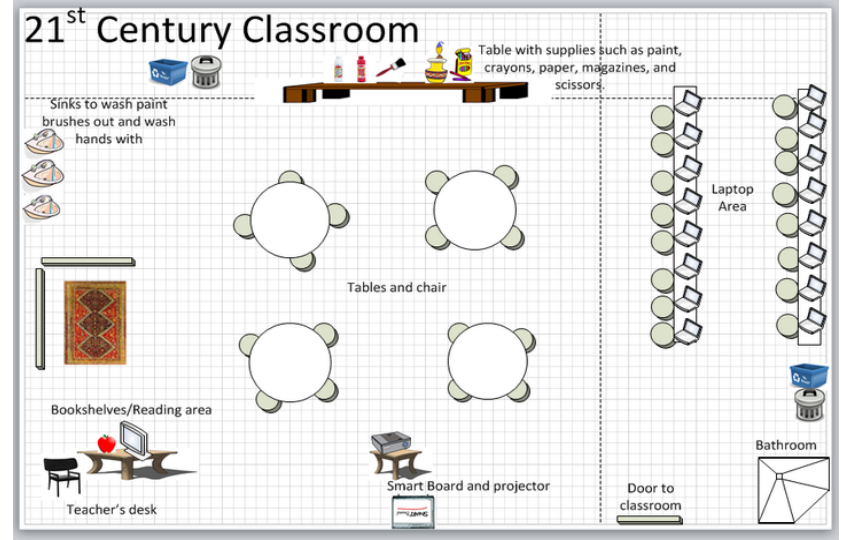
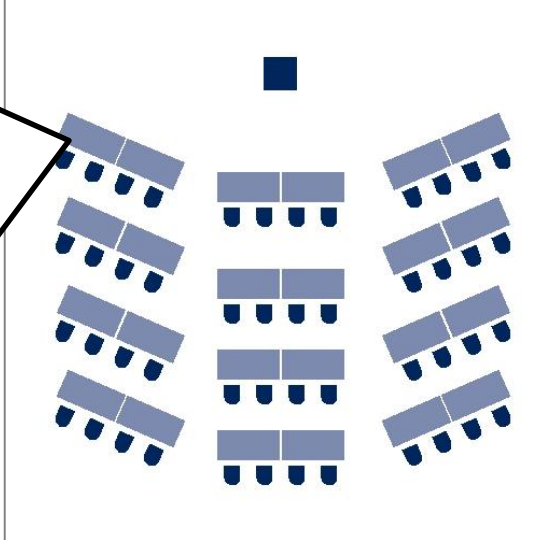
In this activity you worked in the pairs. You were evaluating examples from EU practices and comparing them with current situation in your country (school). Policies covered all crucial aspects of successful policies in reducing ESL (Governance-Coordination-Data collection-Prevention-Intervention and Compensation).

Venn diagram

17th. vs 21st. century classroom:
Compare both pictures... (We used Venn diagram).
New technologies are considered to be effective tools for developing the 21st century skills. But what if the interactive board is just an expensive replacement of the blackboard and chalks?



Traditional vs. „21st century classroom“
where the setting is prepared for team work and also suggests the students empowerment.
Reorganization of the classroom can never guarantee a positive change if not well managed.



CLASSROOM STRATEGY

Case Study: Primary school – Prague

Topic/Curriculum content: Understanding New Media Art

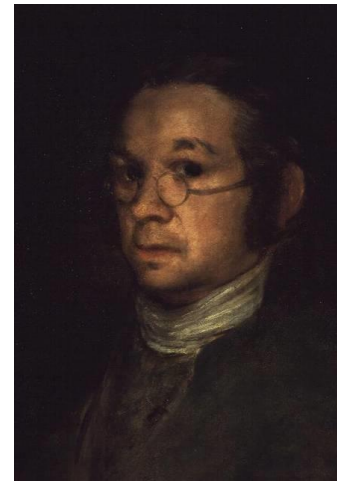
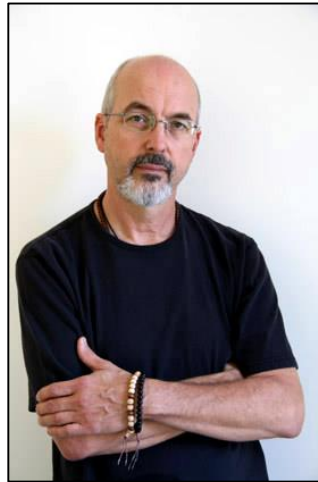
Goal: Create an art instalation using traditional/new (digital) media

Age group: 5th grade

Organisation: 20 kids in 5 teams (of their choice)

1) Start with the whole classroom – find out about their previous knowledge – provide new information

Digital media are rarely used as creative tools.



1798

1988

The sleeping of reason - F. Goya/B. Viola

Viola's interpretation of Goya's artwork well demonstrates how the similar ideas can be captured differently. Traditional vs. New Media - list the difference/similarities, talk about it in groups etc.

Task:
What is the story about?
Interpret this „classical“
artwork anew by using
variety of media.



E. Munch – Ashes 1894

2) Prepare the environment (all materials needed etc. Give classroom the task (s) – split them in teams. From this point on you are more coordinating and leading than teaching.

3) Sit all together. Each team presents the results. Evaluation should be based on the criteria. Everyone should know them before the activities start.

Team 1:
Google searched the photos and then created a story based on the painting using the PowerPoint.

**Once upon a time
a woodcutter went into the
forest...**

Team 2:
Came up with another story which was „performed“ and video recorded in the woods.



Team 3:
Comic book interpretation.

**Oh no! What
have I done!**



In this activity you are cooperating with your colleague and practicing both cross disciplinary cooperation and learning, which is based on a team work. There can be one common task for everyone or different tasks for each team revolving around the same goal/content/topic. You can really play with this! Set your goal first, make sure everyone understands and then let the path to be flexible. Also! Keep the school curriculum in your mind. Not an easy one, but definitely worth trying ☺



Pythagoras

Pupils can rotate after they finish the tasks. We did some hands on activities and lot of reading/researching was required. Off course that you can make it more „academic“ give them mathematic equations etc. This can work for any subject and age group!

Write his Bio.
Remember some facts.
Explain why is he important?

Create (Visualise) his
Theorem somewhere in
the classroom. Use any
materials.

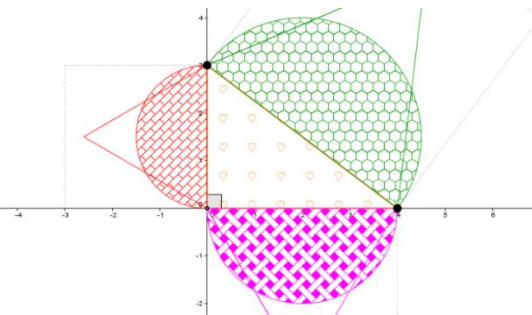
Research how can we
use Pythagoras's
theorem in everyday
life? Provide some
examples.

Google search for some
pictures. Choose five
different images, save
them in the file. Explain
their meaning.

Make a
video/poster/presentati
on on Pythagoras for
the rest of the students
to use.



Figure 1. Woodcut of an alleged Pythagorean experiment involving musical glasses and bells. From Gaffurio's (1492) *Theorica Musica*.



[PBL Explained](#) [Movement](#)

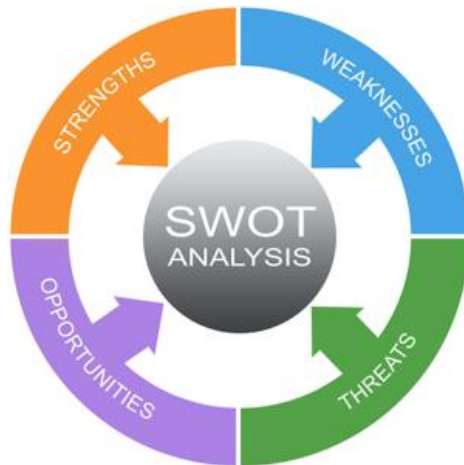
Click on the links to view the videos. I personally consider PBL as the method which best responds to the 21st century society needs.

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.

Essential Elements of PBL

- **Significant Content** - important knowledge and skills, derived from standards
- **21st century competencies** - build competencies valuable for today's world
- **Students Voice and Choice** – time/task management guided by teacher
- **Critique and Revision** - give and receive feedback – further inquiry
- **Driving (Open ended) Question** – using recourses, developing answers
- **Public Audience** – presentation beyond their classmates/teacher...

PBL is very complex approach to teaching. After the comprehensive SWOT analysis on Institute for young people at risk we identified some opportunities for PBL.
-Library for the institute
-Complex problem „Why do we (the girls) like to smoke?“
In this way students learn while solving the „real life problems“



CASE STUDY / CRITICAL PEDAGOGY (Paulo Freire – Pedagogy of the oppressed)

Community Organizing Against „Zero Tolerance“

In the US more than 3 milion children and youth are expelled from school each year.

California / 2002 / High School

„Police photographed and recorded name of the 60 students – all but one of colour“

In response to this „Family for Youth Rights“ was formed. – Grassroot organisation, where Community challenges the „zero tolerance“



- a) Documenting the problem – Impact research, participatory analysis**
- b) Holding community meetings, conducting media outreach**
- c) Organising public protests**
- d) Parent to parent advocacy assistane**
- e) Community derived policy recommendation.**
- f) Persistant engagement with school officials.**
- g) Ongoing monitoring of school disciplinary policies.**

This „scary“ example from the practice shows how oppressive and unsuitable governance policies can be changed when the pressure from the „grassroots“ is permanent and based on cooperation.

CASE STUDY / PUBLIC PEDAGOGY in practice (further reading: Henry Armand Giroux) Project Other Ways – Allan Kaprow = real life context, both in/out the school

Illustratin of
the context
– key words

Berkeley - USA

Late 1960's

Arm forces everywhere

Graffiti

Purpose: To bring the arts into a central role in the public schools' curricula

Cooperation: School administrators, teachers, students, poets, sculptors, architects, photographers, happeners, athletes

Organisation: Individual to classes / Workshops to semester projects

Case: 6th grade class Labeled: "unteachable illiterates"



Students got the Polaroid cameras
„Take photos anything you like...“



How come, that „unteachable illiterates“ were so profoundly interested in graffiti ?

Why would they be interested in unrealistic stories when their own lives probably felt „chased by THE vampires“ than "happily ever after".

Find some more inspiration here or anywhere else in the world 😊

Community Based Learning



WHAT WORKS IN EDUCATION
THE GEORGE LUCAS EDUCATIONAL FOUNDATION



[Link](#)

Suggestopedia
by Lazoni

Language teachers!
This might be of your interest 😊

TED^x

[Inspirational Talks Subtitles available :\)](#)



Free writing – which we used as a warm up activity is one of many effective methods. Check it out!

Sit
Beside
Me

• [Cyril Mooney](#)

Inspirational personality and movie!
Education in extreme conditions of India made possible!

Thank you! ☺

A GALAXY OF
BRIGHT IDEAS.
MEMORY OF AN
ELEPHANT.

LOGIC OF A
COMPUTER.

ULTRA-SENSITIVE
SONAR EARS WITH
NOISE FILTER.

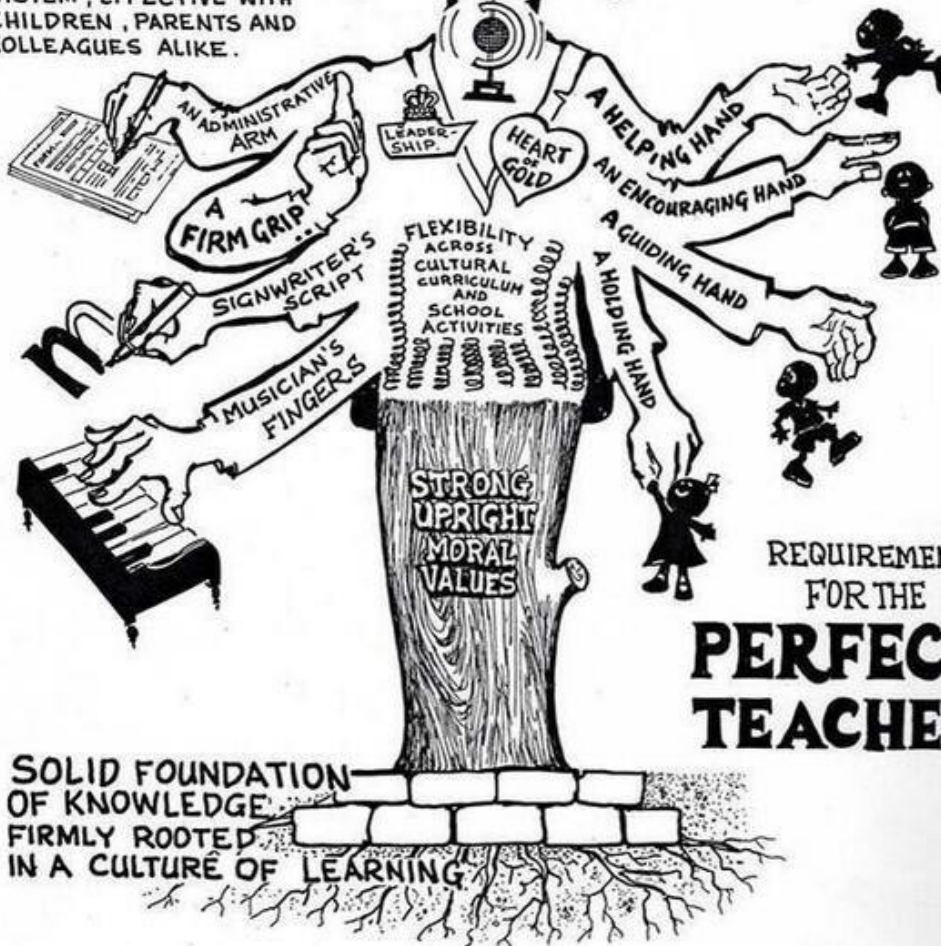
CRYSTAL-CLEAR
COMMUNICATION
SYSTEM, EFFECTIVE WITH
CHILDREN, PARENTS AND
COLLEAGUES ALIKE.

360° EYE-SIGHT THAT
CAN SEE POSITIVES
BEFORE NEGATIVES.

X-RAY
VISION



HEALTHY WHOLESOME
SENSE OF HUMOUR WITH
NO TRACE OF SARCASM
RACISM OR RIDICULE.



REQUIREMENTS
FOR THE
**PERFECT
TEACHER**