

CONFÉRENCE DE COMPARAISONS INTERNATIONALES

LUTTE CONTRE LE DÉCROCHAGE SCOLAIRE

#CCI_Décrochage

Early school leaving: taking a holistic, differentiated and systemic international perspective on the issue

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- Downes, P., Nairz-Wirth, E., Rusinaite, V. (2017). *Structural Indicators for Inclusive Systems in and around Schools*. Luxembourg: Publications Office of the European Union.
- Cefai, C., Bartolo, C., Cavioni, P & Downes, P. (2017, forthcoming) *Curricular Reform in Social and Emotional Education across the EU. A review of the international evidence*. Luxembourg: Publications Office of the European Union.
- Downes, P. & Cefai, C. (2016) *How to tackle bullying and prevent school violence in Europe: Evidence and practices for strategies for inclusive and safe schools*. Luxembourg: Publications Office of the European Union.
- Edwards, A. & Downes, P. (2013) *Alliances for Inclusion: Developing Cross-sector Synergies and Inter-Professional Collaboration in and around Education*. Brussels: European Commission, Directorate General, Education and Culture.
- Cedefop 2017 – Early Leaving from VET – *Selfreflection Tool*.

- Sartre *'Bad faith is to pretend something is necessary which is in fact voluntary'*.
- France: Early School Leaving

France			
2013	2016	Foreign-born	Native-born
9.7 %	8.8 %	16.3 %	8.2 %

- Key Guiding Principles (Downes Nairz-Wirth & Rusinaite 2017):
 - **Holistic** - Recognises the social, emotional and physical needs, and not simply the academic and cognitive ones, of both children/young people and their parents;
 - **Systemic** - Beyond individual resilience to **inclusive systems**;
 - **Differentiated** – not one size fits all.



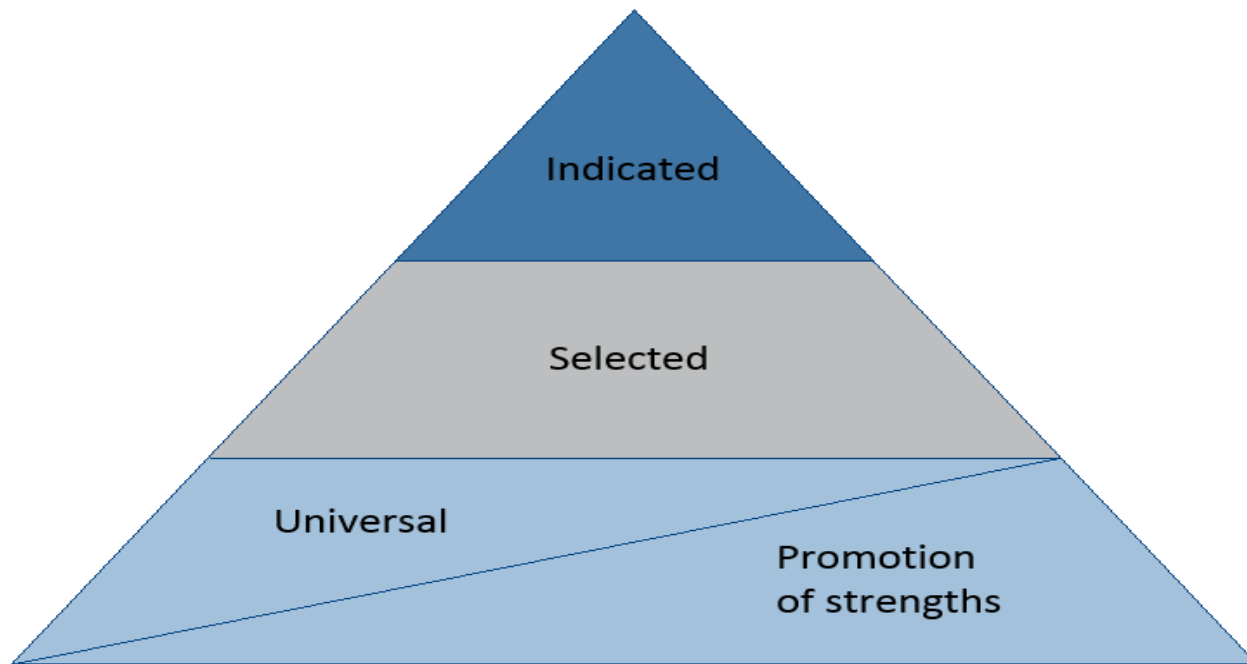
Inclusive systems - Beyond Rutter's (1987) resilience in adversity (poverty, early school leaving, bullying, trauma) as superman or wonderwoman ! (Downes 2017).

Holistic Systemic Issues:

Percentage of Socioeconomically Disadvantaged Students who Agree/Disagree with the Following Statements: School Belonging and Feeling Like an Outsider (PISA 2012, OECD 2012).

Countries	I feel like I belong at school, % Agree (S.E.)	I feel like an outsider (or left out of things at school), % Disagree (S.E.)
Austria	82 (1.6)	89.9 (1.1)
Belgium	63.5 (1.6)	88.4 (1.0)
Czech Republic	73.6 (1.9)	80.5 (1.6)
Denmark	69.3 (1.6)	90.3 (1.0)
Estonia	78.2 (1.8)	90.0 (1.3)
Finland	80.5 (1.1)	89.2 (1.0)
France	38 (1.7)	73.2 (1.8)
Germany	83.8 (1.6)	89.7 (1.4)
Greece	87.8 (1.2)	83.9 (1.4)
Hungary	83.5 (1.1)	85.6 (1.6)
Ireland	76.7 (1.5)	91.6 (1.0)
Italy	75 (0.9)	89.3 (0.6)
United Kingdom	74.9 (1.5)	86.9 (1.1)
OECD Average	78.1 (0.3)	86.2 (0.2)

- Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk for Transition:
 - Universal (*All*);
 - Selected (*Some, Groups, Moderate Risk*).



Universal Strategies

- Preventing Grade Retention and Postponing Tracking (OECD 2007, 2010).
- Preventing Child Poverty and its Impact on Mental Health (Kessler 2009, Annie E. Casey Foundation 2009, WHO 2003).
- Social and Emotional Education (children, teachers).





A Holistic Curricular Focus on Social and Emotional Education

- A study of more than 213 programs found that if a school implements a quality SEL curriculum, they can expect better student behaviour and **an 11 point increase in test scores** (Durlak et al., 2011).
- Durlak et al. (2011) highlight a range of SEL benefits indirectly related to bullying and school violence, for outcomes on SEE skills, Attitudes, Positive Social Behaviour, Conduct Problems, Emotional Distress and Academic Performance.
- Sklad et al.'s (2012) meta-analysis promote development rather than prevent specific problems such as bullying.
 - SEE programs showed statistically significant effects on social skills, antisocial behaviour, substance abuse, positive self-image, academic achievement and prosocial behaviour.
 - **SEE - Not the same as civic or religious education !**

- **UNIVERSAL AND SELECTED** – Initial Teacher Education Conflict Resolution Skills **Classroom Climate and Bullying: Discriminatory Bullying.**
- Elamé's (2013) 10 country European study regarding 'the fundamental importance' of teacher influence on discriminatory bullying:
 - Those immigrant and Roma students who think the teacher exhibits similar behaviour towards 'native' and immigrant and Roma children in the class are those bullied least in the last 3 months.
 - In contrast, 'those who declare that their teacher favours native children over immigrant/Roma students are **more vulnerable to suffer some form of bullying** [across the 10 countries]' (Elamé, 2013).

- Authoritarian teaching (Downes & Maunsell 2007, Pyhäntö et al. 2010, Cefai & Cooper 2010, Downes 2013).



- WHO (2012) Modifications that appear to have merit include:

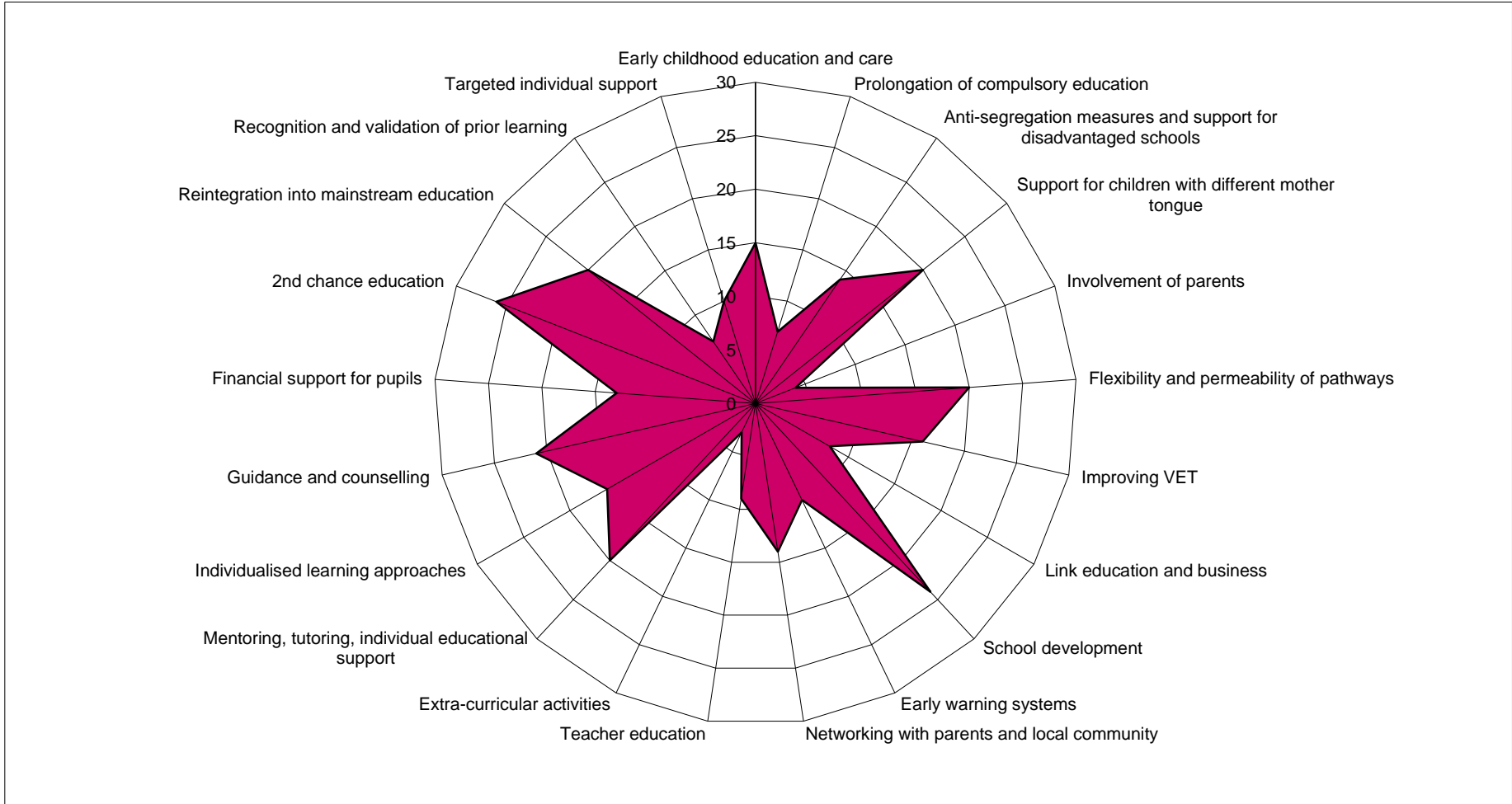
- establishing a caring atmosphere that promotes autonomy;
- providing positive feedback;
- not publicly humiliating students who perform poorly;
- identifying and promoting young people’s special interests and skills to acknowledge that schools value the diversity they bring.



Paul Ricoeur (1978) ‘Distanciation’ between subject and object.

Commission Staff Working Document (2011)

Frequency of measures against Early School Leaving mentioned in National Reports across Europe



Parental Involvement (Downes, 2014a): Availability of School Site After School Hours for Lifelong Learning Classes for Parents

Country	On a scale of 1-3 where 3 means at least 80% of schools in your municipality open their doors after school hours for lifelong learning classes and 2 means at least 30% of schools do so and 1 means less than 30% of schools do so – which number best describes the situation in your municipality?
The Hague	3
Gijon	3
Tallinn	2
Stockholm	2
Antwerp	1
Usti	1
Munich	1
Nantes	1
Sofia	1

Sleep aspects linked to academic achievement, mental health

- Taras & Potts-Datema (2005) note that most children need at least 9 hours of restful sleep each night and conclude that:

'The preponderance of literature that recognises the detrimental effects of sleep disorders is astounding and perhaps not fully appreciated among many primary care providers, school health professionals and educators'.

- Attention, reasoning and memory, moreover during prolonged periods of sleep restriction, the negative effects accumulate (de Bruin et al., 2016).
- Other international studies have shown a relationship between insufficient sleep and lowered academic performance (Blunden et al., 2001; Boschloo et al., 2011; Kronholm, 2015).



Selected and Indicated Prevention

Even apart from poverty related depression, emotional distress contributes to early school leaving:

- **LONELINESS**: Frostad et al. 2015 – intention to drop out.

Quiroga et al. (2013): 493 high-risk French-speaking adolescents living in Montreal.

- Depression symptoms at the beginning of secondary school are related to higher dropout mainly by being associated with pessimistic views about the likelihood to reach desired school outcomes; student negative self-beliefs are in turn related to lower self-reported academic performance and predict a higher risk of dropping out.

Quiroga et al. (2013) “interventions that target student mental health and negative self-perceptions are likely to improve dropout prevention”.

The downward spiral of mental disorders and educational attainment: a systematic review on early school leaving (Pascale EschEmail author, Valéry Bocquet, Charles Pull, Sophie Couffignal, Torsten Lehnert, Marc Graas, Laurence Fond-Harmant and Marc Anseau. BMC Psychiatry 2014 14:237).

- When adjusted for socio-demographic factors, mood disorders (e.g. depression) were significantly related to school dropout.
- Among anxiety disorders, after controlling for potentially confounding factors, social phobia was a strong predictor of poor educational outcomes .
- ...as indicated by early school leavers themselves, were feeling too nervous in class and being anxious to speak in public, both representing symptoms of social phobia .

School Climate, Teasing, Bullying



- Cornell et al. (2013) “a climate of teasing and bullying in the school also deserves consideration. Notably, **the increased dropout count that was associated with Prevalence of Teasing and Bullying was quite similar to the increases that were associated with FRPM [i.e., poverty] and academic failure”.**
- Cornell et al. (2013) note that dropout programs often focus too narrowly on changes in individual students, without considering broader peer and school influences.
- Supports could intervene at an early stage to prevent the escalation of experiential processes, such as selfdoubting and double victimising, described in a Swedish context (Thornberg et al., 2013), hopelessness in a US context (Radliff et al. 2015).

Inclusive Systems Approach (Downes & Cefai 2016): There is a striking commonality of interests with regard to strategic approaches for bullying prevention in schools and early school leaving prevention.

These include:

- direct and indirect effects of bullying on early school leaving relevant to perpetrators, victims and bully-victims;
- common systems of supports;
- common causal factors;
- teacher professional development and preservice preparation issues;
- early warning systems to prevent the consequences of bullying through system level emotional, cognitive and social supports.



- **France: No Integrated National Strategic Response to Bullying and Early School Leaving Prevention** (Downes & Cefai 2016, Combined responses from three sources: Commission ET2020 School Policy Working Group of Senior Education Officials from National Ministries/ENSEC/NGOs surveys)
- Cross Government Cooperation on ELET (Early Leaving from Education and Training): Policy Areas Working with Education at Central/Top-Level, 2013/2014 European Commission/EACEA/Eurydice/CEDEFOP (2014, p.68).
- **France: Cooperation mechanisms exist/are being developed – Education and Social Affairs (not Health):**
 - Not tradition of cross-government cooperation at central/top –level;
 - Not Cooperation mechanisms currently being tested within projects.

A Differentiated Approach to Involving Parents : Family Support Services for High Risk Chronic Need (Multidisciplinary teams Edwards & Downes 2013).



Systematic review by Lereya et al. (2013) involving 70 studies which concluded that both victims and bully/victims are more likely to be exposed to negative parenting behaviour, including abuse and neglect and maladaptive parenting.

Need lead agency to coordinate
Services for migrants (Downes 2015).



- Universal: **Beyond OECD Ten Steps to Equity in Education 2007, 2010**
 - Increase Time Social and Emotional Education Curriculum;
 - Address emotional awareness skills and conflict resolution skills of teachers to prevent authoritarian teaching and to promote inclusive class and school climate;
 - Inclusive systems committees in schools to promote school belongingness, positive school climate, address loneliness.

- Selected Prevention:
 - Parental involvement focus on minority groups and inclusive school environment, parents' cafes/rooms etc., input into school policies;
 - Sleep awareness – reflective diaries of students, plans with parents.

- Indicated Prevention
 - Common system supports for early school leaving and bullying; prevention
 - Emotional supports for depression, anxiety, loneliness;
 - Multidisciplinary outreach teams for family support - complex needs.

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