

DECÁLOGO DE BUENAS PRÁCTICAS EN LA PREVENCIÓN DEL ABANDONO ESCOLAR TEMPRANO PRÁCTICAS 4,5 Y 6

DECALOGUE OF GOOD PRACTICES IN THE PREVENTION OF EARLY SCHOOL LEAVING PRACTICES 4, 5 AND 6

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Resumen

A finales de 2022, finalizó el Proyecto Erasmus "Prevención del abandono escolar temprano como medio de promover la inclusión social y laboral" coordinado por USIE; este Proyecto ha dado lugar, entre otros, a una Guía de buenas prácticas en prevención del abandono escolar temprano, de próxima publicación y a un decálogo de buenas prácticas, que es de alguna manera un brevísimo resumen de la citada guía.

La azarosa trayectoria de este Proyecto estuvo condicionada sin duda por la irrupción de la pandemia de COVID19 en la primavera de 2020, pero, sin embargo, este incidente paradójicamente permitió aumentar la cohesión de los socios y sacar adelante los objetivos del proyecto.

En el presente artículo se desarrollan tres de buenas prácticas del decálogo.

Palabras clave: *USIE, Proyecto Erasmus+, Turquía, Polonia, Eslovaquia, Portugal, abandono escolar temprano, decálogo de buenas prácticas.*

Abstract

By the end of the year 2022, the Erasmus Project "Prevention of early school leaving as a means to promote social and labor inclusion" coordinated by USIE ended; this Project has given, among others, a Guide of good practices in prevention of early school leaving, soon to be published, and a decalogue of good practices, which is somehow a very brief summary of the aforementioned guide.

The eventful trajectory of this project was undoubtedly conditioned by the outbreak of the COVID19 pandemic in the spring of 2020, but nevertheless, this incident paradoxically allowed the cohesion of the partners to be increased and the project's objectives to be achieved.

This article develops three of the good practices of the decalogue.

Keywords: *USIE, Erasmus+ project, Turkey, Poland, Slovakia, Portugal, early school leavers, decalogue of good practices.*

1. JUSTIFICATION FOR THE PROPOSAL: WHY A DECALOGUE?

The idea of the decalogue as a final product arises at the same time as the idea of the project itself, and it is being drafted and reformed among the partners throughout the life of the project, until its final draft was approved at the last coordination meeting that took place in Slovakia in May 2022.

The intention as Education Inspectors is that the work done should be transcended and serve as a starting point for reflection.

The limitations to the decalogue format are considerable, as conciseness and nuance are not normally good companions. We are also aware that some statements may even be provocative or, at the very least, open to interpretation, but the idea is precisely that they should be thought-provoking.

On the other hand, some measures transcend the educational framework itself, but it is also true that early school leaving is also a matter of concern. We are well aware that Early School Leaving (hereinafter, ESL) is a quantifiable and worrying reality at European level, because in addition to having individual consequences for the young people who suffer from it (difficulties in finding employment and precariousness in the event of finding it, difficulties in social and cultural inclusion), it causes losses of millions of dollars for society as a whole in the form of reduced competitiveness and in the generation of wealth and its redistribution through taxes.

In 2018, when the project was presented to the SEPIE¹, the average number of young people in early school leaving at EU level was 10.6% with a range from 3.3% in Croatia to 17.9% in Spain, with the European target for 2020 being below 10% (ET 2020)

The Spanish Public Tax Administration (AET) is a multifaceted phenomenon with many interdependent variables, such as the socio-economic situation of the

¹ Servicio Español para la Internacionalización de la Educación

person, his or her family educational environment, factors of attraction or repulsion of the labour market and of course and not least: individual reasons.

Looking at our decalogue now with a certain perspective, we can affirm that it is ageing well. The meaning of the latest major laws, which affect non-university education, fits perfectly with some of the practices in our decalogue. Other practices, however, transcend the educational sphere itself and/or involve an increase in expenditure for which there is no political will.



2. DECALOGUE OF GOOD PRACTICES IN EARLY SCHOOL DROPOUT PREVENTION

It is difficult to achieve a concrete and tangible end product that contributes in any way to solving the problem of early school leaving, however, in our case, despite the disadvantages generated by the pandemic, we are in a position to present two documents for analysis and reflection in relation to reducing early school leaving: a Guide to Good Practices, soon to be published, and this decalogue. Moreover, many of the good practices may only work in a given context.

Decalogue of good practices in the prevention of early school dropout

1. Promotion of access to university studies through vocational training.
2. Transversal Educational and Vocational Guidance Organisations.
3. Out-of-hours and recognised extra-curricular courses.
4. Extension of the timetable of VET centres.
5. Increase in the number of non-teaching staff in educational centres.
6. Encourage the usefulness of the Secondary School Graduate in ordinary life.
7. Involve teachers in the local community.
8. Improve distance Secondary Education.
9. Exit windows from the core curriculum.
10. Increase promotion rates.

3. DEVELOPMENT OF PRACTICES FOUR, FIVE AND SIX

1. EXTENSION OF THE OPENING HOURS OF VOCATIONAL TRAINING INSTITUTIONS

Countries with such diverse circumstances as Portugal, Poland or Turkey have successfully introduced this practice in their education system. We were struck by the fact that in the Autonomous Region of Madeira, for example, some schools end the evening school day at 23:59 h. Until that time, the school premises are open, and there are even vocational training groups in class. In Poland, too, it is common to have groups in different time slots, and this measure is taken to the extreme in Turkey, where there are not only Vocational Education and Training (VET) groups but also Secondary Education groups at weekends. We believe that this practice could be perfectly adapted to our country, as a measure to fill the huge gap that exists in intermediate education. To a certain extent, Organic Law 3/2022, of 31 March, on the organisation and integration of VET, takes up this need for flexibility in the training offer.

2. INCREASE OF NON-TEACHING STAFF IN EDUCATIONAL ESTABLISHMENTS

One of the most curious issues that any expert in education, and even more so an Education Inspector, observes in the countries around us is the difference in percentages between teaching and non-teaching staff in Education Centres. For example, in the Autonomous Region of Madeira, Portugal, this ratio is approximately 2:1 in all the schools visited. In each corridor there is a caretaker who collaborates with teachers in the control of absenteeism, maintenance of discipline, etc. It is also common in the other partner countries for non-teaching staff to be responsible for the preparation of laboratory practicals.

The administrative and management tasks of the schools are also professionalised and staffed by much more personnel than is usual in Spain.

This practice frees teachers from a workload that is not strictly educational, thus allowing for much more individualised attention to pupils at risk of dropping out of school early.

It also facilitates the control of absenteeism, allowing more immediate action to be taken when any anomaly is observed.



Photo 2: Meeting with educational authorities of Porto Santo Island (Madeira-Portugal).

Encouraging the usefulness of the Secondary School Graduate in everyday life.

We found this practice, a priori, very curious and we observed it in Turkey. In this country, there are certain acts of civilian life for which it is essential to have a

Secondary Education Graduate. Obtaining a driving licence is one of them, but not the only one.

Although, ideally, it would be intrinsic motivation that would lead our students to successfully complete a post-compulsory itinerary, it is obvious that there is an unfortunately high percentage of our students who do not even achieve the exit profile of ESO, or if they do, they do not continue beyond it.

Having tried for years, lustrums, decades and even generations different levers to motivate adolescents to progress in the educational system without complete success, one wonders whether a strong extrinsic motivation could provide them with the boost they need.

Once again, the legislator seems to have read our decalogue and, for example, there is already talk of requiring a degree that would allow access to a CFGS for entry into the scale of Guardsmen and Corporals of an institution as important as the Guardia Civil.

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