



## DESCRIPTION OF THE PROJECT

Among the reasons of **early school leaving** there is the decrease of motivation in studying, which is connected to uncertainty of utility of studying in finding a job.

These factors are reflected in what is defined as work dispersion (paradox dispersion). The young people who are most at risk of early school leaving are those who are in psychological, social and economical conditions for which the immediate benefit linked to finding any kind of job is higher than advantages linked to completing a training pathway.

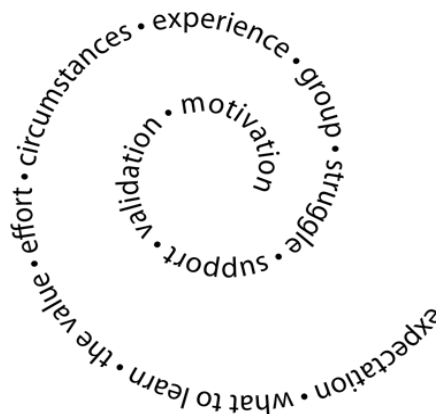
For partners of the Consortium, the Rapport orientation as **strategy of prevention**, it must bring out the social value of education and training as intangible public good (Coleman 2006).

The counselling will bring out as the early school leaving exposes to the risk of marginalisation, social exclusion and poverty and as it represents a loss of opportunities for young people and of potentialities for the society and the economy. At the opposite, education even if it does not ensure immediately the possibility to find a job, it helps at protecting a person from forms of extreme marginalisation.

## PARTNERS INVOLVED

**E.Ri.Fo** is a non-profit organization, which was born in 2000 in Rome. Having the valorisation of non formal and informal learning as a main objective, it carries out research-training- and guidance integrated interventions and promotes cultural exchanges and mobility in Europe.

It aims at developing know-how in the European compass, making it accessible to everyone.



## MAYO EDUCATION CENTRE

Aims to empower the local School Community and influence positively its quality of life in and for a changing world. It will achieve this aim by providing Support, Resources, Training and Opportunities for Personal and Professional Development, for all concerned.

## CECE

Spanish Confederation of Education and Training Centres is a non-profit employers' and professional

organization founded in 1977. It represents a wide educational sector in Spain from nursery school to university level

CECE institutional roles are: the management of updating for educational agreements; the negotiation of the collective agreements for this sector; the representation of this sector in the collegiate boards with educational participation; institutional national and international presence and contacts with Education Public Authorities.

## INSTITUTE FOR PRIVATE ENTERPRISE AND DEMOCRACY

It was established in February 1993 as an independent foundation, specialized in research of the SME sector, policy analysis, training and support of the growing private sector in Poland.

IPED employs 12 people in its premises in Warsaw and cooperates with several associates in Poland and abroad.

## SEED ASSOCIATION

Seed is a non-profit association which has been active since 2007 in the field of technologies, communication and education;

Seed was born from the belief that an adequate use of ICT and e-learning technologies can make a difference in education and training initiatives in cooperation and development projects: enhancing access, allowing

the creation of stable networks, and improving daily working activities.

### **REGIONAL DIRECTORATE OF PRIMARY AND SECONDARY EDUCATION OF CRETE**

Regional Directorate of Primary and Secondary Education in Crete, is a large educational organization in Greece which is responsible for schools and teachers in four Prefectures, Heraklion, Rethimnon Chania and Lasithi.

It is in charge of 1100 schools of both levels of education. Also a number of 12445 teachers of all disciplines work in these schools.

### **HORVÁTH & DUBECZ Consulting Ltd.**

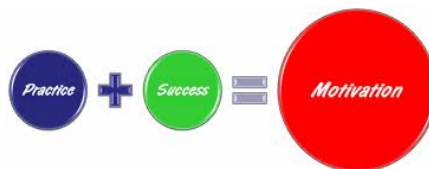
HORVÁTH & DUBECZ Consulting Ltd., founded in 1998, is a provider company working mainly in the field of public education. Services of the company are focusing on training courses, human consultancy and expert activities: preparation and revision of school action plans, strategic planning, assessment of teaching staff and of management staff, assessment of institutional effectiveness, coaching, individual and team supervision, CPD training courses for teaching and management staff.

### **SUPERACT**

Superact started life in 2006 as a Community Interest Company using the arts as a social and educational tool in communities across the UK.

It works in many different fields and with groups of people from a wide variety of backgrounds and abilities. Much of Superact's work is structured to help those within the healthcare, education and criminal justice systems.

The aim is always to promote learning through art in a manner that is most appropriate for the specific audience and encourage those with a lack of access to art to appreciate and benefit from it in their everyday lives.



### **DROP OUT / SCHOOL LEAVERS IN PARTNERS COUNTRY**

According to the **POLISH** law compulsory schooling must be fulfilled by attending primary school beginning in the age of 7 and continuing education in lower secondary school. Further compulsory schooling must be realized in upper secondary school at least until the age of 18. In school year 2011/2012 in Poland only 0,2% of children did not realize compulsory schooling in primary and lower secondary schools. In this category the most common reason for dropping out was postponement or exemption of compulsory schooling. Higher education in Poland is not a privilege anymore since universities became less restricted and young people are more interested in studying.

Although primary school attendance is compulsory in **Ticino (SWITZERLAND)** from 6 to 15 years old, sometimes pupils do leave primary or secondary school before obtaining a degree.

Anyway, we can notice that there is only a little part (1,5% in 2009/10) of the people from 15 to 18 years old who reside in Ticino, that doesn't

follow a post-obligatory education path. In particular, some of them repeat one or more school years, and some other follow an apprenticeship, a volunteer project, or a language stay.

School leavers are indeed more numerous among secondary school students, and it is more common for such group of young people to leave school, than for primary school pupils.

**UNITED KINGDOM** In 2011, a study commissioned by the European Parliament Committee on Education and Culture showed that the UK was one of eight countries which had higher early school leaving rates than the European average (14.4 %).

In 2013, the number of NEETs (Not in education, employment or training) is estimated at one million in the UK.

<http://www.mdx.ac.uk/aboutus/news-events/news/leavers.aspx>

In **ITALY** the goal of a 10% reduction of the proportion of young people who leave school without being in possession of an appropriate qualification (Lisbon Strategy) has not been reached.

In 2011 in Italy the proportion of young people who terminated early studies was 18.2%, and the European percent is 13.5%. The percentage of early dropouts is greater for the male than the female.

The problem of early school becomes more serious if we consider the phenomenon of NEET (Not in Education, Employment or Training), In 2011, 22.7% of young people are out of circuit of training and they don't work. [http://noiitalia.istat.it/index.php?id=6&user\\_100ind\\_pi1\[luid\\_categoria\]=5&cHash=d5c1bf958ad23d764613f4c929ebd38e](http://noiitalia.istat.it/index.php?id=6&user_100ind_pi1[luid_categoria]=5&cHash=d5c1bf958ad23d764613f4c929ebd38e)



### Early school leaving in **Hungary**

The proportion of early school leavers in Hungary is 11,2% in 2011.

The actual number neither of those who have maximum higher elementary education and who are neither in work, nor in education is actually higher and will grow in the near future. For a few years the compulsory age students had to spend in school was from 6 to 18. Last year the government lowered the upper age limit to 16, and foreseeable many 16-18 years old will be out of work and education while not counted by statistics. However, the EU Council's country specific recommendations warn: „elements of the new legislation on school education risk increasing the number of early school leavers and segregation in the Hungarian school system.”

Nevertheless, there are several attempts for offering help to drop outs and early school leavers.

**SPAIN** Reinforcement, Guidance and Support Programme provides extra resources to education establishments to address inequalities in education and to prevent social exclusion. It offers extra support for pupils facing difficulties in primary and secondary education, as well as targeted support for secondary schools hosting large numbers of pupils from socially disadvantaged backgrounds. These measures include career counselling and guidance, support for pupils with behavioural problems or learning difficulties, etc.

Education in **Greece** is compulsory for all children between the ages of 5 and 15 years. Although, enrollment in primary education is almost

universal, a rate of 13.1% of early school leaving is recorded - slightly lower than the European average of 13.5 % (2011).

Unfortunately, Greece is one of the countries with the highest NEETs rates in Europe. The NEETs group has been increased dramatically reaching an astounding percentage of 54.7% of the young people and experts foresee a burst of the numbers because of the socio economic problems the Greek society faces. source: <http://www.eurofound.europa.eu/publications/htmlfiles/ef1254.htm>  
<http://s.enet.gr/resources/2013-02/35grafima-thumb-large.jpg>

### KICK\_OFF

In February Rapport kick off meeting took place in Castlebar, Mayo County, Ireland. Members of all the organisations of the project consortium gathered in order to discuss about the project, its main objectives, the goals to be reached in the near future, and the next steps to be taken by each partner organisation.

The meeting was hosted and wonderfully organised by Mayo Education Centre. The mayor of Castlebar visited the meeting and took a picture with all the participants.

### FOR MORE INFORMATION ABOUT THE PARTNER'S ORGANIZATIONS PLEASE SEE THE LINKS BELOW

**E.Ri.Fo** [www.erifo.org](http://www.erifo.org)

**Mayo Education Centre**  
[www.mayoeducationcentre.ie](http://www.mayoeducationcentre.ie)

**CECE** [www.cece.es](http://www.cece.es)

**Institute for Private Enterprise and Democracy** [www.iped.pl](http://www.iped.pl)

**SEED association**  
<http://seedlearn.org/>

**Regional Directorate of Primary and Secondary Education of Crete**

<http://kritis.pde.sch.gr/>

**HORVÁTH & DUBECZ Consulting Ltd.**  
[www.horvathesdubecz.hu](http://www.horvathesdubecz.hu)

**Superact.** [www.superact.org.uk](http://www.superact.org.uk)

