



Practices towards reducing ESL and drop-out

Rebound: a Dutch Solution

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Numbers 2011 - 2012

- overall drop out rate: 2,8%
(=36.560 students)
- 0,9% secondary education;
6,9% in secondary vocational
education
- Compared to 2005 – 2006:
minus 30,6%) mainly in
secondary vocational
education

Ambition: max. 25.000 new ESL
in 2016. This is a 2% drop out
rate





Characteristics New ESL



On average:

- male (60%)
 - from secondary vocational schools (level 1: age >15)
 - > 18 years
 - from deprived areas (8%) in cities with over 100.000 inhabitants; in the G4: 5% drop out rate. In general: from disadvantaged areas
 - from a migrant background: 4,7 % drop out rate
 - has trouble at home/ from a single parent family
- More often: no support → takes care of himself



Why students leave school

- no attachments with teachers and/or other students
- it is possible to be absent without being noticed
- education doesn't fit: ,boring', wrong choice, or too difficult
- pull: friends who gave up
- home- environment: no support from parents or parents who have no interest in educational success





Reducing ESL: how did we get there?

- ambition helps!
- detailed and complete registration of absent and 'lost' students: 'they will notice'. (BRON)
- partnership schools and attendance officers and welfare in the schools
- work to do: attention for pedagogical climate





What works?

The opposite of the reasons for ESL:

good basics in the classroom: class management and relationship building. Education from a strong pedagogical attitude combined with challenging education on the right level. A detailed, complete registration. Notice students who have problems and organise support

So: you need:

- competent, inspiring teachers, with a sincere interest in the living environment of young people, who are not ‘your best friend’, but who are respected because of their personality and knowledge
- pedagogical guiding leadership and courageous school leaders
- parents as partners
- control on registration from the local/national government

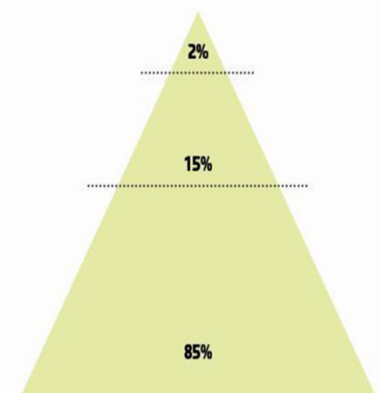


Rebound: a Dutch solution in secondary education

- students who are at risk of having to leave school, due to behavioural problems and bad results
- a ‘second chance’ to show motivation for getting a diploma; more often a *last* step in a chain of measures



Leerling-populatie en opschaling zorg





Rebound: a Dutch solution in secondary education

- decision is taken by the school; but parents have to approve
- admission as young as possible: av. 13-15 and after a review by (independent) experts
- intake, diagnostic investigation.
- school of origin is still responsible: has to keep in touch, deliver work, give notes, has to take student back
- parents are an important partner
- 20%: youth care as partner.



Rebound: a flexible concept





The program: education. Training in behavioural issues. 'free elements' (arts, sports, drama, outdoor, special projects)





The program

- building opens early
- start at 08.30 with a group gathering. Follows regular school hours and holidays
- start of ‘work for yourself’ on your own timetable. Teacher assists and answers questions. Breaks and changes in the program motivate to continue and help to bond as a group
- the student follows an individual program within a small group (< 10 students). Every group has a force of its own, in general positive
- special groups (needed) for students with cognitive limitations/for students who have been at home for over a month.





More about the program





Results

- Average stay: 16 weeks. Including: a flexible interval of getting re-integrated in the school of origin
- School of origin is responsible and has to take back the student. In case that's no option: 20% special education, 15% secondary vocational training.
- No 'exemplary students'. But: students who have learned to understand the consequences of their behaviour; are easier to correct; are more focused on their future. Not always a success, but many of them get a diploma, where they certainly would have failed an education had they not been in a rebound.



What's to improve?

The re-integration: returning to school and maintain the new behavioural patterns

→ Organize an emergency backup

→ Work on changing the schoolsystem





Keep in Touch!

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