



Academic failure and early school leaving as a global challenge

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Educational Reform Initiative of South Eastern Europe

Regional conference - Stay@School

The Challenges We Face - Early School Leaving and Drop Out in SEE

11-12 December 2013, Belgrade, Serbia

A GLOBAL CHALLENGE

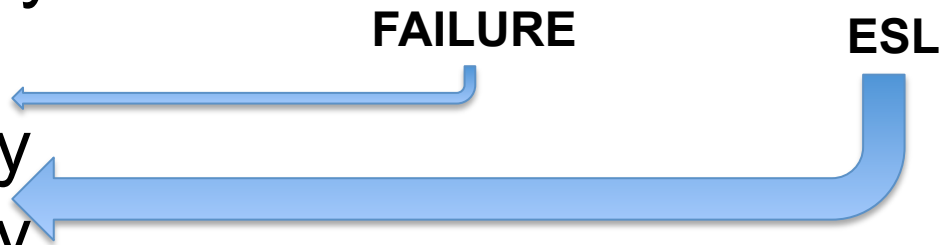
- Transnational, anywhere
- A recurring problem
- In a global economy
- For everybody, no escape
- Two sided: a legacy from the past and an anticipation of the future

Where are we now?

- After a big success (in two centuries):
 - Universalization of primary education, i.e. reading, writing, basic calculation...
 - ...until then an esoteric knowledge, monopolized by a few priests, scribes, etc.
- An apparent failure (in half a century)
 - Universalization of secondary education,
 - With wide gaps of academic failure and early school leaving

Levels of education, ISCED 2011

- 0 = Less than primary
- 1 = Primary
- 2 = Lower secondary
- 3 = Upper secondary
- 4 = Post-secondary non-tertiary
- 5 = Short-cycle tertiary
- 6 = Bachelor or equivalent
- 7 = Master or equivalent
- 8 = Doctoral or equivalent



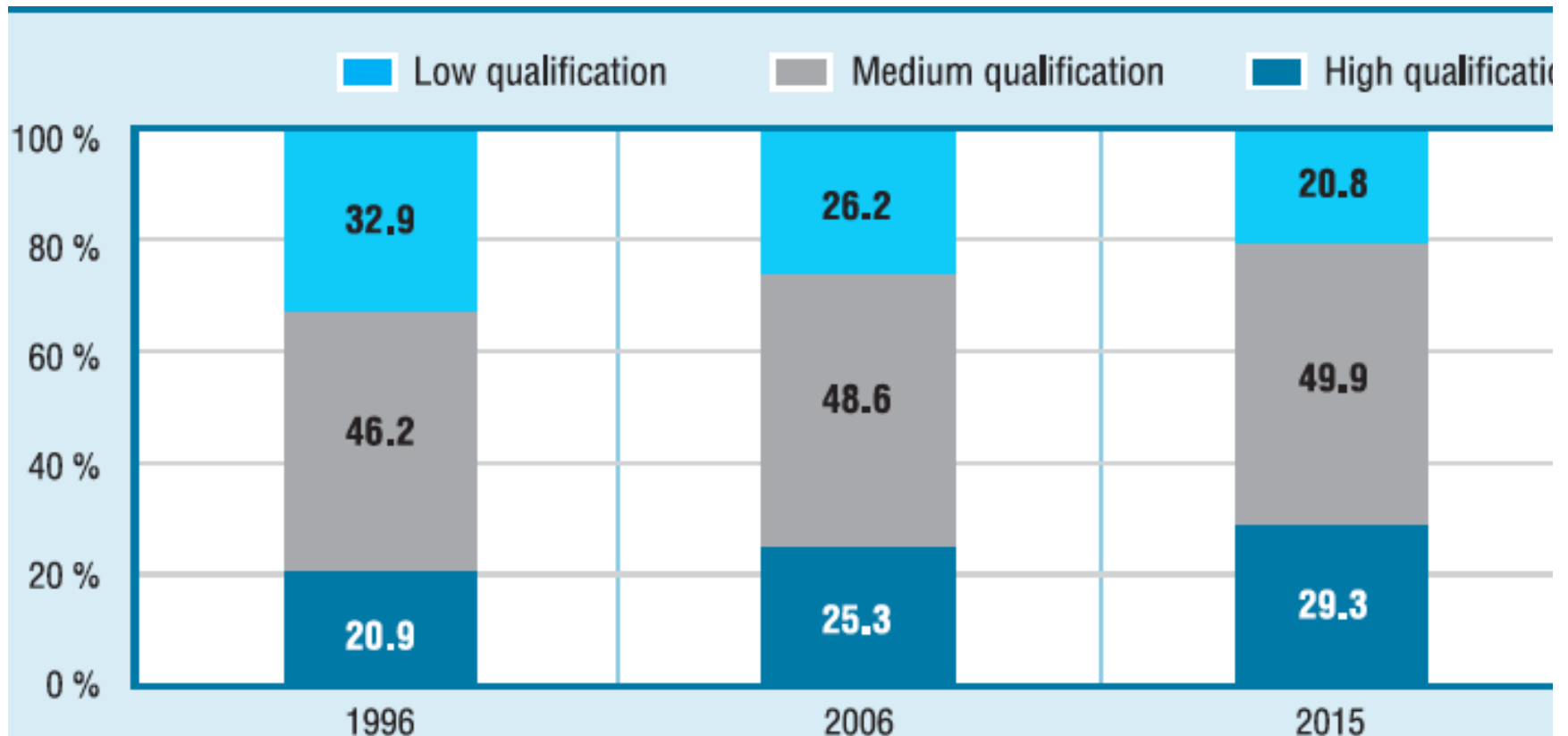
Job skills

Low qualification	At most lower secondary (ISCED 0-2)
Medium qualification	Upper secondary (ISCED 3-4)
High qualification	Tertiary (ISCED 5-6)

A GREAT TRANSFORMATION

- The Third Industrial Revolution
 - First the means of production (XVIII-XIX)
 - Then the organization of labor (XX)
 - Now information and knowledge
- The coming of Information and Knowledge and Learning society
 - Information needs knowledge
 - Knowledge requires learning
 - Learning is the goal of schooling
- But with some unexpected surprises

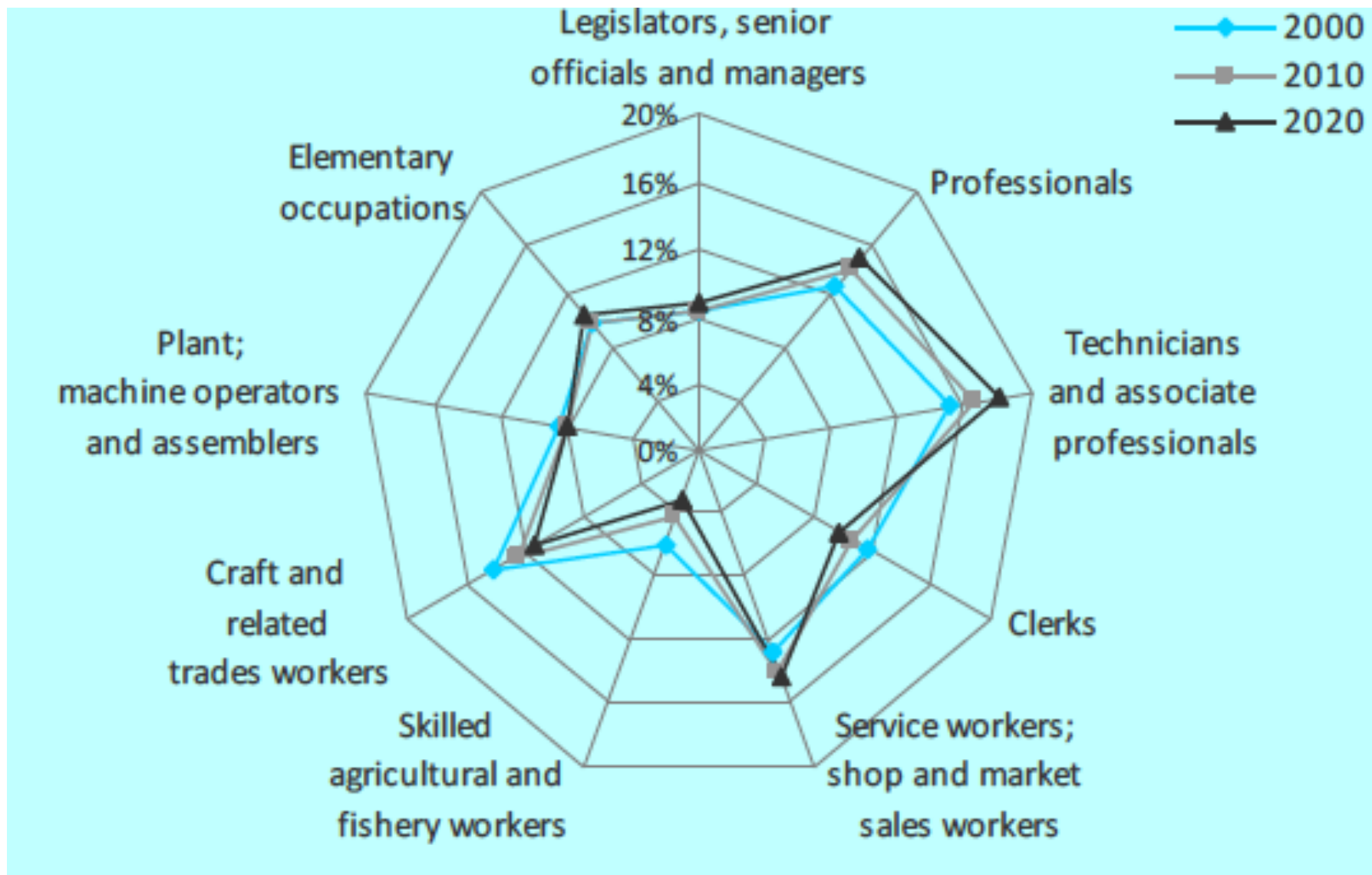
Demand for qualifications, broad groups, share in %, EU25+



Source: IER estimates based on Cambridge Econometrics E3ME model.

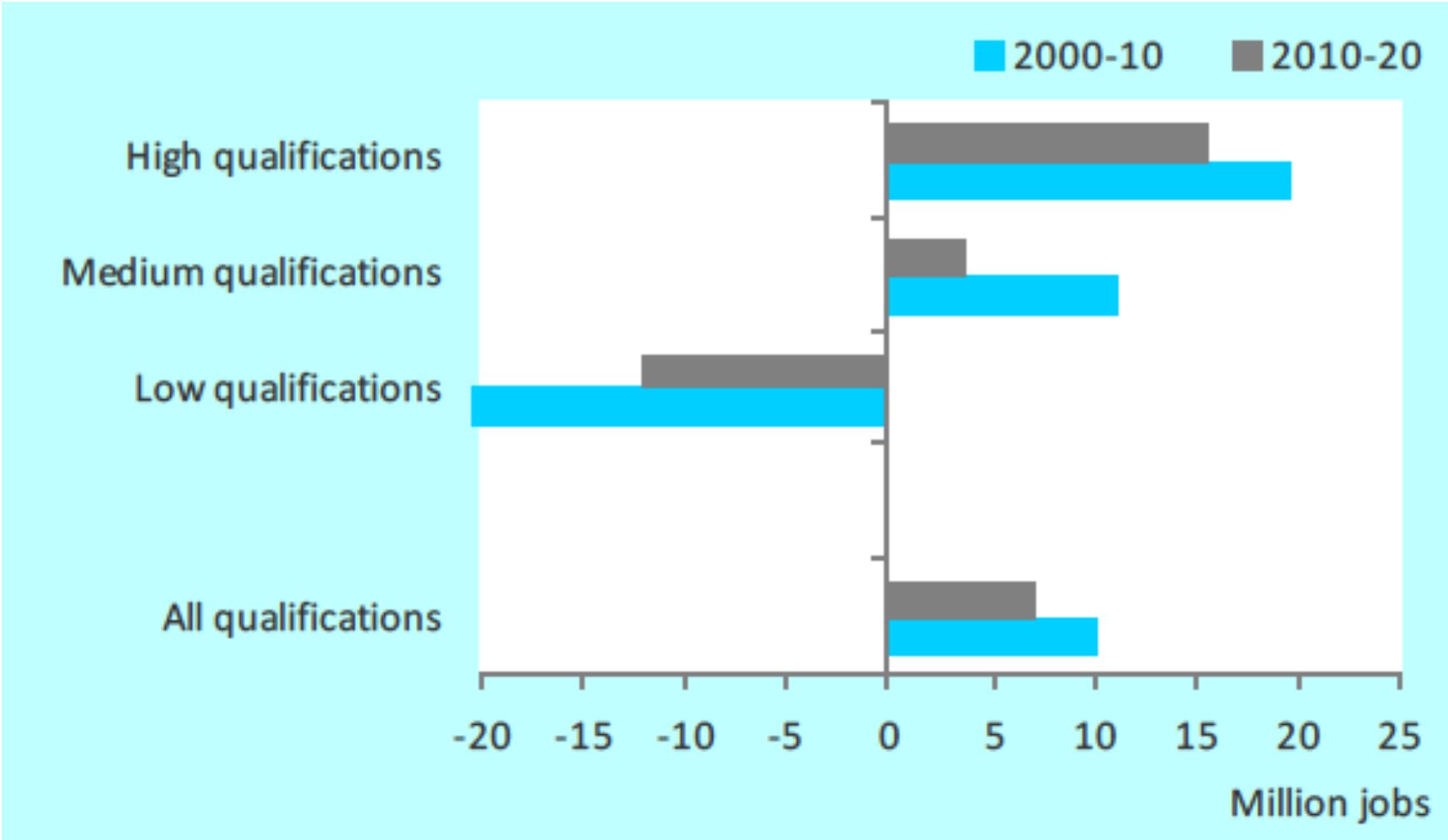
EU27 CHANGING OCCUPATIONAL STRUCTURE

CEDEFOP, briefing note 9021, 2012



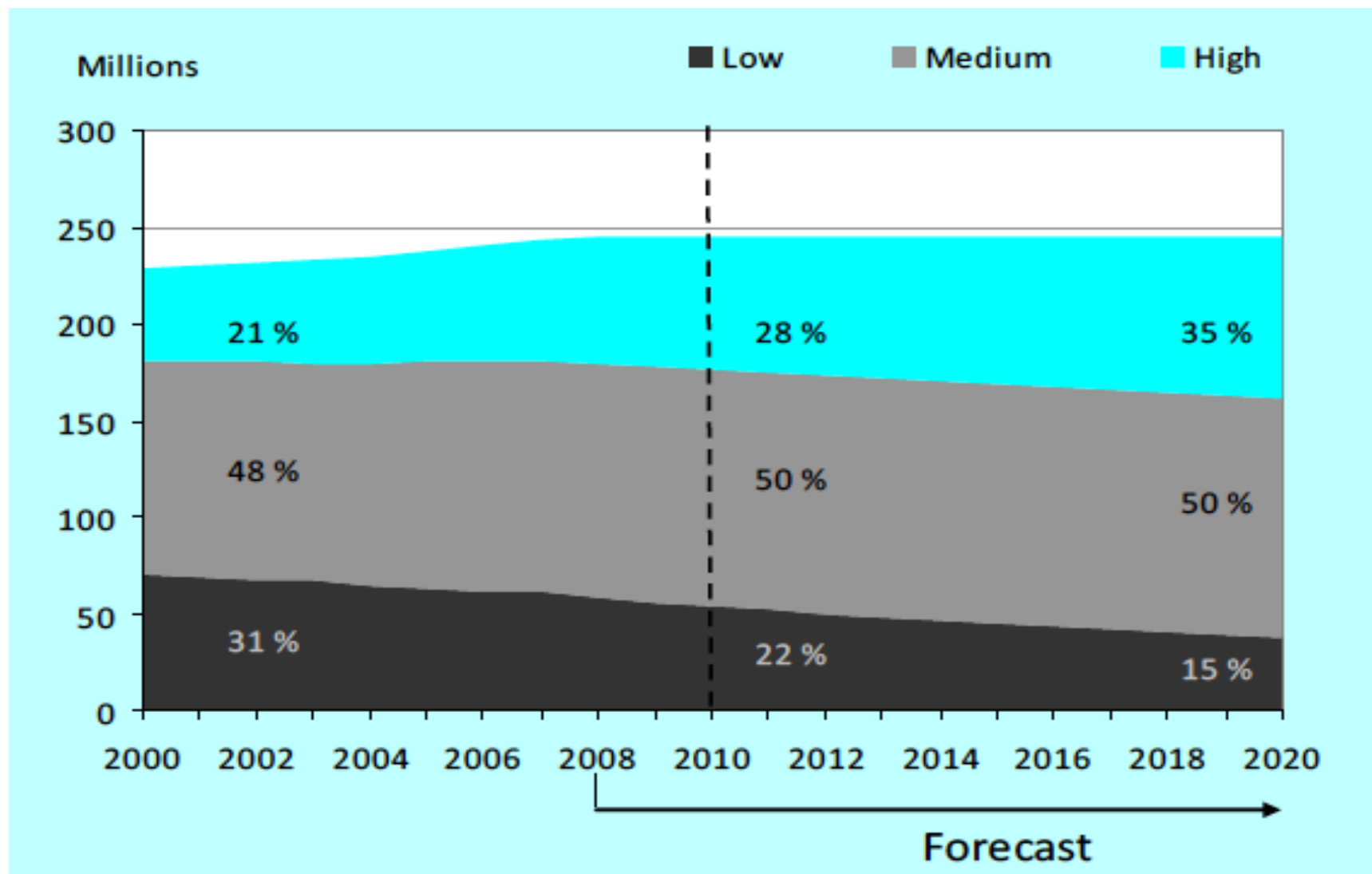
DEMAND FOR SKILLS, NET CHANGE

CEDEFOP, briefing note 9021, 2012



SUPPLY OF SKILLS, LABOR FORCE 15+

CEDEFOP, briefing note 9021, 2012

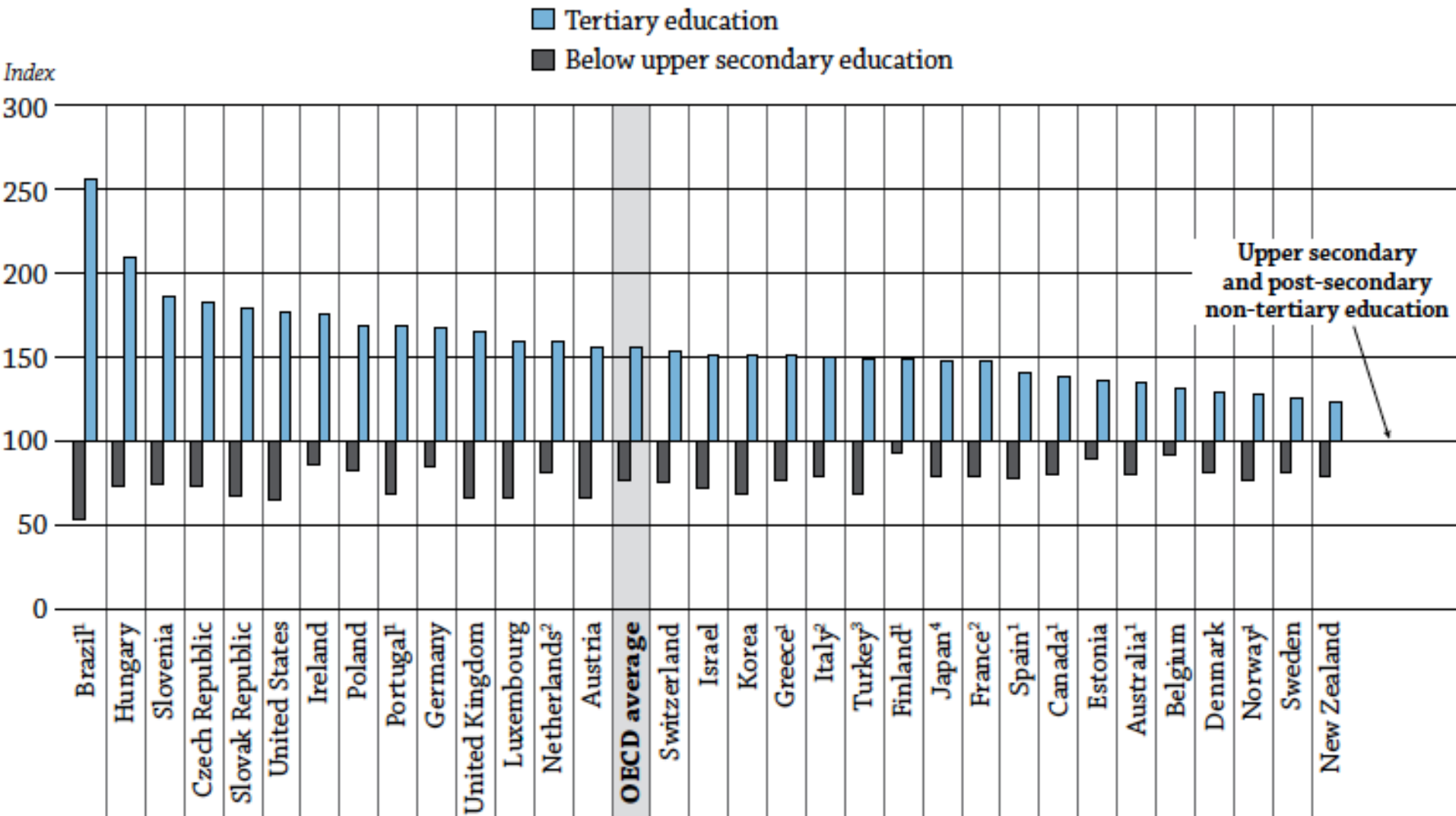


INFORMATION AND KNOWLEDGE

- As information becomes more abundant, widespread, accessible, cheap
- Knowledge becomes, by the same token, more scarce and more valuable
- And so more unequally distributed (in terms of value) and more socially polarized

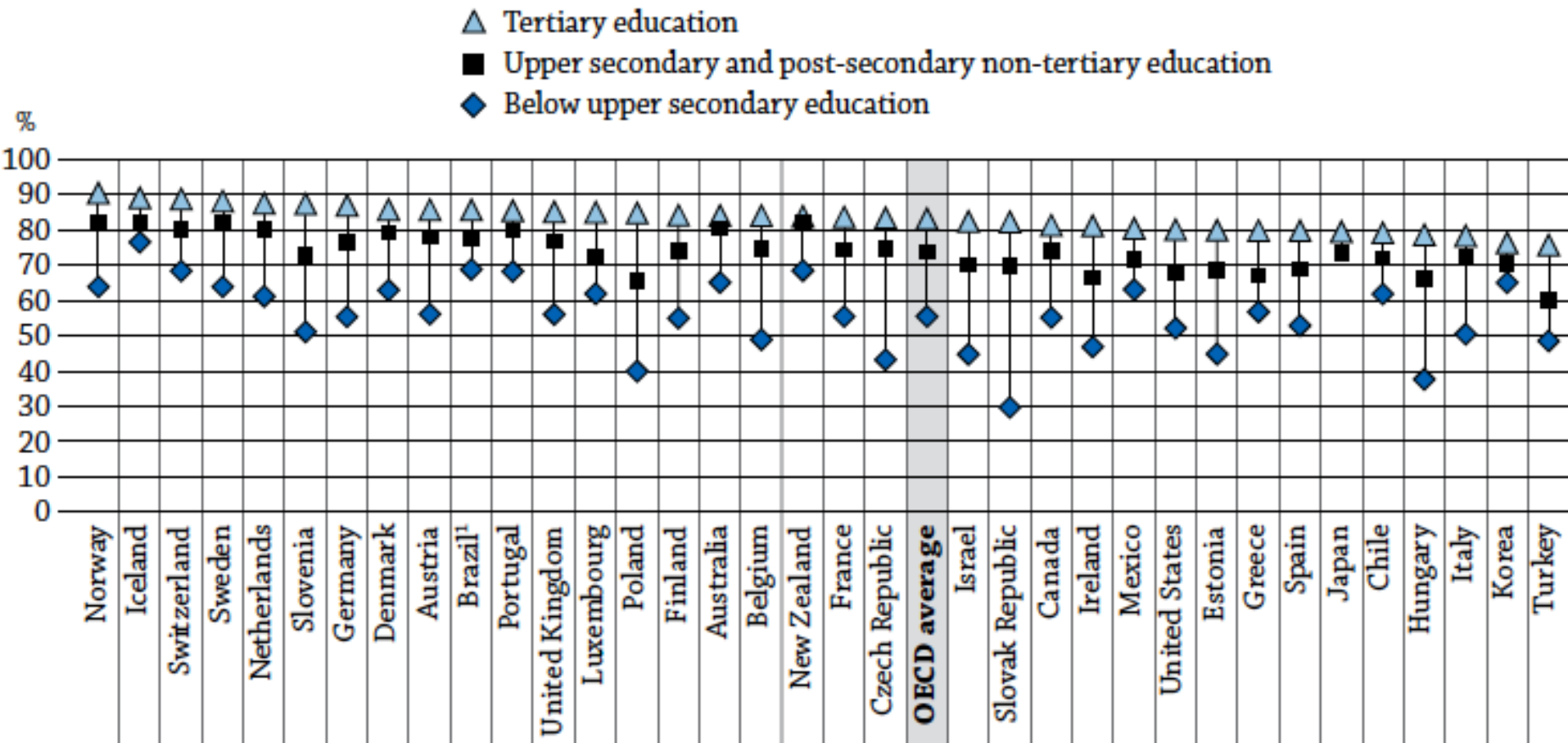
What are the earnings premiums from Education?

Relative earnings from employment, 25-64 year-olds, by educational attainment (2010 or latest available)



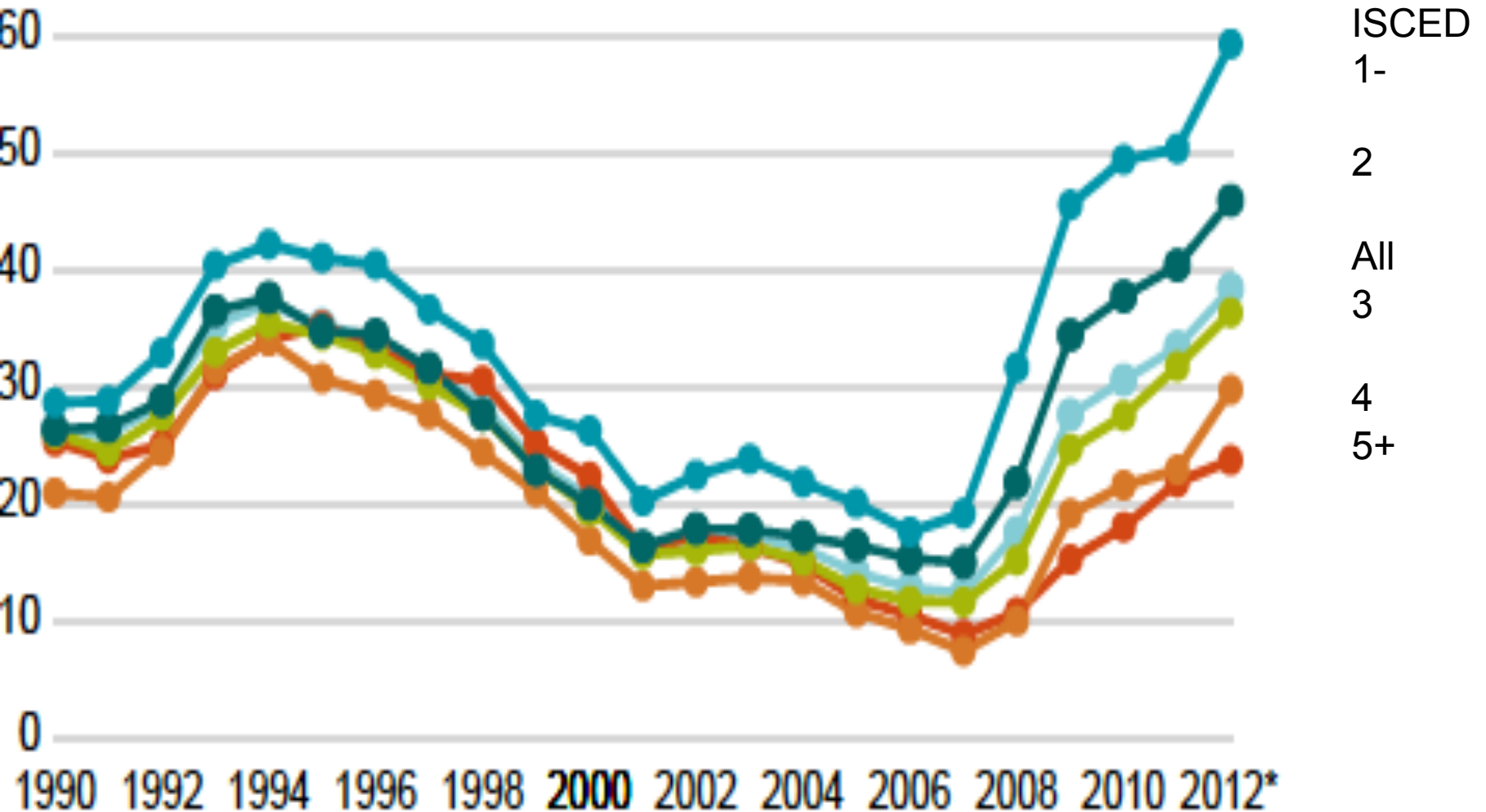
How does educational attainment affect participation in the labour market? OECD, EAG2012

Percentage of 25-64 year-olds in employment, by educational attainment level (2010)



Education and Unemployment

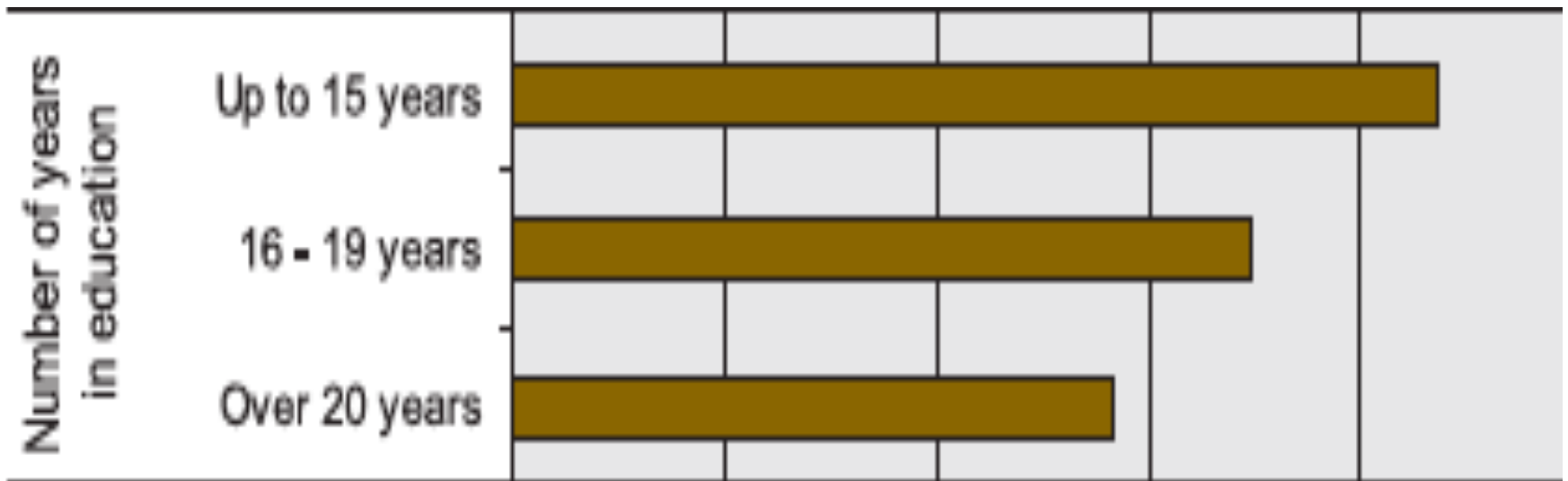
IVIE: *Capital Humano*139, data from INE, Labour Survey seroes, Spain



The Matthew Effect

- A situation in which the rich get richer and the poor get poorer (Merton)
- A well known phenomenon
 - The economy in the first decade of the 21st Century (Reich)
 - The development of reading (Stanevich)
 - The dynamics of skills (Heckman)
- The growing gap between the *logorich* and the *logopoor*, in and outside the school

Non participants in lifelong learning, by years of education



CEDEFOP: Lifelong learning: citizens' views in close-up
Findings from a dedicated Eurobarometer survey, 2004

ICT USE, INFORMAL LEARNING, NON FORMAL EDUCATION, BY SCHOOL LEVEL

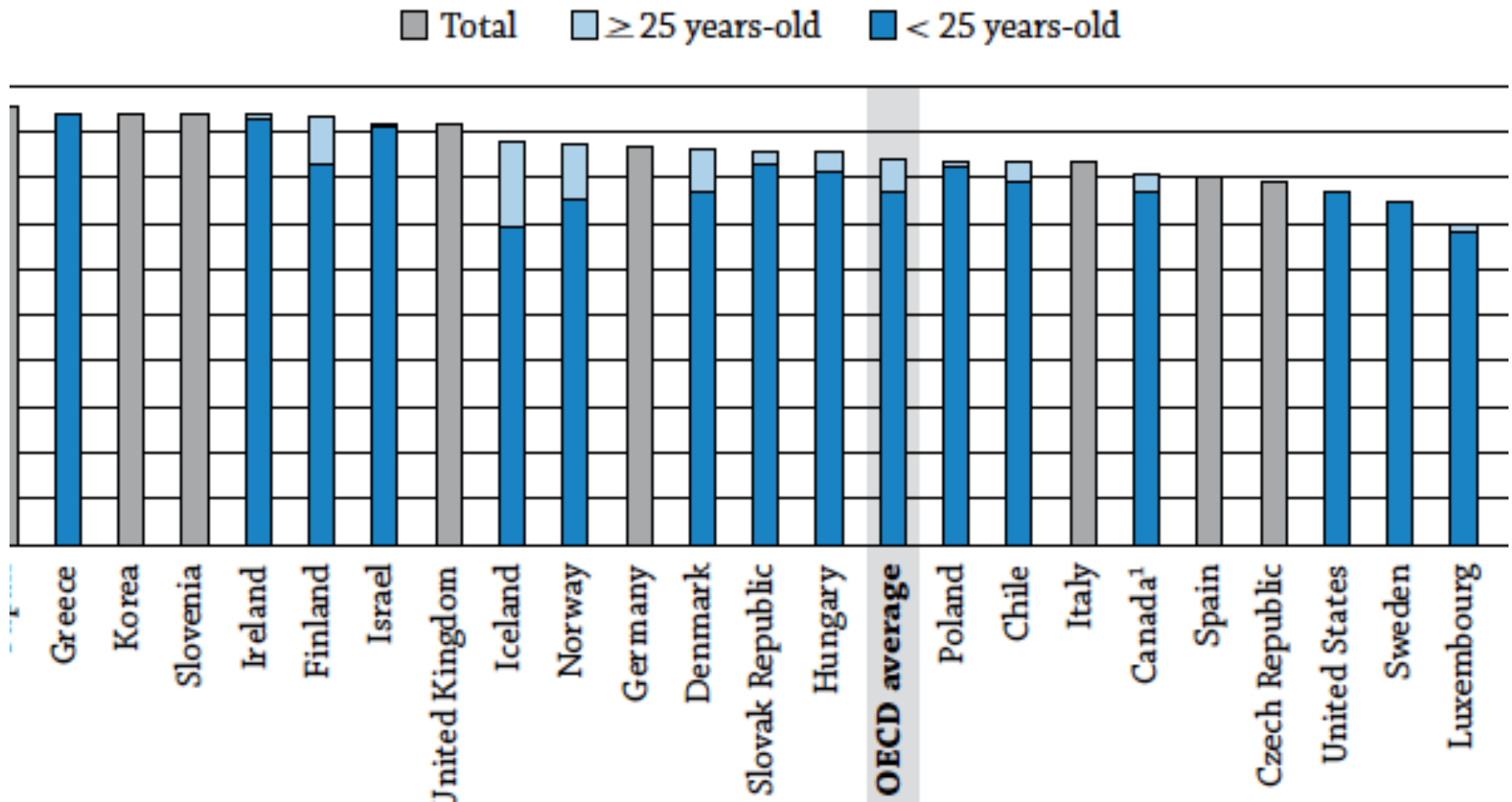
INE, EADA (Adult learning survey), 2013, Spain

	Never uses ICT	Expert ICT user	Informal learning, 1 year)	Non formal education, 1 year)
All	22.0	25.1	18.7	34.8
ISCED 2-	42.6	10.3	11.1	22.1
ISCED 3-4	8.0	29.9	21.6	37.8
ISCED 5+	2.2	44.1	27.9	52.1

Logorich and Logopoor

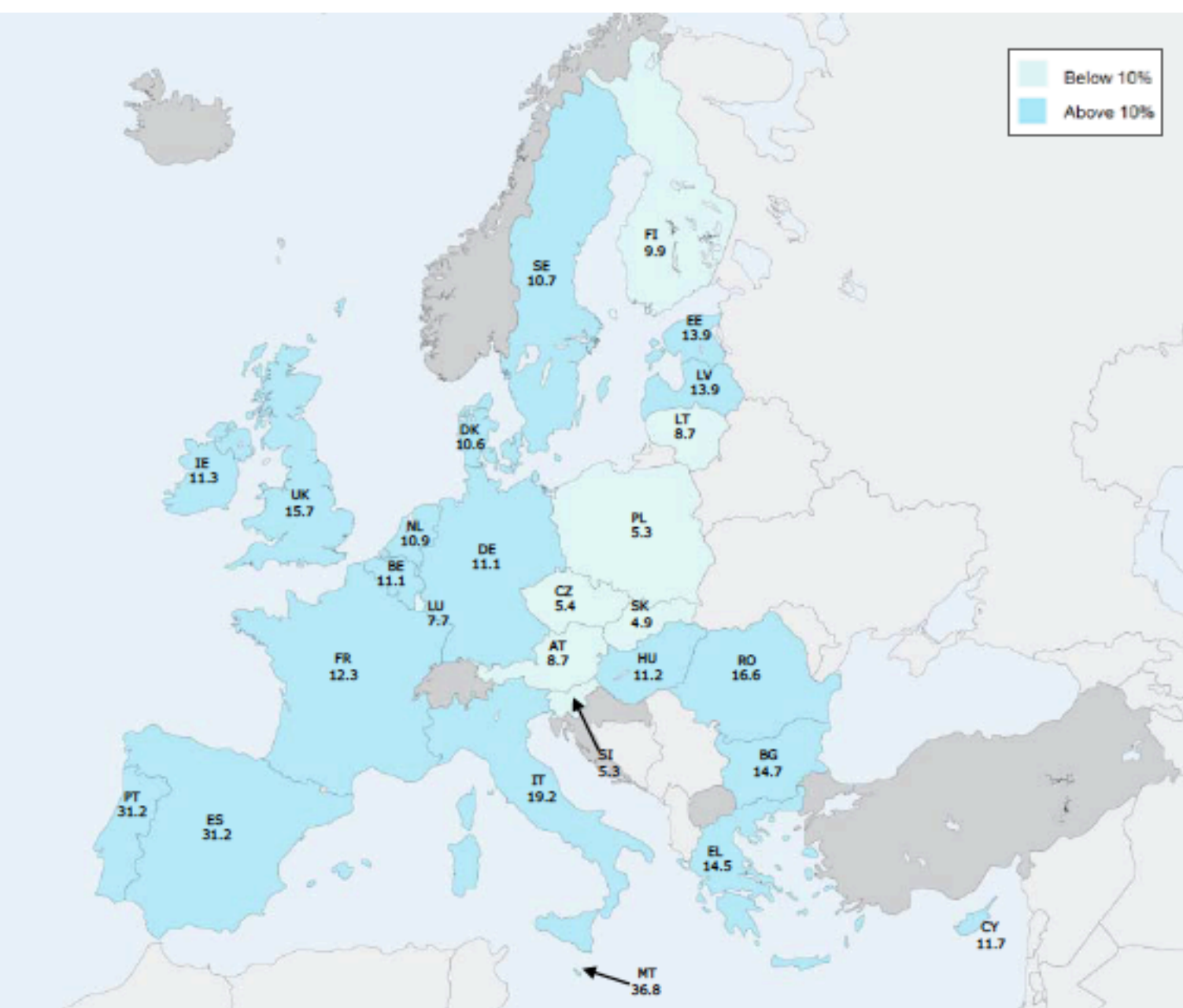
	LOGORICH	LOGOPOOR
Schooling	ISCED5a, 5b or more (Univ.)	ISCED 2 (junior HS) or less
Job chances	Higher, skilled	Lesser, unskilled
Job content	Rich, formative	Rutinary, impoverishing
On the job training	Yes, more, -→promotion?	No, less, →firing?
Vocational training	No, but in fact they get in	Yes, but not much effective
Return to school system	Likely, for specialization	Unlikely, for recovering
DIY Learning	More, due to high ability and self esteem	Less, due to the opposite reasons
Cultural consumption	Higher economic and symbolic value	Lower value

How many students are expected to finish secondary education? OECD, EAG2012



Upper secondary graduation rates, 2010

EARLY SCHOOL LEAVING IN EUROPE 2011



Source: GHK Consulting Ltd., 2011

Notes for translation: Below 10%, Above 10%, BE, BG, CZ, DK, DE, EE, IE, EL, ES, FR, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK.

Trends in graduation rates (first-time) at upper secondary level (1995-2010)

OECD, EaG2012

Table A2.3. Trends in graduation rates (first-time) at upper secondary level (1995-2010)

	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Average annual growth rate 1995-2010 ¹
Japan	96	95	93	94	95	96	95	96	96	95	95	96	0.0%
Korea	88	96	100	99	92	94	94	93	91	93	89	94	0.5%
Turkey	37	37	37	37	41	55	48	52	58	26	45	54	2.6%
United Kingdom	m	m	m	m	m	m	86	88	89	91	92	92	m
United States	69	70	71	73	74	75	76	75	75	76	76	77	0.7%
OECD average	78	76	77	78	79	81	82	82	83	81	83	84	m
OECD average for countries with 1995 and 2010 data	78	77										85	0.6%
EU21 average	79	77	79	77	79	78	81	82	84	84	85	86	m

TRENDS, 2000-2009

STRONG DECREASE (over 6 p.p.)	SOME DECREASE (3.1-6.0 p.p.)	STABLE (0-3.0 p.p.)	INCREASE
Malta (-17.4) Portugal (-12.4) Luxembourg (-9.1) Lithuania (-7.8) Cyprus (-6.8%) Romania* (-6.3)	Italy (-5.9) Bulgaria* (-5.8) Netherlands (-4.5) Greece (-3.7) Germany (-3.5) Ireland** (-3.3)	Latvia** (-3.0) Belgium (-2.7) Hungary (-2.7) United Kingdom (-2.5) Poland* (-2.1) Slovakia** (-1.8) Austria (-1.5) Estonia (-1.2) Slovenia (-1.1) Denmark (-1.1) France (-1.0) Czech Republic** (-0.3)	Finland (0.9) Spain (2.1) Sweden (3.4)

Who fails and/or leaves?

- We think of vulnerabilities, and we are right,
- But there's some surprises again
 - Class happens to be more about culture than about wealth or income (at least, above poverty)
 - Gender is now becoming a problem for boys, more than for girls, specially in high school
 - Ethnicity does not see its effects fade away through generations, but reinforced for major minorities. Very specially, Roma.

School matters, teachers matter

- There is some evident shortcomings, specially in countries with higher AF and ESL, namely
 - Poor quality teaching and leadership
 - Academically biased syllabus and curricula
 - Discontinuities outside the mainstream
 - A shock on access to high school
 - Overuse and abuse of grade repetition
 - A growing gap in info access and use in and out of school

An economy of attention

- When information becomes overwhelming (overabundance, infoxication, information anxiety...)
- What information consumes becomes scarce, and this is attention
- An economy of attention (Simon, Goldhaber)
- A crisis of *broadcast* institutions (5P)
- School is no longer *the* window
- Education is questioned and negotiated

The very logic of schooling

- As we enlarge schooling, we stress individuals:
 - We ask for more
 - School is Procrustean (one size fits all)
 - Education is content, so it wants to be common
 - But school is a container, so it has to be diverse
- If we enlarge schooling, we should also enhance it. Otherwise it will explode.
- But more things happen beyond the school..

Schooling in question

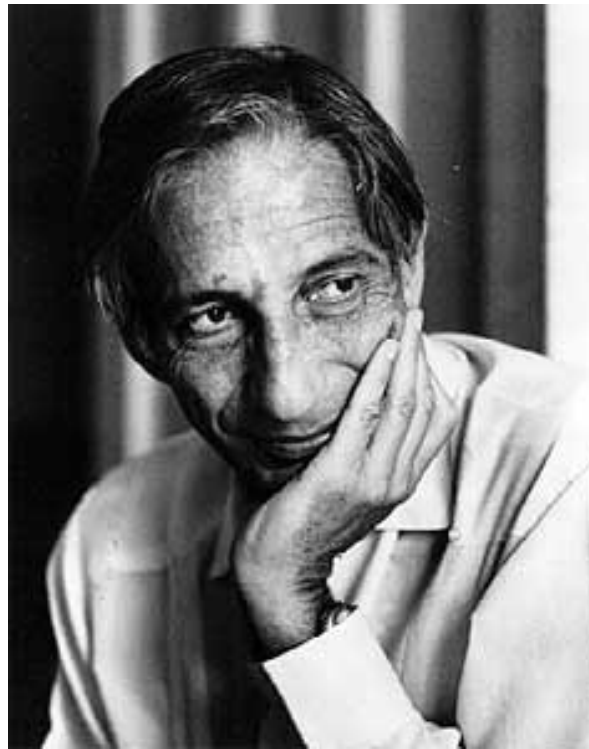
- At the primary level: **home(de)schooling**, the fastest growing type of schooling in advanced countries
 - No longer sects only
- At the secondary level: **failure, dropping-out, resistance, rejection, disengagement**
 - No longer popular classes only
- At the tertiary level: on line, blended, Open Courses, Open Resources, Digital Badges
 - No longer in the margins

Coming age of diffuse learning ¿The end of an school parenthesis?

- Since long: the city, the media, life itself...
- Schooling was functional specialization of learning and education: time, place, content, pace, sequences, agents....
- But now: web, SNS, NSM, OLC, educational software, gamification...
- Learning is much more than education, which is much more than schooling
- *Quis, quid, ubi, quibus auxiliis, cur, quomodo, quando...* ARE NOW OPEN!

The future of learning, between...

**The classroom
without walls**



**A deschooled
society**

Social Studies Collection

No. 29

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School Failure and Dropouts in Spain

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**THANKS FOR YOUR ATTENTION
AND COMMENTS!**

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