

Directorate of Secondary Education in Dodecanese
Gymnasio Gennadiou Rodou (Secondary School Gennadi)
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Contents

1. ISCED
2. Comparison of Greek, Italian and Hungarian education systems
3. Absenteeism in Primary / Secondary Education
4. Early school leaving of students
5. School success and motivation;
6. School failure and absenteeism;
7. Extracurricular activities;
8. Fewer learning and behavior problems;
9. Competence driven teaching and learning;

1. ISCED

International Standard Classification of Education (2011)

The International Standard Classification of Education (ISCED) was designed to facilitate the compilation and comparison of education statistics both within and across national boundaries. It combines two cross-classification variables (levels and fields of education) with the type of education (general/vocational/pre-vocational) or students' intended destination (tertiary education or direct entry into the labour market).

- **ISCED 0: Early childhood education** ('less than primary' for educational attainment)

Pre-primary education is defined as the initial stage of organised instruction. It is school-based or centre-based and is designed for children aged at least 3 years.

- **ISCED 1: Primary education**

This level begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from 4 to 6 years.

- **ISCED 2: Lower secondary education**

Continues the basic programmes of primary education, although teaching is typically more subject focused. Usually, the end of this level coincides with the end of compulsory education.

- **ISCED 3: Upper secondary education**

This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (completion of compulsory education) and other minimum entry requirements are usually needed. Instruction is often more subject-oriented than at ISCED level 2. The typical duration of ISCED level 3 varies from two to five years.

- **ISCED 4: Post-secondary non-tertiary education**

These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of ISCED level 3 graduates. Typical examples are programmes designed to prepare pupils for studies at level 5, or programmes designed to prepare pupils for direct entry to the labour market.

- **ISCED 5: Short-cycle tertiary education**

Entry to these programmes normally requires the successful completion of ISCED level 3 or 4. This level includes tertiary programmes with academic orientation (type A) which are largely theoretically based and tertiary programmes with occupation orientation (type B) which are typically shorter than type A programmes and geared for entry into the labour market.

- **ISCED 6: Bachelor's or equivalent level**

Programmes designed to provide intermediate academic and/or professional knowledge, skills and competencies leading to a first tertiary degree or equivalent qualification.

- **ISCED 7: Master's or equivalent level**

Programmes designed to provide advanced academic and/or professional knowledge, skills and competencies leading to a second tertiary degree or equivalent qualification.

- **ISCED 8: Doctoral or equivalent level**

Programmes designed primarily to lead to an advanced research qualification, usually concluding with the submission and defense of a substantive dissertation of publishable quality based on original research.

Schools providing General or Vocational Secondary Education in Greece belong to **ISCED 3: Upper secondary education**. Students' ages 15 to 18.

2. Comparison of Greek, Italian and Hungarian education systems

Greek educational system

Secondary education

Secondary education includes two cycles of study:

Gymnasio

The first one is compulsory and corresponds to gymnasio (lower secondary school).

- It lasts 3 years
- It provides general education
- It covers ages 12-15
- It is a prerequisite for enrolling at general or vocational upper secondary schools
- Parallel to day gymnasio, evening (esperino) gymnasio operates. Attendance starts at the age of 14.

Lykeio

The second one is the optional *geniko* or *epangelmatiko lykeio* (general or vocational upper secondary school).

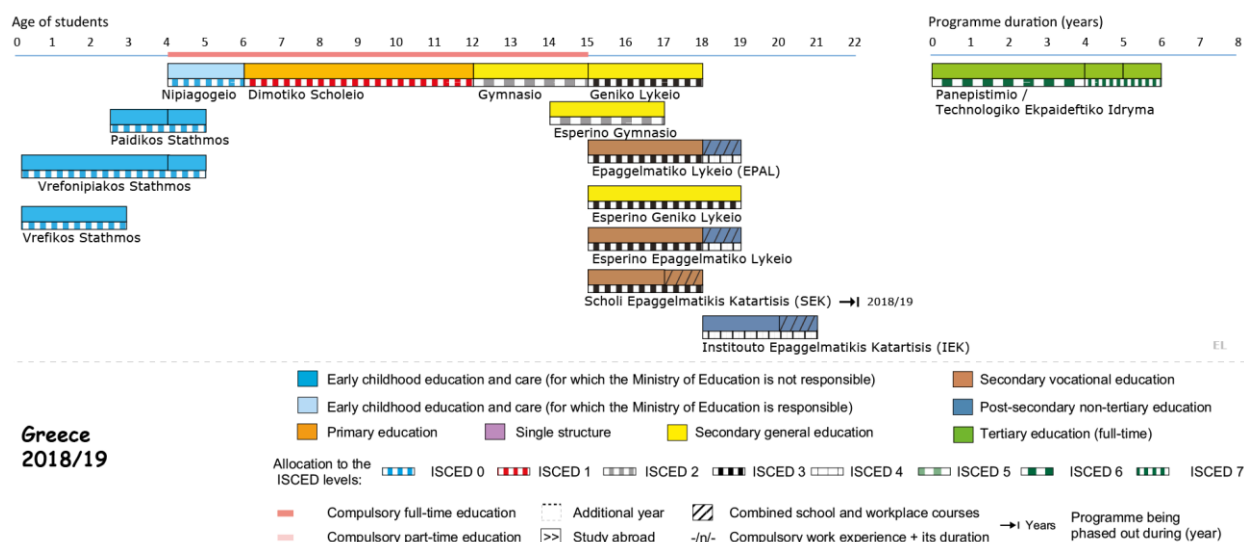
- It lasts 3 years
- Pupils enrol at the age of 15
- There are two different types:
 - a. **Geniko (general) lykeio.** It lasts 3 years and includes both common core subjects and optional subjects of specialisation
 - b. **Epangelmatiko (vocational) lykeio.** It offers two cycles of studies:
 - i. The secondary cycle
 - ii. The optional post-secondary cycle, the so-called “apprenticeship class”.

Parallel to day *lykeia*, there are also:

1. *Esperina genika* (evening general) *lykeia*
2. *Esperina epangelmatika* (evening vocational) *lykeia*.

Post-secondary education

- II. *Institouta epangelmatikis katartisis* – IEK (vocational training institutes) are the main providers of post-secondary non-tertiary education. They operate in the non-formal education framework. They lead to the acquisition of nationally recognised certificates.
- III. *Kollegia* (colleges) provide non-formal post-secondary education and training and are part of the private sector. They award degrees, titles, study certificates or any other certificate which can be recognised as professionally equivalent to higher education degrees awarded by the Greek formal education system.



Italian educational system

First cycle of education

The first cycle of education is compulsory and is made up of primary and lower secondary education.

Primary education (*scuola primaria*) starts at 6 years of age and lasts 5 years.

Lower secondary education (*scuola secondaria di I grado*) starts at 11 years of age and lasts 3 years.

Within the first cycle, students pass from one level to the next one without exams. At the end of the first cycle of education, students who pass the final state examination progress directly to the second cycle of education, the first two years of which are compulsory.

Second cycle of education

The second cycle of education starts at the age of 14 and offers two different pathways:

- the upper secondary school education
- the regional vocational training system (IFP).

The first two years of the second cycle of education are compulsory.

The upper secondary school education (*scuola secondaria di II grado*) offers both general (liceo) and vocational (technical and vocational) programmes. Courses last 5 years. At the end of the upper secondary school education,

students who successfully pass the final exam, receive a certificate that gives them access to higher education.

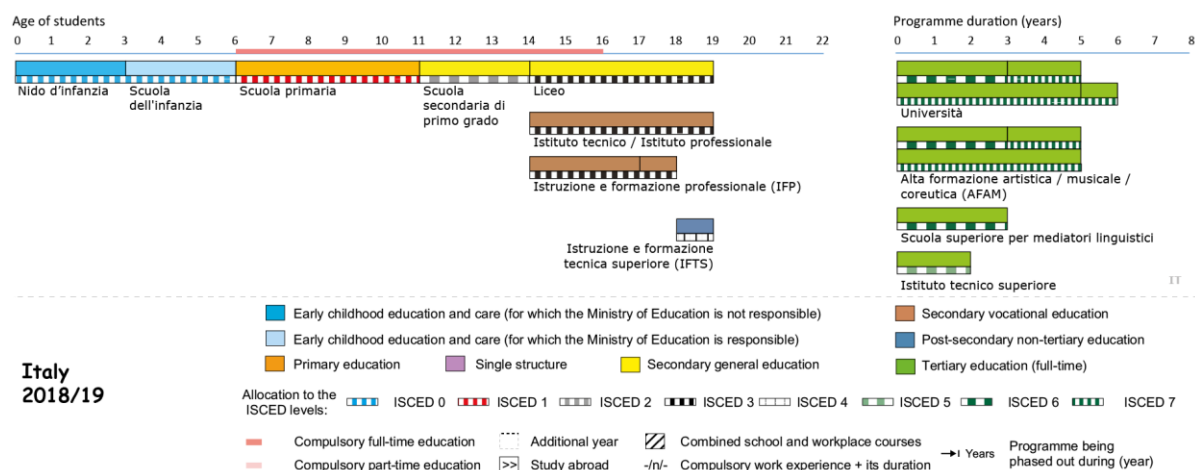
The regional vocational training system (IFP) offers three or four-year courses organised by accredited training agencies or by upper secondary schools. At the end of regional courses, learners receive a qualification that gives them access to second-level regional vocational courses or, under certain conditions, short-cycle courses at higher education level.

Post-secondary non-tertiary education

The post-secondary non-tertiary level, offers courses within the Higher technical education and training system (IFTS) and within the vocational training system managed by the Regions.

The Higher technical education and training system (IFTS) aims mainly at developing professional specialisations at post-secondary level that meet the requirements of the labour market, both in the public and private sectors. In particular, courses focus on the organisation of services, of local bodies and productive sectors undergoing deep technological innovations due to the globalization of markets. They are organised according to the priorities indicated by the economic planning at regional level.

The Regions organise short vocational training courses (400-800 hours) addressed to those who hold a qualification obtained either in the regional or in the State vocational training system. They are also called 'second-level' vocational training courses. They are organised with funds coming from the European Social Fund and aim at the acquisition of high-level theoretical, technical and managerial skills, also through practical work and stages in enterprises, to meet the professional needs of specific sectors.



Hungarian educational system

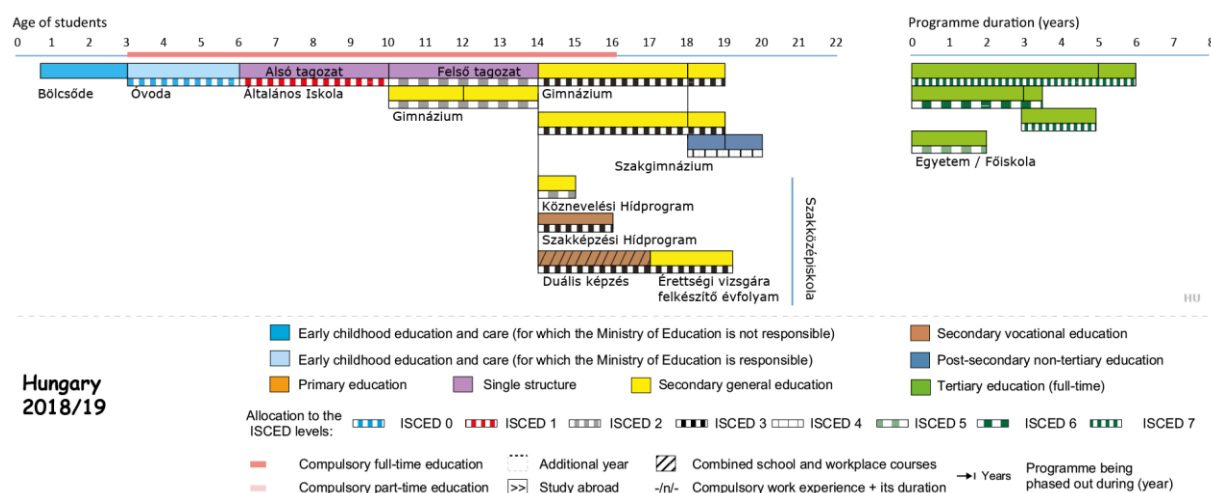
Secondary education

Primary and lower secondary education (ISCED 1, 2) is organised as a single-structure system in 8-grade basic schools (általános iskola) (typically for pupils aged 6-14, covering grades 1-8).

Upper secondary education (ISCED 3, typically for pupils aged 14-18, usually covering grades 9-12) is provided by general secondary schools (gimnázium), vocational secondary schools (szakgimnázium) or vocational schools (szakközépiskola) or vocational school for special education (szakiskola). However, general secondary schools are also allowed to offer longer programmes starting earlier (from Grade 5 or 7).

General secondary schools provide general education and prepare for the secondary school leaving examination, which is the prerequisite for admission to higher education. Secondary vocational schools provide general and pre-vocational education, prepare for the secondary school leaving examination and offer vocational post-secondary non-tertiary programmes (ISCED 4). Vocational schools provide general, pre-vocational and vocational education and may also provide remedial lower secondary general education for those who have not accomplished basic school. Students can continue their studies to get upper secondary general school examination certificate after finishing their vocational programme.

As a tradition of more than 50 years, **upper-secondary education (ISCED 3)** typically starts from grade 9 in Hungary after completing the 8-grade single-structure educational phase (i.e. primary and lower secondary, ISCED 1 and 2). Most commonly, it involves 4 grades, less commonly 5, 3 or 2 grades. As another 50-year-long tradition, Hungary has maintained the three main programmes of upper-secondary education: general secondary, vocational secondary and vocational education and training. Besides, the so-called Bridge Programmes belong here that usually last for two years. Students completing their studies in general secondary or vocational secondary schools and successfully passing the secondary school-leaving examination are entitled to seek admission to higher education. The three-year vocational education and training does not offer the same qualification and ends with the issuance of a certificate. This certificate provides a state-recognised qualification listed in the National Qualifications Register. It does not entitle school-leavers to enter into higher education. In this form of education, it is possible to obtain a secondary school-leaving certificate in an additional two years, which entitles the student to enter into higher education.



Common problems of the educational systems of Greece, Italy and Hungary

Both educational systems in Greece and Hungary face similar difficulties related to social and financial problems affecting educational policy and its implementation, such as

- The decline in the student population due to the birth rate
- The disappointing results of the PISA
- The statistics show a gradual decline in the proportion of students choosing vocational education, as shown in the following tables

Greece	2010	2011	2012	2013	2014	2015	2016
Total	30.69	31.7	33.07	33.68	31.46	29.91	29.13
Female	22.68	24.33	26.11	27.15	23.02	20.07	20.3
Male	37.97	38.47	39.47	39.74	39.06	38.56	37.01

Italy	2010	2011	2012	2013	2014	2015	2016
Total	59.99	59.99	59.24	59.43	56.15	55.79	55.61
Female	49.09	49.22	48.43	48.75	44.08	43.65	43.41
Male	70.26	70.07	69.36	69.47	67.41	67.1	66.97

Hungary	2010	2011	2012	2013	2014	2015	2016
Total	27.56	28.26	28.95	26.47	25.07	23.18	21.43
Female	21.46	21.99	22.74	22.25	20.59	18.89	16.49
Male	33.37	34.14	34.75	30.58	29.41	27.33	26.15

3. Absenteeism in Primary / Secondary Education

Strategies on early school leaving should be based on an analysis at national, regional and local level of the conditions leading to the phenomenon, as average rates often mask large differences between different regions or countries. Early school leavers are a heterogeneous group and individual motivations to leave education prematurely differ widely. Family background and wider socio-economic conditions such as pull from the labour market are important factors. Their impact is conditioned by the structure of the education and training system, by available learning opportunities, and by the learning environment. The coordination of policies addressing the well-being of children and young people, social security, youth employment and future career perspectives has an important role to play in reducing early school leaving.

Cumulative drop-out rate to the last grade of primary education, both sexes (%)

	2012	2013	2014	2015
Greece	9,31531	8,31331		4,03382
Italy	1,05956	0,58234	0,82428	0,76304
Hungary	2,03073	1,73983	2,08523	1,57084

Cumulative drop-out rate to the last grade of lower secondary general education, both sexes (%)

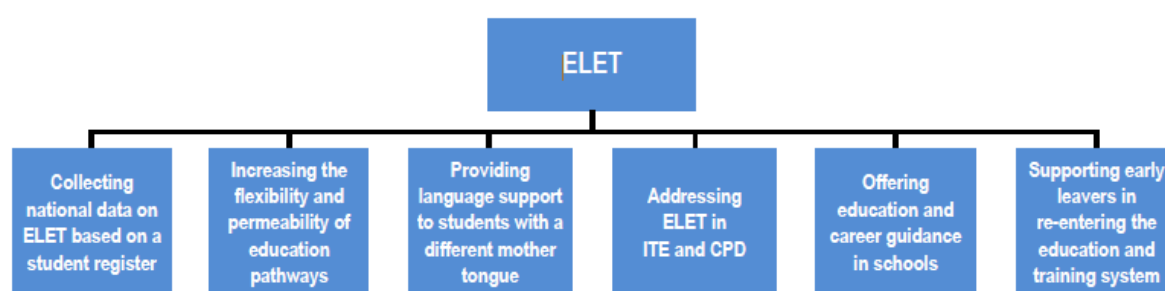
	2012	2013	2014	2015
Greece	7,59944	9,39868	0,83061	3,33133
Italy	1,69077	1,2972	1,34855	1,29297
Hungary		4,57657	4,38298	3,75557

Source UNESCO Institute for Statistics

4. Early school leaving of students

'Early leaving from education and training' (ELET) refers to students leaving education and training before completing the upper secondary level or obtaining the corresponding school leaving certificate. This broad definition encompasses the young people who, according to their own country's definition, are considered to be early leavers. It includes, for example, young people who leave (or drop out of) school without completing what is considered in the national context as basic education (usually primary and lower secondary education).

Besides the Eurostat definition of early leavers, the Ministry of Education and Religious Affairs in Greece uses another definition of early leaving: not having completed compulsory education or other equivalent vocational education or training.



Factors against early leaving from education and training

A national data collection system based on a student register can be used to understand the scale of the problem and to develop and implement appropriate policies to address ELET. Such a system can also be employed to both monitor absenteeism and evaluate the effectiveness of policies to reduce early leaving. Student register based data can also be employed to monitor absenteeism, thereby acting as a warning system to alert schools and

authorities that they may need to intervene to help students at risk of leaving early.

Policies for **increasing the flexibility and permeability of education pathways** can help prevent ELET by removing potential obstacles to the completion of education and training programmes. This indicator focuses on policy initiatives aimed at minimising the risk of early leaving by offering students a wider choice of programmes or alternative pathways (academic, technical or vocational), as well as providing opportunities for students to change tracks or programmes which do not meet their needs. The indicator also covers policies that are designed to ensure a smooth transition between education levels and programmes (especially from general education to VET programmes). It also includes policies that aim to improve the recognition of skills and qualifications, thereby helping students to progress to the next level or to re-engage in education or training if they have left the system prematurely.

Language support for students with a mother tongue other than the language of instruction can be crucial as these students are often at increased risk of early leaving. Empirically, young people from migrant backgrounds tend to be over-represented among those leaving education and training early in many European countries. Policies on language support for these students can help ensure the provision of measures for strengthening the students' competences in the language of instruction, which are crucial in order to benefit from all the learning opportunities and to avoid falling behind.

Addressing ELET in ITE and/or in CPD is essential if teachers are to learn how to support students who are showing signs of disengagement at school, and who are therefore at risk of leaving school early. This indicator examines policies and measures for improving teachers' understanding of the challenge of early leaving through initial teacher education (ITE) and continuing professional development (CPD). This implies increasing teachers' awareness of the underlying causes, the main triggers and early warning signs, as well as strengthening teachers' capacity to take action in both preventing early

leaving and supporting students who are at risk. Training on ELET may also provide teachers with an opportunity to engage in peer learning and collaborate with other teachers and schools with experience in this area.

The role of **education and career guidance services** in preventing students from leaving education and training is widely acknowledged. This indicator analyses policies on education and career guidance, which is provided both as a compulsory part of the curriculum and by school guidance services in lower and upper secondary education. Education and career guidance provides students with information as well as support for developing their decision-making and other skills important for managing their educational and/or career choices. Guidance may also include psycho-social work or counselling to help students, in particular those at risk of leaving early, as they progress through education and training.

Support for early leavers to re-enter the education and training system.

This indicator presents policies and measures that help young people who have left education and training early to re-enter the system. This may entail: policies promoting the provision of second chance education, i.e. alternative education and training pathways leading to a formal qualification; education and career guidance, which may be combined with practical skills training, one-to-one or group counselling, or similar support offered to help young people develop a vision for their careers and lives; and initiatives taking place within the context of the 'Youth Guarantee', which seeks to ensure that all young people under 25 get a good quality, definite offer within four months of leaving formal education or becoming unemployed, for a job, apprenticeship, traineeship or continuing education that is adapted to each individual's need and situation.

5. School success and motivation

Education policies that encourage a stimulating learning environment for all learners, and especially for those who are struggling in school as a result of

their individual circumstances and/or family background, can contribute to preventing early leaving. Education and training systems can create this type of learning environment if students are placed at the centre of the learning process and if teaching, learning and support is personalised in order to respond to students' individual needs and talents.

Education system contributes to drop out when operating as a selective mechanism rather than an inclusive one. Important aspects for school success

- (a) the positive importance of the feeling of belonging to a group in a classroom or a company;
- (b) the influential role of families in young people's education and training;
- (c) the teacher-student relationship;
- (d) behaviours and relationships in education institutions that affect young people's self-perception and aspirations.

Some aspects of education systems such as grade retention, socio-economic segregation or early tracking are identified as having a negative influence on the rates of early leaving. Grade retention may increase educational inequalities, and the socio-economic segregation of schools may only aggravate the situation of low achievers in geographical areas characterised by low levels of socio-economic status and student achievement. Directing students into different educational pathways or tracks too early by placing them into either academic or vocational programmes based on their achievements, can also be detrimental to their education outcomes as they may become demotivated and lose interest in learning.

Students who feel strongly connected with their school and value education highly are generally more likely to accept school values as their own and become more involved in various school-based activities, which increase their chances of educational success. Additionally, highly valuing education is associated with higher academic attainment. Also, a positive perception of oneself as a learner increases the probability of educational success.

Students who feel they are understood, receive care and help in various life situations are usually more involved in their education and declare a higher sense of belonging to the school. Therefore, the support students receive

from teachers in school seems to be an important factor in protecting youngsters from leaving school early.

Schools that invest in strengthening the development of a positive and supportive school climate, as well as tackling peer victimisation are more successful in fostering school engagement. Moreover, students who experience violence from their peers are at real risk of school disengagement.

6. School failure and absenteeism

Main factors as associated with early leaving:

(a) family background:

- (i) migration or ethnic minority origin;
- (ii) lower socioeconomic status of parents;
- (iii) parental attitudes towards education;

(b) individual characteristics (not education related):

- (i) gender;
- (ii) health situation;
- (iii) low self-esteem;
- (iv) conflictual relationships with adults;

(c) individual's education pathway:

- (i) disengagement from learning;
- (ii) absenteeism;
- (iii) class repetition;
- (iv) low academic achievement;
- (v) negative perception of school/education;

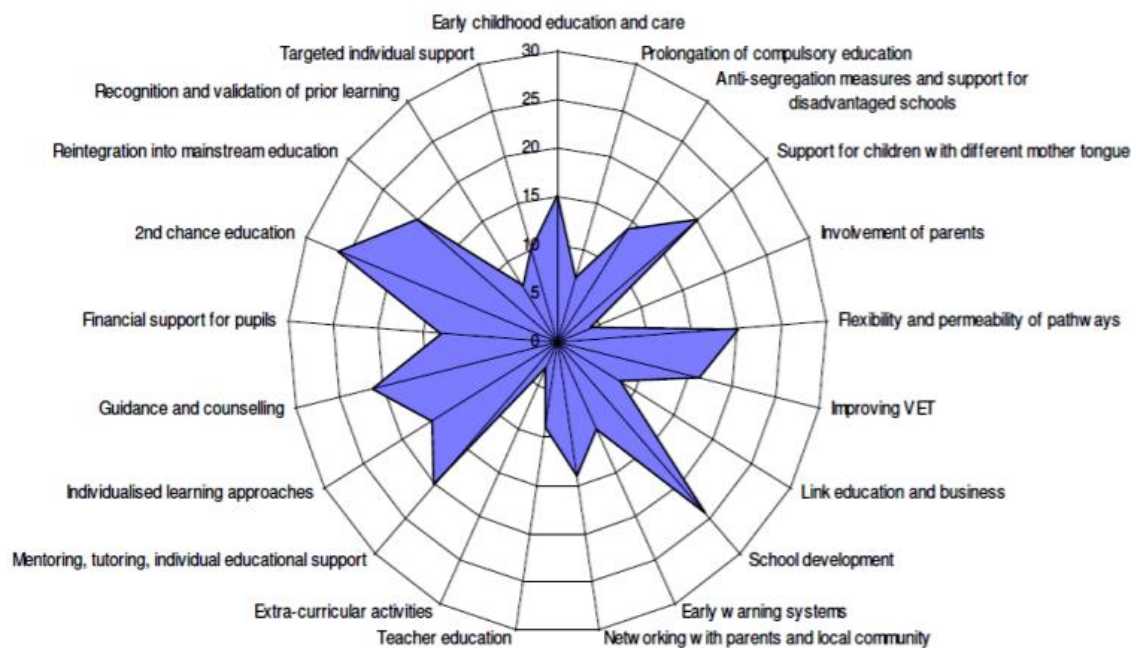
(d) school and classroom climate:

- (i) conflict with teachers;
- (ii) bullying;

(e) labour market attraction.

7. Extracurricular activities

Factors that can reduce early school leaving



Source: Conze, s. (2012). «The European Commission and policy on early school leaving (ESL)». EIPPEE Conference 2012: Advancing the use of research in education across Europe.

Schools have policies and measures for enriching the learning experience through the provision of extra-curricular activities. These measures are also reported to impact positively on reducing the number of students leaving education and training early. Extra-curricular activities provided after lessons intend to help students develop their knowledge, abilities, interests, talents and independence. Such activities include cultural, artistic, environmental and health education programmes, intercultural education or remedial teaching.

8. Fewer learning and behavior problems

The indicators of problematic behaviour at school are also good measures of the student's disengagement from school in the behavioural dimension. They allow us to identify the students whose behaviour goes beyond the school norms. A greater intensification of such behaviours may be regarded as a manifestation of stronger school disengagement.

Poor basic and transversal skills, and poor grades, can be a trigger for a young person to drop out.

The degree of support required by at risk students varies according to their personal, health and family circumstances. Some students identified as being at risk of dropping out may get easily 'back on track' with their studies with the help of a mentor, for example, but students with more complex issues may require more or different support than guidance practitioners, mentors or coaches can offer. They may need support from individual professionals such as counsellors or psychologists or teams of professionals, for instance multi-professional school care teams and student support services.

Counselling specialists support students, teachers and parents and they help solve children's complex educational, psychological and social difficulties. Typical situations requiring a student welfare officer's attention include learning and behavior problems, truancy, bullying and problems caused by changing schools or classes.

9. Competence driven teaching and learning;

Competence-based training in VET. This is seen as having two main benefits:

- (a) such an approach is motivating, as it encourages recognising achievements also seen as meaningful by the young person (rather than purely academic achievements that they consider unimportant);
- (b) it encourages combining the teaching of knowledge, skills and competence in coordination.

The fact that such competence-based learning, teaching and assessment is at the heart of contemporary VET pedagogies (Cedefop, 2015) was seen by some as an added value of VET.