



NATIONAL STUDIES AND STATISTICS ON EARLY SCHOOL LEAVING BY COUNTRY

Target group of students aged 16-19

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Introduction

Early School Leaving (ESL) is costly for the individual, for society and for the economy. Not just in economic terms, but also in terms of low self-esteem, and the risk of social exclusion. Reducing Early School Leaving can lead to positive outcomes such as higher level of employment and productivity, poverty reduction, lower public and social costs. Inclusive education has also many non-monetary benefits both for the individual and society: e.g. better health, lower crime, environmental awareness and social participation.

This report is based on the analysis of studies and statistics on EU- and international level. The report includes five parts: part 1 and 2 provide statistics and analysis on the ESL situation inside and outside Europe; part 3 provides an overview of reasons for Early School Leaving; part 4 gives a short discussion on the European and international policies and best practices tackling ESL; the final part provides conclusions.

Before starting the analysis of Early School Leaving at EU- and international level, it should be pointed out that there are different terms - Early School Leaving (ESL), school dropout, youth not in employment, education or training (NEET) - used inside and outside the EU to describe the problem of young persons leaving education early. What's more, the general question within this report is whether studies are measuring the same target group at the EU- and international levels. According to the EU definition, Early School Leavers are *"persons aged 18 to 24 who have finished no more than a lower secondary education and are not involved in further education or training"*¹. The European Training Foundation (ETF) describes young people aged 15-24 as NEETS (not in employment, education or training). The World Bank and OECD describe NEETS as youth aged 15 to 29.

This report will include different terminology and target groups in order to make comparison between the EU- and international levels.

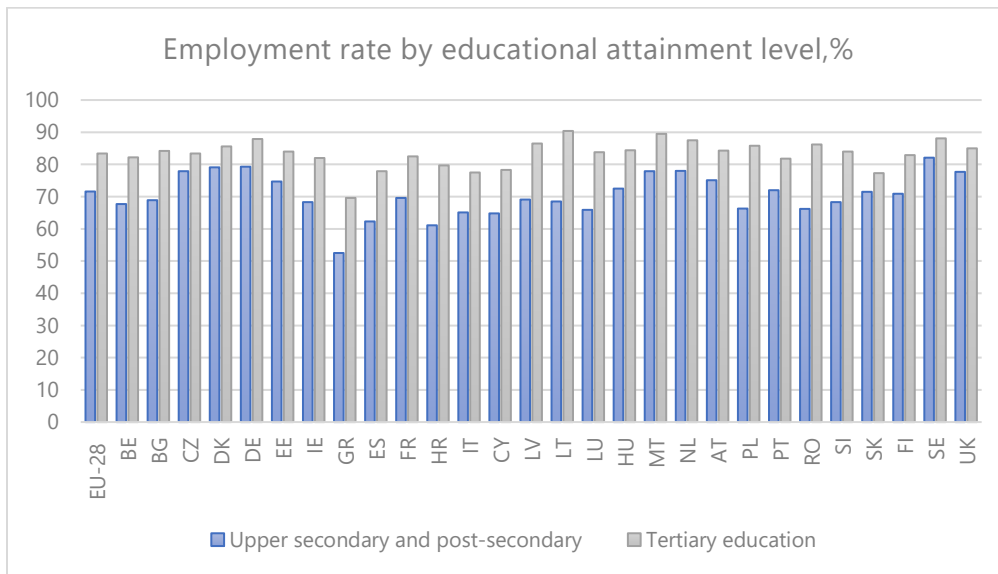
¹ Eurostat Press Office (2014): "GDP and beyond. Measuring quality of life in the EU". Published on March 19th 2014



Early leavers from education and training – EU-wide

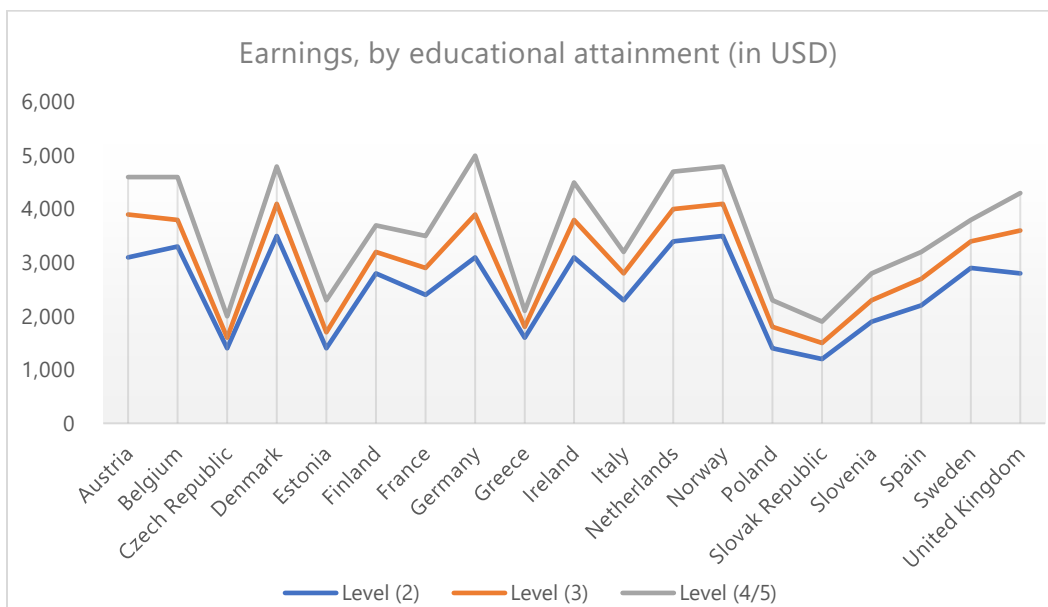
In modern society, upper secondary education is considered the necessary minimum for full participation in society, and a condition for further education and for finding a job with sufficient income (Education at a Glance, 2016). Figures 1 and 2 demonstrate that employment rates and earnings increase with a higher education level in European countries.

Figure 1. Employment rate by educational attainment level in 2016, in %



Source: Eurostat, online data code: [tsdec430](#).

Figure 2. Earnings by educational attainment in 2012 and 2015, in USD



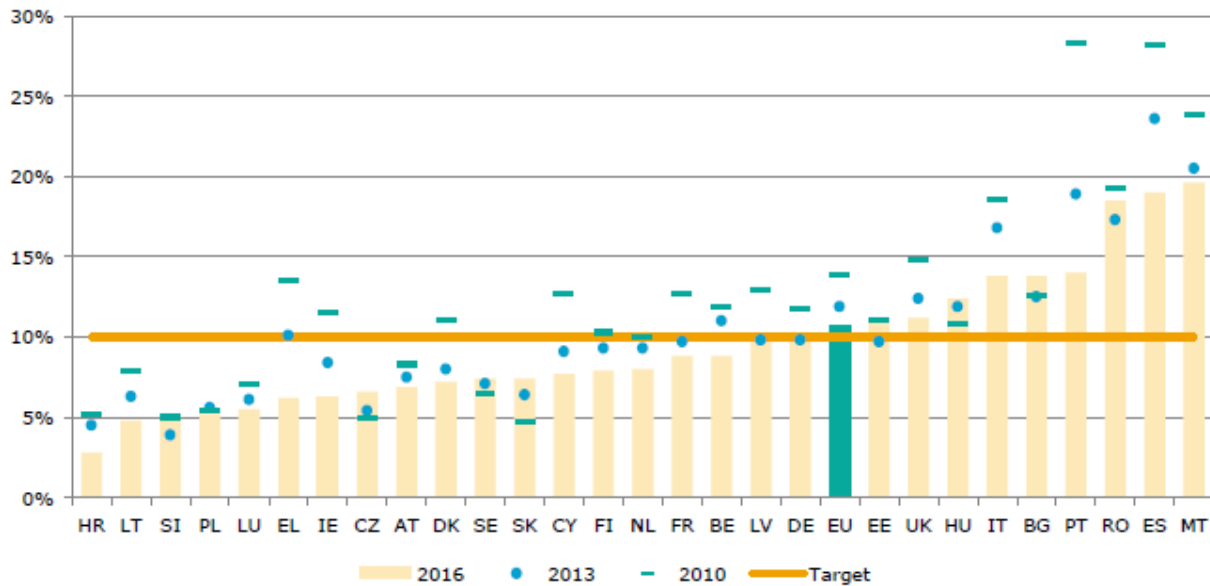
Source: OECD, [online data link](#).

*Data for Greece and Slovenia from 2015, for rest from 2012.



The Europe 2020 target is to reduce the rate of early leavers from education and training (aged 18–24) to below 10% of the EU28 population in this age group by 2020. This goal is also part of the Europe 2020 headline target on education. The fall from 13.9% in 2010 to 10.7% in 2016 and 10.6% in 2017 (with 11.9% in 2013) represents steady progress towards the Europe 2020 target of 10%.

Figure 3. Early leavers from education and training 2010-2016, in %



Source: European Commission, Education and Training Monitor 2017.

As can be seen in Figure 3, the rate of early leavers has decreased over time in most Member States. The greatest reduction has been achieved by Portugal (PT), from 28.3% in 2010 to 14.0% in 2016, followed by Spain (ES), from 28.2% in 2010 to 19.0% in 2016. However, those countries, as well as Hungary, Italy, Bulgaria, Romania and Malta, are still far from the target. The other 17 Member States that have already reached the target for 2020 in 2016 are Croatia, Lithuania, Slovenia, Poland, Luxembourg, Greece Ireland, the Czech Republic, Austria, Denmark, Sweden, Slovakia, Cyprus, Finland, the Netherlands, France and Belgium, with Latvia (10.0%), Germany (10.2%) and Estonia (10.9%) very close to the target.

According to the European Commission, over the next few years, achieving the target may become particularly challenging in countries that have received large numbers of migrants. Many of the children will have been out of formal schooling for considerable periods, may have had little formal schooling, or will have received their education in a different language (EC, Education and Training Monitor 2017).

As can be seen from the table on the following page, on EU average, foreign-born young people (aged 18–24) are more than twice as likely as their native-born contemporaries to be out of school: 9.8% against 19.7%. Achieving/retaining the target may become particularly challenging in Belgium, Cyprus, Germany, Greece, Italy, Slovenia and Spain.



**Early leavers from education and training (age 18-24)
Native-born vs Foreign-born in 2016,%**

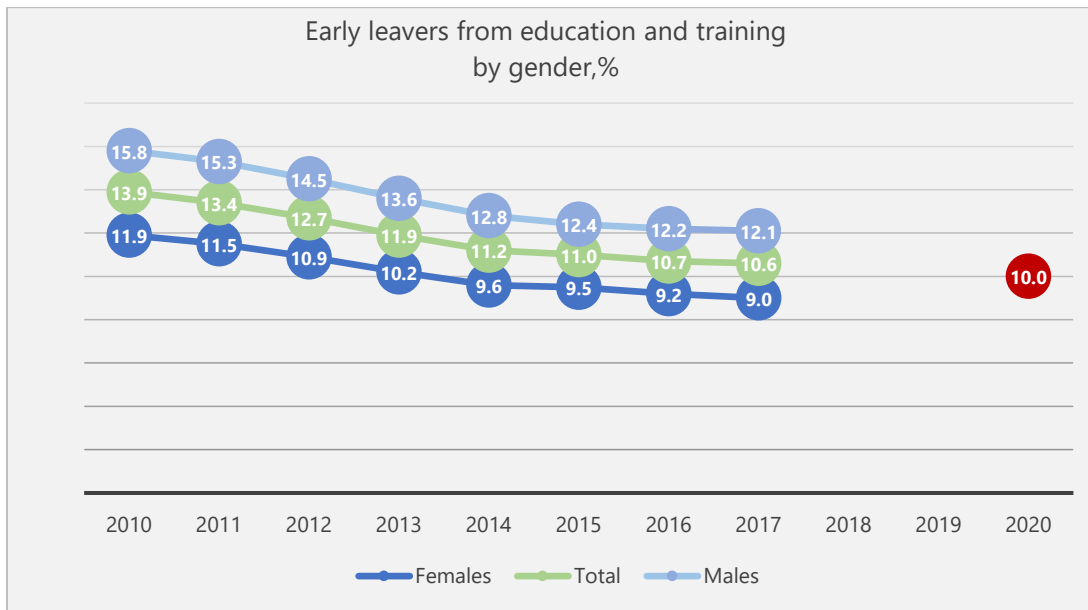
	Native-born	Foreign-born	Difference Foreign vs Native
EU Average	9.8	19.7	9.9
Austria	5.5	14.7	9.2
Belgium	7.6	17.8	10.2
Bulgaria	13.8	NA	NA
Croatia	2.7	NA	NA
Cyprus	4.6	18.2	13.6
Czech Republic	6.6	10.8	4.2
Denmark	7.2	7.9	0.7
Estonia	10.9	NA	NA
Finland	7.6	15.1	7.5
France	8.2	16.3	8.1
Germany	8.2	23.1	14.9
Greece	5.5	18.1	12.6
Hungary	12.4	NA	NA
Ireland	6.5	5.2	-1.3
Italy	11.8	30	18.2
Latvia	10.1	NA	NA
Lithuania	4.8	NA	NA
Luxembourg	4.1	8.5	4.4
Malta	19.5	NA	NA
Netherlands	7.9	8.3	0.4
Poland	5.2	NA	NA
Portugal	14	14.3	0.3
Romania	18.6	NA	NA
Slovakia	7.4	NA	NA
Slovenia	4.4	15.6	11.2
Spain	16.1	32.9	16.8
Sweden	5.9	15.2	9.3
UK	11.5	9.4	-2.1

Source: based on Education and Training Monitor 2017/Country analysis indicators.

As illustrated in Figure 4, ESL rates also vary by gender. Overall in the EU, young women have a lower rate of early school leaving and higher rates of educational achievement than young men (see Annex 1). The ESL gender gap has remained almost constant at 3 pp, with young men showing higher rates of early leavers from education and training (at 12.1%) than young women (at 9.0%). Women met the target in 2014.



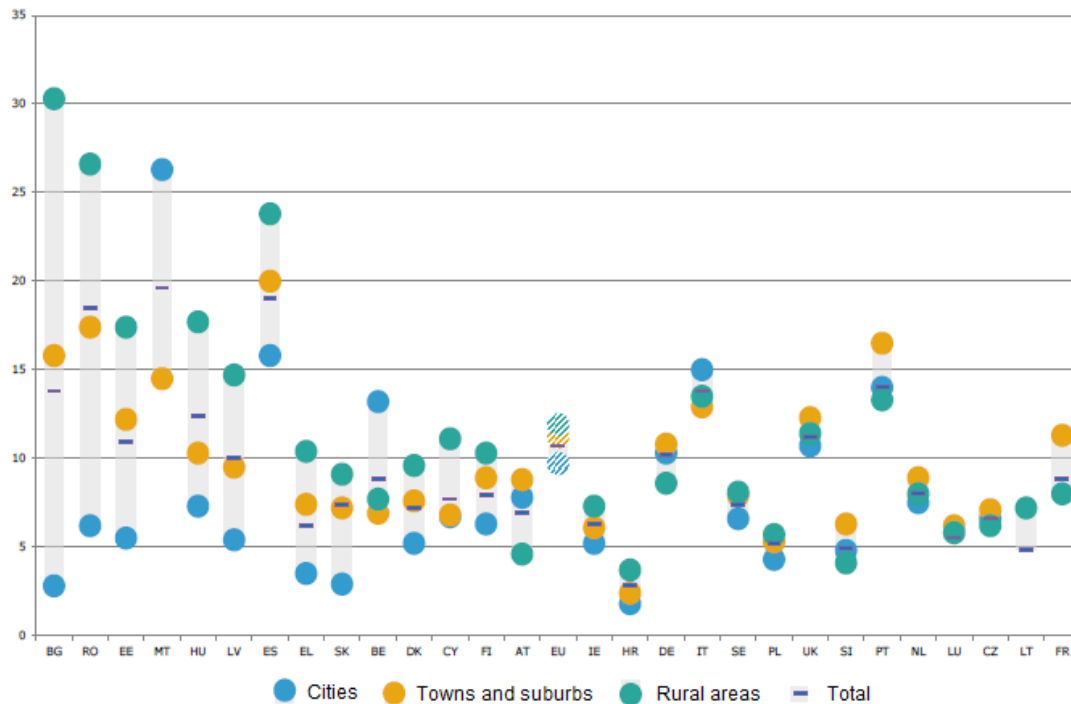
Figure 4. Early leavers from education and training by gender 2010-2017, in %



Source: Eurostat, online data code: [2020_40](#).

Figure 5 shows regional variations of ESL rates according to the degree of urbanization, with regions classified as cities, towns and suburbs, and rural areas.

Figure 5. Urban – rural divide in early leavers from education and training 2016, in %



Sourced from: Education and Training Monitor 2017

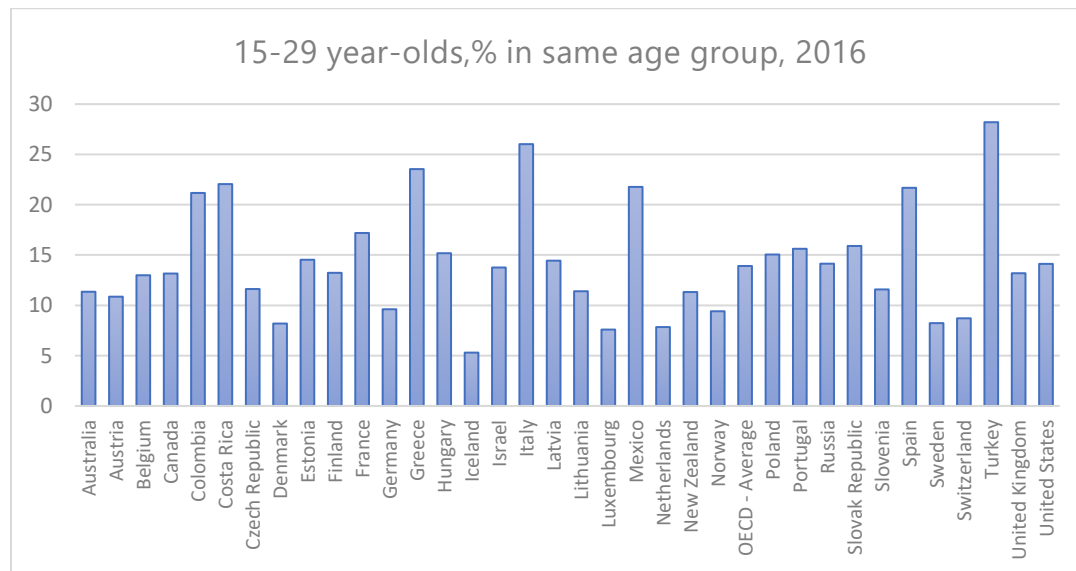


In the EU-28, the lowest proportion of early leavers was reported in cities. The average rate is 9.7%, however cities in Bulgaria, Croatia, Slovakia and Greece score especially well (see annex 2). In the towns and suburbs of the EU, the proportion of early leavers rose to 11.2%, while it was higher still in rural areas, at 11.9% (see annex 2). The largest urban-rural ESL gap was found in Bulgaria, where the ESL rate in rural areas is more than 10 times that of the cities. High rates were also identified in Romania, Estonia, Hungary, Latvia and Slovakia. PISA 2015 results show that overall low performance in skills, competences and equity coincides with large urban-rural ESL gaps (*Education and Training Monitor 2017*). However, it is notable that in the Member States with the smallest urban-rural ESL gap, towns and suburbs score the worst. According to the European Commission, these findings call for diversified policy measures adapted to the different local challenges Member States are facing (*Education and Training Monitor 2017*).

Early leavers from education and training – Worldwide

In the OECD countries outside Europe, the proportion of young people who are not in employment, education or training (the NEET) is highest in Turkey (28.2%), Costa Rica (22.05%) and Colombia (21.17%).

Figure 6. Proportion of 15-29 year-olds not in employment, education or training 2016, in %



Source: OECD.

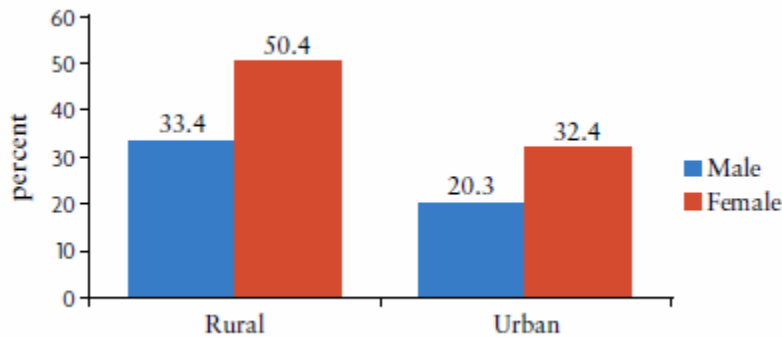
In Turkey, the NEET rate is especially high for women, at 46%, compared to 18% on average in the OECD. What's more, women have a three times higher risk of becoming NEETs than men. This may be reflective of a traditional gender-related assignment of roles, such as care for children and the elderly as well as housekeeping, which leads to low female participation in the labour market (OECD).

Early school leaving remains an important challenge for Turkey, especially for young women. According to Eurostat Statistics 2016, one-third of Turkish youth did not complete their upper secondary education. This phenomenon is even more striking for young women - over 55% of young women in Turkey did not finish upper-secondary education, which is the highest share in the OECD area.



In Tunisia, youth inactivity is a major problem. According to calculations from the European Training Foundation (ETF 2014), Tunisia has one of the highest NEET rates in the Middle East and North Africa Region, estimated at approximately 33% of the total number of young people aged 15-29 years. One in three young men in rural Tunisia (33.4%) and one in five in urban Tunisia are NEET. Rates are even higher for young women. One in two young women in rural Tunisia (50.4%) is NEET; about one in three urban areas (32.4%) (see Figure 7).

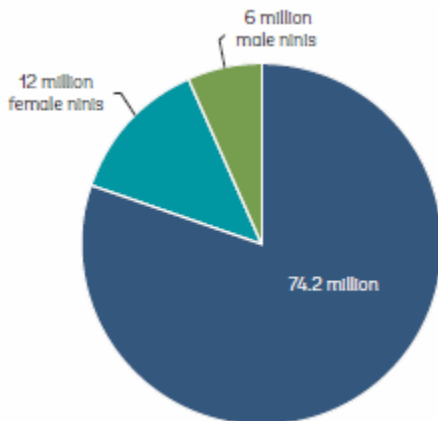
Figure 7. Youth NEET in Rural Versus Urban Areas 2012, in %



Source: World Bank Group (2014).

In Latin America, youth who are neither working nor in school are often labeled as “ninis”. According to a recent 2013 survey, one in five youth in the region - totaling more than 20 million people aged 15-24 - is living as a nini (*World Bank Group*). As shown in Figure 8, out of the more than 92 million youth aged 15-24 in Latin America in 2010, a little over 18 million were both out of school and out of work; and of that number 12 million were women.

Figure 8. Number of Ninis in Latin America by gender (age 15-24), in million



Source: de Hoyos, Rogers, and Popova (2015).

As a share of population, ninis are more prevalent in rural areas (21% of youth) than in urban areas (17%). However, given the high urbanization rate in the region, the vast majority of ninis - close to 13 million of the 18 million total - live in cities. The education levels of ninis is low. In 2010, 43% had not completed secondary school (*World Bank Group*).



Reasons for Early School Leaving

Dropping out is generally not a sudden action, but rather the consequence of a longer process of gradual disengagement (Lyche, 2010). Dropping out can be driven by a range of causes – learning difficulties, mental health issues, problems in the family, parents’ attitudes towards education or the school experience – which tend to interact and build up over time (OECD, 2016, p. 45). According to the European Commission, ESL results from a combination of personal, social, educational, family-related and economic factors².

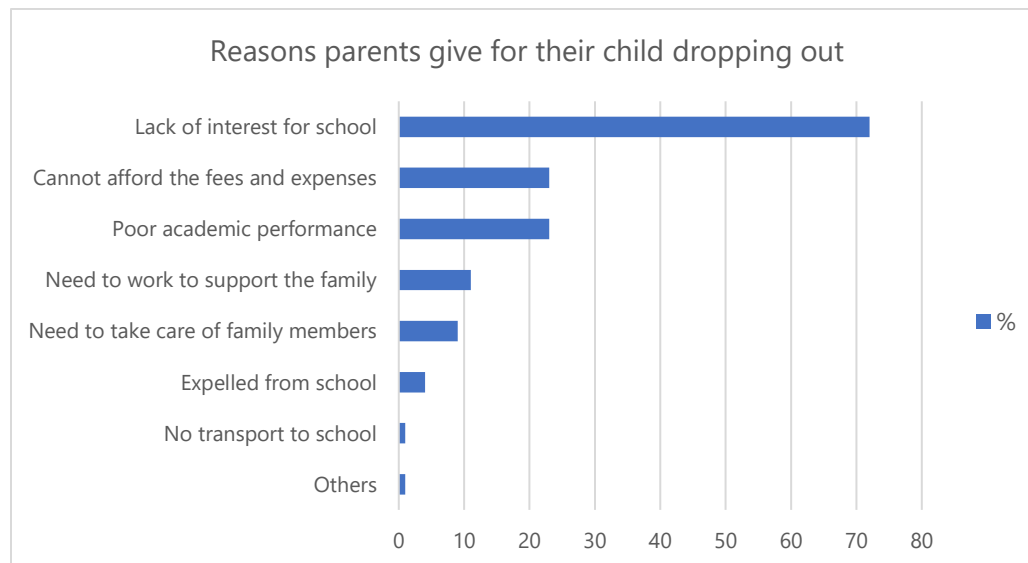
In their research study “Why Students Drop of School: A Review of 25 Years of Research” (2008), Russell Rumberger and Sun Ah Lim identify following factors:

- 1. Personal and social factors**, which are classified in student educational performance, behavior and involvement in academic work, and their background (past experiences, health, and family)
- 2. School factors**, which fall into two main categories: school structure and resources, and school practices.
- 3. Systematic factors** related to the education system as a whole.

In 2013, Institute for Democracy and Economic Affairs (IDEAS) conducted a survey on education, also known as Giving Voice to the Poor, to uncover the needs and aspirations of parents from low-income households around Malaysia. The survey covered over 1,200 respondents of which 150 respondents had at least one child who had dropped out of school.

According to the IDEAS survey the main reasons for dropping out were 1) a lack of interest for school (72%, or 108 out of a sample size of 150), 2) cannot afford fees and expenses (23%), and 3) poor academic performance (23%). See Figure 9 below.

Figure 9: Reasons parents give for their child dropping out



Source: IDEAS

² http://ec.europa.eu/education/policy/school/early-school-leavers_de



SITEAL (Sistema de Información de Tendencias Educativas en América Latina) researched the opinions of boys, girls, adolescents, young people, as well as their families, in some Latin American countries – Bolivia, Chile, Panama, Costa Rica, Nicaragua and Paraguay – and came up with the finding that young people dropping out of school is one of the consequences of financial difficulties in a family.

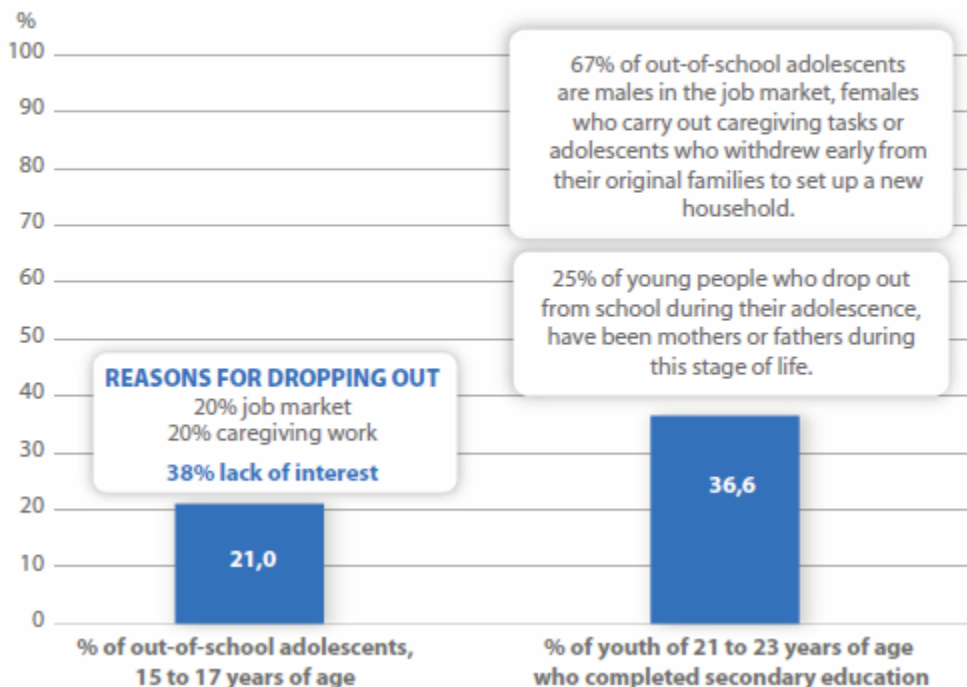
Paid work is in fact mentioned by only 20% of young people as the cause of school drop out while a further 20% identified work related to parenting at a young age, or the direct care of other members of the household, as the reasons for drop out. In fact, 67% of the young people who left their educational trajectories early are men who work or unemployed women who live together with small children and take care of the members of the household (see Figure 10).

The SITEAL survey also revealed that 38% of out-of-school adolescents aged 15 to 17 state that they are in this situation because they have no interest in studying (see Figure 10).

According to a World Bank Group study (2016), the most common path to becoming a nini, particularly for men, is through early school dropout into the labour market, followed by unemployment. Since youth who leave school before finishing upper secondary generally lack the skills to secure a formal-sector job, in most cases they settle for temporary or unstable jobs in the informal sector. Once they lose these jobs, they never go back to school. The typical nini female is described as “a young urban woman without a secondary diploma” (World Bank Group). They often become ninis because of an early marriage, teen pregnancy, or both.

Figure 10: Reasons for school dropout in Latin America

Percentage of out-of-school adolescents and young people, reasons for school drop out* among out-of-school adolescents, and family structure of out-of-school adolescents and young people. Latin America, 18 countries. Cca 2013





Policy messages in tackling Early School Leaving

According to the European Commission, policies to reduce early school leaving should be embedded in an overall inclusive learner-centred vision of education, in which high quality education is accessible to all (EC, 2015). In order to fulfill this vision, schools are identified as playing a crucial role. Safe and welcoming and caring learning environments are essential to ensure that young people grow and develop as individuals and members of the community.

According to the European Commission, because of the multi-faceted nature of the issue, schools cannot address early school leaving and educational disadvantage alone. All members of the school community (school leaders, middle management, teaching and non-teaching staff, learners, parents and families) should play an active role in preventing drop-out (EC, 2015). This calls for a **'whole-school approach'**.

Specific support, such as extra financial and human resources support, should be provided to schools with high early school leaving rates or located in areas with high levels of socio-economic exclusion. Exchanges between the school, its stakeholders and public authorities at relevant levels should take place to ensure the day to day reality of the school is understood at policy levels.

European Commission identifies key areas for further development European level:

1. School governance
2. Learner support
3. Teachers
4. Parental involvement
5. Stakeholder involvement

School governance

- *Greater flexibility/autonomy to schools* in regards of teaching practices, curriculum implementation and experimental approaches to school drop-out.
- *Selection, support and training for school heads.* Schools need dedicated, value-led, competent and highly motivated school heads; they need leaders with a clear vision, sense of organisation, capacity to take on new responsibilities, share authority and power, involve and promote dialogue between all school actors and with other stakeholders around a set of shared goals and responsibilities.
- *Whole-school improvement processes* should be characterised by openness and transparency; they should be developed and implemented in a participatory way by the entire school community (including learners, parents and families) and with stakeholders, multi-professional teams and external local services. They should be based on common goals and clearly defined roles and responsibilities.
- *Cooperation and networking between schools* of different types and levels.

Learner support

- *Engaging and stimulating curricula and effective teaching approaches:* personalised forms of teaching and learning and for different assessment styles, collaborative teaching and learning, connection with real life and diversity in society.
- *The learners' well-being.* Safe and welcoming environment, detecting situations of bullying, victimisation, violence or abuse happening within and outside school.



- *A systemic support framework:* identification of learning difficulties and development of an individual support plan, agreed with the learner and his/her family, setting clear and achievable goals.
- *Specific support for non-native speakers,* especially for newly arrived migrants, either in the school or outside.
- *Career education and guidance.* Effective study skills and career education should be fully integrated in the curriculum from early stages of education and help learners understand their strengths and talents. Effective career education also needs to mobilise a wide range of stakeholders (e.g. school counsellors, parents and employers).
- *Extra-curricular activities and out-of school educational opportunities,* including sports, arts, culture and other activities, compatible with educational aims, may provide additional opportunities for young people to 'shine' and can increase their motivation and a sense of belonging with the school.

Teachers

- *Understanding ESL,* including possible risk and protective factors. Teachers are in an advantaged position to detect school disengagement and the existence of learning difficulties at a very early stage and thus can help take immediate action to address the situation.
- *Teachers' competences.* Initial teacher education and continuous professional development with a focus on drop-out prevention should help teachers practice differentiation and active learning.
- *Peer learning (among teachers, but also with pupils).* Peer supervision could also be encouraged, both within the school and in cooperation with other schools.
- *Embrace diversity.* Teachers' knowledge, competences and skills related to understanding diversity in all its forms, intercultural education, multilingualism and teaching to second language learners.

Parents and families

- *Education as a shared responsibility.* All parents and families need to be recognised and adequately supported as co-educators in their children's learning, starting from an early age.
- *Trust and cooperation between family and school.* A school in which parents from all backgrounds and educational levels feel welcome and are considered as a resource for schools should be promoted. Wide parental participation in decisions on issues related to learning, the organisation of school and school activities promotes transparency and better adjustments.
- *Parent access to information.* Learners and their parents, in particular those from a migrant background, should have the possibility to access clear information on the educational system of the country and the school options available.

Stakeholders involvement

- *Cooperation with a wide range of stakeholders.* The choice of stakeholders has to be appropriate and relevant to local circumstances and context. Cooperation with social partners and local businesses is very important as it can help increase the work-related relevance of curriculum and make it more attractive to young people.
- *Common strategy.* A common strategy/action plan, based on clear and shared goals and a common understanding of the challenges, can help structure cooperation between stakeholders.



Practices and policy actions in tackling Early School Leaving

Austria

Austria continues to implement measures to foster integration of refugees and migrants. Education measures focus mainly on language learning and induction into schools including through transition classes. The 'Transition phase at Austrian VET schools and colleges' programme, started in the academic year 2015/2016, is showing some promising results. Additional support is provided to teachers, among other means through intercultural teams. The June 2017 integration law makes it compulsory for migrants to attend language and culture/values courses and obliges each asylum seeker to sign a declaration of integration.

Greece

Efforts are being made to improve participation of Roma in education. To advance schooling for disadvantaged groups in 2016 the Ministry of Education, Research and Religious Affairs (MoE) launched a 'Programme for the Integration and Education of Roma Children,' co-funded by the EU structural funds. The programme focuses on improving access and participation of Roma children in early childhood education and care, their systematic schooling in primary and secondary education and the re-integration of early school leavers. Despite obligatory school attendance for all children of compulsory school age, attendance by Roma children in this age group was estimated at only 69% in 2016. School segregation, reflecting the concentration of Roma in particular districts, remains a problem. Almost half (48%) of Roma children aged 6-15 attend schools where all or most of their classmates are Roma (FRA 2016).

Germany

Germany is fostering diversity in schools and reducing early school leavers through improving teachers' competences. Since March 2015 Germany has been promoting the advantages of ethno-cultural diversity. The joint recommendation 'Teacher education for a school of diversity' (Lehrerbildung für eine Schule der Vielfalt) published by the Standing Conference and the German Rectors' Conference (HRK) on social inclusion addressed many facets of diversity. The recommendation covers different abilities, as well as 'particular initial conditions', e.g. language, social living conditions, cultural and religious orientation, gender, and special abilities and talents. Germany also introduced the 'Action Framework for Reducing the Number of Early Leavers from Education and Training', which calls for the overall improvement of the knowledge and skills of teachers. This involves tackling the pedagogical and psychological foundations of teaching and learning through initial teacher education. This includes training in analysing students' competences, adapted forms of learning assessment and providing individually tailored learning support.

Netherlands

The downward trend in early school leaving continues. In 2016, the rate of ESL stood at 8% - the Europe 2020 national target has been achieved. The Netherlands monitors the number in the age group 12-23 who leave school without a 'start qualification'. number of dropouts fell from 71 000 in 2001/2002 to less than 23 000 in 2015/2016. The goal is to bring this below 20 000 by 2021. Preventing ESL is achieved through a regional approach in which municipalities work with schools, employers, youth organisations and other partners, coordinated by regional support hubs (Regionale Meld- en Coördinatiefunctie, RMC). In 2016, all 39 regions renewed their covenants with partners for a further four years. The government supports these actions with a total of EUR 140 million annually.



Portugal

The National Plan to Promote Success in School (NPPSS) is based around close cooperation between local administrations and school clusters. Schools can propose new pedagogical initiatives adapted to their student population and receive additional resources to develop them.

Training will be provided to school managers and teachers, together with some municipal staff. This will focus on strategic planning, setting indicators and use of resources. Each school estimates its readiness to participate in the plan and then presents, on a voluntary basis, a set of measures to improve their students' performance in an inclusive manner. After the proposal is assessed and approved at central level, additional resources are allocated to the school. During the first year of implementation, 663 education centres joined the plan, representing 80% of all schools. In all, schools have proposed 2 915 measures in different fields such as curricular flexibility, organisational flexibility, multidisciplinary teams, experimental sciences and parents' education.

Sweden

The 'Plug In 2.0' project (2015-2018) aims at improving the quality of upper secondary education and increasing the number of young people who successfully complete it. The target group is students aged 15-24, either in compulsory or upper secondary school or in an introductory programme at upper secondary level, who are at risk of interrupting their studies or have already dropped out of school. Newly arrived students are an important target group.

80 of Sweden's 290 municipalities have participated in activities including:

- mentoring and coaching to build positive relationships with students;
- identifying obstacles which prevent students from going to school;
- developing individualised study plans and more effective study paths for the newly arrived.

Plug In 2.0 is implemented by the Swedish Association of Local Authorities and Regions in cooperation with eight Swedish regions. It is co-financed by the participating municipalities and regions and the European Social Fund (ESF). With a budget of SEK 160 million (EUR 16.4 million) and close to 11 000 young people benefiting, Plug In 2.0 is the largest cooperation project in Sweden that tackles early school leaving.



Conclusions

- In general there is a consistent decrease of Early School Leavers within the EU, although there are significant variations in the proportion from state to state.
- The ESL share is lowest for women, while non-native people and young people in rural areas show higher ESL rates. Over the next few years, achieving the target of less than 10% by 2020 may become particularly challenging in countries that have seen the arrival of a large numbers of migrants.
- As described, dropping out can be driven by a range of different reasons, which may vary from country to country.
- Practices and policy actions within Europe demonstrate that European Commission Policy recommendations have to be taken into consideration when tackling ESL.



Annex 1

Early leavers from education and training by gender and country 2010-2016,%

	2010		2011		2012		2013		2014		2015		2016	
	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males
EU-28	11.9	15.8	11.5	15.3	10.9	14.5	10.2	13.6	9.6	12.8	9.5	12.4	9.2	12.2
Austria	8.3	8.4	8.0	9.0	7.6	8.0	7.1	7.9	6.5	7.6	6.8	7.8	6.0	7.7
Belgium	10.0	13.8	9.7	14.9	9.5	14.4	8.7	13.2	7.7	11.8	8.6	11.6	7.4	10.2
Bulgaria	12.9	12.4	12.6	11.2	13.0	12.1	12.7	12.3	12.9	12.8	13.4	13.3	13.9	13.7
Cyprus	9.8	16.2	8.1	15.1	7.0	16.5	4.2	14.8	2.9	11.2	3.1	7.7	4.3	11.4
Czech Republic	4.8	4.9	4.4	5.4	4.9	6.1	5.5	5.4	5.2	5.8	6.0	6.4	6.6	6.6
Denmark	7.7	14.1	7.0	12.1	7.4	10.8	6.2	9.9	6.1	9.5	5.7	9.7	5.9	8.5
Estonia	7.6	14.4	8.4	12.8	7.3	13.3	5.8	13.6	7.9	16.0	10.0	14.2	7.4	14.3
Greece	10.6	16.4	10.0	15.9	8.9	13.7	7.5	12.7	6.6	11.5	6.4	9.4	5.3	7.1
Spain	22.6	33.6	21.5	31.0	20.5	28.9	19.8	27.2	18.1	25.6	15.8	24.0	15.1	22.7
Finland	9.0	11.6	8.4	11.2	8.1	9.8	8.3	10.4	7.2	11.9	7.9	10.6	6.9	9.0
France	10.2	15.3	10.4	14.1	10.0	13.7	8.6	10.7	7.9	10.2	8.4	10.1	7.5	10.1
Croatia	3.8	6.5	4.0	5.9	4.4	5.7	3.4	5.5	2.5	3.1	2.0	3.5	2.0	3.5
Hungary	10.1	11.5	10.6	12.3	11.2	12.3	11.4	12.5	10.3	12.5	11.2	12.0	11.8	12.9
Ireland	9.6	13.4	8.8	12.8	8.2	11.2	6.9	9.8	5.7	8.0	5.4	8.4	4.6	7.8
Iceland	19.0	26.0	17.1	22.2	16.5	23.6	16.4	24.4	13.6	24.4	12.4	24.9	15.6	23.6
Italy	15.3	21.8	14.9	20.6	14.3	20.2	13.6	20.0	12.2	17.7	11.8	17.5	11.3	16.1
Lithuania	6.0	9.8	4.6	10.0	4.6	8.1	4.7	7.8	4.6	7.0	4.0	6.9	3.6	6.0
Luxembourg	6.0	8.0	4.8	7.6	5.5	10.7	3.7	8.4	3.7	8.3	8.1	10.5	4.2	6.8
Latvia	9.0	16.7	7.5	15.8	6.3	14.7	5.8	13.6	5.1	11.7	6.2	13.4	6.2	13.7
Malta	17.4	29.9	16.3	28.8	16.8	25.2	17.7	23.2	18.3	22.2	16.6	22.9	16.3	22.9
Netherlands	7.8	12.1	7.2	11.1	7.2	10.5	7.4	11.2	6.8	10.6	6.4	9.9	5.8	10.1
Poland	3.5	7.2	3.7	7.4	3.5	7.8	3.2	7.9	3.3	7.3	3.2	7.2	3.9	6.4
Portugal	24.0	32.4	17.7	28.1	14.0	26.9	14.3	23.4	14.1	20.7	11.0	16.4	10.5	17.4
Romania	19.0	19.5	17.2	19.1	16.9	18.5	15.9	18.7	16.7	19.5	18.5	19.5	18.7	18.4
Sweden	5.5	7.5	5.4	7.8	6.3	8.5	6.2	7.9	6.0	7.3	6.4	7.6	6.4	8.2
Slovenia	3.3	6.4	2.5	5.7	3.2	5.4	2.6	5.0	2.7	6.0	3.4	6.4	3.1	6.7
Slovakia	4.9	4.6	4.6	5.4	4.6	6.0	6.1	6.7	6.6	6.9	6.8	6.9	7.2	7.6
United Kingdom	13.9	15.6	13.8	16.1	12.2	14.5	11.1	13.6	10.8	12.9	9.8	11.7	9.5	12.7



Annex 2

Urban – rural divide in early leavers from education and training, 2016

Country	Cities	Towns and suburbs	Rural areas
Austria	7.8	8.8	4.6
Belgium	13.2	6.9	7.7
Bulgaria	2.8	15.8	30.3
Cyprus	6.6	6.9	11.1
Czech Republic	6.6	7.1	6.2
Denmark	5.2	7.6	9.6
Estonia	5.5	12.2	17.4
Greece	3.5	7.4	10.4
Spain	15.8	20.0	23.8
EU-28	9.7	11.3	11.9
Finland	6.3	8.9	10.3
France	8.1	11.3	8.0
Croatia	1.8	2.5	3.7
Hungary	7.3	10.3	17.7
Ireland	5.2	6.1	7.3
Iceland	15.5	31.2	29.3
Italy	15.0	12.9	13.5
Lithuania	:	:	7.2
Luxembourg	:	6.2	5.8
Latvia	5.4	9.5	14.7
Malta	26.5	14.5	:
Netherlands	7.5	8.9	8.0
Poland	4.3	5.3	5.7
Portugal	14.0	16.5	13.3
Romania	6.2	17.4	26.6
Sweden	6.6	7.9	8.1
Slovenia	4.8	6.3	4.1
Slovakia	2.9	7.2	9.1
United Kingdom	10.7	12.3	11.4



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