



European
Commission

PATHWAYS TO SCHOOL SUCCESS



WHAT IS PATHWAYS TO SCHOOL SUCCESS?

Pathways to School Success, a flagship initiative of the European Education Area, aims to boost the inclusive dimension of education by supporting EU Member States in **reducing low achievement in basic skills and increasing secondary education attainment**. It builds on the experience of the 2011 Council Recommendation on policies to reduce early school leaving. It also puts an emphasis on role of pupil's well-being for educational success. The Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) supports this action and sets **EU-level targets for 2030**: the share of low-achieving 15-year-olds in reading, mathematics and science should be less than 15% and the share of early leavers from education and training less than 9%. The proposal for a new Council Recommendation sets out a policy framework to work jointly towards these objectives.

WHY THIS PROPOSAL ON PATHWAYS TO SCHOOL SUCCESS?

Early leavers from education and training still represent **9.9%** of young people in the EU and only **84.3%** of young people have completed upper secondary education.

One in five 15-year-old Europeans cannot perform basic tasks in **reading, maths or science**.

The socio-economic background of a learner and their family continues to be the strongest determinant of educational outcomes.

Pupils' sense of belonging at school is declining and bullying/cyberbullying is widespread, which has a negative impact on educational outcomes.

The COVID-19 crisis has made these challenges even more significant and **the share of underperforming students in Europe might have risen considerably during the pandemic**, especially among those that come from more disadvantaged backgrounds.

Pathways to School Success' key objective is to promote **better educational outcomes for all young Europeans**, irrespective of their personal characteristics, family, socio-economic and cultural background. Pathways inscribes itself in these definitions while proposing at the same time **a broad vision of education**, in which 'success at school' or 'successful education' is about reaching one's full potential, whatever the learner's personal story, situation and background. The initiative sets out a systemic approach addressing learners, teachers, and different levels of governance, from local to national.



Early leavers from education and training (age 18-24)



TARGET:
< 9%

11.8%
Men

8.0%
Women

NOW:
9.9%

22.4%
Foreign-born

8.7%
Native-born

Source: Eurostat (EU-LFS, 2020)
Extracted on 10/2021
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15-years-olds' underachievement in

22.5%
reading

22.9%
maths

22.3%
science

Target below 15%

Source: OECD (PISA 2018)

PATHWAYS TO SCHOOL SUCCESS:

- ▶ proposes a broad approach to / understanding of 'school success' based on the **key principles of engagement, achievement and well-being**
- ▶ **places learners' needs at the centre:** support all learners to succeed at school by combining in a systemic way measures which put the learner's interests and needs in the centre
- ▶ outlines a comprehensive **policy framework:** it includes **monitoring, prevention, intervention and compensation measures, with a strong focus on prevention and early intervention.**
- ▶ aims at supporting schools in developing a **"whole school approach"**: in such an approach, all members of the school community and external stakeholders engage actively and in a collaborative way to promote learners' educational success;
- ▶ calls for **supporting school leaders, teachers, trainers and other staff:** by making sure they have the knowledge, skills, and competences, as well as time, space and adequate support to work effectively with learners at risk of exclusion, underachievement and early leaving.
- ▶ addresses **system level measures:** to improve equity and inclusion in education and training and educational success of all learners
- ▶ aims to develop or further strengthen the evidence underlying policy decisions by promoting **data collection and monitoring systems** at national, regional and local level.

EU MEASURES:

Use of national and EU funds for investment in infrastructure, training, tools and resources to increase inclusion, equality and well-being in education in particular Erasmus+, the Recovery and Resilience Facility, European Social Fund+, European Regional Development Fund, the Technical Support Instrument, Migration and Integration Fund etc.

Organisations and participants with fewer opportunities are at the heart of **Erasmus+ overarching priority 'Inclusion and Diversity'**. The Erasmus+ programme supports teachers and all school staff in acquiring new competences and developing inclusive strategies and curricula with different actions, including the new Erasmus+ Teacher Academies.

The Commission will facilitate the exchange of good practice. **The European Toolkit for Schools 'Promoting inclusive education and tackling early school leaving,'** supports the development and dissemination of guidance material and inspiring resources on educational success for all learners.

VET toolkit for tackling early leaving | CEDEFOP (europa.eu) is inspired by successful VET practices and aims helping young people at risk to remain or reintegrate into education or training and the labour market.

A new expert group on well-being and supportive learning environments will be set up.