Complex School in **Żychlin**

The report on the problem of ESL
in municipality of Żychlin

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1. General characteristics of municipality of Zychlin

Facts and figures

The town of Żychlin lies in the Kutno County in the Łódź province. It lies on the Kutnowska plain by the banks of the river Słudwia. Zychlin Municipality covers 76.65 km 2 . It is at a distance of 57 km from **Łódź** and 111 km from Warsaw.

1.1 Population

The population of Zychlin including the area of the municipality is dropping from 12797 in 2010 through 12596 in 2012 to **12489** in 2013. 308 people left the town and the local area within last 4 years. Majority of them emigrated to United Kingdom and other European countries to find work and earn for a living. Most of emigrants from Zychlin live and work i Swansea and llanelly in Wales. Only In 2013 55 people emigrated abroad. Negative migration balance is high and it is 148 of 1000 citizens.
Zychlin had a negative natural growth of 52 in 2013.

1.2 European Orphans

Many parents went abroad to look for work. These are grandparents who took over taking care of the children. Some of the older kids (17/18) were left alone or under a care of distant family. Parents keep mainly the Internet or telephone contact with them. The kids are called European orphans.

1.3 Industry

Zychlin is largely identified with in the electrical industry. It should be stressed that since 1921 we have the oldest Polish factory producing motors and transformers- EMIT SA. A bit younger is a factory producing transformers. The second main branch is agri-food processing industry. The other leading companies are:

- ü Sugar Factory in Dobrzelin
- ü Chocolate Factory- **Chocolate Union in Żychlin**

ü Feed plant - Provimi Poland Sp.

1.4 Non-working population age

The population is getting older wchich shows the statistics. In 2019 for 100 working people there was : 55, 1 non - working. In 2013 it grew to 57,7. It means that over half a population constitute old people.

1.5 Unemployment rate

The unemployment rate is increasing and it is comparatively high referring to the county (Kutno). In 2010 it was 12,8 %and In 2013- 13,1%. In Kutno County it was 11,7 in 2013. In 2013 in the municipality there was registered 1039 people.

1.6 Education -2014

In municipality of Zychlin there are 4 places of nursery education, there are 275 places for children there. There are 4 primary schools ,one lower secondary school and 2 secondary schools (high schools). The number of students in secondary schools is dropping . In 2010/11 there were 339 students , in 2012/2013 – 292 students and in 2013/2014 – 292 students.

The average number of students in a class of primary school was 17, in Lower secondary 19.

1.7 Budget of the commune- budgetary expenditure

The expenditure on education is slowly growing. It was 33,9 % of the income In 2010, 2012- 37,7% and 2013- 39,2% . In 2013 municipality spent on eduation 12509 zlotych.

Social assistance expenditure – 2010- 26,4%, 2012- 27,1%, 2013- 28,2%.

The data was taken from:

Statistical Office   in Łódź:

http://lodz.stat.gov.pl/vademecum/vademecum_lodzkie/portrety_gmin/kutno
wski/gmina_zychlin.pdf

Website of Municipality Council In Żychlin :

http://gminazychlin.pl/

2. **Complex school in Żychlin – general information**

Complex School is located in Żychlin in the centre of Poland. The school consists of three units : high school, secondary technical school and secondary vocational school.

2.1 Types of education offered by school.

High school provides general education in all basic subjects, students (aged 16-19) attend school for 3 years and take matriculation exam in the end. As a highschool, it has a theoretical and technological action which includes Maths and Computer technology classes, Science classes and Philology classes. Within High school there are classes with different profiles, for example legal education/ police education, medical/firefighting.
 Final exams allow them to enter colleges and universities. The majority of students go to different Universities in Poland ranking in good positions. The school has 141 students and 23 qualified teachers .

 Secondary technical school specialises in two fields: Information Technology and Car Mechanics. After graduating from school the students obtain a dyploma of IT techinician and mechatronice technician The school has 38 students organized in 2 classes and 23 qualified teachers.

Secondary vocational school provides education in the field of metal machining. The school has 24 students.

Complex School has 25 students with development desorders relating to performance at school and social behaviour and 1 with Asperger's Syndrome.
School offers the educational facilities necessary to ensure effective learning and friendly environment for intellectual development.

2.2 Teachers

There are 23 teachers employed in the school.   There are well -equipped language classrooms, computer room, a library with Multimedia Information Centre.

The teachers are very well-trained, they are constantly taking part to Life-long learning educational courses or educational exchanges between the European countries: Comenius, Leonardo da Vinci, Youth in Action. By participating to these programmes, teachers have achieved modern and innovative competences, new educational strategies which encouraged students to become implicated in the educational process, we have developed high performances in studying foreign languages, intercultural education, environmental education , entrepreneurial education, health education.

The institution is part of a public educational system, democratic and opened, characterized by cooperation, encouraging the spirit of initiative, creativity and promotion of the equal opportunities for all students, achieved through open communication with all educational bodies.

2.3 Students

The school is situated in a town - Żychlin - of about 9 thousand citizens. The school is situated in agricultural region, many of the students come from the nearby villages and some of them are disadvantaged for social-economic reasons. Teenagers come from different social environments, some of them come from broken homes. The financial standing of most of the families is difficult and it makes parents emigrate abroad to find work, some of the participants are called 'euro-orphan' and they come from dysfunctional families. We have many students whose parents work abroad. The lack of a favorable economic environment in which to grow their family prompted many parents to look for work to tens of thousands of kilometers away (UK, Germany, Holland) the number of students in the same situation is growing from year to year and often these children are left in the care of relatives or neighbours. In this case the school takes, through teachers,class masters and psychologist, part of the duties of parents.

2.4 <u>European Projects</u>

The location of Żychlin, far away from big centres makes it harder to access the cultural goods, sport and recreational centres. The main source of education and development for them is our school. We want to give our students the chance to be well educated, modern citizens of Europe. Since 2002 we have been cooperated with schools from abroad. Our contacts fruited international exchanges that were organised from 2002 to 2014. The school implemented three Comenius projects: Biotechnology- will it feed the world. Pros and cons of GMO(2009-2012) , "Sports ways to a healther , more active European citizenship"(2012-2014,), "Hands across the world, together for a better world"(2012-2014).

Participation in European projects stimulate students' awareness and reflection on the differences in values and the respect for cultural diversity. Our priority is to bring together young people who want to be active . We are sure that the projects make both youth and the staff more creative and innovative, they are able to use their talents and potentials .We want to enable our students to experience something new, to broaden their horizons, to improve communication skills and to promote reasearch even on topics no tought in school.

3. <u>Early School leaving</u>

3.1 <u>Definition</u>

Early school leaving' used at EU level refers _to 'those young people who_ _leave education and training with only lower secondary education or less,_ _and who are no longer in education and training'._
In statistical terms, European ESL rates are measured as the percentage of 18-24 year olds with only lower secondary education or less and no longer in education or training.
(http://ec.europa.eu/education/policy/school/early-school leavers_en.htm).
http://www.spd.dcu.ie/site/edc/documents/Reducingearlyschoolleaving2010.pdf
Tackling Early Leaving from Education and Training in Europe. Strategies, Policies and Measures, Eurydice and Cedefop Report www.eacea.ec.europa.eu

3.2 <u>Statistics of ESL in Europe and Poland</u>

<u>Europe</u>

In 2012, **12.7%** of all 18 to 24 years olds had not completed upper secondary education and were no longer in education and training. This represents some 5.5 million young people.

<u>Poland</u>

Poland, which - as it should be stressed - is a European leader in terms of the number of people who graduated secondary school within the age group 20-24 years. Poland also achieved very good results for the reduction of early abandonment of education. ESL rates (early drop-out from education) forming now in our country at the level of **5%,** is among the lowest in Europe, and the national strategy for 2020 assumes its further reduction to 4.5

5% of people taking vocational education, stop learning and does not obtain the desired qualifications. Even though, the rate is low comparing to other countries , this phenomenon has negative consequences not only for the

students who drop education, but also for the whole education system. It raises the unit cost and lowers the efficiency and, consequently, it negatively affects the socio-economic development of the country.

Żychlin

In Żychlin the phenomenon of ESL refers only lower secondary and secondary schools. There are no drops out in primary schools. It is connected with the factor that the education in Poland is obligatory until 18 years old. This is the reason that this statistics shows only the number of drop outs in two complex schools. The first one consists only of 16-19 year old students. The second one includes also the lower secondary students of age 14-16.

Complex School in Żychlin

In the period of 01.01.2009 – 31.12 .2014 **87 students** abandoned school. **It is 4.5 % of all the students**.

- Ž **Within this number:**
- Ž 38 people were crossed off the list of students by the headmaster's decision
- Ž 32 people didn't graduate and left school
- Ž 17 people resigned from school.
- Ž 62 people changed school.

THE NUMBER OF STUDENTS WHO DROPPED OUT EDUCATION IN EACH TYPE OF SCHOOL IN THE LAST 5 YEARS

	2009r.	2010r.	2011r.	2012r.	2013r.	2014r.	Łącznie	%
HS	8	3	5	1	4	9	30	3,3%
SSS	5	4	5	2	-	-	16	5,7%
TS	5	5	9	2	1	1	23	6,1%
VS	6	4	2	2	2	2	19	5,1
tot	24	16	21	7	7	12	87	4.5

HS- High School (LO)
SSS- Specialised Secondary School
TS - Technical School (TE)
VS- Vocational School (ZSZ)
Tot - total

The reasons were different. Some of them left school because left Poland and emigrated abroad , some had school school difficulties and didn't want to continue education, some went to work, some had health problems or family problems . There is no obgligation to give the reason of leaving school so the reasons are sometimes not explained . The school can only suspect what was the cause of dropping out of further education.

THE NUMBER OF STUDENTS WHO DROPPED OUT SCHOOL IN THE LAST 5 YEARS
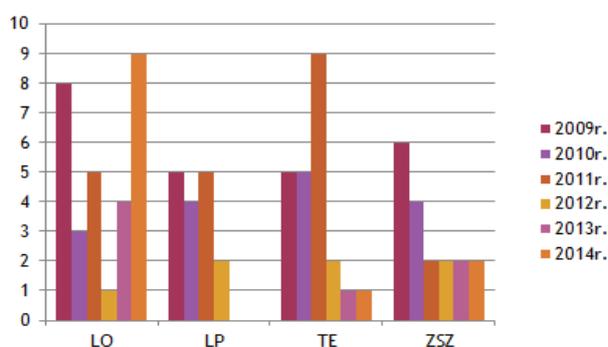
THE NUMBER OF STUDENTS IN EACH TYPE OF SCHOOL IN THE LAST 5 YEARS

	2009	2010	2011	2012	2013	2014r	Total
HS	155	152	144	149	147	141	888
LP	80	79	60	40	20	-	279
TS	80	75	73	60	55	32	375
VS	71	65	52	74	80	24	366
T	386	371	329	323	302	197	1908

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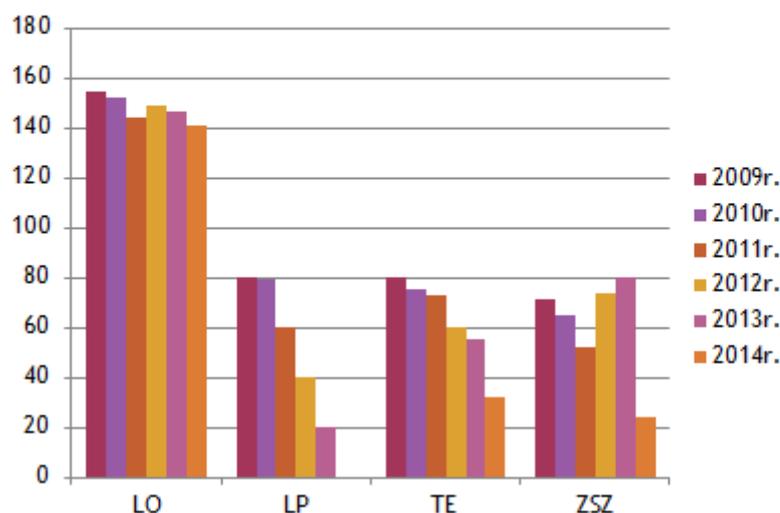
General causes of ESL

Referring European Commission "Leaving school before completing upper secondary education is often the outcome of a progressive and cumulative process of disengagement. It is triggered by problems that can be related to the course of study, the school, or to cerain health, personal, or emotional difficulties young people face. It can be associated with the socio-economic or family background of pupils. Limited access to quality education or to an individual's preferred choice of study may be especially problematic in rural or disadvantaged areas".

As it is stated in "Proposal for a Council Recommendation on policies to reduce early school leaving " by EC the reasons for early school leaving are highly individual. However, as a social phenomenon, ESL follows certain patterns. These differ from one country or region to another, and it is impossible to establish a single 'profile' of early school leavers or a comprehensive list of causes leading to ESL. We can only say that early school leavers are in general more likely to:

• come from poor, socially disadvantaged and or low education backgrounds;
• come from disadvantaged minorities (such as Roma or other minority ethnic groups) or migrant backgrounds;
• belong to vulnerable groups, such as youth from a public care background, teenage mothers and persons with physical and mental disabilities or other special educational needs (SEN);
• have to contribute to the family income or take adult responsibilities, such as parenthood or caring for family members;
• have had a history of disengagement from school, long-term absenteeism, truancy or expulsion;
• have achieved poorly in school and lack sufficient educational resilience;
• have often changed their place of residence or schools.

As a school we are mainly interested in the factors that can trigger ESL at school level. These are :

- · an unhealthy school climate,
- · bullying
- · poor relationships between pupils and teachers

According to European Commision "pupils who do not feel ownership of their education and do not have a voice in the school may lose interest and become at risk of ESL".
It is obvious that the role of school is vital in the reducing the rate of ESL.

Strategies to reduce ESL

European countries implemented different structural strategies to reduce ESL. In Poland it was "Prolongation of compulsory education". Evidence shows that lengthening the duration of compulsory education leads to a decrease in the number of early school leavers.*(GHK Consulting Ltd (2005) Study on Access to Education and Training, Basic Skills and Early School Leavers; Oreopoulos (2009) "Would More Compulsory Schooling Help Disadvantaged Youth?" in Gruber (ed, 2009) – The Problems of Disadvantaged Youth, NBER)*

Poland gradually expanded over the last 10 years the duration of compulsory education.
In 1999, compulsory education was extended from the age of 14 to 16. Poland introduced an obligatory 0 grade aimed at preparing for primary school and lowered the age of beginning of the compulsory education from 7 to 6. According to the legislation adopted in 2009, compulsory pre-primary education will start at the age of 5 as of 2011, and compulsory primary education at the age of 6 as of 2012.44

The strategies can be divided into two types:

- School-wide strategies
- Student-focused strategies

School-wide strategies are concentrated on making the schools places with friendly climate where young people feel comfortable, respected and responsible. They are focused on fostering the motivation of the students to engage them in learning. It is done by by offering various activities, opening up schools to local community, working closely with parents and involving both students and their parents to decisions concerning school. Such structures are able to react to the first indications of problems that could lead to ESL.

Student-focused strategies

School should provide individual support and the measures which address the specific needs of individual pupils who are at risk of dropping out. The most important is to enable student to redress difficulties, which can be of social, cognitive or emotional nature. Resilience-building puts emphasis on both feelings of confidence and academic competence. The next thing is offering mentoring and tutoring to students at risk of ESL. Students should be given personalised learning approaches.