



Finishing secondary education has become the major challenge of Latin American countries now that universal primary education has nearly been achieved. But this challenge must take into account that an important portion of this new student population represents **the first generation with access to this educational level**, so the difficulties will be greater for them than for students whose parents have had access to this level of education. Therefore the risk of repeating a year and leaving school early is quite high for these students.

Educational institutions must guarantee a varied, innovative and flexible educational offering that allows adolescents and youth to exercise their right to an education, and to certification of their training for their full integration as citizens, as well as their transition from school to work.

Working lines: Early school leaving prevention and reintegration (early warning systems and models for evaluation and monitoring of students); **Transition from school to work** (design of flexible and diverse programmes that address the varied educational paths of the students).

Working for



Regional:

- Definition of policies regarding youth and employment, with special attention to the transition from school to work, in collaboration with the ILO

Participating countries:

Ecuador	Uruguay
Colombia	Chile
Peru	Paraguay
Costa Rica	

Costa Rica

- Implementation in secondary education of the "Education for Comprehensive Emotional Health and Sexuality" programme.

Ecuador:

- Establishment of the General Unified Baccalaureate in Science and Technology for Young people and Adults.

Paraguay:

- Implementation of a strategy for school retention at the national level.

Uruguay:

- Implementation of the integrated and unified information and alert system of the National Public Education System.

Colombia:

- Creation of a model for management of and assistance to rural boarding schools as a strategy integrated into the National Development Plan.

Peru:

- Approval of the national educational framework regarding essential learning for entrepreneurship (a secondary education subject).
- Introduction of HBs in the curricular framework of secondary education.
- Design of the strategic plan for the National Literacy Programme.

Chile:

- Government approval process of the Public Education Act.
- Reform of pre-school education
- Reform of vocational-professional education

Coordinating partner:



Operating partners:





Argentina transfers its experience with FinEs to Ecuador

The situation of young people and adults with incomplete schooling continues to be a serious problem in Ecuador, which has been taking public policy measures to reduce its magnitude: **50% of the population of Ecuador over age 18 has not finished its schooling**, whether this be at the basic or the baccalaureate level. In this respect, a flexible baccalaureate offering has been designed (General Unified Baccalaureate in Science and Technology) which is adapted to the specific requirements of youth and adult populations that were unable to complete their educations at the time.

EUROsociAL is supporting the establishment of the Baccalaureate in Sciences and the Technical Baccalaureate. The Argentine Ministry of Education, with its **Plan for Completion of Primary and Secondary Schooling (FinEs)**, was one of the main transferring parties in this action.

Education for entrepreneurship in Peru

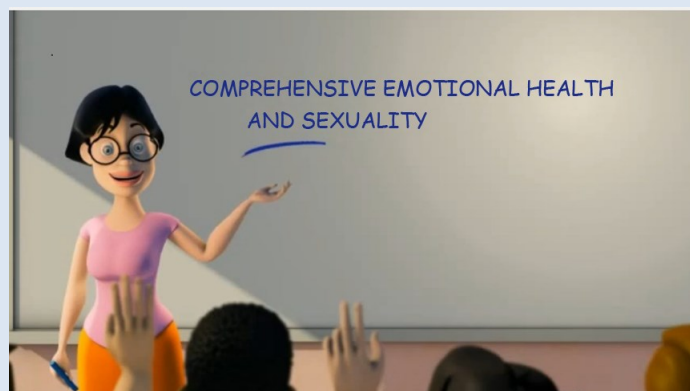
In Peru, EUROsociAL supported the **creation of the Curricular Framework for Essential Learning "Be an Entrepreneur"**, one of the eight Essential Learning Courses that serve as the backbone of secondary education in the country and which represents two hours per week in the school curriculum.

The aim of this initiative is to go beyond the classic concept of Education for Work (limited to basic knowledge for a trade) and to conceive of entrepreneurship as a learning path based on skills development (learning to be, to do, to know, and to live with others) organised based on two premises: a sense of initiative (turning ideas into projects) and a sense of entrepreneurship (turning projects into a reality).

A story of change

Students want to come to school

The Costa Rican Ministry of Public Education has launched a programme for "Education for Comprehensive Emotional Health and Sexuality", which aims to reduce early school leaving due to teen pregnancy. EUROsociAL contributed to its implementation. This programme is integrated within a comprehensive strategy, which supports another European programme, Proeduca, that assists 80 schools in helping to make educational processes stimulating, thereby strengthening their sense of belonging to the school and ensuring greater equity and conditions conducive to learning thanks to new or improved infrastructures, equipment and technologies.



Esteban Charpentier, student at the Liceo de Moravia, told us about the effects of this strategy: "After this plan, the teachers tried to interact more with the student, and the students with other students, so they make the student want to come to school, and want to come to make an effort and want to come to pass, not to want to drop out and to make an effort to improve and even to participate in many of the programmes".

Numbers:

➤ 37 Participating Institutions
<http://goo.gl/JGpjt0>

➤ 27 Latin American Institutions
<http://goo.gl/4AWT4S>

➤ 7 European Institutions
<http://goo.gl/3vfNxF>

➤ 263 Total Participants

➤ 78 Latin American Experts

➤ 11 European Experts

○ Approx. 3.6% Total Programme Spending

Related publication



Experiencias de cambio en la escuela secundaria con foco en las políticas destinadas a la reinserción y permanencia de los jóvenes en la escuela en América Latina y en Europa [Experiences of change in secondary school with a focus on policies aimed at reintegration and keeping young people in school in Latin America and Europe]
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