

GENERAL ASSEMBLY-meeting MINUTES		
GA-members: Attendees list	Where: Illetas, Mallorca	Number 17-01
Secretariat: Monique Westland		
Friday April 21st 2017		
Start of GA meeting Friday April 21st from 13.30 – 18.30 hrs		
17/01	<p>Opening remarks, welcome attendees, guests and announcements The President, Clive Byrne, welcomed all GA members to Mallorca, Spain. A special welcome to the representatives of ICP, Mr. Peter Kent from the UK and new representatives:</p> <ol style="list-style-type: none"> 1. Ria Verlinde, Belgium 2. Antti Ikonen, Finland 3. Dorte Andreus, Denmark 4. Bernadette Casey, Scotland 5. Chris Harrison former President ESHA-lobby activities for ESHA in EC 6. Ton Duif former President ESHA and presenting ESL project <p>A special thank you for Manuel Perello of FEDADI who has helped organising the meeting.</p> <p>Adjustment to the agenda:</p> <ul style="list-style-type: none"> - Proposal change in serving terms of board members by Jaume Prat of the election committee 	
17/02	<p>Administration and minutes of the meeting, update ESHA work The minutes of the last ESHA General Assembly meeting being held in Maastricht on October 18th 2016 were unanimously approved without amendment.</p> <p>Regional meetings: ESHA has a budget of €2.500 available in 2018 for organising a Regional meeting. A regional meeting is a meeting being held with several associations over various countries in the region. If you would like to apply for support please contact the ESHA office via Monique.westland@esh.org</p> <p>GA meetings have been hard to organise following the old concept, where the hosting association pays for the meeting. ESHA is willing to financially support the GA meetings and is asking for associations who would like to help organise the meeting and finding sponsors in their country. Changing the organization of the GA meeting is proposed and needed due to limited budgets available.</p> <p>4 GA members have offered to help organise the GA meeting and Monique Westland will contact them for working out the details. The new location and dates for the upcoming GA meeting will be given out as soon as possible no later than 3 weeks from now.</p>	
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<p>All</p>	<p>ESHA finances being presented by Jens Nielsen, ESHA board treasurer: See enclosed PPT of the ESHA finances and the sent out financial overview of 2016 and 2017. Q: why is the membership income lower A: Sweden and ASCL (UK) left the ESHA organisation. The ESHA board is aware of the fact that our membership fees are low and they have this challenge very high on the agenda. Q: is there a plan to hold on to current members and to get members in countries we are not represented in A: an account plan is in place and members of executive board are actively looking for contacts. As an ESHA member keep on reaching out to other organisations, your help is highly appreciated.</p> <p>ESHA website and WikiSpaces presented by Fred Verboon, Director Fred Verboon presents de website that has been renewed and updated. In the part 'My ESHA' you access the WikiSpace, a big database filled with tools, information, and best practices available for everyone for free. Fred encourages everyone to make use of all information that is available and promote the website on the website of your own association so your members know ESHA exists and they are a member of ESHA as well. A compliment was given by GA members on the layout of the renewed ESHA website.</p> <p>Update on the work of ESHA board ESHA academy proposal is a pilot project and work has been done by board members. In early June of 2017 we will find out how many of the schools that applied to join the program will actually get the funding from EU. The ESHA academy is still in development and input from the GA members is highly appreciated. This subject will be discussed again at the next GA meeting. See enclosed PPT from Fred. Members are asking for more detailed information to feel more comfortable in being able to communicate it to their members. Many details still need to be clarified, the project ESHA Academy is still in process.</p> <p>Lobby work has been done at European Parliament, and by attending the GA at ICP. Collaboration between EFFEE and ETUCE and ESHA, EPA and OBESSU (student voice) have been promoted within the last year by board members as well as Ton Duif and Chris Harrison. The EC emphasizes on migration in Syria and schools have been asked to cope with migrant children and families. Schools and values are at the heart of European Parliament. At the European Parliament the ESHA organization has been promoted as well as the value of school leadership to education. The board of ESHA has had a high impact in the meetings regarding the policy and the work that is being done on these subjects within the EC.</p>
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<p>JP/MW</p>	<p>Terms of board members by Jaume Prat, election committee As of today the term of a board member is 2 years and one possible re-election. Based on the input of the GA members the request has been send in to lengthen the term of a board member so expertise and knowledge can be well used during a longer period of time. In response to this request a proposal to the GA members by the election committee is as follows:</p> <ol style="list-style-type: none"> 1. No change to terms 2 x 2 years 2. Change to 3 x 2 years 3. Change to 2 x 3 years of serving as a board member <p>Jaume Prat will together with Monique write the proposal and the consequences of each choice and we will have an online voting on this issue before the next GA meeting.</p> <p>At the next GA meeting elections for 2 board members will be up. No changes as of now for the terms of the President of ESHA.</p>
<p>17/03</p>	<p>Project Breaking the Silence Together–project on sexual child abuse Monique Westland introduces the speakers of the Vicky Bernadett Foundation from Barcelona. Natalia Fernandez who is head of educational services Clara Vinardell who is head of Research Development and Innovation A presentation was given by Natalia on the subject preventing sexual child abuse and the BST project in which ESHA is a partner. VBF provides</p> <ul style="list-style-type: none"> - psychological treatment and legal assessment for child victims and their families and also supports professionals who help abused children or detect cases. - Educational service in training, research and awareness - Communication area on information on sexual child abuse <p>See enclosed PPT for more information.</p>
<p>All</p>	<p>Documentation on this subject has been sent out in advance of the meeting and members have filled in BST questionnaire. If you haven't you can still send it in to Monique.westland@esha.org , your contribution is highly appreciated. The outcome of the project will be presented in June 2018 and via the website.</p> <p>At the meeting a list with questions to be discussed was presented so after the presentation 5 discussion groups were formed and these questions were leading in the discussions. See enclosed document 'Questions'. Thanks to all participants below is the first outcome of these discussions.</p> <p>Outcome of the working groups – sharing feedback: The approach of the sensitive subject is approached very differently in various countries in relation to the theme and the approach: Norway:</p> <ul style="list-style-type: none"> - is very comfortable presenting and discussing the subject.

	<p>UK:</p> <ul style="list-style-type: none"> - they have a lot of rules and procedures on how to present this. Programs are offered and payment is made for using these programs. Safeguarding and inspections <p>Finland:</p> <ul style="list-style-type: none"> - they have included it in the program it is covered. Any program that is presented should be quality assured. <p>Slovenia:</p> <ul style="list-style-type: none"> - there is a lot of programs and not all of them are of good quality. Teacher and awareness programs need to be complete. The main role of building awareness is important role for the schools. They need more support. <p>Discussion group 4 facilitated by Omar Mekki (ESHA board member) All countries have protocols preventing child abuse.</p> <p>UK:</p> <ul style="list-style-type: none"> - safeguarding place a program in which simple conversations to keep your child safe from abuse; underwear rule see example www.nspcc.org.uk/underwear <p>Croatia:</p> <ul style="list-style-type: none"> - has protection and self-confidence programs and program against violence as well as a follow up program. - Annual test on wellbeing is in place. <p>Ireland:</p> <ul style="list-style-type: none"> - there are many programs and online protection is huge issue. How to protect children online is a big challenge. - 'Getting it right for every child' is a wellbeing program in place <p>Denmark:</p> <ul style="list-style-type: none"> - National annual test on wellbeing – OECD test <p>Scotland:</p> <ul style="list-style-type: none"> - Wellbeing indicators in place - Legislation in place - Sexting – outside agencies for internet safety <p>All countries have different protocols. Most countries have resources outside the schools but not all of them have resources inside the schools. In most countries it is covered by legislation.</p> <p>Resources we need:</p> <ul style="list-style-type: none"> - Teacher training help identify indicators - How to leave the door open - How to be safe online regarding texting peer mentor and younger students in secondary schools - School success depending on emotional resilience, within school curriculum <p>Knowledge what to look for teachers;</p> <ul style="list-style-type: none"> - Go through procedures and indicators looking after child protection in schools
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- Initial staff meetings every year at beginning of school year
- Year handbook how to make a disclosure how having a ways to have access
- It is important and needs to be a national issue and strategy
- Teacher training tool kit and awareness kit

Discussion group 3 facilitated by Greg Dempster (ESHA board member):
Quite well developed systems in those countries.

Scotland:

- Wellbeing indicators and legislation is in place.
- Duty on individuals to report of any sexual abuse
- Training organised via local authorities

Cyprus:

- Ministries working together Education, Health and Public order
- A national program was introduced in 2016 and will be reviewed after 3 years in 2019 following Lanzarote with a national recording system
- Included sexual education in curriculum
- Everyone is obliged to report issues (if not 10 years in prison or fined)
- School needs clear rules for regulations
- Mandatory training for all professionals
- Support when you report concerns
- Teachers manual trainings kit and awareness kit

Estonia:

- Bullying and sexual abuse/health in curriculum
- Constant update and training in place
- No sanctions

Discussion group 2 facilitated by Jens Nielsen (ESHA board member):

- We found a very different level in attention and program in different countries
- Very different in various connection in preschools and primary schools
- Preventive programs are mostly included in curriculum, some countries have nurses or social workers in the school
- Important is observation in the classroom by the teacher. The teacher needs indicators and training. Also to include the parent.
- Identify the role that school is the reporter and not the individual teacher/person (school is the reporting entity)
- In many countries follow up is not well regulated as well as report back is and sharing information and sharing with parents is important
- Respect it can be very hard to file report as a school in case the individual
- It is important that the school only reports and is not doing the investigation

Denmark:

- it is obligatory to attend classes in "Sexual behaviour" in which sexual child abuse is also mentioned.

- Most schools have a fixed procedure if a teacher gets suspicious and every employee at a school is obliged to make a written statement to the local authorities if there is any suspicion.

Discussion group 1 facilitated by Clive Byrne (ESHA President)

- Different experience within the different countries.
- Difference in how schools responded to reports.
- parental interference was very different in various countries.

Ireland:

- Particular dilemma – many government departments have responsibility it is not clear on who is finally responsible.

Belgium:

- There is a taboo on child abuse and no structural method is in place.
- Education is separated from health issues, health program disappeared in middle school
- Influence of the religions in the states; Muslim students
- There is no legal program
- Helplines are available
- Issues Rude vs shy, pornography vs intimacy

France:

- Emergency procedure ; structural prevention program 'Health and citizenship'
- Differences in children of different ages and the appropriate approach.
- Muslim students opt out of a program because of the religion they are in.
- Sport teachers and art teachers are key persons in the school. Access to at least one good adult to turn to. Code of silence is a big barrier for students and try to create a culture where it is safe to discuss the issues.
- Key issues is having the teacher be willing to deliver the program as well as the teacher training.
- Interventions @planned parenthood/prostitut/LGBT
- Outside agencies funded by the state

Croatia:

- There is more taboo on talking about the subject
- Protocols @state level
- Bullying and sexual abuse @school level

Slovenia:

- Physical violence; We do have the problem but do not discuss it

Finland:

- In 5th and 8th grade there is contact with the nurse who checks
- Students may know but may not tell, extra attention is given

So far a short summary of all discussion. This information is very much appreciated and will be used to further develop the program of BST.

	<p>Needs:</p> <ul style="list-style-type: none"> - Clear regulations and information - Teacher training for early intervention - Staff and educational psychologists - Focus on prevention; how to identify, how to protect, how to respond - Staffing; specialists to follow us - Training on what is and/or isn't sexual abuse - Include sexual education (abuse and bullying) in curriculum <p>Natalia Fernandez thanking all members for their input which is very valuable for our project. Progress of the project will be informed via ESHA.</p> <p>17/04 Presentation of national associations FEDADI and AXIA from Spain Manuel Perello from FEDADI Jaume Prat from AXIA A few remarks; Very different type of working conditions for a principal in Spain. Requirement is that a principal has to be a teacher for at least 5 years. The principal is chosen by 5 persons including council, inspector, principal and administration. Serving term is 4 years and you can continue as a school leader for maximum of 12 years. Sometimes principal's positions are part time and they also work as a teacher in the school. A fee is paid to the principals but not much more that what is paid to the teacher. The longer you work as a school leader the more money you make. A school leader is not the one who hires and fires the teacher in his/her school. Evaluation of functioning is in place for teachers and school leaders. See PPT of FEDADI by Manuel Perello.</p> <p>Catalonian education and school management have their own education act. A headship autonomy evaluation is in place. See PowerPoint of Jaume Prat.</p> <p>17/05 Strategy ESHA2020 Clive Byrne presented on behalf of the ESHA board the proposed steps and strategy for ESHA in the future. See enclosed PowerPoint. Please give your input, remarks, comments, questions if you have any directly to the ESHA office and/or ESHA board.</p> <p>End of the meeting of the first day and we are off for dinner.</p> <p>+++++</p>
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17/06	Saturday April 22nd 2017
	Open Forum for ESHA GA members
MW	Reflection of the day: ESHA Strategy 2020:
	Clive mentioned the strategy of ESHA was presented as starting document, a proposal. Input from GA members is necessary. PPT slides will be sent out to all members. It will be on the agenda of the next GA meeting.
All	Remarks from attendees:
	<ul style="list-style-type: none"> - Ton Duif is impressed with the presentation of strategy ESHA and points out that ESHA is a jewel but ESHA should be more visible and we need to get access to more members. He encourages every member to sign up for the ESHA magazine and promote ESHA within each organisation. Offer ESHA membership together with the associations' membership. - Suggestion to make newsletters more often instead of just the ESHA magazine to improve visibility and contact with members - Suggestion to include countries in ESHA that are not yet a member. ESHA board has an account management plan and each board member is responsible to maintain and make new contacts with the different countries. - Suggestion to become a member as a school and a union. It is already possible to become a member as a school in a country that does not have an association in place. - Toomas from Estonia comments that quite a big number of the countries mentioned do not have an organisation in place and often the language barrier is a problem. It is hard to recruit new members f.e. Lithuania, Latvia etc. We need to think on how to get them on board. - Costas from Cyprus mentioned it is our obligation to promote the ideas of ESHA. Other ways are to personally invite individuals to become a member of ESHA. Make Headteachers feel proud to be a member of ESHA. - Petra van Haren from the Netherlands mentioned that crowdfunding, donations and sponsoring should be possible to financially support ESHA without having to become a member. - Solveig Dahl from Norway mentioned it is hard to express the meaning of being a member of ESHA. By bringing people to conferences and meet with other associations everyone can be an ambassador for ESHA. - Omar Mekki from Norway mentioned that it is of great help if associations translate the information related to ESHA academy proposal to their members, since it is not allowed to give ESHA direct access to individual members due to privacy regulations. - Barbara Novinec from Slovenia mentioned that free programs offered by Erasmus+ is great but principals cannot find the time to fill in the many extensive forms for those programs. ESHA academy could be of help here and in this way Principals could join the programs and apply for Erasmus+ programs. - From experience filling in the extensive forms for Erasmus+ can also

<p>GD</p> <p>all</p> <p>BN</p> <p>all</p> <p>TK</p> <p>all</p>	<p>help the principals to form their idea on the vision and mission of their school.</p> <ul style="list-style-type: none"> - ESHA should be even more visible via social media on Twitter, Facebook, LinkedIn to get the message out. <p>Greg Dempster from Scotland to explain more about job shadowing possibility ESHA would like to offer to the members. ESHA – running a job shadowing program people from one country can go to another country and work together in the school, by visiting colleagues abroad and exchanging knowledge and experiences we can keep on professionalising ourselves and so the quality of education. ESHA could play the role of connecting and matching the school leaders. It doesn't have to be an exchange. It could be a one way. If you have questions please contact Greg Dempster via greg@ahds.uk.org</p> <p>Jukko O. Matilla from FASSS (Finish Association of Small Secondary Schools) gives a short presentation on his association, he invited colleagues seeking opportunities to twin with FASSS to contact him and also enquired if colleagues were keen to participate in a diving adventure holiday during the summer.</p> <p>Barbara Novinec presented the 'My Role Model' project which ESHA supports as a partner. Role Model project to reduce the gap between declared values and actual behaviour so every child can become a responsible citizen, caring parent and happy adult with the ability and desire to make others happy too. All members are invited to take part in this project. Information will be sent out by the ESHA office in the following week.</p> <p>For more information on the project visit http://my.rolemodel.eu/eng</p> <p>ESHA2018; Toomas Kruusimagi gave a short presentation on the latest update of the ESHA2018 biennial conference which will be held in Estonia, Talinn on October 17th through 19th 2018. The GA meeting will be held on October 16th of 2018. School visits will be planned over the 16 different regions all over Estonia. A website with all information will be available before summer holidays 2017. Please mark your calendars for these dates! If you have suggestions for speakers please send in per email via Toomas.Kruusimagi@tik.edu.ee</p> <p>Omar Mekki presented on ICL – international leadership and informed members of the developments in the training being held in Norway together with OPC. Ria Verlinde from Belgium has just recently joined program offered by Norway and everyone is invited if you are interested.</p> <p>Fred Verboon explained the latest status of the ESHA academy:</p> <ul style="list-style-type: none"> - ESHA academy is basically a program as a pilot program to enable school heads to start a course in another country. It has been a starting point to offer courses for School Heads. We have also tried to find funding via Erasmus+ . It will now have to be seen which applications have been granted. All courses are 3-4 day course trainings.
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<p>all</p>	<ul style="list-style-type: none"> - ESHA academy should be a joint network on education of school heads. School Heads can join via conferences and we can extend the network. - Ask for funding for your school you need to fill in your profile to start to apply for funding. - Timeframe is until February 2018. November announcement and then start filling in the application forms. <p>More information gathering and preparing to be able to apply in November. Register in the system and get a PIC number it can be done. Use the School education Gateway. http://www.schooleducationgateway.eu/en/pub/opportunities.htm</p>
<p>MW</p>	<p>Q: What is the role of the GA in the process of the ESHA academy. Inform and evaluate on the pilot program. The last application of Erasmus+ results will be shared at the next GA meeting and in the process will be monitored and decided on in the next GA meeting.</p>
<p>JP/MW</p>	<p>Hosting GA meeting October 2017, 2018, 2019 At the GA dinner 4 members have shown interest in helping organize the next GA meeting. Monique will contact them and new dates and location will be announced within 3 weeks from now. Preference for GA meeting are Friday/Saturday or Sunday/Monday. Preferably not during the week.</p>
<p>MW/JP</p>	<p>Election committee; Jaume Prat Jaume presented to GA members a change of terms board members. An online voting will be held by ESHA office. There are 3 terms to choose from:</p> <ol style="list-style-type: none"> 1. Two terms of 2 years (no changes) 2. Three terms of 2 years 3. Two terms of 3 years <p>The position of the president will be included in the proposal at request of the members. Jaume and Monique will prepare proposal including consequences of all options and send out to the members for online voting.</p>
<p>17/07</p>	<p>Early School Leaving Project: LeendertJan Velthuyzen from the Netherlands kicked off the presentation of the ESL project with an interactive questionnaire via www.menti.com Three questions for all participants:</p> <ol style="list-style-type: none"> 1. Did you graduate a study for this or earlier profession? 2. What statement relates to you most? 3. Who is responsible for Early School Leaving? <p>See enclosed PDF for outcome results at the meeting. Ton Duif gave an introduction of the ESL project and gave us an overview of the current website which is still under development.</p>
<p>All</p>	<p>www.dropoutprevention.eu The website will contain a lot of information on the subject including many best practices for students, teachers, school leaders, practitioners and policy makers.</p>

He urges everyone to contribute if you know of examples of best practices on the subject in your country. By sharing information we can help to prevent and reduce dropouts.

Redo Ait Chitt and Jeroen van der Linden gave a dynamic presentation on best practice for ESL by sharing their passion for breakdance and how this has helped many students to find their passion in life and learn how to be passionate and to finish school by feeling passionate, determined and on how to become a responsible student.

Redo introduced himself and explained how his physical disabilities made him even more determined to succeed in life. With his story he inspired Jeroen who started a Breakdance Crew BreakSquad which helps teenagers to stay focussed by sharing their passion for dance, their challenges in life and in school and most important by helping and supporting each other.

<http://www.stichtingbreaksquad.nl/>

All participants joined Jeroen and Redo in dancing together.

Discussion work groups:

All attendees were split up into 5 groups for discussion on this subject ESL on the situation in their country. Group discussions were based on the previous sent out questionnaires.

After the discussions in working groups a plenary presentation in the meeting room took place and below is a summary of the outcomes described:

Group 3 facilitated by Greg Dempster (ESHA board member):

Concluded during the discussion is that there is a different type of definitions on ESL in various countries. ESL can be described as:

- Not getting a high school diploma
- If you are not in a good job or training

Discussions came back to the different issues having an influence on ESL:

- poverty being a big influence on ESL.
- the cultural background if you are an immigrant in a country.
- If motivation and good feedback is being given or not.

Overall conclusion: reduced expectations depending on poverty and background.

Group 4 facilitated by Omar Mekki (ESHA board member):

It is not known to everyone in the group if there are any organization in your country working on ESL and in general it seems local authorities have a big focus on little schools.

What can we do to help prevent Early School Leaving?

- Identifying good projects and practices as contribution
- Common features work with ESL starts in kindergarten where lots of resources are available

Definition of ESL in Norway is; not finishing high school without diploma.

Best practices examples:

- Follow up system in place in France England and Estonia when

	<p>students don't show up in schools parents are being contacted</p> <ul style="list-style-type: none"> - England strong legislation to have schools work hard on preventing drop out by inspectors. - Very much up to the individual schools. - France is very centralized and set up from the top. Lots was done over 100.000 drop outs in France. In each schools have committees to work on this issue. - Schools are organized in groups of 30 to take care after ESL as a theme. Committees are led by teachers and not school leaders in France. Money is available and someone is appointed to this issue. - Until age of 17 dropout is not a big issue. - Career counseling in Estonia and starts at 11 years of age. - France it is depending on committees on how it is done in the schools and councils are available in the schools. <p>Norway best practices: BOYS ACADEMY 35 boys 15 year of age and in danger of dropout are offered summer camp to work on the literacy and character building and are being followed by mentors. Parents are involved.</p> <p>Group 5 facilitated by Barbara Novinec (ESHA board member): Slovenia and Croatia have a low percentage of 3% dropout due to</p> <ul style="list-style-type: none"> - a free of charge school system up to the age of 25 years - strong collaboration with the parents - a good teacher training program is in place <p>Spain has high dropout rate of 20% due to:</p> <ul style="list-style-type: none"> - social problem in society - no support in teacher training - no agency or organization in place <p>Ireland:</p> <ul style="list-style-type: none"> - program in place for children that are underachieving and are offered additional courses or alternative programs to help finish school - teacher support is in place - training and follow up to keep trying to lower the percentage <p>UK:</p> <ul style="list-style-type: none"> - Scotland offers students after 16 years of age to get paid 40 pounds per week if they stay in school - New curriculum for excellence was introduced in Scotland to try to the students in the system - Schools gets additional 1000 pounds per child if they keep the student in school - Extra support is offered - Strict regulations and policies are in place - Close collaboration with the parents <p>Group 1 facilitated by Clive Byrne (ESHA President): Norway:</p> <ul style="list-style-type: none"> - Focus on 15 and 16 years old students to go to upper secondary schools - Investigating in 4th grade showed we need to start tackle ESL at
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	<p>primary level 1st grade so huge investments are made.</p> <ul style="list-style-type: none"> - Teacher training on how to cope with ESL - Additional sources and staffing provided as a response to EU and in providing good statistics - It is tempting to start own business <p>Cyprus:</p> <p>Has a low percentage of dropout between 0-5% due to</p> <ul style="list-style-type: none"> - Compulsory to 15 years of age - Functional literacy co-funded by EU - All schools get independent funding - Disadvantaged areas get extra support 15% - Inclusion is high on the list - Emphasis on hands on in vocational schools - Services to families and students - 10-12% functional literacy - Lack of motivation is not a major issue <p>UK:</p> <ul style="list-style-type: none"> - Early school leaving is not a big problem - Compulsory to 16 years of age - Keep the students interested in attending school <p>Denmark:</p> <ul style="list-style-type: none"> - School is compulsory to 16 years of age: change the goal 90% education, 10% start working - After school programs in place - Needs to focus more on liaison between school and parents <p>Netherlands:</p> <ul style="list-style-type: none"> - All about money; schools are fined when students leave early (before 18 years of age) - Student loans becomes a gift if you get your diploma (in higher education) - New curriculum Onderwijs2032 will be introduced and will hopefully keep more students in school. <p>Ireland:</p> <ul style="list-style-type: none"> - Emphasizing on home school liaison. Teacher visits families to prevent ESL - Visit schools to promote and emphasize on further education and training <p>Norway:</p> <ul style="list-style-type: none"> - Emphasize should be on individual students. - Research on different ways of dropping out is important for the role of SL <p>Group 2 facilitated by Jens Nielsen (ESHA board member):</p> <p>France and Spain:</p> <ul style="list-style-type: none"> - Both countries where schools have the obligation to re-enroll the students who fail the exams. - France system is changing from a system of diplomas to a system of competencies. - France and Belgium have a system where it is not allowed to do the same class for two years for reasons that has to do with social
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<p>17/08</p> <p>All</p> <p>MW</p>	<p>development of the student</p> <ul style="list-style-type: none"> - School is mandatory until 16 years of age. - Catalonia and France the ministry and the network help students to stay in school. - Challenge seems to be that ESL is more a problem within vocational schools. - Finland focusses on how to keep students in schools after 16 years of age - In Denmark a national program for ESL is in place - Every single ESL has to be reported to the ministry of education with the reasons why the pupil left the school. - Most schools make a plan for the youngster regarding the future after ESL, in order to get the pupil back on track. <p>General remarks to the project ESL:</p> <ul style="list-style-type: none"> - Statistics cannot be reliable due to different definitions of ESL also be aware of definition dropout is not the same as early school leaving - ESL is not about keeping students in school it is about when they leave they are excluded from social life. Strategy should focus on inclusion. <p>AOB</p> <p>3 things to take home:</p> <ul style="list-style-type: none"> - Renewed efforts to ensure that the ESHA magazine is consistently made available to all members - Sexual child abuse – take information back to schools and partnership with the materials and ideas shared in the discussions - Breakdance presentation – to initiate group to attend future head masters conferences - Motivation and opportunities for development of national organisations as well as new ideas to improve ESHA’s activities (ESHA academy, courses provided and attending, information available on ESHA website_ - ESHA 2020 strategy seems very interesting, like to know more about it and further discuss - Great value of discussions on the subject BST and ESL - GA dinner with colleagues was great time to talk and discuss <p>Would you like to share 3 things you took home please send them to the ESHA office.</p> <p>Evaluation forms will be sent out via email. Please take a moment to fill in the form so we can keep on improving the quality of the meeting.</p> <p>On behalf of the ESHA board thank you all for coming to Mallorca and making the GA meeting a successful meeting for all of us.</p>
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