

Welcome to Cedefop **Self-reflection tool for policy makers**

When completing the self-reflection tool, you will be thinking about the policies and measures at which level?

- Country
- Region
- Municipality

Do you have the following policies or measures in place to tackle early leaving in VET in your country/region/municipality?

Self-reflection tool for policy makers

		Yes	No
Identification of learners at risk of early leaving	1. A large majority of VET providers have an early warning system in place to detect the early signs of learners at risk of early leaving.		
	2. Professional development available for a large majority of VET teachers and trainers. This is to support staff in VET institutions in identifying distress signals from students and to identify appropriate support measures for students at risk of early leaving in a timely manner.		
	3. Professional development available for a large majority of trainers in companies providing apprenticeships. This is to support trainers in identifying distress signals from students and to identify appropriate support measures for students at risk of early leaving in a timely manner.		
Identification and monitoring of early leavers	4. Availability of a centralised system that gathers nominal information on early leavers. This system includes mechanisms to ensure that a large majority of VET providers flag early leavers in a timely manner.		
	5. Local services or coordinated services responsible for getting in touch with early leavers and referring them to relevant measures, throughout the majority of the country/region/municipality.		
Flexible learning pathways	6. A national strategy which provides opportunities for learners to change to a different type of institution if needed (for instance, from a VET school to another type of school or an entity providing apprenticeships).		
	7. Flexible pathways and clear progression routes between VET and general education or other types of programmes, including possible access to higher education.		
	8. Individualised support to learners in transition phases (between education and/or into employment) in the large majority of VET providers.		

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Improving the image of VET and its attractiveness	9. Concrete actions (at least once a year) to raise awareness about VET opportunities (e.g. campaigns, VET weeks, skills competitions, national awards, VET schools open days).		
Second chance measures	10. Alternatives to mainstream education providing more individualised and comprehensive support (second chance measures) are available for a majority of learners that need them (including early leavers and those at risk of dropping out from education or training).		
Motivating young people to re-discover their interest in learning	11. Opportunity for a large majority of VET learners to engage in motivational activities (e.g. sports, arts, active citizenship).		
Comprehensive support to young people with complex needs (case management)	12. Multidisciplinary support team (e.g. social workers, health professionals, family support workers, youth workers, outreach care workers) available to a large majority of VET providers for at-risk students. This can include VET school staff and/or other professionals through cooperation with relevant external services.		
Guiding young people to make the right choices	13. Opportunities for a large majority of learners interested in VET to undertake a short 'discovery' internship or workshop before choosing a definite VET pathway.		
	14. Availability of age-appropriate career guidance since primary education in a large majority of schools.		
	15. Career guidance for all VET learners is universally available.		
	16. More intensive and targeted career guidance for at-risk VET learners in a large majority of VET providers (i.e. increased frequency of meetings).		
Providing professional counselling to address barriers to learning	17. Counselling is universally available for all VET learners who seek it.		
	18. More intensive and targeted counselling is available to at-risk VET learners in a large majority of VET providers or through local health/social services.		
One-to-one support for young people through coaching or mentoring	19. Coaching and mentoring schemes targeted at those most in need is available in a large majority of VET providers or through local youth/social services.		

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Tailoring learning pathways to young people's interests and learning styles	20. National requirement for an individual learning plan (agreed and signed by all relevant parties), outlining personalised learning objectives and tailored to the needs of the individual in terms of both content and learning styles. This plan builds on an initial assessment of learners' abilities and needs.		
	21. Frequent one-on-one feedback/reflection meetings between VET staff and learners to review their individual learning plans and discuss issues related to their learning, etc. in a large majority of VET providers.		
	22. The individual learning plan covers basic literacy and numeracy skills for learners at risk of leaving VET early, and early leavers returning to education and training, in a large majority of VET providers.		
	23. Individual health/wellbeing plan for learners at high risk of early leaving, and early leavers returning to education and training, in a large majority of VET providers.		
	24. In the case of habitual absenteeism, a plan is written up with the learner on how to make up for lost learning in a large majority of VET providers.		
	25. Alternative arrangements to suspension/expulsion from school (where this practice exists) in a large majority of VET providers. This might include onsite support with multidisciplinary teams for example.		
Helping learners understand the practical application of theoretical courses	26. Annual review at a national level (or regional level where appropriate) by public authorities for VET to ensure VET provision is in line with labour market skills' needs.		
	27. A large majority of VET providers play an active role in ensuring a match between the school- and work-based components of a VET programme.		
	28. Active learning to make the teaching of theoretical content more engaging is used by a large majority of VET providers.		
Developing employability skills	29. Targeted support to develop learners' basic skills in a large majority of VET providers.		
	30. Commitment in a large majority of VET providers to develop life skills, including communication skills, social and emotional skills, and conflict resolution skills in learners.		

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Providing work-based learning and close-to-real simulations	31. Temporary bridging programmes (including work-based learning or work tasters in a school, or subsidised and voluntary work alternatives) are available to the majority of students who cannot find regular apprenticeships in countries where there is a lack of apprenticeship placements.		
Involving the entire community in the prevention of early leaving from education and training	32. In a large majority of VET providers, clear processes are in place to invite learner feedback on the existence or not of a welcoming environment (both at the VET school and during apprenticeships or in-company training periods).		
	33. A large majority of VET providers have a whole school approach (school level action plan) as a written strategy to preventing early leaving, including relevant stakeholders in this.		
	34. Arrangements are in place to engage NGOs (representing minority groups and at risk groups) in the identification of and support to at-risk learners in a large majority of VET providers.		
	35. Professional development is available for a large majority of VET staff on conflict resolution skills, bullying prevention and diversity awareness in a large majority of VET providers.		
	36. National outreach strategy to individual families at home to support learners with high levels of need (mental health issues, high non-attendance at school).		
	37. Specific appointed staff member in each VET provider, with a concrete role to engage parents in their child's education and personal development in the large majority of VET providers.		
Fostering inclusive and supportive work-based learning environments	38. A large majority of VET providers have produced a written code of expectations on the treatment of apprentices.		
	39. Standardisation of application procedures for apprentices to prevent discrimination is in place in the large majority of VET providers.		
	40. Clear processes for mediating conflict between apprentices and in-company trainers/employers in a large majority of VET providers.		
	41. Written agreement between the education provider, the company and the learner specifying the programme, activities and working conditions (incl. working hours) in a large majority of VET providers.		