



Cedefop-LLL platform Policy Forum:

What role for community lifelong learning centres?

The potential of one-stop shop for preventing youth at risk from disconnecting

29 May 2019, Brussels

From a lifelong perspective, tackling early leaving from education and training (ELET) is an ongoing process, which requires a multidisciplinary and whole community approach.

The EU currently focuses on young people aged 18 to 24 who did not complete upper secondary education. However, evidence shows that skills and competences acquired during the first years of life affect future education and employment prospects. At the same time, thanks to support available, adults who had previously ruled out education and training are increasingly rediscovering their learning potential. This is why tackling early leaving from education and training begins as early as in kindergarten (early childhood education), and includes compensation measures to support at least young adults in acquiring an upper secondary qualification.

Cedefop, in cooperation with the [Lifelong Learning Platform](#) is organising this policy forum to explore the potential of community lifelong learning centres as one-stop shops for preventing young people at risk and early school leavers from disconnecting. The event will be hosted by the Romanian Presidency of the Council of the European Union in its permanent representation to the EU in Brussels.

Target group

Brussels-based stakeholders from the permanent representations of Member States to the EU, the European Commission, the European Parliament, European agencies, European business and sector associations, trade union and employee organisations, as well as national policy-makers, practitioners and social partners involved in designing and implementing integrated services to tackle early leaving from education and training.

Focus of the forum

The forum will focus on the potential of multidisciplinary teams in community lifelong learning centres (CLLC) to play a key role in tackling ELET. The forum will be an opportunity to discuss Member State experiences in using integrated service delivery (one-stop shops, case management and multi-skilled teams) in different settings and get familiar with [Cedefop online resources to tackle early leaving](#). Participants will consider the potential for establishing CLLCs in disadvantaged areas across Europe. These would offer access to a wider range of learning opportunities for people of all ages, maximising the support offered by multidisciplinary teams. Participants will also be invited to reflect on the post-2020 agenda in the field to ensure continued progress towards improving EU citizens' qualifications and skills.

Objectives

- Explore and learn from selected good practices in Europe providing a more integrated solution to youth at risk through community-based LLL centres.
- Identify key elements to be transferred or replicated from good practices across Europe.
- Strengthen the case for establishing CLLCs across Europe.
- Acknowledge achievements and reflect on the post-2020 agenda for tackling early leaving from education and training.
- Launch the new edition of the [Cedefop VET toolkit for tackling early leaving](#) and its updated resources.
- Familiarise participants with the [Cedefop Reflection tool](#) assisting them in taking action towards a comprehensive approach to tackling early leaving from education and training.
- Learn about the role of [ambassadors to Cedefop's VET toolkit for tackling early leaving](#) and join the community of practice.

Key questions for debate

The event will explore the potential of the proposed CLLC to support two acting areas:

a) Identify: Early intervention and active outreach, particularly of those from a disadvantaged background

- Based on current experience, what are the actors at different levels who should be involved in these CLLCs?
- How could they support the identification, contact and engagement with those who are at risk/have already dropped out?

b) Intervene: Provision of interventions who address complex needs

- What tools and protocols to support cooperation and partnership have proven effective and could be applied?
- What is the current experience regarding information and data sharing?
- What type of services and support could be provided? How could the actions be combined in practice?
- How could they support better engagement of young people and families?
- How could they build capacity and create synergies at local level?

The event will also invite participants to reflect on **the post-2020 agenda** in the field to ensure continued progress towards improving EU citizens' qualifications and skills.

- Should the EU propose a new strategic indicator for reducing the rate of early leavers?
- Should the EU focus on refining the definition of early leaving to distinguish between subgroups? (e.g. age groups, population groups, general and vocational education and training).
- Should the EU devote its efforts in improving the available EU-level data on early leavers? (e.g. by adjusting the questions asked in the Labour Force Survey and allowing data to be further disaggregated by subgroups).
- Should the EU put a stronger focus on monitoring and evaluation of early leaving, and the measures used to tackle it?

Event highlights



The Forum will start by launching the new resources of [Cedefop VET toolkit for tackling early leaving](#) currently under development.

The VET toolkit for tackling early leaving was first launched in 2017 as an outcome of four-year research conducted by Cedefop. This research brought new evidence on [investigating causes and extent](#) of early leaving from VET and [evaluating the impact of VET policies](#) to tackle early leaving in 17 European countries.

The Europe-wide toolkit is inspired by successful VET practices in helping young people to attain at least an upper secondary qualification. It provides practical guidance, tips, good practices and tools drawn from VET to feed into activities and policies aiming at:

- helping young people at risk of becoming early leavers to remain in education and training and qualify;
- helping early leavers to reintegrate into education or training and the labour market.

The toolkit supports policy-makers and practitioners working in a ministry, VET school, company, guidance centre, public employment service, social service, or youth organisation, looking for ways to:

- support learners at risk of dropping out identifying early the signs of disengagement;
- monitor early leavers systematically to reach out to them in time;
- motivate and re-engage early leavers to bring them back to education and training.

The toolkit provides different [intervention approaches](#) and gives tips for their successful implementation. [Good practices and quick wins](#) illustrate successful measures implemented in different EU countries to tackle early leaving.

Participants will get familiar with the new Cedefop [Reflection tool](#) and reflect on an action plan for a comprehensive approach to tackle ELET.

The morning session will be followed by an interview conducted by Ms Brikena Xhomaqi, Director of LLLP to Paul Downes and Shanti George on the upcoming LLLP Briefing paper on *“Implementing a holistic approach to lifelong learning - Community Lifelong Learning Centres as a gateway to multidisciplinary support teams”*.

Participants will have the opportunity to learn how multidisciplinary teams in community Lifelong Learning Centres (CLLC) play a key role in tackling early leaving from education and training and get insights from successful practices in different European countries. A panel discussion with practitioners from selected good practices from different European countries will debate and reflect about creating in Europe a model of integrating multidisciplinary teams within community based LLL centres.

In the afternoon, key policy makers will discuss about the road travelled so far in the fight against early leaving from education and training in the EU and reflect on the way ahead.

The Europe 2020 Strategy set the target of reducing the rates of early leavers to below 10% and there has been a visible progress towards this target (there has been a consistent decline in the last decade, and in 2017 the indicator stood at 10.6%, compared with 14.6% in 2008). Despite the good progress, the numbers of young people who do not have an upper-

secondary qualification remain high. Furthermore, the EU average hides important disparities between countries and regions and between different groups of people. For instance, foreign-born students in the EU are more likely than their native-born peers to drop out of school early.

Thus, tackling ELET remains a priority. Actions should be in place to avoid ELET and its costs to the individual and society as a whole. The question the panel is set out to answer is what the EU post-2020 agenda in the field should be to ensure continued progress towards improving EU citizens' qualifications and skills.

Draft Agenda

09.30-10.00	Registration
10.00-10.30	<p>Welcome</p> <ul style="list-style-type: none"> • <i>Antonio Ranieri</i>, Head of Department for learning and employability, Cedefop • <i>Gina Ebner</i>, General Secretary, Lifelong Learning Platform • <i>Representative from the Romanian Presidency of the Council of the European Union</i> (TBC)
10:30-12:00	<p>Moving youth at risk from a trampoline to a safety net</p> <p><i>Irene Psifidou</i>, Cedefop expert</p> <p>Presentation and interactive session on Cedefop online resources and tools supporting a comprehensive development for tackling early leaving</p> <p>Facilitators: <i>Patricia Vale</i>, ICF and <i>Yiannis Katsikis</i>, Cedefop</p>
Including coffee break	
12:00-13:00	<p>Multidisciplinary teams as agents of change</p> <p>Key messages from <i>Paul Downes</i>, Associate Professor of Education, Director, Educational Disadvantage Centre, Institute of Education, Dublin City University</p> <p>An interview by: <i>Brikena Xhomaqi</i>, Director, Lifelong Learning Platform</p> <p>Interviewees:</p> <ul style="list-style-type: none"> • <i>Paul Downes</i>, Dublin City University, Educational Disadvantage Centre • <i>Shanti George</i>, Learning For Wellbeing Foundation, LLLP WG co-Chair on Wider Benefits of Learning
13.00-14.00	Lunch break

14.00-15.00	<p>Panel Setting up multidisciplinary teams in communities to tackle ELET: key policy messages from practitioners</p> <p>Representatives from selected good practices</p>
15.00-17.00 Including interaction with participants	<p>Panel Discussion An early leaver today, a low-skilled adult tomorrow: Tackling early leaving from education and training in the post-2020 EU agenda</p> <p><i>Chair: Mara Brugia, Cedefop Acting Executive Director</i></p> <ul style="list-style-type: none"> • DG EAC • DG EMPL • ETUC • BusinessEurope • <i>João Costa</i> (TBC), The Secretary of State for Education, Portugal • Representative from the Romanian Presidency of the Council of the European Union • Representative from the Finnish presidency of the Council of the European Union
17.00-18:00	Reception
18:00	Closing of the event

Project website: <http://www.cedefop.europa.eu/en/events-and-projects/events/policy-forum-what-role-community-lifelong-learning-centres>

Event Contacts

Irene Psifidou, Expert, Event Organiser

rena.psifidou@cedefop.europa.eu

Anthie Kyriakopoulou, Assistant

anthie.kyriakopoulou@cedefop.europa.eu

Department for learning and employability headed by Antonio Ranieri.