How to prevent and remedy leaving education early: inspiring policies from Europe

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MAGNETICA. La Scuola che non disperde
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Research questions

- Why does early leaving from education matter?

- How is early leaving understood and measured?

- What are the causes?

- What is the role of VET?

- What makes policies effective?

- What is the role of local authorities?

Consequences of leaving education early

Unemployment affects persons with at most lower secondary education

More than half of the 12 million long-term unemployed today are low-educated

Low educated workers are five times more likely to be low-wage earners

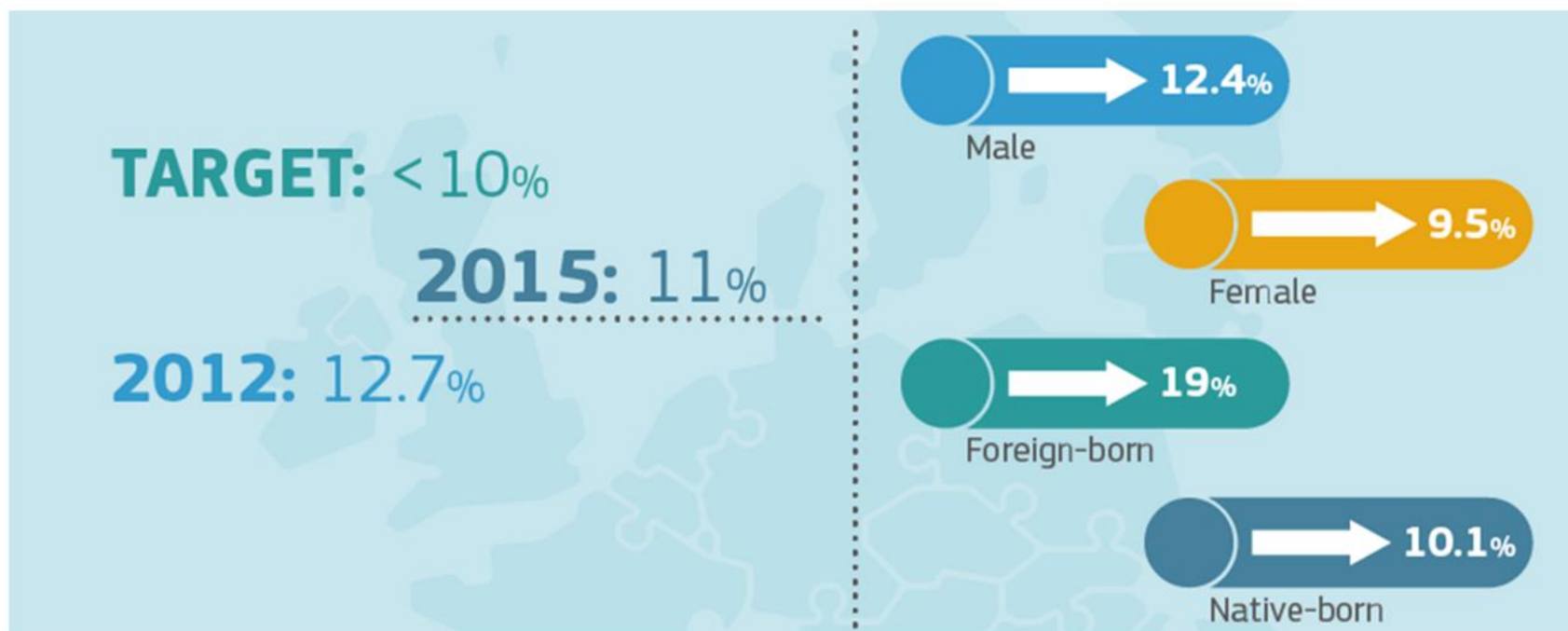About 60% of early school leavers are either inactive or unemployed

Unemployed 28%

Employed 41%

Inactive 31%
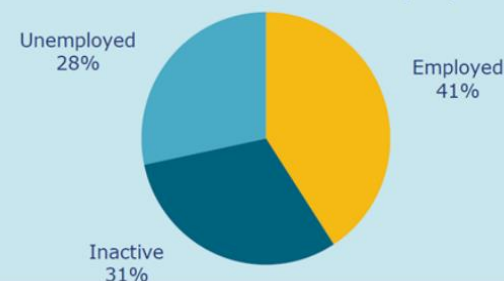
The EU definition and its limitations

"People aged 18-24 who have only lower secondary education or less and are no longer in education or training"

- Single definition, different phenomena:
    - Drop out experiences of students without being qualified
    - Not succeeded in the final examination
    - Not registered in the next level
- Unable to capture where young people drop out from
    - (lower/upper secondary education?) and the type of ET (general/VET?)

What EU data tell us

TARGET: < 10%

2015: 11%

2012: 12.7%

Male — 12.4%

Female — 9.5%

Foreign-born — 19%

Native-born — 10.1%

Source: Education and Training monitor 2016

What Cedefop found

- Experiencing dropout ≠ early leaving:

  - 58% of ELET are 'non-starters'
  - 42% have experienced a drop-out event
  - 1/3 of people with drop-out experience achieve upper-secondary qualification
  - Most of them achieve VET qualifications

- Still, the majority of those who drop out at one point **remain early leavers**
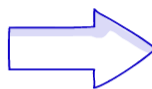
Icons: Freepik

What is the role of VET?

VET: a story of contradictions

- Often higher rates of early leaving in VET than in general education   (AT, BE, DK, NL, FR)

- The majority of those at risk of EL,
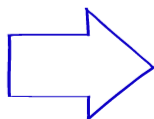 who shift to VET ⟹ graduate *(BE-Fr, FR, NL)*

- High participation in VET ⟹ low drop out rates *(LU, SI, CZ, NL, SK, HR, FI, AT, BE)*

- High incidence of apprenticeships ⟹ lower rates of early leaving *(DK, DE, CH, AT)*

Factors leading to early leaving

Difficulties related to health, well-being, social issues, poverty, etc.

Non-supportive family environment

Education underachievement

Students from migrant or ethnic minority origin being more frequently at risk of ELET

Students' inappropriate orientation

Inappropriate programme content and organisation

Negative self-perception linked to education failure

Lack of readiness to work

Difficult relationships in the workplace and in the classroom

Attraction of the labour market

Inspiring policies from Europe

1. What are the key features of effective measures to tackle early leaving?

2. What are the conditions for mainstreaming successfully local projects and initiatives to national policies and programmes?

►**What role for local authorities?**

1. Linking profiles to key features of measures

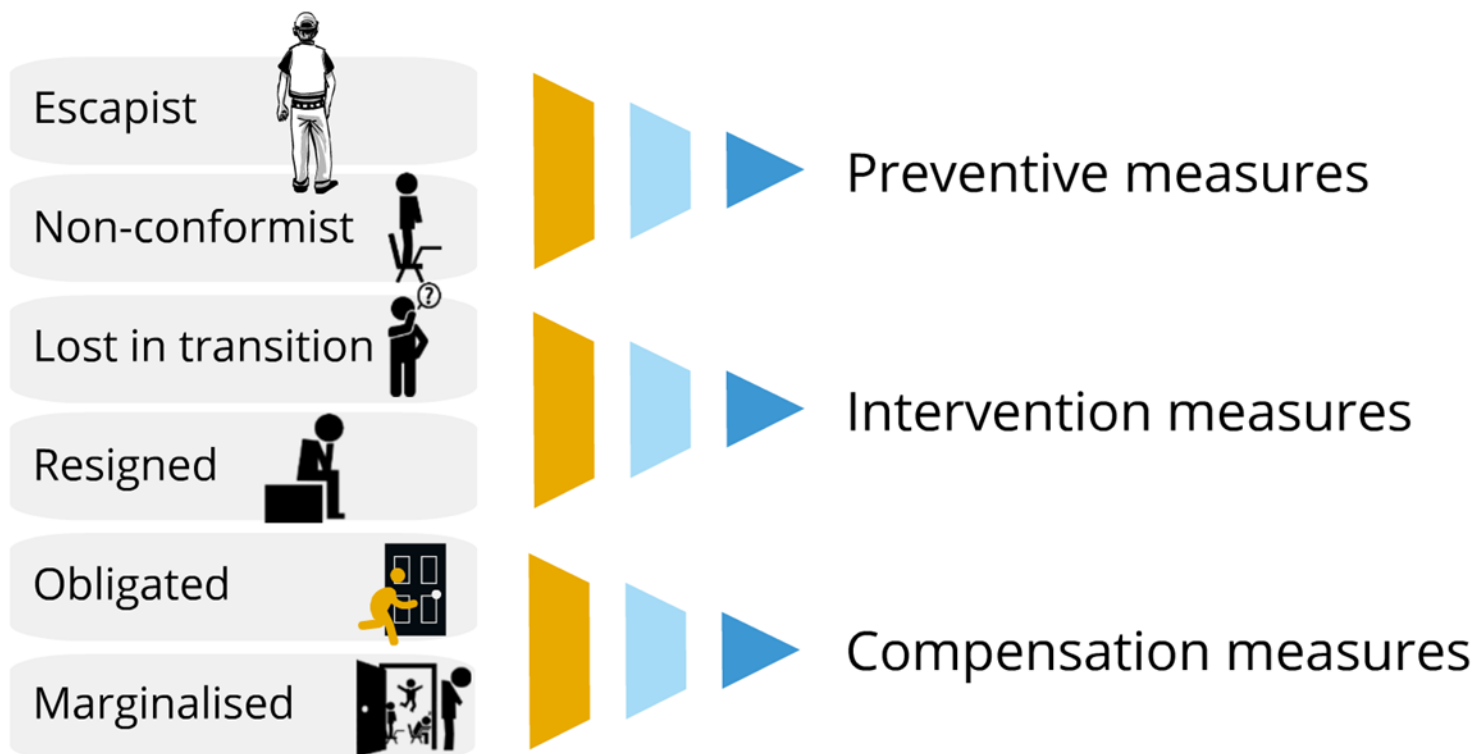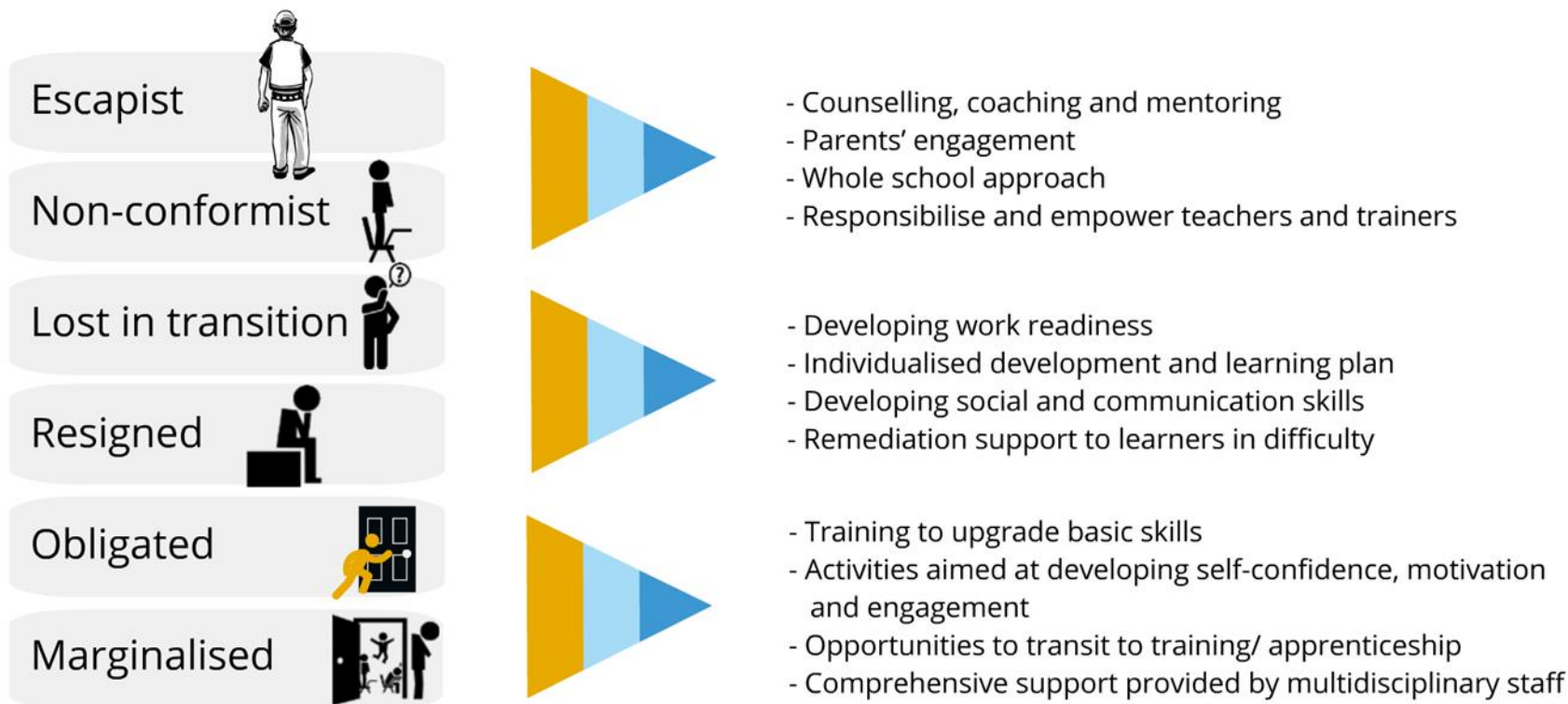| Profile	Key feature
Escapist	- Frequently absent and not interested in education/training
Non-conformist	- Frequently absent, poor education achievement, negative attitude to school
Lost in transition	- Does not adapt to the requirements and expectations of the new programme
Resigned	- Does not find a suitable place due to lack of required skills
Obligated	- Decides to drop out for economic or family reasons
Marginalised	- Accumulates disadvantage and challenges

1. Linking profiles to key features of measures

Escapist

Non-conformist

Lost in transition

Resigned

Obligated

Marginalised

Preventive measures

Intervention measures

Compensation measures

1. Linking profiles to key features of measures

Escapist

Non-conformist

Lost in transition

Resigned

Obligated

Marginalised

- Counselling, coaching and mentoring
- Parents' engagement
- Whole school approach
- Responsibilise and empower teachers and trainers

- Developing work readiness
- Individualised development and learning plan
- Developing social and communication skills
- Remediation support to learners in difficulty

- Training to upgrade basic skills
- Activities aimed at developing self-confidence, motivation and engagement
- Opportunities to transit to training/ apprenticeship
- Comprehensive support provided by multidisciplinary staff

2. Developing comprehensive data collection and monitoring systems

- Detecting early the distress signs of learners at risk of dropping out

- Reaching out timely to those who have already left education

The example of regional platforms for monitoring and coordination of early leavers (PSAD) in France

What is being monitored?

Data on absenteeism

Goal: identify those at risk

Examples: BE-fr

Persons no longer registered in ET

Goal: identify those who dropped out

In some countries: just numbers of people (e.g. IT, BE fr) In others, the names are identified (e.g. DK, FR, BE-nl)

Apprenticeship contract dissolution

Goal: identify those who dropped out
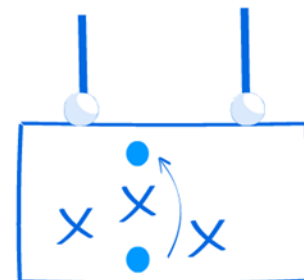
Example: DE

3. Using monitoring data to inform policies

Names of young people at risk or who just dropped out are identified and passed on to a service that is required to establish contact

e.g. BE-fr, DK, LU, FR

Schools/ training centres ave to establish action lans to diminish the number of drop outs

e.g. BE-nl, DK, NL

4. Ensuring policy commitment over time

- Ensuring long-term support for the staff working on the ground

- Supporting the transfer of successful practices and make them work in different settings

- Boosting policy learning and communities of practice

SUCCESS STORIES
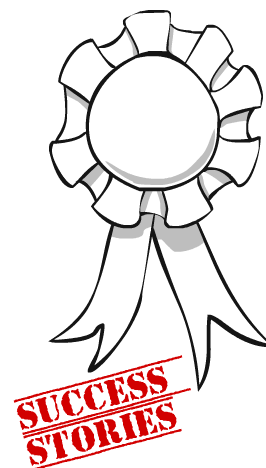
⭐ **In the Netherlands:** "Early leaving from education and training approach" (known until 2012 as "The drive to reduce drop-out")

5. Evaluating the policy impact

Most evaluations capture process and outcomes

Fewer measure medium-term results
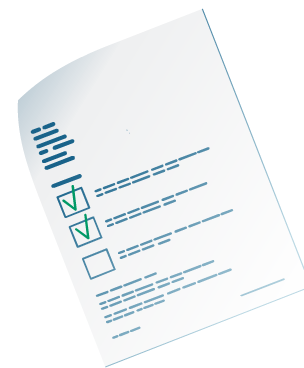
Only few:
- assess the relationship between the intervention and results
- measure long-term results

"Your performance rating is terrible, Fenwick, but I like your looks."

What are the remaining challenges?

- To obtain conclusive evaluations on what works and why

- Establish the conditions for mainstreaming successfully local projects and initiatives to national policies and programmes

- To empower the role of local authorities

Youth Guarantee

EUROPEAN SOCIAL FUND

Erasmus+

CEDEFOP

European Centre for the Development of Vocational Training

European Toolkit

Making Vocational education and training inclusive: addressing early leaving
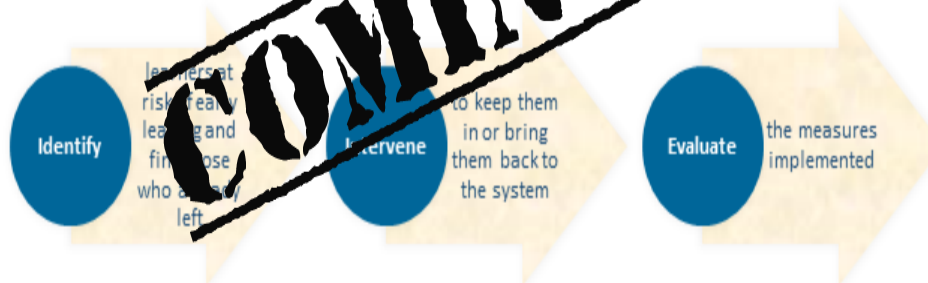
Who is who (registered users)

Frequently asked questions

| Home | Identify | Intervene | Evaluate | About us |

What can the role of Vocational Education and Training (VET) be in tackling early leaving from education and training?

This toolkit provides you with tips, good practices and tools to feed into your activities and policies to help young people attain at least an upper secondary qualification. These are inspired in VET practices but many can also be applied in general educa...

You will find information on how to:

Identify — learners at risk of early leaving and find those who are alr.. left

Intervene — to keep them in or bring them back to the system

Evaluate — the measures implemented

COMING SOON !!!

Self-...tion tool for policy ...rs: tackling early leaving ...m VET

Search for good practices, tools and quick wins

Are you wondering what this toolkit can offer? Check our suggestions!

For policy makers

For institutional leaders, teachers and trainers

For non-pedagogical staff providing support to young people

Read more about this toolkit...