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The role of VET in breaking the vicious cycle of early leaving and unemployment

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Cedefop work to combat early leaving

- Supports evidence based policy making

- Promotes cooperation and mutual learning

- Offers guidance and tools for policy makers and VET practitioners

Watch the video

In 2014
4.4 million
young people in Europe,
left education and training
before completing
upper secondary
education

The role of VET in combatting early leaving

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RESEARCH PAPER

Leaving education early:
putting vocational education
and training centre stage

Volume II: evaluating policy impact

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RESEARCH PAPER

Leaving education early:
putting vocational education
and training centre stage

Volume I: investigating causes and extent

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Leaving
education early:
putting vocational education
and training in centre stage

Country reports

Consequences of leaving education early

Unemployment affects persons with at most lower secondary education

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

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

Approximately 60% of those who left prematurely are inactive or unemployed

Unemployed 10%

Employed 44%

Inactive 46%

What EU data tell us

TARGET: < 10%

2016: 10.7%

2012: 12.7%

Source: Eurostat, April 2017

Male — 12.2%

Female — 9.2%

Foreign-born — 19.7%

Native-born — 9.8%

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 trainings

- **Single definition, different phenomena:**
  - **Drop out from a program**
  - **Did not register in the next level**
  - **Did not succeed in the final examination**
- **Unable to capture where young people drop out from:**
  - **Lower or upper secondary education? Or the transition?**
  - **General or VET?**

Knowledge gaps

- What type of education/training programme have learners left? Why?

- How many of them return to education?

- How is early leaving from VET understood and measured?

- And how many graduate eventually?

- How is early leaving from VET understood and measured?

- What makes policy makers and VET practitioners to tackle early leaving effectively?

- How to (further) empower their role?

- ...

3 pillars of Cedefop research

Measuring

Understanding

Combating

Data analysis

Factors associated with early leaving

Policies and tools to tackle early leaving

Research methodology

- **Focus on 16 countries:**

  Austria, Belgium, Croatia, Denmark, Estonia, France, Germany, Hungary, Ireland, Italy, Luxembourg, Netherlands, Norway, Poland, Portugal and UK

- **44 measures selected for in-depth analysis**

- **Qualitative analysis:** 917 interviews

- **Quantitative analysis:**

  Adult Education Survey (AES)
  Labour Force Survey (LFS)
  Programme for International Assessment of Adult Competences (PIAAC)
  National data (FR, NL)

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**

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
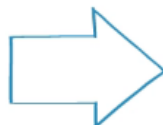
- High participation in VET → Low drop out rates — LU, SI, CZ, NL, SK, HR, FI, AT, BE

- High incidence of apprenticeships → Lower rates of early leaving — DK, DE, CH, AT

Factors leading to early leaving from VET

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

Attraction of the labour market

Difficult relationships in the workplace and in the classroom

Factors related to LM emphasized by the interviewees

Factors related to LM emphasized by the interviewees

Fit-with-the-company
Bankruptcy-(apprenticeship)
Understanding-the-labour-market
Distance-to-job/apprenticeship
Size-of-the-company
Low-pay (apprenticeships)
Requirements-of-the-profession
Attraction-of-the-labour-market
Availability-of-unqualified-jobs

Supply-of-apprenticeships Need-money

Working-hours
Working-conditions
Selectiveness-of-companies
Image-of-the-profession
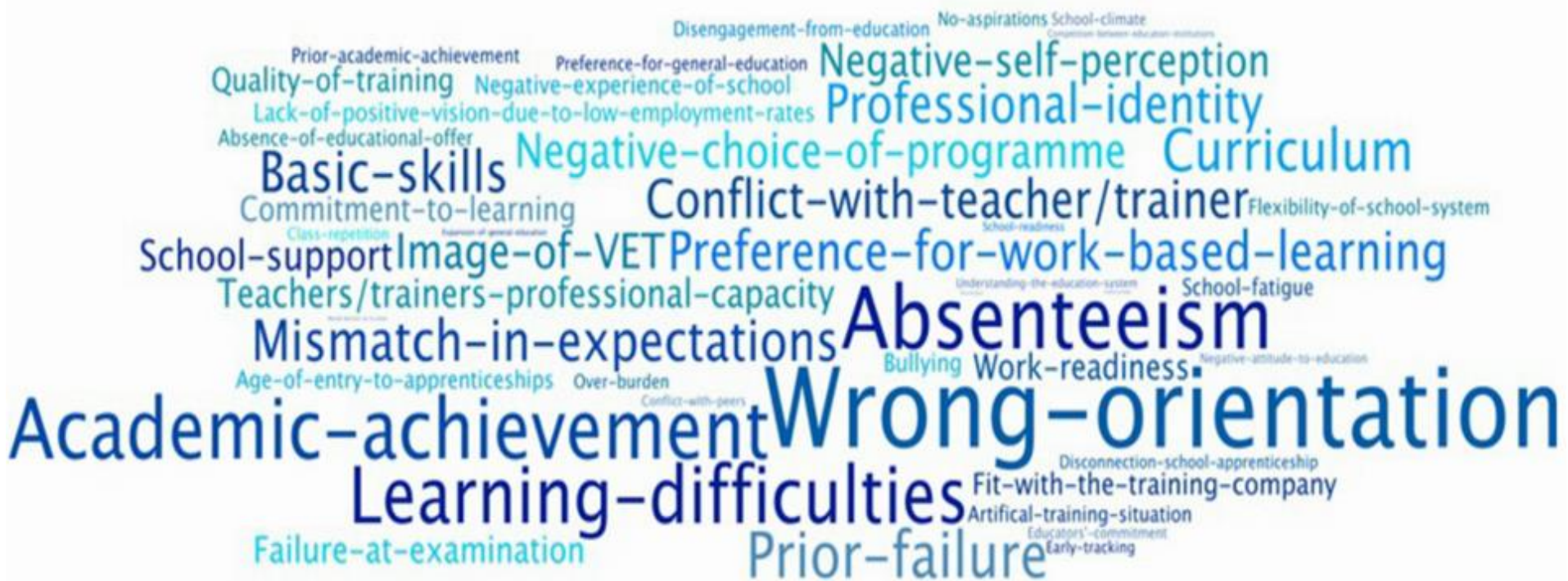
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How to tackle early leaving effectively

1   **Understanding learner's profile**

2   **Providing tailored responses to individual needs**

3   **Developing comprehensive data collection and monitoring systems**

4   **Conducting systematic evaluation**

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1. Understanding learner's profile
2. Providing tailored responses to individual needs
3. Developing comprehensive data collection and monitoring systems
4. Conducting systematic evaluation

1.Understanding learner's profile

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 skills
Obligated		Decides to drop out for economic or family reasons
Marginalised		Accumulates disadvantage and challenges

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2. Providing tailored responses to individual needs

Escapist

Non-conformist

Lost in transition

Resigned

Obligated

Marginalised

Preventive measures

Intervention measures

Compensation measures

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2. Providing tailored responses to individual needs

Escapist	Counselling, coaching and mentoring
Non-conformist	Parents' engagement
	Whole school approach
	Responsibilise and empower teachers and trainers
Lost in transition	Developing work readiness
Resigned	Individualised development and learning plan
	Developing social and communication skills
	Remediation support to learners in difficulty
Obligated	Training to upgrade basic skills
Marginalised	Activities aimed at developing self-confidence, motivation and engagement
	Opportunities to transit to training/ apprenticeship
	Comprehensive support provided by multidisciplinary staff

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1 Understanding learner's profile
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3. 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

What is currently being monitored:

Data on absenteeism

Persons no longer registered in ET

Apprenticeship contract dissolution

1	Understanding learner's profile
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4	Conducting systematic evaluation

4. Conducting systematic evaluation

LACK OF EVALUATION CULTURE IN EUROPE

○ Of the 337 VET related policies and initiatives analysed by Cedefop, **only** 44 were supported by evidence of success

○ Few evaluations analyse the real impact on individual learning pathways

○ Even fewer analyse how and why a given intervention or policy influenced education outcomes

How to (further) empower
VET practitioners and policy makers?

VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers to :

- **identify** early the signs of disengagement and prevent early leaving

- **support** learners at risk of dropping out

- **improve** attendance or reduce droppout

- **monitor** early leavers systematically to reach out to them in time

- **motivate** and re-engage early leavers

- **evaluate** measures targeted at preventing or reducing early leaving from (vocational) education and training

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What tools are available?

- **Good practices** – successful measures implemented in different EU countries to tackle early leaving.

- **Quick wins** – relatively simple activities that can contribute to tackling early leaving.

- **Self-reflection tool for policy-makers** to identify the strengths and weaknesses of policies put in place.

- **Evaluation plans** for policy-makers or VET providers to design an appropriate monitoring and evaluation approach.

contact us

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VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

Home | Identify | Intervene | Evaluate | Resources | About the toolkit | FAQs | Contact the team | Ambassadors

What is the VET toolkit for tackling early leaving?

A **Europe-wide** toolkit 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.

Read more>

- Good practices, tools and quick wins
- Self-reflection tool for policy makers
- Submit good practices

Browse by action area

WWW.CEDEFOP.EUROPA.EU/TEL-TOOLKIT

Identify

Intervene

Evaluate