



CEDEFOP

European Centre for the Development
of Vocational Training



Benefits of VET for Roma as a means to counteract early school leaving



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**EESC Public Hearing on ESL amongst Roma
4 June 2018, Brussels, Belgium**



Cedefop intensive work to combat early leaving from education and training

- Supports evidence-based policy making in Europe
- Promotes cooperation and mutual learning
- Offers guidance and tools for policy makers and VET practitioners



Cedefop recent contribution on Roma issues and next steps

- ✓ 4th Council of Europe Dialogue with Roma and Traveller Civil Society 18-19 September 2017, Strasbourg
- ✓ 15th CAHROM Meeting 22-25 May 2018, Athens, Greece
- ✓ EESC Public Hearing, 4 June 2018, Brussels, Belgium
- ✓ Invited to 16th CAHROM meeting in Croatia, September 2018
- ✓ Ensuring wide dissemination of Cedefop VET toolkit for tackling early leaving to Roma stakeholders
- ✓ Enriching and making relevant Toolkit's resources to Roma needs (e.g. successful practices, guidelines, evaluation tools)



Roma and Traveller youth at risk of social exclusion

- Roma students experience big disadvantages in education and high rates of early school leaving
- Segregation in schools persists across the EU
- Difficulties also remain in the transition to upper secondary or tertiary education
- The number of Roma NEETs increased since 2011

Source: FRA, EU MIDIS II , 2016 and ILO Resource Guide, 2016



VET not always a winner for Roma

- Roma students over-represented in VET programmes at low educational levels
- Challenging to find a training place in apprenticeship-based VET due to discrimination
- Segregated communities with limited local availability for VET offer
- Limited transition opportunities for employment



Empowering Roma youth through VET

VET

- suits well learners who struggle with basic learning habits
- may prevent early school leaving
- may be recuperating dropouts from general education
- has a motivational role through work-based learning



Safety net for
at risk Roma youth



Transmission belt to
the labour market

Recommendations drawn from Cedefop research are major challenges for Roma stakeholders

How to tackle early leaving effectively

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



Benefits of tailored interventions to address the needs of Roma youth at risk

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

Case management and multi-faceted support to improve health, well-being and attitude towards E&T



INDIVIDUAL

- Social / health / psychological / economic challenges being tackled
- Improved well-being
- Development of a positive vision of oneself
- Development of a positive attitude towards learning and education and training
- Reduced risk of drop-out



INSTITUTIONAL

- Referral systems between schools, providers of second chance measures, and other services, are being used
- Reduced risk of early leaving among students receiving support from a keyworker (e.g. a counsellor, coach or mentor)



SYSTEM

- Inter-connected services are being used
- Reduced rates of early leaving among at-risk students receiving support from a keyworker (e.g. a counsellor, coach or mentor)
- Increased rates of young people returning to mainstream education after receiving support from a keyworker (e.g. a counsellor, coach or mentor)
- Increased rates of young people attaining an upper secondary qualification after receiving support from a keyworker (e.g. a counsellor, coach or mentor)

Guidance to make informed choices to prevent drop-out



INDIVIDUAL

- Defining learning career goals
- Developing a positive attitude to learning and education and training
- Gaining a better understanding of education options
- Raising aspirations – formulating long-term career plans
- Making informed choices
- Acquiring career management skills
- Improving self-awareness – understanding of own abilities, aptitudes and interests
- Lower absenteeism
- Gaining a better understanding of job roles



PROVIDER

- Reduced risk of early leaving due to wrong or negative orientation, or to a lack of a positive future vision of oneself



SYSTEM

- Reduced rates of early leavers

An inclusive and supportive learning environment to reduce discrimination



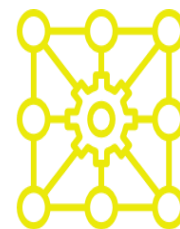
INDIVIDUAL

- Develop a professional identity
- Foster a positive attitude to learning and education and training
- Improved work habits/social skills
- Promote a positive vision of oneself



PROVIDER

- Improved quality of provision
- Improved satisfaction with programmes
- Reduced absenteeism
- Lower drop-out
- Programmes better meet the needs of learners and employers



SYSTEM

- Discrimination reduced
- Increased completion rates
- Decreased drop-out rates
- Improved links between workplace and VET provider-based learning.

VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers


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](#)



Identify

learners at risk of early leaving and those who already left



Intervene

to keep them in or bring them back to the system



Evaluate

the measures implemented



SOURCE OF SUPPORT



" VET toolkit for tackling early leaving"

Due to systematic discrimination and marginalisation in the society, Roma students require multidisciplinary support that tackles their multifaceted disadvantages, while at the same time addressing their individual needs.

The Cedefop VET toolkit for tackling early leaving can support experts and practitioners in effectively addressing this challenge.

<http://www.cedefop.europa.eu/TEL-toolkit>

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