



**CEDEFOP**

European Centre for the Development  
of Vocational Training



# **Early leaving from VET: putting the role of local authorities centre stage**

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Expert**



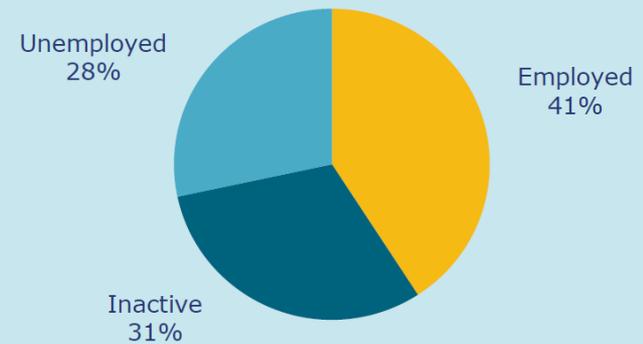
**Workshop 2 - Promoting skills development for social inclusion  
Rotterdam, 21 September 2016**



## Why leaving education early matters?

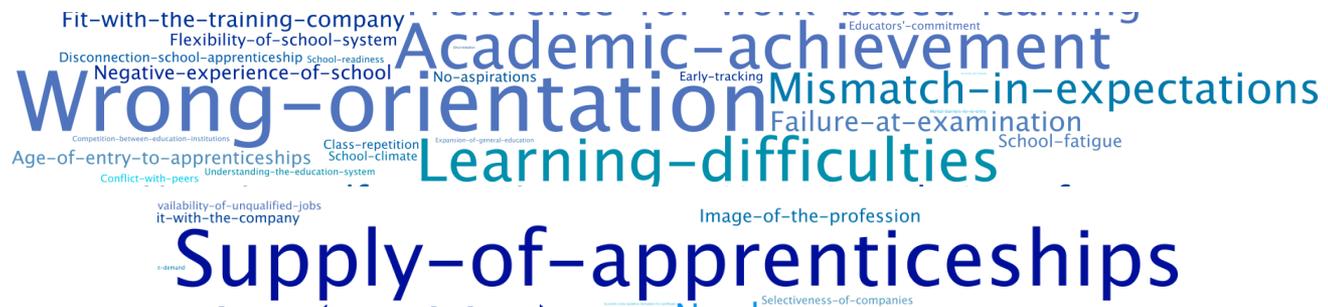
- Unemployment affects persons with at most lower secondary education
- More than half of the 12 million long-term unemployed today are low-educated
- Low educated workers are five times more likely to be low-wage earners

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



# VET: a challenging story

- Often higher rates of early leaving in VET than in general education
- The majority of those at risk of EL who shift to VET  
→ graduate
- The majority of drop outs qualify through VET





## Cedefop project shedding light on....

- What are the key features of effective measures to tackle early leaving?
- What are the conditions for mainstreaming successfully local projects and initiatives to national policies and programmes?
- **What role for local authorities?**





# 1. Contributing to comprehensive data collection and monitoring systems development

- 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



## 2. Acting as agents of change

- Boosting policy learning and communities of practice
  - **In Germany:** QuABB a project aiming for capacity building to students, companies and vocational schools involved in apprenticeship-training





### 3. Ensuring policy commitment over time

- Supporting the transfer of successful practices and make them work in different settings
  - Ensuring long-term support for the staff working on the ground
- **In the Netherlands:** “Early leaving from education and training approach” (known until 2012 as “The drive to reduce drop-out”)





# What are the remaining challenges?

- To obtain conclusive evaluations on what works and why



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

- To empower the role of local authorities





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