



*High School:*  
Did you graduate  
or receive GED? YES  NO

*College:*  
Did you graduate? YES  NO

*er:*  
graduate? YES

## Cedefop Validation Workshop

### Evaluating impact and success for VET policies to tackle early leaving from education and training

21 October 2015, Brussels

## Homework

## Exercises for participants to prepare before the workshop

### Exercise 1

#### 1) Think about a successful measure to prevent or address early leaving.

The table below presents a list of working methods/ approaches that are frequently present in successful measures reviewed during the Cedefop study. These features were identified as elements of effective methodologies to prevent/ address early leaving. They can be linked to the factors which make young people leave education and training prematurely.

Not all the characteristics are expected to be part of all measures. Depending on the target group and their level of disengagement from education as well as other characteristics the right 'mix' of methods will vary.

Using the table 1 below:

- Describe which features are present in the successful measure that you are familiar with
- Provide additional features that are not captured in the list
- Identify which of the features you think are the most important (prioritise)

Explanation to the table below:

- Prevention policies aim to reduce the risk of early school leaving before problems start. Intervention policies aim to avoid early school leaving by improving the quality of education and training at the level of the educational institutions, by reacting to early warning signs and by providing targeted support to pupils or groups of pupils at risk of early school leaving. Compensation policies aim to help those who left school prematurely to re-engage in education, offering routes to re-enter education and training and gain the qualifications they missed<sup>1</sup>.
- The features presented in the table are mentioned in no specific order.

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<sup>1</sup> Source: Council Recommendation on policies to reduce early school leaving [http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32011H0701\(01\)](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32011H0701(01))

**Table A2.1 Key features of successful measures to tackle early leaving**

Name of the measure that you are familiar with and country: Target group (who were the beneficiaries of this measure) : Is this a prevention/intervention or compensation measure:		Is this feature present in the measure that you are familiar with? Yes – No If yes please describe	Rank <sup>2</sup> 1 – most important 5– less important
	Key feature	Explanation	
A	Opportunities for remedial training, tutoring as part of mainstream programmes	Students who accumulate delays in competence development compared to the rest of the group are more likely to disengage. Remedial training offered as part of the mainstream programme enables to ensure that difficulties are addressed early on, before they become problematic.	Yes – No
B	Integrated training covering basic skills depending on individual's needs	For those young people who already have more important gaps in skills development, the programme offers specific training in particular focusing on basic skills.	Yes – No
C	Individualised learning plans	Young people who are at risk of ELET or who already dropped out may be facing specific difficulties and require individualised planning and adaptations to the standard programme.	Yes – No
D	Activities aimed at building confidence and motivation	In particular those who already dropped out for some time may have a negative self-perception and low motivation. Activities aiming at building a more positive image of oneself can help reengage in training.	Yes – No
E	Opportunities to try different professional orientations (tasting)	Transition periods are particularly risky. Young people who find themselves in a programme that does not suit their needs and capacities can be discouraged. Tasting measures can help them make a better informed decision.	Yes – No
F	One-to-one coaching/ mentoring to find the right programme orientation	The issue is the same as above but putting emphasis on the role of a coach/ mentor to stimulate and accompany the reflection process.	Yes – No
G	Coaching/ mentoring for development of career-plans including development of a positive	Young people who leave education prematurely often lack a positive vision of their future and do not project themselves into future. Working with them to develop and clarify their aspirations helps to (re)engage them in education/ training.	Yes – No

<sup>2</sup> Rank the key features by their importance for the target group (what makes the biggest difference)

Name of the measure that you are familiar with and country: Target group (who were the beneficiaries of this measure) : Is this a prevention/intervention or compensation measure:		Is this feature present in the measure that you are familiar with? Yes – No If yes please describe	Rank <sup>2</sup> 1 – most important 5– less important
Key feature	Explanation		
vision of one's pathway			
H Work-based learning as a means to valorise VET pathways	The negative image of VET may have negative impact on how young people perceive themselves. Offering real-work experience valorises the youngster and the VET programme more generally.	Yes – No	
I Provide work-based learning and close-to-real simulations as a motivational measure	Work-based learning puts emphasis on applying theory in practice and in a context. It helps young people to see their training in a meaningful manner. This has motivational effects.	Yes – No	
J Low-entry barriers to programmes	This includes the possibility to enter the programme at different times of the year, the person starts by small elements of the programme of a shorter duration, not being too strict about attendance, etc.	Yes – No	
K Possibility to transit between programmes	Young people at risk of early leaving are often disengaged because they discover that programme they are on is not suitable for them. Orienting them towards other programmes without having to start from the beginning can keep them in education and training.	Yes – No	
L Transition from remedial measures to VET programmes or apprenticeships	The re-engagement programmes for those who already dropped out also need to be linked to programmes that enable young people to get a qualification.	Yes – No	
M Develop work-readiness by working on skills such as time-management, communication, working in a team	Young people can end up as early leavers because they did not manage to find an apprenticeship placement. Often they are not 'ready' to operate in a work environment and lack the skills to convince employers that they would make a good contribution to their team.	Yes – No	
N Cooperate with employers	Measures to tackle ELET that involve work-based learning require education and training providers to have good cooperation with local employers.	Yes – No	
O Provide young people with	The achievement of a qualification alone is not sufficient to	Yes – No	

Name of the measure that you are familiar with and country: Target group (who were the beneficiaries of this measure) : Is this a prevention/intervention or compensation measure:		Is this feature present in the measure that you are familiar with? Yes – No If yes please describe	Rank <sup>2</sup> 1 – most important 5– less important
Key feature	Explanation		
	a vision of their future beyond the qualification – offer positive role models	(re)motivate young people. It is important to offer them a positive vision beyond the training programme. Role models can be one means to achieve this.	
P	Remuneration of apprentices	Some young people drop-out because they have to be financially autonomous. Pathways that enable them to get some remuneration can be a good alternative.	Yes – No
R	Accountability for all teachers and trainers to tackle the problem of ELET	Early leaving was often seen as a problem of the young person and not as a problem for the education institution. Making teachers and the school responsible and accountable for early leaving is a means to activate education professionals.	Yes – No
S	School-level action plans to tackle ELET	In the same vein as above, school-level action plans help the education institution to identify the problem, decide on solutions and monitor and evaluate these.	Yes – No
T	Parental involvement, giving parents the tools to support the education progression and choices of their children	Lack of parental support can negatively affect young people's education aspirations and engagement. Reengaging parents can be a tool to signal to young people that their education is important.	Yes – No
U	Case-management. Work in parallel on the full range of challenges the person faces. Young person is in contact with one intermediary	Some early leavers (or those at risk) face multiple challenges not all of which are linked to education and training – for example health, mental well-being, poverty, etc. These young people may require comprehensive case management whereby the measure is not only focused on education and training but helps them also with the other challenges.	Yes – No

## Exercise 2

Below is a list of 'ideal' indicators that should be used to monitor and evaluate measures to address and prevent early leaving. These indicators have been developed based on the study results when it comes to:

- a) Understanding the factors leading to ELET (what is the problem)
- b) Understanding the solutions that tackle these problems based on the effective measures (what is being done)
- c) Understanding the objectives of measures to prevent or address early leaving (what are the objectives)

Based on the list of indicators below:

- 1) 'Tick' what is being done to monitor and evaluate the successful measure that you have described above
- 2) Prioritise what you think should be monitored to assess the measure ideally.
- 3) Please add other indicators that are being used in measure(s) that you are familiar with

**Table A2.2 Indicators to monitor and evaluate measures to address early leaving**

	Indicator	Possible additional breakdowns	Is this data available in the measure that you are aware of?	Should this data be available as part of monitoring/ evaluations? (rank)
1	Number of young people at risk of ELET (typically defined by the rate of absenteeism)	Gender, socio-economic status, minority or migration background, geographical location, type of education programme followed		
2	Number of young people who have left education and training without completing a programme	Idem		
3	The number of persons who benefitted from the measure (beneficiaries/ participants)	Idem		
4	The share of participants who stayed in education and training (for example 6 months after intervention)	Idem		
5	The share of participants who achieved a qualification	Idem In addition: type of qualification achieved		
6	The share of participants who were in employment (for example 6 months after graduation)	Idem as 5		
7	Participants' satisfaction with support received	Idem as 1		
8	Change in participants' education performance	Idem as 1		
9	Change in participants' attitude/ engagement in education and training	Idem as 1		

10	Change in the number of young people at risk of ELET	Idem as 1		
11	Change in the number of young people who have left education and training without completing a programme	Idem as 1		
12	The number of education and training institutions/ training companies participating	Type of programmes offered, geographical location		
13	The number of teachers/ trainers participating	Idem as 12		
14	Number of action plans implemented	Type of education/ training institution, geographical location		
15	Change in education and training providers/ training companies practices	Idem as 12		
16	Change in teachers' practices	Idem as 12		
17	Other:			
18	Other:			
19	Other:			