Cedefop - World Bank
Knowledge Exchange Seminar on
Early Leaving from Education and Training:
Lessons for Romania

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In 2014

4.4 million young people in Europe, left education and training before completing upper secondary education
The EU definition and its limitations

- Single definition, different phenomena (e.g. when does drop-out happen, lower or upper secondary)
- Dropping out and early leaving
- Capturing where young people drop out from

- Defining ELVET: what are the ideal set of variables to measure ELVET?
National definitions of early leaving differ

- The Eurostat definition is used
- Other national definitions are used
- ELET is not officially defined but other concepts are used
- Not available

Source: Eurydice-Cedefop, 2014
Sources used for production of national data on ELET vary

- ELET data collection based on student register/database
- Surveys/statistics on ELET
- No other data collection than the LFS
- Not available

Source: Eurydice-Cedefop, 2014
What role for VET?

Session 1
Measuring Data analysis

Understanding Factors associated with early leaving

Combating 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**: 837 interviews

- **Quantitative analysis**: Adult Education Survey (AES); Labour Force Survey (LFS); Programme for International Assessment of Adult Competences (PIAAC); national data (FR, NL)
What did we find?

- 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: part of the problem

- Often higher rates of early leaving in VET than in general education
- Rates differ between types of VET (school-based vs. work-based), sectors and professions
VET related factors
Pull and push factors of the labour market

Supply-of-apprenticeships
Low-pay (apprenticeships)
Working-conditions
Working-hours
Selectiveness-of-companies
Image-of-the-profession
Need-money
Monarch-education labour-market-denu
Attraction-of-the-labour-market
Availability-of-unqualified-jobs
Size-of-the-company
Requirements-of-the-profession
Distance-to-job/apprenticeship
Understanding-the-labour-market
Bankruptcy-(apprenticeship)
Fit-with-the-company

VET is part and parcel of the solution

**VET helps prevent EL**

- The majority of those at risk of EL who shift to VET → graduate
- High participation in VET → low drop out rates
- High incidence of apprenticeships → lower rates of early leaving
VET can remedy EL

The majority of drop outs qualify through VET

- Dropped out at ISCED 3 or below and are early leavers
- Dropped out at ISCED 3 or below and achieved ISCED 3 or 4 through VET
- Dropped out at ISCED 3 or below and achieved ISCED 3 or 4 through General Education
- Dropped out at ISCED 3 or below and achieved ISCED 5 or above
Data, data and...more data!

✓ Improve the EU indicator to measure:
  • Orientation of the ISCED 3 qualification attained
  • Experience of dropping out
  • Level and orientation of programme
  • Current status

✓ Improve national data infrastructure:
  • Strengthen coherence and quality of different databases and sub systems

✓ Targeted policy making
  • Feedback to local authorities
  • Simple indicators to understand, interpret and use
  • ‘Real time’ information for timely action
VET empowers people to say... YES to education!

My name is Nicole and I’m in the third year of training as a car body manufacturer.

My name is Martin and I am a trainee accountant.

My name is Darius and I’m in the first year of training as a car mechanic.

My name is Lauren and I study child care at Impacid Training.
Questions for discussion

• How is ELET defined in Romania?
• What are the major challenges encountered to measure ELET at national level?
• What is the role of VET to address ELET?
What role for policy?

Session 2
Strategies for tackling ELET

A comprehensive ELET strategy
- already exists
- is being adopted

Other strategies contributing to reducing ELET exist

No comprehensive strategy

Not available

Source: Eurydice-Cedefop, 2014
Typology of measures addressing ELVET

**Prevention**
- Reforms of VET, initiatives to improve VET availability, quality, attractiveness, relevance
- VET bridging and preparatory programmes, incl. career exploration
- Financial incentives to reduce ELVET
- ELVET resources or expertise for VET schools
- Training of teachers and in-company trainers to deal with ELVET

**Intervention**
- Early warning systems and units
- Professional support: counselling, guidance, mentoring and case management
- Short term time out measures

**Compensation**
- Opening up VET for new groups of learners
- Second chance VET programmes
- Second chance comprehensive reengagement programmes making use of VET programmes
## I. Linking factors to key features of measures

<table>
<thead>
<tr>
<th>Factor leading to ELET</th>
<th>Key features related to this issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-supportive family environment</td>
<td></td>
</tr>
</tbody>
</table>
| ▪ Parental involvement, giving parents the tools to support the education progression and choices of their children  
  ▪ Informing them about the education choices their children face |
| Difficulties related to health, well-being, social issues, poverty, etc. |  |
| ▪ Case-management. Work in parallel on the full range of challenges the person faces  
  ▪ Young person is in contact with one intermediary  
  ▪ Stabilisation of the personal situation of young person |
| Students from migrant or ethnic minority origin being more frequently at risk of ELET |  |
| ▪ Involve parents and inform them about the education system of the country  
  ▪ Desegregate the education system  
  ▪ Make certain pathways that can lead to success attractive to young people with minority background |

Icons made by Freepik from www.flaticon.com
## II. Linking factors to key features of measures

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<thead>
<tr>
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<th>Key features related to this issue</th>
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</thead>
<tbody>
<tr>
<td><strong>Education underachievement</strong></td>
<td>■ Remedial training, tutoring as part of mainstream programmes</td>
</tr>
<tr>
<td></td>
<td>■ Training covering basic skills depending on individual’s needs</td>
</tr>
<tr>
<td></td>
<td>■ Individualised learning plans</td>
</tr>
<tr>
<td></td>
<td>■ Activities aimed at building confidence and motivation</td>
</tr>
<tr>
<td><strong>Students’ inappropriate orientation</strong></td>
<td>■ Youngster-centred development of goals through coaching and mentoring</td>
</tr>
<tr>
<td></td>
<td>■ Tasting of different professionalorientations</td>
</tr>
<tr>
<td><strong>Negative self-perception linked to education failure</strong></td>
<td>■ Motivational and confidence building activities including sport or cultural activities</td>
</tr>
<tr>
<td></td>
<td>■ Engaging students in general and in a concrete profession</td>
</tr>
<tr>
<td><strong>Programme content and organisation</strong></td>
<td>■ Integrating work-based learning and simulations</td>
</tr>
<tr>
<td></td>
<td>■ Organising theoretical and practical learning to enable rapid transfer between the two contexts</td>
</tr>
<tr>
<td></td>
<td>■ Individualised programmes</td>
</tr>
</tbody>
</table>

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### III. Linking factors to key features of measures

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<thead>
<tr>
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</thead>
</table>
| Lack of readiness to work | ■ Develop work-readiness by working on skills: time-management, communication, working in a team  
■ Provide work-based learning and close-to-real simulations as a motivational measure  
■ Cooperate with employers |
| Relationships in the workplace and in the classroom | ■ Accountability for all teachers and trainers to tackle the problem of ELET  
■ School-level action plans to tackle ELET  
■ Support not only the young person but also the apprenticeship company in conflict resolution |
| Attraction of the labour market | ■ Provide young people with a vision of their future beyond the qualification – offer positive role models  
■ Remuneration of apprentices |
Profiles of early leavers vary

<table>
<thead>
<tr>
<th>Profile</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escapist</td>
<td>Frequently absent and not interested in education/training</td>
</tr>
<tr>
<td>Non-conformist</td>
<td>Frequently absent, poor education achievement, negative attitude to school</td>
</tr>
<tr>
<td>Lost in transition</td>
<td>Does not adapt to the requirements and expectations of the new programme</td>
</tr>
<tr>
<td>Resigned</td>
<td>Does not find a suitable place due to lack of required skills</td>
</tr>
<tr>
<td>Obligated</td>
<td>Decides to drop out for economic or family reasons</td>
</tr>
<tr>
<td>Marginalised</td>
<td>Accumulates disadvantage and challenges</td>
</tr>
</tbody>
</table>
Bringing all elements together

<table>
<thead>
<tr>
<th>Type of measure</th>
<th>Key features and their objective</th>
<th>Profiles of young people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventive measures</td>
<td>■ Counselling, coaching and mentoring – setting objectives, developing a plan&lt;br&gt;■ Parents’ engagement – encouraging and raising aspirations;&lt;br&gt;■ Whole school approach – school-level action plan&lt;br&gt;■ Responsibilise teachers and/or provide training or mentoring to teachers</td>
<td>Escapist&lt;br&gt;Non-conformist</td>
</tr>
<tr>
<td>Intervention measures</td>
<td>■ Developing work readiness&lt;br&gt;■ Individualised development and learning plan&lt;br&gt;■ Accompany the young person to develop a career plan/ set objectives&lt;br&gt;■ Flexible programme and educational arrangements&lt;br&gt;■ Work-based learning or close-to-real simulation&lt;br&gt;■ Social and communication skills - everyday routines and social contact&lt;br&gt;■ Remediation support to learners in difficulty</td>
<td>Lost in transition&lt;br&gt;Resigned</td>
</tr>
<tr>
<td>Compensation measures</td>
<td>■ Accompany the young person to develop a career plan/ set objectives&lt;br&gt;■ Developing work readiness&lt;br&gt;■ Work-based learning or close-to-real simulation&lt;br&gt;■ Individualised development and learning plan&lt;br&gt;■ Social and communication skills - everyday routines and social contact&lt;br&gt;■ Training to upgrade basic skills&lt;br&gt;■ Flexible programme and educational arrangements&lt;br&gt;■ Activities aimed at developing self-confidence, motivation, engagement&lt;br&gt;■ Opportunities to transit to training/ apprenticeship&lt;br&gt;■ Case management/ Comprehensive support provided by multidisciplinary staff</td>
<td>Obligated&lt;br&gt;Marginalised</td>
</tr>
</tbody>
</table>
Other critical factors

- Identifying and recruiting learners
- Developing a relationship based on trust and follow-up in the long-term
- Coordinating with other measures and pooling together specialised resources
- Strengthening contacts between education and training providers and companies
- Changing mind set of education and training professionals
- Ensuring sustainable funding that goes beyond projects
<table>
<thead>
<tr>
<th>Target group</th>
<th>Students in the 7\textsuperscript{th}, 8\textsuperscript{th} and 9\textsuperscript{th} year of schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim</td>
<td>To give students an insight into a wide range of professions</td>
</tr>
<tr>
<td>Activities</td>
<td>An in-depth analysis of the learner’s potential (2-3 days, usually conducted in the 7\textsuperscript{th} year).</td>
</tr>
<tr>
<td></td>
<td>Two weeks of workshop days (usually in the 8\textsuperscript{th} year). Students try 3 different vocational areas.</td>
</tr>
<tr>
<td>Results</td>
<td>80 % of students now know which professions they feel are not suitable for them; more than 60% now know which professions are indeed suitable for them</td>
</tr>
</tbody>
</table>
Example 2
Retention Caravan / Retention taskforce (DK) (2008)

Target group
• Pedagogical staff at VET institutions with high ELVET rates amongst students from ethnic minorities

Aim
• Support the retention of VET students from ethnic minorities, through teachers’ skills development

Activities
• Motivation pedagogy: provide VET teachers with tools to develop motivating teaching methods
• Other initiatives: setting up a “retention coordinator” function at VET institutions; developing more contact with parents; etc.

Results
• Positive impact on the retention rate of disadvantaged VET students.
• Encouraged young people from ethnic minorities to choose VET, increased their understanding of career opportunities in VET.
Discussing preventive measures in Romania

Are the following features part of preventive measures in your country?

- Links between VET and other kinds of schools, and opportunities for students to change school type and programme
- Career guidance supports for VET students
- VET schools have a whole school approach (school level action plan) as a written strategy to preventing early school leaving
- Development of an individual learning plan for each VET student
- Opportunities for VET students to engage in a process to identify their skills, talents
- Short career exploration activities for students before choosing a VET programme
- Professionals at school or municipality with a concrete role to engage with parents
- Opportunities for initial and continuous professional development of VET teachers, e.g. on strategies to work with learners at risk of ELET, to deal with bullying, etc.
What measures are in place to provide top-down support to schools participating in the ROSE project, to help them develop a plan to prevent early school leaving?
Example 3
Coaching and mentoring - Association AFEV (FR) (2009-2012)

**Target group**
- VET students from disadvantaged backgrounds at upper-secondary

**Aim**
- to provide long-term individualised support to reduce absenteeism and risk of dropping out due to low academic achievement

**Activities**
- Volunteer university students offer individual support for the whole academic year for 2 hours/week.
- Provide methodological help for studying general courses
- Accompany the learner in its orientation and professional project
- Accompany the learner in its personal development in order to increase its autonomy and mobility

**Results**
- Increased self-confidence; better image of VET; stronger commitment towards their education; broader views of their opportunities and improved knowledge on support services
Discussing intervention measures in Romania

Are the following features part of intervention measures in your country?

• Mediation
  - Mediators between schools and families of marginalised students
  - Employment of mediators from minority groups
  - Training courses to prepare mediators

• Coaching and mentoring
  - Coaching and mentoring schemes for specific target groups of ethnic minorities / disadvantaged learners
  - Case management
  - Development of learning career goals (and personal goals)
Example 4
Lycée Nouvelle Chance, Académie de Lyon (FR)

Target group
• 18-25 year-olds, registered in the PES for young people, who have interrupted at least for one year upper secondary level.

Aim
• Help participants to achieve a vocational qualification at ISCED level 3 (vocational baccalaureate) over a period of 2 years.

Activities
• Provision of vocational training:
  • Typically 2 days per week are spent in enterprises
  • Students’ allowance paid by regional administration or PES
  • Individual monitoring and tutoring
  • Comprehensive support
  • Extra-curricular activities to foster personal development

Results
• No evaluation. Positive effect on attitude towards VET. Positive impact on attendance and commitment of pupils. High share of pupils obtaining a qualification (over 90%). The year after graduation: 44.6% obtained a job and 40.6% continued their education and training.
Discussing compensation measures in Romania

- Is the new 3-year initial vocational education and training strand considered a second chance VET programme? And the two-year long dual learning VET pathway? What are the characteristics of these programmes?

- Accompany the young person to develop a career plan/ set objectives
- Developing work readiness
- Work-based learning or close-to-real simulation
- Individualised development and learning plan
- Social and communication skills - everyday routines and social contact
- Basic skills
- Flexible programme and educational arrangements
- Activities aimed at developing self-confidence, motivation, engagement
- Opportunities to transit to training/ apprenticeship
- Case management/ Comprehensive support provided by multidisciplinary staff
What role for Romania?

Session 3
Questions for discussion
What role for monitoring and evaluation?

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

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Monitoring systems – a tool for practitioners

<table>
<thead>
<tr>
<th>To provide support, practitioners need to know:</th>
<th>The monitoring systems analysed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is at risk of early leaving?</td>
<td>Identify individuals</td>
</tr>
<tr>
<td>Who is an early leaver?</td>
<td>Require practitioners to approach these individuals to offer support</td>
</tr>
<tr>
<td></td>
<td>Are accompanied with other tools that help reengage, re-motivate and possibly re-orient the young person</td>
</tr>
</tbody>
</table>
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
What is being done with the monitoring information?

• 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 have to establish action plans to diminish the number of drop outs
  
  • e.g BE nl, DK, NL
Example – Luxembourg student register

- Student register is held centrally and updated every month
- Register is shared with local action for youth
- As soon as a person appears as early leaver → contact by local action
- Local action: finds out about reasons from dropping out and offers support to reintegrate ET
Example – Belgium Flanders school overview reports

- Every school receives a report produced by the statistical department
- It is based on student register
- Contains statistics on early leavers
- Every school is benchmarked against comparable schools (without naming and shaming)
Evaluation
What is being measured? (based on existing evaluations)

| Most evaluations capture process and outcomes | Fewer measure results and outcomes | Only few assess the relationship between the intervention and results |
What should be measured depends on:

- Theory based intervention logic drives the choice of indicators
- Time frame for the evaluation

**Key points**

<table>
<thead>
<tr>
<th>Don’t</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just measure participation/ outputs</td>
<td>Measure change that can be attributed to the activities</td>
</tr>
<tr>
<td></td>
<td>Measure also longer term outcomes</td>
</tr>
<tr>
<td>Compare with a control group that has very different characteristics</td>
<td>If using control groups make sure to compare alike situations</td>
</tr>
</tbody>
</table>
The importance of intervention logic

Absence of policy/intervention to address ELET -> Presence of factors affecting early leaving -> Young person has higher chances of becoming an early leaver

Policy/intervention to address ELET -> Diminish the factors affecting early leaving -> Young person has lower chances of becoming an early leaver

Direct effect

Less direct effect BUT the expected effect
<table>
<thead>
<tr>
<th>Inputs/ Activities</th>
<th>Outputs (examples - depending on intervention)</th>
<th>Intermediate results</th>
<th>Ultimate results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resources put at the disposal of the intervention</td>
<td>Number of beneficiaries</td>
<td>Defined learning career goals</td>
<td>Better retention of learners in education and training</td>
</tr>
<tr>
<td>Funding (overall resources or funding per activity)</td>
<td>Coaching sessions delivered</td>
<td>Positive attitude to learning and ET</td>
<td>Remedial pathways capture greater share of ELET and lead them to qualification(s)</td>
</tr>
<tr>
<td>Activities implemented (examples - depending on the intervention):</td>
<td>Training sessions delivered</td>
<td>Improved education outcomes</td>
<td></td>
</tr>
<tr>
<td>Individual level</td>
<td>Traineeships implemented</td>
<td>Improved wellbeing</td>
<td>Decrease in the share of early leavers</td>
</tr>
<tr>
<td>Coaching/mentoring sessions</td>
<td>Other support sessions/ activities/ contacts</td>
<td>Social/ economic/ psychological challenges being tackled</td>
<td></td>
</tr>
<tr>
<td>Individualised plans</td>
<td>ET provider level</td>
<td>ET provider level</td>
<td></td>
</tr>
<tr>
<td>Motivational activities</td>
<td>Teachers/ trainers supported</td>
<td>Teachers are better prepared to identify learners at risk and to take preventive actions</td>
<td></td>
</tr>
<tr>
<td>Contacts with parents</td>
<td>Provider level activities implemented</td>
<td>Programmes are reorganised to better respond to learners’ needs</td>
<td></td>
</tr>
<tr>
<td>Case management</td>
<td>Students at risk referred to other support measures</td>
<td>Referral systems from schools to other services are being used</td>
<td></td>
</tr>
<tr>
<td>Remedial training</td>
<td>New pathways</td>
<td>Pathways are being used</td>
<td></td>
</tr>
<tr>
<td>Basic skills training</td>
<td>Systemic adjustments</td>
<td>Resources/ costs per output</td>
<td></td>
</tr>
<tr>
<td>Traineeships</td>
<td>System level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Tasting’ sessions/ discover professions</td>
<td>New pathways implemented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training for work-readiness</td>
<td>Connected services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical/ psychosocial support</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Example – evaluation of the retention caravan DK (I)

**General objectives**

- Increase young people’s motivation for choosing VET (non-Danish background)
- Increase the retention of young people who have started VET (quantitative target of 20% improvement)

**Specific objectives**

- Support VET institutions and the teachers in developing ways to tackle ELVET amongst ethnic minorities
- Engage parents in their children’s education
- Develop tools that could motivate the VET students from ethnic minorities and make them feel welcome and “wanted” at the schools and in the future labour market
<table>
<thead>
<tr>
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<td>ET provider level</td>
<td>ET provider level</td>
<td>Better retention of learners in education and training</td>
</tr>
<tr>
<td>Human resources put at the disposal of the intervention</td>
<td>Teachers/trainers supported</td>
<td>Changes in teachers’ attitude towards and understanding of situation of students from ethnic minorities</td>
<td></td>
</tr>
<tr>
<td>Teacher training</td>
<td>Provider level activities implemented</td>
<td>Changes in teachers’ working methods and teaching practices</td>
<td></td>
</tr>
<tr>
<td>Coaching for VET providers</td>
<td>Coaching/training sessions delivered</td>
<td>Changes in school climate</td>
<td></td>
</tr>
<tr>
<td>School-level action plans</td>
<td>Contacts with parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contacts with parents</td>
<td>Individual level</td>
<td>Individual level</td>
<td></td>
</tr>
<tr>
<td>Number of students involved</td>
<td>Positive attitude to learning and ET</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Better understanding of education options</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Change in development of professional identity</td>
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<td></td>
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<tr>
<td></td>
<td>Change in feeling of belonging in the school</td>
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<td></td>
</tr>
</tbody>
</table>
Example 1
Evaluation of the retention caravan DK (III) – indicators used

Outputs:
• Number of schools taking part in the intervention;
• Number of students involved;
• Number of teachers involved;
• Number of parents involved;
• Number of courses/sessions delivered in schools.

Intermediate results:
• Change in teachers’ understanding of how to work with young people at risk of early leaving (qualitative feedback);
• Change in teachers’ teaching practice/methods (qualitative feedback);
• Change in teachers’ capacity to interact with students from various backgrounds (qualitative feedback);
• The nature of the relationship between teachers and mentors (qualitative feedback);
• Young persons’ development of professional identity (qualitative feedback);
• Change in young persons’ self-confidence

Ultimate results
• Change in retention rate of young people in ET;
• Compared the retention of students with Danish and non-Danish origins.
• Control group of schools that did not take part in the Retention Caravan.
Outputs:

✓ Number of counsellors involved
✓ The number of sessions delivered could have been broken down by type of session
✓ Number and type of materials developed

Intermediate results:

✓ Change in parents’ attitude to and understanding of their children’s’ education pathways
✓ Change in young persons’ feeling of belonging
✓ Change in school climate
✓ Change in young persons’ aspirations
### Example 2
Remedial training and coaching by volunteers - FR (I)

<table>
<thead>
<tr>
<th>General objectives</th>
<th>Specific objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide long-term individualised support to disadvantage VET students in order to reduce absenteeism and risk of dropping out due to low academic achievement</td>
<td>• Providing a methodological help for studying general courses</td>
</tr>
<tr>
<td></td>
<td>• Accompany the learner in his/her orientation and professional project;</td>
</tr>
<tr>
<td></td>
<td>• Accompany the learner in his/her personal development in order to increase autonomy and mobility,</td>
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Example 2
Remedial training and coaching by volunteers - FR (II)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Funding to ensure coordination of volunteers and core activities ensured by the NGO</td>
<td>Number of students involved</td>
<td>Improved education outcomes</td>
<td>Better retention of learners in education and training</td>
</tr>
<tr>
<td>Human resources: Number of volunteers mobilised</td>
<td>Number of contact hours delivered</td>
<td>Improved transversal skills</td>
<td></td>
</tr>
<tr>
<td>Human resources: Number of hours volunteers spend preparing and delivering activities</td>
<td>Number of support activities delivered per type of activity</td>
<td>Improved well-being in school</td>
<td></td>
</tr>
<tr>
<td>Methodologies, training or tools available for volunteers</td>
<td></td>
<td>Defined learning and career goals</td>
<td></td>
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<td></td>
<td></td>
<td>Improved work-readiness</td>
<td></td>
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<td></td>
<td></td>
<td>Improved parents’ engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved levels of absenteeism</td>
<td></td>
</tr>
</tbody>
</table>
Example 2
Remedial training and coaching by volunteers - FR (III)

Intermediary outcomes

- Change in education outcomes in general education subjects (maths, etc.)
- Changing in learning to learn capacity;
- Change in digital competence
- Change in well-being at school (active participation in courses, boredom, understanding what the professor explains, anxiety, attitude towards going to school)
- Change in one’s positive vision of his/her future and understanding of professional possibilities

- Change in parents’ attitudes on training of their children
- Change in students capacity to seek for traineeships and in their work-readiness
- Change in absenteeism
- Change in participation of other places in the town which provide resources for one’s development (libraries, etc.)
- Change in civic attitude
Example 2
Remedial training and coaching by volunteers - FR (IV) – possible additional indicators

Inputs:
• The number of volunteers intervening;
• The number of hours a volunteer invests in the activities;
• The funding AFEV received to organise the activities of volunteers and implement the project.

Outputs:
• Number of hours the volunteer students spent with the beneficiaries;
• The number of activities implemented per type of activity;

Ultimate results:
• Change in completion of education and training
Assessing change and contribution

- Baseline comparisons
- Quasi experimental design – control groups (are they really comparable though?)
- Qualitative methods to understand contribution
What works…and what not?

✓ Systematic and conclusive evaluations of VET policies
✓ Conditions for policy learning and mainstreaming
✓ Emphasise the positive role of VET
  • VET in national strategies addressing ELET
  • VET in EU policy initiatives and thematic working groups
Questions for discussion

• Is there a monitoring system to identify learners at risk or those who dropped out in RO and how is it connected with support measures?

• To what extent are indicators in RO focused on understanding intermediary results (unpack the black box)?

• The Rose project intends to use a control group of schools not receiving grants – are these schools comparable to those receiving the support?