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**DRAFT - CIRCULAR 2022.04****Measuring and monitoring early leaving from initial VET in Europe - Deliv. 3a****Introduction**

Despite important progress in reducing early leaving from VET (ELVET), long-term trends show deterioration of basic skills performance in Europe and worrying signals about well-being of learners and teachers. The Covid-19 crisis has made these challenges more evident and urgent.

Cedefop's team 'VET for youth – Teachers and trainers' coordinated by Irene Psifidou aims to collect new evidence from Cedefop's network ReferNet on four main aspects:

1. Whether countries collect specific data on early leaving from VET (ELVET) to inform policy making and the characteristics of such data
2. The national /regional /institutional initiatives and mechanisms to detect early those learners at risk of dropping out and early leaving (those who have already left prematurely)
3. The main factors leading to early leaving from initial VET
4. Possible effects of Covid-19 on the learning process in initial VET

Findings of this survey will feed into Cedefop's project on [Tackling early leaving from VET](#) and will support MS and the Commission in the implementation of the Commission proposal for a Council recommendation on Pathways to School Success.

Evidence collected will be published as a short synthesis report in 2023 and will enrich the resources of Cedefop's two VET toolkits (a) [for tackling early leaving](#) and (b) [for empowering young NEETs](#).

**Motivation for launching the survey**

The EU indicator on ELET provides a common measurement of the phenomenon but also hides a great variety of situations. The indicator does not enable to differentiate between: (a) people who left education at lower secondary level; (b) people who left during the transition from lower secondary to upper secondary education; (c) those who completed short qualifications at ISCED 3c; (d) those who completed the training but did not succeed in passing the examinations. Nor does the indicator allow to identify the share of early leavers who drop out from vocational pathways as opposed to general education.

According to Cedefop 2016 study findings, this limits the usefulness of the indicator as basis for decision- and policymaking in VET, especially at country level. It does not enable policymakers to identify in which parts of the education system the problem of early leaving from VET (ELVET) is most prevalent and to develop targeted actions. Some countries address

this gap by having different national monitoring systems; others do not yet have such data and only use the EU indicator to measure the rate of early leaving.

Therefore, in the current survey, we wish to know, among other, if and up to what extent data on early leaving from VET (ELVET) is collected at national and/or regional levels.

The survey is composed by the questionnaire available below (its final version will be in an excel file allowing you to fill in and chose responses) and another excel file we enclose where we provide you with a table to fill in with national data (if available).

## Timetable

- The draft survey (questionnaire) will be presented and discussed with ReferNet members in the partnership meeting on 5 April 2022
- The final survey (questionnaire) will be made available **as an excel file** to ReferNet **by the end of April**.
- **ReferNet is invited to submit the completed questionnaire** in the excel file **by 12 September 2022**
- Between September-November, Cedefop will follow up with ReferNet members or with national statistical offices for any clarifications may be needed. Daniel Scheuregger, Cedefop expert will be in charge of this activity and be in contact with you.
- Cedefop will analyse all inputs and produce a short synthesis report by early 2023.

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## Questionnaire

LINE-ID	Question	Answer
Inid00	Please enter name of your country	<country>
Inid01	<b><u>SECTION 1. INFORMATION ON DATA COLLECTIONS</u></b> <i>Please provide the <b>definition of early leaving from VET</b> that applies in your country</i>	Freetext
Inid02	<b>Are there any data collections on ELVET in your country?</b>	<b>Yes/No/No Information</b>
Inid03	If no data on ELVET are available: Are there <b>plans</b> to implement statistics on ELVET in the future?	<ul style="list-style-type: none"> <li>• No, there are no plans.</li> <li>• Yes, a regular (e.g. yearly) data collection is planned</li> <li>• Yes, data collection on ELVET is planned as a one-time project</li> </ul>
Inid04	If data on ELVET exist: Are the data collected on a <b>regional</b> level, <b>national</b> level or both?	<ul style="list-style-type: none"> <li>• <b>Regional level only</b></li> <li>• <b>National level only</b></li> <li>• <b>Both regional and national level</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>No information</b></li> </ul>
Inid05	If data on ELVET exist: Are the data on ELVET collected on a <b>regular basis</b> (e.g. yearly or biannually)?	<b>Yes / No / No information</b>
Inid06	If data on ELVET exist: can the data be disaggregated by <b>gender</b> ?	<b>Yes / No / No information</b>
Inid07	If data on ELVET exist: can the data be disaggregated by <b>citizenship</b> ?	<b>Yes / No / No information</b>
Inid08	If data on ELVET exist: can the data be disaggregated by <b>employment Status</b> ?	<b>Yes / No / No information</b>
Inid09	If data on ELVET exist: can the data be combined with <b>the total number of persons aged 15-24 years</b> ?	<b>Yes / No / No information</b>
Inid10	<b><u>SECTION 2. MONITORING EARLY LEAVERS:</u></b> <b>With the following questions, we wish to know the process and mechanisms in your country to monitor <u>early leavers from VET.</u></b>	
Inid11	A centralised system that gathers nominal information on early leavers is available. This system includes mechanisms to ensure that a majority of VET providers flag early leavers in a timely manner.	<b>Yes / No / No information</b>

Inid12	Local services or coordinated services responsible for getting in touch with early leavers and referring them to relevant measures are available throughout the country or in some regions.	<ul style="list-style-type: none"> <li>• <b>Regional level only</b></li> <li>• <b>National level only</b></li> <li>• <b>Both regional and national level</b></li> <li>• <b>No information</b></li> </ul>
Inid13	<b><u>SECTION 3. IDENTIFICATION OF LEARNERS AT RISK</u></b> <b>With the following statements, we wish to know about processes and mechanism in your country to identify learners at risk who are still in VET.</b>	
Inid14	<b>VET institutions have in place early warning system</b> to detect the early signs of learners at risk of early leaving.	<b>Yes / No / No information</b>
Inid15	<b>VET teachers and trainers in schools, professional development in identifying distress signals from VET-learners</b> is available.	<b>Yes / No / No information</b>
Inid16	<b>In-company trainers</b> have access to <b>professional development in identifying distress signals from VET-learners in work-based learning?</b>	<b>Yes / No / No information</b>
Inid17	VET institutions have <b>arrangements to make up for lost learning</b> as alternative to suspension from school in case of habitual absenteeism.	<b>Yes / No / No information</b>
Inid18	VET institutions offer <b>career guidance to learners</b> (including counselling or mentoring).	<b>Yes / No / No information</b>

Inid19	A <b>multidisciplinary support team</b> (e.g. social workers, health professionals, family support workers, youth workers, outreach care workers) is available for at-risk VET-learners in <b>a majority of VET providers</b> . This can include VET school staff and/or other professionals through cooperation with relevant external services.	<b>Yes / No / No information</b>
Inid20	<b><u>SECTION 4. FACTORS LEADING TO ELVET</u></b>	
Inid21	Does your country collect <b>information on the factors</b> leading to early leaving from VET?	<b>Yes / No / No information</b>
Inid22	The following questions only if YES in “ <i>Does your country collect information on the factors leading to early leaving from VET?</i> ”	
Inid23	If yes, at what <b>level</b> is this information collected?	<ul style="list-style-type: none"> <li>• <b>Regional level only</b></li> <li>• <b>National level only</b></li> <li>• <b>Both regional and national level</b></li> <li>• <b>No information</b></li> </ul>
Inid24	Please indicate <b>how often</b> the following reasons play a role for dropping out of VET-learners in your country:	
Inid25	VET-learners drop out of VET due to <b>systemic/structural reasons</b> (e.g. low permeability of the education system; early differentiation and track selection).	<b>always or often /sometimes/rarely or never/ No information</b>
Inid26	VET-learners drop out of VET due to low overall <b>education achievement and attendance</b> .	<b>always or often /sometimes/rarely or never/ No information</b>
Inid27	VET-learners drop out of VET due to lack of or <b>insufficient guidance</b> to support learners’ choices.	<b>always or often /sometimes/rarely or never/ No information</b>

Inid28	VET-learners drop out of VET due to negative <b>self-perception and self-esteem</b> (e.g. linked to learning ability).	<b>always or often /sometimes/rarely or never/ No information</b>
Inid29	VET-learners drop out of VET due to inappropriate / unattractive <b>programme content and organisation</b> (e.g. theoretical content not linked to practical training in the vocational context).	<b>always or often /sometimes/rarely or never/ No information</b>
Inid30	VET-learners drop out of VET due to inappropriate / unattractive <b>teaching methods</b> .	<b>always or often /sometimes/rarely or never/ No information</b>
Inid31	VET-learners drop out of VET due <b>to lack of apprenticeship placements</b> or other in-company training.	<b>always or often /sometimes/rarely or never/ No information</b>
Inid32	VET-learners drop out of VET due to <b>lack of family engagement and support</b> .	<b>always or often /sometimes/rarely or never/ No information</b>
Inid33	VET-learners drop out of VET due <b>to health and well-being issues</b> .	<b>always or often /sometimes/rarely or never/ No information</b>
Inid34	VET-learners drop out of VET due to <b>gender</b> (e.g. male tend to drop out more often for finding employment).	<b>always or often /sometimes/rarely or never/ No information</b>
Inid35	VET-learners drop out of VET due to <b>migrant or ethnic minority background</b> (e.g. migrants have difficulties with language of instruction).	<b>always or often /sometimes/rarely or never/ No information</b>
Inid36	VET-learners drop out of VET due to <b>poor employment outcomes</b> of VET graduates due to unattractiveness of the labour market (e.g. VET qualifications lead to low-paid jobs).	<b>always or often /sometimes/rarely or never/ No information</b>

Inid37	VET-learners drop out of VET due to <b>unsatisfactory working conditions during their work-based learning.</b>	<b>always or often /sometimes/rarely or never/ No information</b>
Inid38	VET-learners drop out of VET during their work-based learning due to <b>no work readiness</b> (e.g. dysfunctional working relationships in the workplace).	<b>always or often /sometimes/rarely or never/ No information</b>
Inid39	Please specify <b>other frequent reasons</b> not mentioned above for dropping out of VET (free text).	<b>&lt;freetext&gt;</b>
Inid40	<b><u>SECTION 5. THE EFFECTS OF COVID 19 ON THE LEARNING PROCESS</u></b>	
Inid41	For how long <b>VET institutions</b> were <b>closed</b> altogether due to the Covid pandemic?	<ul style="list-style-type: none"> <li>• <b>less than 1 month</b></li> <li>• <b>1 month up to less than 3</b></li> <li>• <b>3 up to 6 months</b></li> <li>• <b>More than 6 months</b></li> <li>• <b>No information</b></li> </ul>
Inid42	For how long <b>companies</b> providing work-based learning were <b>closed</b> altogether due to lock down?	<ul style="list-style-type: none"> <li>• <b>less than 1 month</b></li> <li>• <b>1 month up to less than 3</b></li> <li>• <b>3 up to 6 months</b></li> <li>• <b>More than 6 months</b></li> <li>• <b>No information</b></li> </ul>
Inid43	VET institutions offered <b>online courses</b> during lockdown.	<b>Yes / No / No information</b>

Inid44	VET institutions <b>monitored participation</b> of learners in <b>online courses</b> .	Yes / No / No information
Inid58	<b>Companies offering work-based learning monitor participation</b> of VET-learners in online sessions.	Yes / No / No information
Inid45	If participation of learners in online courses was monitored, what was the <b>percentage of VET-learners</b> in your country who <b>disconnected from the learning process</b> (did not attend online courses) during school and company closures?	<ul style="list-style-type: none"> <li>• less than 10%</li> <li>• 10% up to less than 25%</li> <li>• 25% to 50%</li> <li>• More than 50%</li> <li>• No information</li> </ul>
Inid46	<b>SECTION 6: SUPPORT IN DISTANCE LEARNING AND TEACHING</b>	
Inid47	<b>6.1. Support to learners in school-based learning during school closures</b>	
Inid48	VET institutions offered <b>psychological and mental health support</b> to VET learners in school-based learning (this means all: school-based or work-based).	Yes / No / No information
Inid49	VET institutions offered VET-learners in school-based learning training on <b>digital skills and competences</b> to facilitate their participation to distance learning.	Yes / No / No information
Inid50	VET-learners in school-based learning received <b>free internet connection and necessary equipment</b> to facilitate access to online learning.	Yes / No / No information
Inid51	<b>Online learning material</b> is <b>translated</b> for ethnic minorities and refugees.	Yes / No / No information

Inid52	<b>School-based learning</b> programme is adapted to distance learning (e.g. practical elements of school-based learning taught through simulations).	<b>Yes / No / No information</b>
Inid53	Are there any <b>other support measures for learners in school-based learning</b> during school closures? Please enter free text.	<freetext>
Inid54	<b>6.2. Support to learners in work-based learning during company closures</b>	
Inid55	Companies providing work-based learning received <b>free internet connection and necessary equipment</b> to facilitate access to online learning.	<b>Yes / No / No information</b>
Inid56	Companies providing work-based learning offered VET-learners training on <b>digital skills and competences</b> to facilitate their participation to distance learning.	<b>Yes / No / No information</b>
Inid57	Companies providing work-based learning offered <b>psychological and mental health support</b> to VET learners (this means all: school-based or work-based).	<b>Yes / No / No information</b>
Inid59	<b>Online material and guidelines for learners in work-based learning</b> are commonly <b>translated</b> into different languages spoken by ethnic minorities and refugees.	<b>Yes / No / No information</b>
Inid60	<b>Learning programmes for learners in work-based learning</b> are commonly <b>adapted to distance learning</b> (e.g practical elements taught through simulations or hands on converted to theoretical courses).	<b>Yes / No / No information</b>

Inid61	Are there any <b>other support measures</b> for learners in work-based learning during companies' closure? Please enter free text.	<freetext>
Inid62	<b>6.3. Support to VET teachers &amp; trainers during lock down</b>	
Inid63	VET teachers and trainers received access to <b>free equipment and internet connection</b> required to offer distance learning during school closures.	<b>Yes / No / No information</b>
Inid64	VET teachers and trainers are <b>trained to use digital tools and platforms</b> , and to create <b>digital teaching content</b> .	<b>Yes / No / No information</b>
Inid65	VET teachers and trainers are well informed on <b>privacy issues, copyright and data protection to implement distance learning</b> .	<b>Yes / No / No information</b>
Inid66	VET teachers and trainers have access to <b>psychological and mental health</b> support during the pandemic.	<b>Yes / No / No information</b>
Inid67	<b>6.4. Support to schools and principals during lock down</b>	
Inid68	School principals in VET receive <b>guidelines</b> by responsible authorities on how to implement distance learning for learners.	<b>Yes / No / No information</b>
Inid69	Schools receive <b>financial support</b> to implement distance learning for learners (produce online material, purchase equipment etc.).	<b>Yes / No / No information</b>

Inid70	Schools receive <b>free provision of internet and necessary equipment</b> to implement distance learning for learners.	<b>Yes / No / No information</b>
Inid71	Schools receive <b>financial support and necessary equipment</b> to provide teachers and trainers in schools with training on digital skills and tools.	<b>Yes / No / No information</b>
Inid72	<b>6.5 Support to companies offering work-based learning during lock down</b>	
Inid73	Company managers receive <b>guidelines</b> by responsible authorities on how to implement distance learning for learners in work-based learning.	<b>Yes / No / No information</b>
Inid74	Companies receive <b>financial support to implement distance learning</b> for learners in work-based learning (produce online material, purchase equipment etc.).	<b>Yes / No / No information</b>
Inid75	Companies receive <b>financial support and necessary equipment to train in-company trainers</b> on digital skills and tools.	<b>Yes / No / No information</b>
Inid76	<b>Learners in paid</b> work-based learning receive <b>financial support</b> during company closures.	<b>Yes / No / No information</b>