



# Preventing early leaving from VET: the European pledge by 2030



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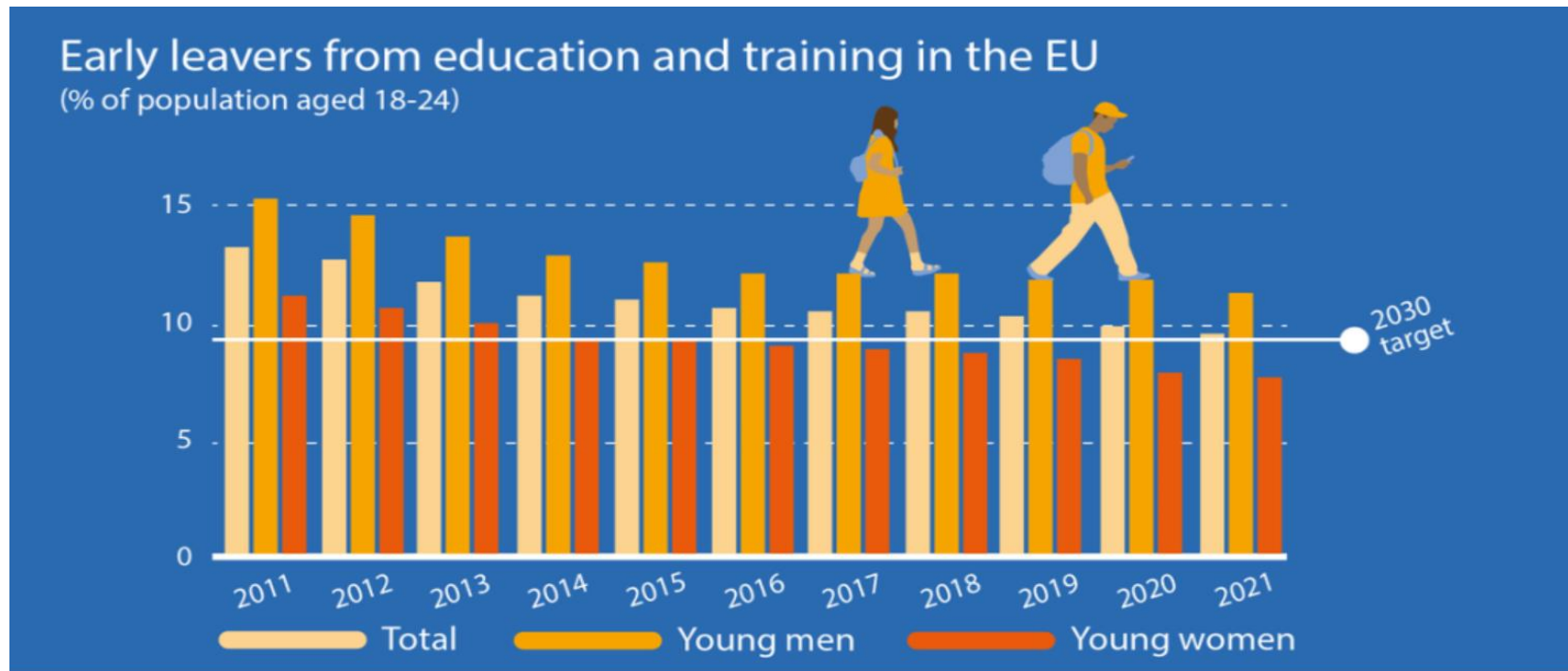
**Orianta4YEL Final Conference**  
27 May 2022





# One out of ten young people are early school leavers

**As of 2021, early leavers represent 9.9% of young people in the EU and only 84.3% have completed upper secondary education**



# Achievements and new challenges

- One of the most successful EU targets
  - Significant decrease of ELET rates: from 13.4% in 2011 to 9.9% in 2021
- **BUT** rates vary greatly between and within countries
- People with migrant background, young men and those living in rural areas still at greater risk
- Rates of drop out may increase due to:
  - **Extended school closures: Covid-19**
  - **The outbreak of war in Ukraine: refugees**



Assessment of the implementation of the 2011 Council Recommendation on policies to reduce early school leaving

# Tackling early leaving on EU policy focus

- A key strategic target of the European cooperation in E&T
  - New strategic objective **by 2030** to reduce ELET rates **to less than 9%**
  - Forthcoming Council Recommendation on **Pathways to school success**





# Achieving a European Education Area by 2025



2

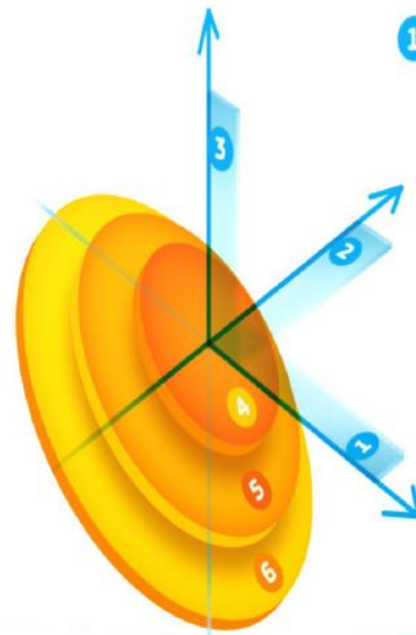


Inclusion and gender equality

Pathways to school success



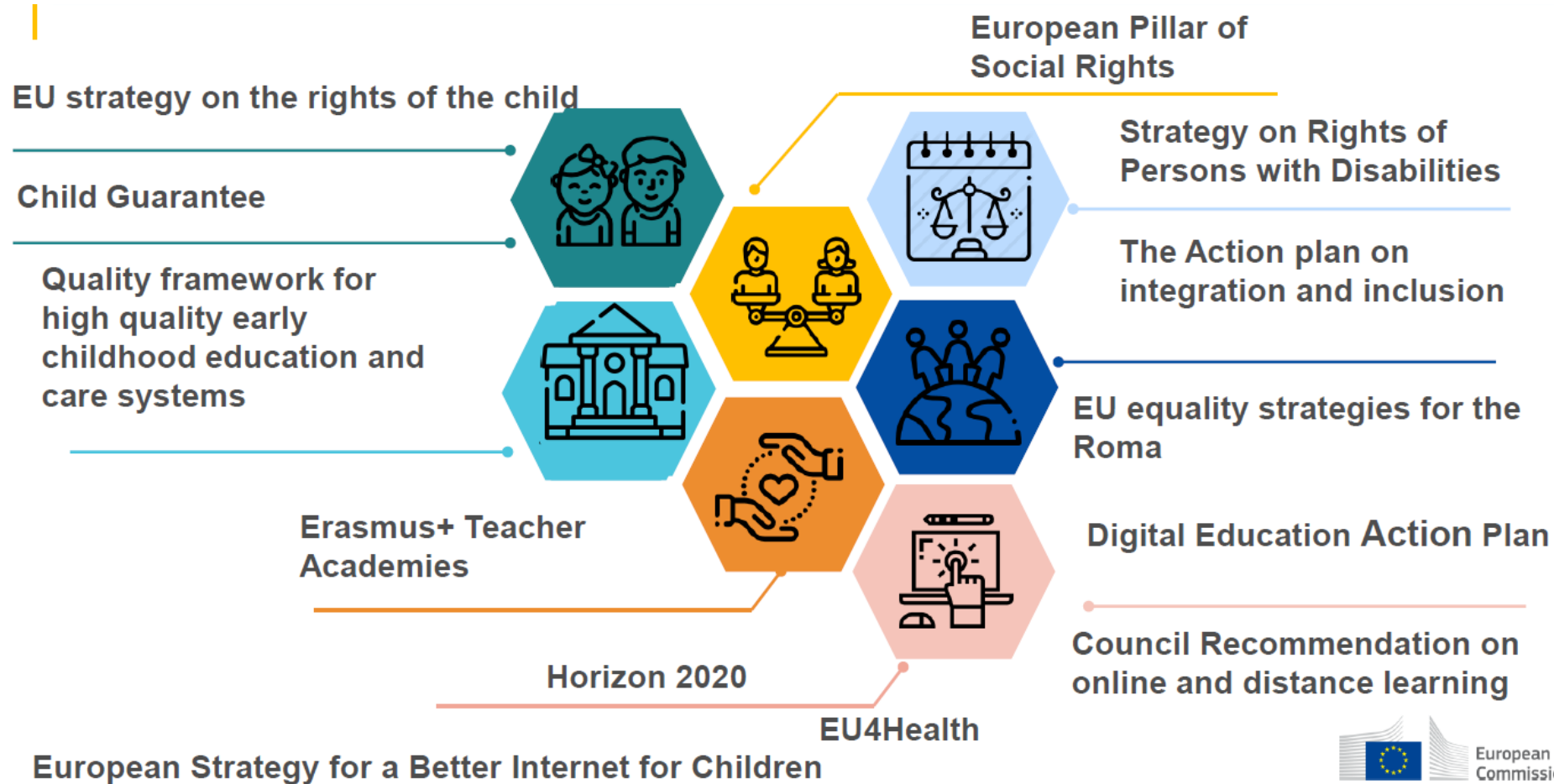
Expert Group on wellbeing and mental health



- 1 Quality in education and training
- 2 Inclusion and gender equality
- 3 Green and digital transitions
- 4 Teachers and trainers
- 5 Higher education
- 6 Geopolitical dimension

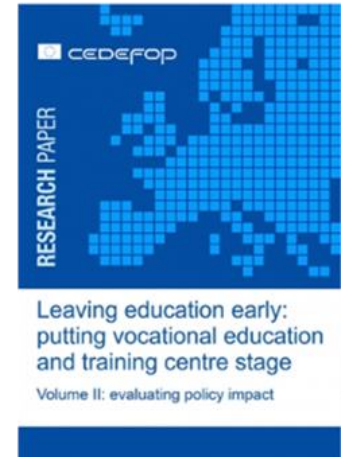
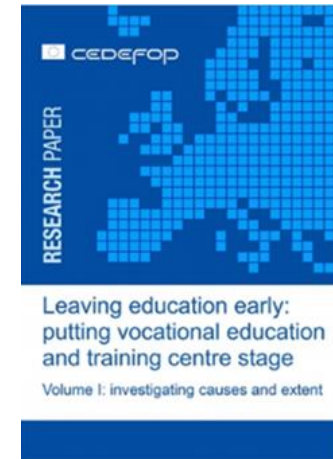


# Synergies with other EU policy initiatives



# Cedefop contribution

- ① Conducting research to support evidence-based policymaking and the implementation of ET2030
- ① Supporting EU high level thematic working groups
- ① Promoting peer learning through policy learning fora and other events
- ① Developing online – interactive tools to support policy-makers and VET practitioners



**VET** toolkit  
for tackling **early leaving**



## Cedefop ongoing research

- ✓ Professional development of VET teachers and trainers
- ✓ Cedefop's feasibility study for surveying initial VET
- ✓ Measuring and monitoring early leaving from VET
- ✓ The impact of Covid-19 on drop out rates
- ✓ The integration of Ukrainian refugee learners in VET

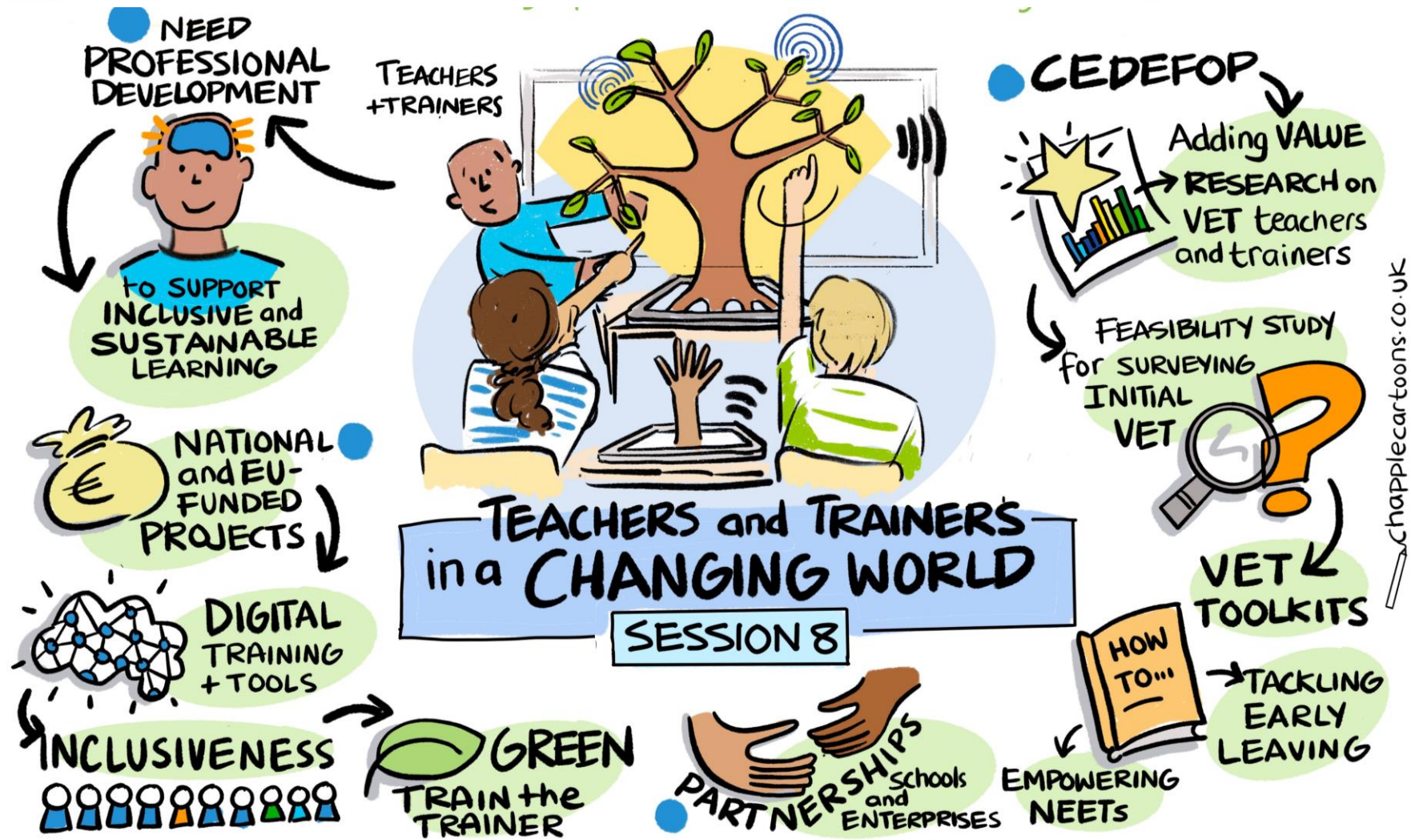


ReferNet thematic perspectives  
Teachers and Trainers in a changing world





# New survey of VET teachers and trainers





# Cedefop's feasibility study 2021-2022

## TEST

possibility of surveying  
all populations of interest



## TEST

cost effectiveness



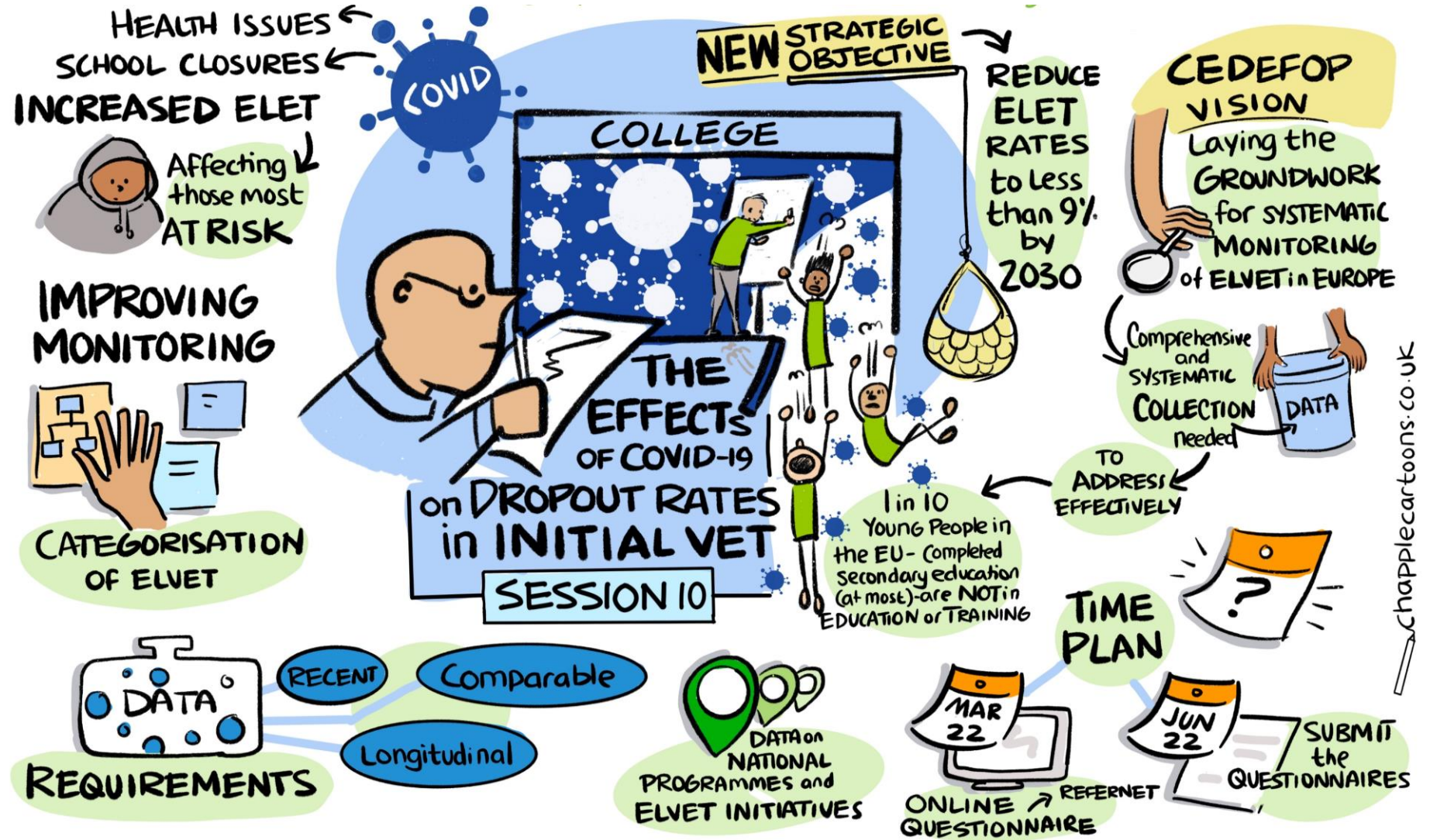
## TEST

if data provide coherent  
information across  
countries





# New survey to monitor and measure ELVET





## Mobilising VET in times of crises

- Research on the needs of **refugee learners** and how can VET meet their demands
- Empower **VET teachers and trainers** to support refugee students
- Provide **tools and good practices** to facilitate refugee learners' integration



A close-up photograph of a person's hand with the index finger pointing towards the right, resting on the surface of a laptop. The background is blurred, showing the laptop's keyboard and screen.

# Cedefop tools

## VET toolkit for tackling early leaving

[www.cedefop.europa.eu/TEL-toolkit](http://www.cedefop.europa.eu/TEL-toolkit)

## VET toolkit for empowering NEETs

<https://www.cedefop.europa.eu/en/tools/neets>

BROWSE BY

## Type of approach

**7**  
Profiles at risk

**10**  
Protective factors

**17**  
Intervention approaches

BROWSE BY

## Type of resource

**5**  
Activities  
how to use the toolkit

**49**  
Tools

**9**  
Quick wins

**55**  
Good practices

**34**  
Statistics and data

**89**  
Publications

WAYS TO

## Take part

Reflection and evaluation tools

Submit your good practices and tools

Become an ambassador tackling early leaving from VET





# What is innovative about the toolkit?

**1st online resource of its kind**



**Evidence based**

supported by comparative research and analytical work

**Highly interactive**

using the online tools, you get instant results



**Plethora of resources**

Good practices - Quick wins - Intervention approaches -  
Protective factors – Tools - Data and Statistics - Publications



## Five years on from its launch...



**275+** resources from **33** European countries



Presented in more than **70** events

More than **80** ambassadors from **24** countries







# Identify and prevent



## Risk of early leaving



Learners at risk of early leaving

Early leavers



Learners escaping the system



Learners confronting the system



Learners disengaging due to difficulties adapting after transition



Learners disengaging because they cannot find a placement



Young people who left education and training because of caring, parenting or working obligations



Young people who left education and training and combine multiple disadvantage, possibly facing health and psycho-social issues



Young people not in employment, education or training (NEETs)



# Successful intervention approaches



Prevention



Intervention



Compensation



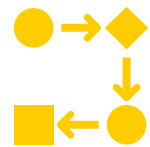


# The role of guidance in preventing ELVET

Guidance and counselling may assist **learners** in:



informed decision-making preventing drop out



managing their transitions within E&T pathways or from education to employment

and **early leavers** in:



returning and qualifying in upper secondary education



### Building motivation to learn

Show related protective factors ▾



### Community involvement

Show related protective factors ▾



### Comprehensive support to tackle complex needs

Show related protective factors ▾



### Counselling to address barriers to learning

Show related protective factors ▾



### Developing employability skills

Show related protective factors ▾



### Digital inclusion

Show related protective factors ▾



### Flexible education and training systems

Show related protective factors ▾



### Guidance: supporting youth to manage their careers

Show related protective factors ▾



### Identification of learners at risk of early leaving



### Improving VET image and attractiveness

Show related protective factors ▾



### Inclusive work-based learning environments

Show related protective factors ▾



### Monitoring early leavers



### One-to-one support through coaching or mentoring

Show related protective factors ▾



### Practical application of theoretical courses

Show related protective factors ▾



### Second chance measures

Show related protective factors ▾



### Tailored learning pathways

Show related protective factors ▾



### Validation of non-formal and informal learning



### Work-based learning and simulations

Show related protective factors ▾



# Interventions involving guidance and counselling





# Evaluation tools

1

Decide what to monitor and evaluate



2

Choose relevant indicators



3

Assess whether programme or policy makes a difference



4

Decide if programme or policy is good enough.



## Check our tools:



Evaluation plan for policy makers



Evaluation plan for learning providers



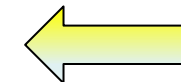
Reflection tool for policy makers



Reflection tool for VET providers



Reflection and evaluation tools





# Reflection Tool for VET providers

Is the approach to tackling early leaving from VET in your institution comprehensive? Check here!

Log in and start

Register

Continue without registration



What it offers



Who is it for



How to use it

This tool is intended to help Vocational Education and Training (VET) providers to reflect about their actions to tackle early leaving, and provide a method for the development of an action plan to improve them.

You will be asked to reflect on the trends and features of early leaving in your institution, and analyse the approach taken to tackle early leaving in six areas:

- institutional strategy,
- actors,





# VET: a life jacket for young people at risk



BRIEFING NOTE

## VOCATIONAL EDUCATION AND TRAINING AS A LIFE JACKET

### Cedefop's work on VET supporting social inclusion of young NEETs

Young people not in employment, education or training (NEETs) are absent both from the labour market and the education sector, thus facing a high risk of professional, digital and social exclusion. Analyses of the impact of the COVID-19 pandemic show that, in spite of EU countries' bold response to this crisis protecting jobs, businesses and livelihoods, yet again, young people were hardest hit by its effects. This is why young NEETs have continued to be a top policy priority at national and EU levels.

The concept of NEETs as an individual risk group (e.g. compared to early leavers from education or long-term unemployed adults) emerged in the aftermath of the 2008 financial crisis, which had a devastating effect on young people's employment in the EU. The concept has allowed policy-makers and practitioners to tackle the effects of progressive marginalisation and prolonged inactivity of young people in a more targeted way.

#### YOUNG NEETs: WHO ARE THEY?

In the EU, young people with no or low qualifications are, on average, three times more likely to be NEETs than those with tertiary education; and twice as likely as those with secondary education. Other factors also play a role: living in a household with low income, being raised by a single parent, living in a rural area, being born in a country outside the EU, or having a disability. Young NEETs often suffer from poverty, social exclusion, insecurity, or health problems (1).

Beyond personal circumstances, labour market failures and mismatches often disproportionately affect young people. The results of a 2020 large-scale research project in Greece, funded by the European Economic Area, illustrate the dire employment situation of young Greeks: 16.9% were unemployed and actively looking

for a job, compared to 6.3% of their peers in the EU as a whole (2). The large number of young unemployed in Greece includes many well-qualified young people. Perceiving vocational education and training (VET) as a potential route to a job, many of them are willing to attend a training programme, provided it will help them (re)enter the labour market.

#### VET TO EMPOWER YOUNG PEOPLE

In line with the principles of the European Pillar of Social Rights, VET, offering young people practical opportunities to obtain skills and acquire a qualification, is a powerful shield against marginalisation. According to the 2021 Council Resolution on a European education area by 2030, we are witnessing an increase in labour market needs for a different mix of skills and qualifications.

Being closely tied to the labour market, VET can react swiftly to skill needs as they emerge. For example, to keep pace with the digitalisation of the European economy, VET is incorporating a range of digital skills, responding both to occupation-specific and transversal skill needs. It is also central to policies supporting young NEETs, such as outreach, personalised guidance, and assessment and validation of their existing formal and informal skills. It is the role of policy-makers to ensure VET's labour market relevance and so help unlock its inclusive potential. VET programmes, with their practical component, can help young people acquire entrepreneurship skills and ease their transition to work. Ultimately, they can provide young people with skills harnessing their employability and fostering their inclusion in society.

(1) Broken down by gender, this corresponds to 14.6% of men and 17.4% of women aged 20-34 in Greece, compared to 6.8% of men and 5.9% of women of that age for the EU as a whole.

## Distance from participation in employment, education and training



### SEEKING WORK AND/OR EDUCATION OR TRAINING



Re-entrants



NEETs in recent search



NEETs in long-term search

### NOT SEEKING WORK AND/OR EDUCATION OR TRAINING



Unavailable due to family responsibilities



Unavailable due to illness or disability



Discouraged and disengaged young people



# VET toolkit for empowering NEETs

Source of support to young people not in employment, education or training

Introduction

Identify

Intervene

Evaluate

Resources

Advanced search

About the toolkit

Contact us



**BLOG HIGHLIGHTS**

27 APR 2021

## What is the VET Toolkit for empowering NEETs?

This Europe-wide toolkit is inspired by successful VET practices and aims at helping policy makers, practitioners, and providers of support to young people not in employment, education, or training (NEETs) to design policies and implement practices that will better address the needs of NEETs, helping them to reintegrate into education or training and the labour market.

[VIEW ALL](#)

BROWSE BY

### Type of approach

**6**  
Profiles at risk

**7**  
Intervention approaches

**8**  
Risk factors

BROWSE BY

### Type of resource

**2**  
Tools

**1**  
Statistics and data

**37**  
Publications

**10**  
Good practices

WAYS TO

### Take part

Evaluation plan for policy makers

Evaluation plan for learning providers

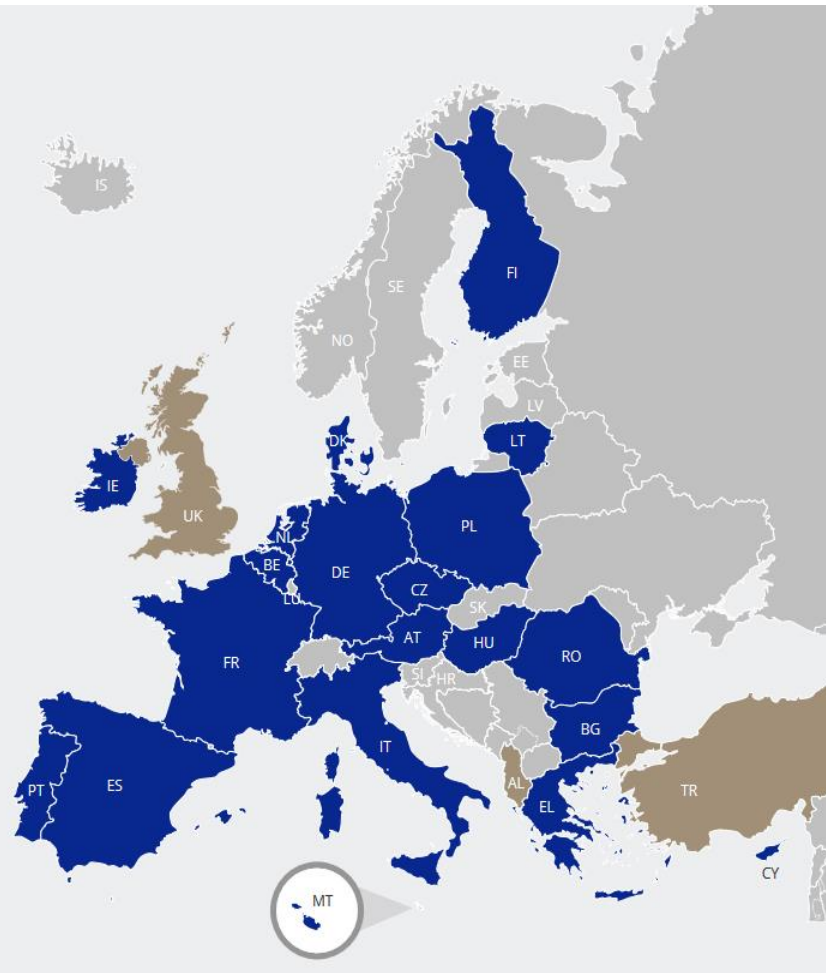
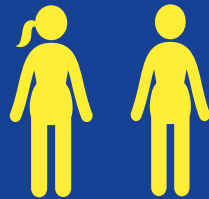
Become an ambassador tackling early leaving from VET





# Cedefop's Community of Ambassadors

Policy makers,  
learning providers, experts and  
other key stakeholders **involved**  
**in tackling early leaving from**  
**VET** at national, regional or local  
level in Europe



**BECOME AN**  
**AMBASSADOR**

# VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers



Home



Identify



Intervene



Evaluate



Resources



Ambassadors



Advanced search



About the toolkit



Contact the team

## Become an ambassador

get to know other  
AMBASSADORS IN EUROPE



Title *	Name *
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Surname *	Email *
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What is your job title? *	
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My Institution is *	
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VET toolkit for  
tackling early  
leaving



VET toolkit for  
empowering  
NEETs



# Thank you

[www.cedefop.europa.eu](http://www.cedefop.europa.eu)

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of Vocational Training