



Cedefop resources and tools Supporting implementation of upskilling pathways

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Cedefop resources and tools

Supporting implementation of upskilling pathways



**VET Toolkit for
tackling early leaving**



**European database on
validation of non-formal and
informal learning**



**Database on
Financing adult learning**



**Resources for
guidance**



**European database on
Apprenticeship schemes**



**Cedefop networks &
Communities of practice**

VET toolkit for tackling early leaving

Preventing low skills through lifelong learning

VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

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Identify



Intervene



Evaluate



Resources



Ambassadors



Advanced search



About the toolkit



Contact the team



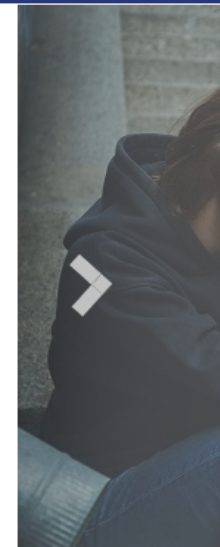
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16/05/2019 | BLOG HIGHLIGHTS

What is the VET toolkit for tackling early leaving?

A Europe-wide toolkit inspired by successful VET practices in helping young people to attain at least an upper secondary qualification.

The toolkit provides practical guidance, tips, good practices and tools drawn from VET to feed into activities and policies ... (read more)




VET toolkit for tackling early leaving

Preventing low skills through lifelong learning

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Type of approach



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Profiles at risk



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Become an
ambassador

UPDATES

NEWS



31/05/2019
Cedefop presents updated VET toolkit for tackling early leaving

EVENT



23/05/2019
Developing coherent approaches to upskilling pathways for low-skilled adults

PUBLICATION



15/03/2019
Briefing note - Preventing low skills through lifelong learning

NEWS



05/03/2019
Cedefop forum to explore community lifelong learning centres' role

EVENT



29/05/2019
Policy forum: what role for community lifelong learning centres?

EVENT



19/07/2018
European Economic and Social Committee Public hearing 'Addressing early school leaving amongst the Roma: the current situation and

How to identify learners at risk and early leavers?

VET toolkit for tackling early leaving
Source of support for policy makers and education and training providers

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Identify

Timely identification enables early interventions and better results.

It is important to detect students at risk of early leaving as soon as possible. There should also be mechanisms to identify young people who leave education and training in a timely manner to increase their chances of reengaging.

- [How to implement or improve early warning systems to identify those at risk](#)
- [How to develop systems to identify and monitor early leavers at national, regional or local level](#)

The information in this section is based on findings from the Cedefop study 'Leaving education early: putting vocational education and training (VET) centre stage', would you like to know more about the study? [Go to About the toolkit >](#)

Risk of early leaving

Learners at risk of early leaving

- Learners escaping the system
- Learners confronting the system
- Learners disengaging due to difficulties adapting after transition
- Learners disengaging because they cannot find a placement

Early leavers

- 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

Designing tailored policies to individual needs

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Identify

Timely identification enables early interventions and better results. It is important to detect students at risk of early leaving as soon as possible. There should also be mechanisms to identify young people who leave education and training in a timely manner to increase their chances of reengaging.

Risk of early leaving

Prevention



Learners escaping the system



Learners confronting the system



Learners disengaging due to difficulties adapting after transition



Learners disengaging because they cannot find a placement

Monitoring



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 psychosocial issues

Learners disengaging due to difficulties adapting after transition

Ana finished lower secondary school a few months ago. She struggled to finish the programme and one of the teachers suggested that she might be better suited for a vocational programme in upper secondary, rather than the mainstream programme. As she is interested in artistic expression, she decided to enroll in a photography programme. She now realises that this programme requires a high level of technical knowledge and feels that she does not have the necessary skills to succeed. Her self-esteem is low and she is frequently absent from classes.

For some students, there is a mismatch between their expectations and the actual requirements of a programme. They struggle to follow the classes and often feel frustrated. They may not receive support from their parents, or might feel uncomfortable with their peers.

Related intervention approaches

Comprehensive support to tackle complex needs



Providing professional counselling to address barriers to learning



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Intervention approach

PDF version



Comprehensive support to tackle complex needs

Reading time 4 minutes

Tags: Evaluation available for consultation

Problem statement

Addressed problem: Complex needs and challenges facing young people

Often, education is only one of the challenges in young people's lives. Some early leavers and learners at risk of early leaving have health, psychosocial, legal, or housing problems, among other issues.

Countries have different specialised services to assist citizens in such areas. Finding the right service, understanding the information provided, and applying for support measures, requires a certain amount of motivation and capacity from citizens. In the case of marginalised young people, it can be a big challenge.

Marginalised young people tend to distrust any support coming from public authorities, and very rarely directly contact specialised services. However, any efforts towards their (re)engagement in education and training are likely to fail if not accompanied by measures to tackle issues in other spheres of their lives.

Intervention approach category

Compensation

Target groups

Vulnerable groups Migrants / refugees

Case management aims at giving a tailor-made and comprehensive response to young people with complex needs. This approach is useful for all learners facing challenges in different areas of their lives, and particularly relevant for marginalised young people who have multiple problems and little contact with any support services.

Addressing the problem

What are the characteristics of effective case management?

Case management involves working in parallel on the full range of challenges the person faces. The young person is in contact with only one professional (a 'keyworker' e.g. counsellor, coach or mentor) or a small multidisciplinary team under the same setting. These 'case managers' act as intermediaries and liaise with other services. They coordinate the responses so as to deliver tailor-made multifaceted support.

Case management and multi-faceted support is often a feature of second chance measures, namely of comprehensive measures for young people who

On this page:

- 1 Problem statement
- 2 Intervention approach category
- 3 Target groups
- 4 Addressing the problem
- 5 Expected outcomes
- 6 Related resources
- 7 Downloads

How to **intervene** timely and successfully?

The screenshot displays the CEDEFOP website interface. At the top, the CEDEFOP logo and navigation icons are visible. The main header reads "VET toolkit for tackling early leaving" with a subtitle "Source of support to policy makers and education and training providers". A purple arrow points to the "Intervene" tab in the navigation menu. Below the menu, the section is titled "Intervention approaches" and contains introductory text. A search bar asks "What are you looking for?". The main content area displays "17 intervention approaches" in a grid format, with the first row showing "Building motivation to learn", "Community involvement", and "Comprehensive support to tackle complex needs". Each card includes a representative icon and a dropdown for "RELATED PROTECTIVE FACTORS".

CEDEFOP | European Centre for the Development of Vocational Training

Cedefop > Toolkits > VET toolkit for tackling early leaving

VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

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Intervention approaches

In this section we present a list of intervention approaches we propose to tackle early leaving from education and training.

By clicking on them you will access a list of tips and interesting examples to help you design and implement your interventions.

What are you looking for?

Displaying 17 intervention approaches

- Building motivation to learn
RELATED PROTECTIVE FACTORS ▾
- Community involvement
RELATED PROTECTIVE FACTORS ▾
- Comprehensive support to tackle complex needs
RELATED PROTECTIVE FACTORS ▾
- Counselling to address barriers to learning
- Developing employability skills
- Flexible education and training systems

How to **intervene** timely and successfully?

<p>Building motivation to learn</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	<p>Community involvement</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	<p>Comprehensive support to tackle complex needs</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>
<p>Counselling to address barriers to learning</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	<p>Developing employability skills</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	<p>Flexible education and training systems</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>
<p>Guidance: supporting youth to manage their careers</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	<p>Identification of learners at risk of early leaving</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	<p>Improving VET image and attractiveness</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>
<p>Inclusive work-based learning environments</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	<p>Monitoring early leavers</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	<p>One-to-one support through coaching or mentoring</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>
<p>Practical application of theoretical courses</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	<p>Second chance measures</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	<p>Tailored learning pathways</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>
<p>Validation of non-formal and informal learning</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	<p>Work-based learning and simulations</p>  <p>RELATED PROTECTIVE FACTORS ▼</p>	

How to know if your policy or practice is successful?

Cedefop tools supporting evaluation

This section provides information how the effects of programmes designed to remedy or prevent early leaving from education and training can be captured. It provides guidance how to:



Check our tools:



Evaluation plan for policy makers



Evaluation plan for learning providers



Reflection tool for policy makers



Reflection tool for VET providers

VET toolkit for tackling early leaving

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Become an ambassador Visit us at: www.cedefop.europa.eu/TEL-toolkit



Title *

Name *

Surname *

Email *

City *

Country *

What is your job title? *

The name of your Institution *

My Institution is *

New Cedefop online project supporting the implementation of upskilling pathways

The screenshot shows the Cedefop website interface. At the top, the Cedefop logo and name are displayed, along with the text 'European Centre for the Development of Vocational Training'. Below this, the page title 'VET for labour market integration and social inclusion' is shown. A navigation bar contains icons for Home, Topics, Countries, Good practices, tools and other, Events, Networks, and About. A search bar is located on the right side of the page.

The main content area features a vertical sidebar on the left with three categories: 'Tackle Early Leaving', 'Raise Youth Employment', and 'Upskill Low Skilled'. The 'Raise Youth Employment' category is highlighted in blue. The main text area contains the following information:

VET provides opportunities for young people to develop, enrich and upgrade their skills. Programmes that invest in the acquisition of skills can reintegrate and support those who are not in employment, education and training (NEET).

Learn

- About the **relevance of VET** for those who are not in employment, education and training
- How to **identify** young people who are not in employment, education and training
- How to **intervene** to raise youth employment
- How to **evaluate** the measures implemented

Recommended resources to raise youth employment

The bottom section displays a grid of 'GOOD PRACTICES' with a 'WHAT'S NEW' and 'WHAT'S TOP' filter. The visible practices include 'The STAY IN project', 'Dated, trained', and 'In Luxembourg, Guidance and professional initiation'.