Benefits of VET for Roma as a means to counteract early school leaving

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EESC Public Hearing on ESL amongst Roma
4 June 2018, Brussels, Belgium
Cedefop intensive work to combat early leaving from education and training

- Supports evidence-based policy making in Europe
- Promotes cooperation and mutual learning
- Offers guidance and tools for policy makers and VET practitioners
Cedefop recent contribution on Roma issues and next steps

- 4th Council of Europe Dialogue with Roma and Traveller Civil Society 18-19 September 2017, Strasbourg
- 15th CAHROM Meeting 22-25 May 2018, Athens, Greece
- EESC Public Hearing, 4 June 2018, Brussels, Belgium
- Invited to 16th CAHROM meeting in Croatia, September 2018
- Ensuring wide dissemination of Cedefop VET toolkit for tackling early leaving to Roma stakeholders
- Enriching and making relevant Toolkit’s resources to Roma needs (e.g. successful practices, guidelines, evaluation tools)
Roma and Traveller youth at risk of social exclusion

- Roma students experience big disadvantages in education and high rates of early school leaving
- Segregation in schools persists across the EU
- Difficulties also remain in the transition to upper secondary or tertiary education
- The number of Roma NEETs increased since 2011

VET not always a winner for Roma

- Roma students over-represented in VET programmes at low educational levels
- Challenging to find a training place in apprenticeship-based VET due to discrimination
- Segregated communities with limited local availability for VET offer
- Limited transition opportunities for employment
Empowering Roma youth through VET

VET

- suits well learners who struggle with basic learning habits
- may prevent early school leaving
- may be recuperating dropouts from general education
- has a motivational role through work-based learning

Safety net for at risk Roma youth

Transmission belt to the labour market
Recommendations drawn from Cedefop research are major challenges for Roma stakeholders

How to tackle early leaving effectively

1. Understanding the learner's profile
2. Providing tailored responses to individual needs
3. Developing comprehensive data collection and monitoring systems
4. Conducting systematic evaluation
Benefits of tailored interventions to address the needs of Roma youth at risk

<table>
<thead>
<tr>
<th>Difficulties related to health, well-being, social issues, poverty etc.</th>
<th>Non-supportive family environment</th>
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<tbody>
<tr>
<td>Students from migrant or ethnic minority origin being more frequently at risk of ELET</td>
<td>Education underachievement</td>
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<td>Inappropriate programme content and organisation</td>
<td>Students' inappropriate orientation</td>
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<td>Lack of readiness to work</td>
<td>Negative self-perception linked to education failure</td>
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<td>Attraction of the labour market</td>
<td>Difficult relationships in the workplace and in the classroom</td>
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Case management and multi-faceted support to improve health, well-being and attitude towards E&T

<table>
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<tr>
<th>INDIVIDUAL</th>
<th>INSTITUTIONAL</th>
<th>SYSTEM</th>
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| • Social / health / psychological / economic challenges being tackled  
• Improved well-being  
• Development of a positive vision of oneself  
• Development of a positive attitude towards learning and education and training  
• Reduced risk of drop-out | • Referral systems between schools, providers of second chance measures, and other services, are being used  
• Reduced risk of early leaving among students receiving support from a keyworker (e.g. a counsellor, coach or mentor) | • Inter-connected services are being used  
• Reduced rates of early leaving among at-risk students receiving support from a keyworker (e.g. a counsellor, coach or mentor)  
• Increased rates of young people returning to mainstream education after receiving support from a keyworker (e.g. a counsellor, coach or mentor)  
• Increased rates of young people attaining an upper secondary qualification after receiving support from a keyworker (e.g. a counsellor, coach or mentor) |
Guidance to make informed choices to prevent drop-out

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<tr>
<td>• Defining learning career goals</td>
<td>• Reduced risk of early leaving due to wrong or negative orientation, or to a lack of a positive future vision of oneself</td>
<td>• Reduced rates of early leavers</td>
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<td>• Developing a positive attitude to learning and education and training</td>
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<td>• Gaining a better understanding of education options</td>
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<td>• Raising aspirations – formulating long-term career plans</td>
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<td>• Making informed choices</td>
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<td>• Acquiring career management skills</td>
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<td>• Improving self-awareness – understanding of own abilities, aptitudes and interests</td>
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<td>• Lower absenteeism</td>
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<td>• Gaining a better understanding of job roles</td>
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An inclusive and supportive learning environment to reduce discrimination

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| • Develop a professional identity  
  • Foster a positive attitude to learning and education and training  
  • Improved work habits/social skills  
  • Promote a positive vision of oneself | • Improved quality of provision  
  • Improved satisfaction with programmes  
  • Reduced absenteeism  
  • Lower drop-out  
  • Programmes better meet the needs of learners and employers | • Discrimination reduced  
  • Increased completion rates  
  • Decreased drop-out rates  
  • Improved links between workplace and VET provider-based learning. |
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.

It provides practical guidance, tips, good practices and tools drawn from VET to feed into activities and policies aiming at:

- helping young people at risk of becoming early leavers to remain in education and training and qualify;
- helping early leavers to reintegrate into education or training and the labour market.
"VET toolkit for tackling early leaving"

Due to systematic discrimination and marginalisation in the society, Roma students require multidisciplinary support that tackles their multifaceted disadvantages, while at the same time addressing their individual needs.

The Cedefop VET toolkit for tackling early leaving can support experts and practitioners in effectively addressing this challenge.

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