



CEDEFOP

European Centre for the Development
of Vocational Training



Involving the entire community in the prevention of early leaving from education and training **Cedefop VET toolkit**



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Learning and employability

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Cedefop work to combat early leaving

- Supports evidence-based policy making in Europe
- Promotes cooperation and mutual learning
- Offers guidance and tools for policy makers and VET practitioners



VET toolkit
for tackling
EARLY LEAVING



Leaving education early:
putting vocational education
and training centre stage

Volume I: investigating causes and extent



Leaving education early:
putting vocational education
and training centre stage

Volume II: evaluating policy impact



POLICY
LEARNING
FORUM

VET as a solution
to leaving
education early

16 and 17 May 2017
Cedefop, Thessaloniki



VET toolkit
for tackling
early leaving

A valuable source of support for
policy-makers and VET providers



What role can VET play?

VET, part of the problem

Often higher rates of early leaving in VET than in general education



Need to tackle early leaving from VET

VET, part of the solution

The potential of VET and VET pedagogies to reengage young people



New evidence: VET **may prevent and remedy** early leaving



The preventive role of VET



- The majority of those at risk of EL who shift to VET → graduate (BE-Fr, FR, NL)
- High participation in VET → low drop out rates (LU, SI, CZ, NL, SK, HR, FI, AT, BE)
- High incidence of apprenticeships → lower rates of early leaving (DK, DE, CH, AT)

How to empower the preventive role of VET

Recommendations drawn from Cedefop research

- 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



1. Understanding learner's profile

Escapist



Frequently absent and not interested in education/training

Non-conformist



Frequently absent, poor education achievement, negative attitude to school

Lost in transition



Does not adapt to the requirements and expectations of the new programme

Resigned



Does not find a suitable place due to lack of required skills

Obligated



Decides to drop out for economic or family reasons

Marginalised



Accumulates disadvantage and challenges



2. Providing tailored responses to individual needs

Escapist



Non-conformist



Lost in transition



Resigned



Obligated



Marginalised



Preventive measures

Intervention measures

Compensation measures



3. Developing comprehensive data collection and monitoring systems

- Detecting early the distress signs of learners at risk of dropping out
- Reaching out timely to those who have already left education

What is currently being monitored:

**Data on
absenteeism**



**Persons no longer
registered in ET**



**Apprenticeship
contract dissolution**





4. Conducting systematic evaluation

**LACK OF EVALUATION CULTURE
IN EUROPE**

- Of the 337 VET related policies and initiatives analysed by Cedefop, **only** 44 were supported by evidence of success
- Few evaluations analyse the real impact on individual learning pathways
- Even fewer analyse how and why a given intervention or policy influenced education outcomes



New toolkit on how to stop early leaving

- Good practices based on evidence of success
- Guidance and tips drawn from research findings
- Quick wins easily applicable
- Self-reflection tool for policy makers to assess policies' strengths and weaknesses
- Evaluation plans to design monitoring and evaluation
- Rich literature and statistics
- News – forthcoming events



VET toolkit
for tackling
EARLY LEAVING

VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers




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.

[Read more>](#)

-  Good practices, tools and quick wins
-  Self-reflection tool for policy makers
-  Submit good practices

Browse by action area



Identify

learners at risk of early leaving and those who already left



Intervene

to keep them in or bring them back to the system



Evaluate

the measures implemented

VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

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Intervene

Once a learner at risk of early leaving is identified, what can be done to help him or her stay in education and training? And what can be done to re-engage young people who have already left the system?

There are no one-size-fits-all solutions. The ultimate decision on which measure is adequate for a certain learner, should be taken on a case-by-case basis following an analysis of the learner's needs.

To help you find the best solutions, we invite you to reflect on:

- [The protective factors against early leaving](#). We propose intervention approaches that help to strengthen each protective factor.
- [The profiles of early leavers and learners at risk of early leaving](#). We propose intervention approaches that can help early leavers and learners at risk of early leaving that take into account their characteristics and their 'distance' from education and training.

Would you prefer to have an overview of all the intervention approaches we propose? Go directly to [Intervention approaches](#).

The information in this section is based on findings from Cedefop's 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 project](#)>

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Intervention approaches

Flexible learning pathways

Improving VET image and attractiveness

Second chance measures

Motivating young people to re-discover their interest in learning

Comprehensive support to young people with complex needs (case management)

Guiding young people to make the right choices

Providing professional counselling to address barriers to learning

One-to-one support for young people through coaching or mentoring

Tailoring learning pathways to young people's interests and learning styles

Helping learners understand the practical application of theoretical courses

Developing employability skills

Providing work-based learning and close-to-real simulations

Involving the entire community in the prevention of early leaving from education and training

Fostering inclusive and supportive work-based learning environments

Involving the entire community in the prevention of early leaving from education and training

The entire VET community has a role to play in helping learners reach their full potential

The factors influencing early leaving from education and training are as a result of personal, social, economic, educational, institutional, or family-related reasons. The type of support a learner requires depends on the needs and specific circumstances of the individual. A learner may require a range of interventions on many different dimensions.

A comprehensive response to early leaving from education and training requires action from the entire VET community. This includes VET institution leaders, teaching and non-teaching staff, trainers, parents and families. This requires that VET institutions cooperate with companies, other external stakeholders and the wider community.

The involvement of the entire VET community is beneficial for all learners

All learners can benefit from community involvement in their education and training. The aim is to ensure each learner is supported in the most appropriate way to achieve their educational goals. Involving key stakeholders from within the VET institution and beyond can be useful for young people at risk of early leaving from education and training or who have already dropped out and, in particular, for:

- Young people with a high level of disengagement and possibly also complex barriers to learning (e.g. health issues, poverty, etc.);
- Young people who lack motivation to continue learning and who may have a low appreciation of the value of learning;
- Young people who have low self-esteem and a lack of longer-term perspective for themselves

How can the entire VET community be involved in the prevention of early leaving?

The following tips are offered to policy makers and practitioners involved in the design and delivery of VET.

★ Quick win

Listening to the student 'voice'

Listen to the student 'voice' – give learners the chance to express their views about issues relating to their learning and welfare. Different approaches can be introduced at a low cost and be highly effective.

★ Quick win

Create opportunities for informal interactions between students and VET provider staff

Creating opportunities for informal interactions between learners and staff can help build trust and create positive relationships.

★ Quick win

Keeping in touch with young drop-outs

Keep in touch: create a platform to coordinate the activities of the main stakeholders working in the field of early leaving in your area.



Home > Evaluate



Evaluate

This section of the toolkit provides insights into evaluation approaches for measures designed to remedy or prevent early leaving from education and training. It discusses how the effects of programmes can be captured.

It primarily targets decision-makers at national, regional and local level who are in charge of funding programmes and policies and who have a vested interest in having evidence about what works.

The toolkit also provides a tool to guide evaluations conducted at provider level.

^ The purpose of evaluations

There is a multitude of activities across the EU that aim to combat early leaving from education and training. Nonetheless, evidence about which ones make a difference, to whom and why is often lacking.

A study carried out by Cedefop identified over 300 initiatives in 15 EU countries which aim to address early leaving and yet only a minority of these have been evaluated.

This means that there is a lack of information on whether they are effective in addressing the challenges of early leaving. Without data about the results, it is impossible to make an informed decision about which types of activities should be prioritised, and for which target groups.

^ What is this section of the toolkit about?

In this section of the toolkit you will find information about:

- how to decide what to monitor and evaluate;
- how to decide which indicators to use to measure progress and change;
- examples of indicators that can be useful to evaluate policies or programmes to tackle early leaving;
- which approaches and methods to choose to be able to make conclusions about how a programme contributed to change the situation of young people;

Deciding what to monitor and evaluate

Choosing relevant indicators

Assessing whether our programme or policy makes a difference

Deciding if our programme or policy is good enough

Evaluation plan for policy makers

Evaluation plan for providers and practitioners

Self-reflection tool for policy makers





make your good practice
VISIBLE IN EUROPE



Ambassadors around Europe



The registration will open in

12 Days 15 Hours 56 Minutes 03 Seconds



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