



CEDEFOP

European Centre
for the Development
of Vocational Training



European Economic and Social Committee

**A VISION
FOR THE FUTURE**

SECOND POLICY LEARNING FORUM

on upskilling pathways

20-21 May 2019

EESC | JDE building | Rue Belliard 99, Brussels

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Supporting learners at risk and early leavers from E&T

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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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)

NEWS	EVENT	PUBLICATION	NEWS	EVENT	EVENT
31/05/2019 Cedefop presents updated VET toolkit for tackling early leaving	23/05/2019 Developing coherent approaches to upskilling pathways for low-skilled adults	15/03/2019 Briefing note - Preventing low skills through lifelong learning	05/03/2019 Cedefop forum to explore community lifelong learning centres' role	29/05/2019 Policy forum: what role for community lifelong learning centres?	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 and intervene timely and successfully?

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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, psychological, 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.

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

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 have been disadvantaged through school-related and extracurricular reasons. The latter are aimed at supporting and motivating young people who have been disadvantaged through school-related and extracurricular reasons.

www.cedefop.europa.eu/TEL-toolkit

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

Support through guidance

Transferability handbook

How to transfer ICT

- Assessment of capacity
- Interactive tool

Case Studies

- Multi-channel tools
- Portfolios
- Matching
- Compare function

Support through guidance

Training modules – ICT capacity

- Careers services' managers
- Guidance practitioners and advisers

4. Module 4: Writing LMI for the web

Group Size: max 8

Time: 2.5 hours

Target group: Practitioner

Aims

This module looks at the skills and knowledge required to write LMI for digital platforms and audiences. It guides practitioners through the process from planning to completion.

Learning Outcomes

- To be able to critically assess the quality of LMI content
- To be able to effectively plan and create LMI content
- To understand the different roles associated with LMI content provider/editor;
- To be able to adapt writing styles to suit a range of digital platforms
- To recognise that people get LMI for a wide range of purposes, e.g. social media, Wiki, etc.

7.4. Digital Strategy Toolkit

Organisation Name – Digital Strategy for using ICT for LMI.

WHY?	HOW?		
Agency mission and vision Insert here your mission statement, strategic intent, service charter, etc.	Digital Transformation How and what will change?	Customer Service Customer service promise (including Customer Service for special need clients)	Innovation What are your aspirations
	Digital Change How and what will change? Procedures, staff management		
	Governance What management structure and resourcing is required	Reduced ... e.g. Red tape and barriers to clients doing business with us. Costs to servicing customers Time spent by our staff on administrative tasks	Enabling Technologies What hardware and software do you need?
			BENEFITS

Module 3: Self-assessment

Complete this self-assessment before commencing Module 1 using scale A. Repeat this assessment to track progress using scale B.

Your current assessment	Grade how your current situation is
	1 = Basic to 3 = Good
I can explain how different clients engage with online LMI tools and services.	A 1.....2.....3..... B 1.....2.....3.....
I am confident in supporting clients to use online tools for career management, such as e-portfolios and online action plans.	A 1.....2.....3..... B 1.....2.....3.....
I can effectively motivate clients to use ICT resources for career management and job search.	A 1.....2.....3..... B 1.....2.....3.....
I can select appropriate LMI resources suited to the needs and ability of individual clients.	A 1.....2.....3..... B 1.....2.....3.....
I am able to support clients in accessing online LMI through a range of digital platforms.	A 1.....2.....3..... B 1.....2.....3.....

Support through validation

European Guidelines

1

Possible options

2 editions

2009 → **updated in 2015**



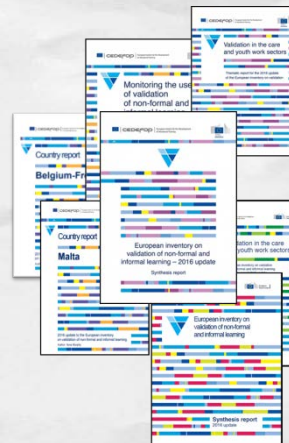
Validation inventory

2

Actual practices

6 editions, 1 forthcoming

2004
2005
2008
2010
2014
2016
2018



Database (Beta)

3

Combining both

2010 – 2014 data



Financing adult learning database



Welcome



Overview



Types of financing instruments



Compare instruments



Map



Advanced Search



Scope and glossary



Welcome

Cedefop's database on financing adult learning provides information on the design and performance of cost-sharing schemes implemented in EU countries to increase participation and private investment in adult learning.

Countries covered: EU Member States

Types of instruments: training funds, leave, payback clauses (see glossary and publications)

Reference period: 2014 – mid 2015. Time in the reference period.

Sources of funding: the database covers various sources including EU funding, companies/employers, etc.

Eligible group: those aged 25 and above

Types of education and training: for various levels and fields

✘ Training fund

"A training fund" is a dedicated stock or flow of financing outside normal government budgetary channels for the purpose of developing productive skills for work."

Training funds in the EU are very heterogeneous. The differences concern the governance models (bipartite or tripartite nature), the number of funds established per country, the type of (education and training) activities and target groups supported, and the way the money is collected and redistributed.

✘ Tax incentive for companies

Tax incentives are the concessions in tax codes that mean a conscious loss of government budgetary revenue because they reduce either the tax base (tax allowance) or the tax due (tax credit). Concerning tax incentives for the purposes of corporate income tax, countries typically regard company expenditure on training as a business cost which is 100% deductible from the taxable income.

In some countries, companies may also receive additional tax incentives related to their training activities.

✘ Tax incentive for individuals

Tax incentives are the concessions in tax codes that mean a conscious loss of government budgetary revenue because they reduce either the tax base (tax allowance) or the tax due (tax credit). Concerning tax incentives for the purposes of personal income tax, they may allow adults to deduct their costs for continuing vocational training or adult learning related to their current or future occupation from their individual income tax base or tax due.

✘ Grant for companies

Companies may receive public funding (grants) to cover (part of) their training costs. Public resources may come from general taxation, the unemployment insurance or the social security system. When companies receive grants from a levy-based training fund, these are presented under 'training funds' in this database.

✘ Grant for individuals

Adults may receive public funding to cover (part of) the costs related to their participation in education and training. Public resources may come from general (income) taxation, the unemployment insurance or the social security system in general. Such co-funding schemes are implemented across EU countries under various names: grant, training voucher, training account, individual learning account (ILA), etc. They are part of a shift away from simply financing training providers to a more demand-led approach that finances learners.

✘ Loan

Loan scheme allows individuals to borrow financial resources (on favourable conditions) from their future income to cover part of their (education and training) expenditure. The State may support the availability of loans and co-finance loan-related costs to encourage participation in adult learning.

Cedefop European database on apprenticeship schemes



Welcome



Country fiches



Scheme fiches



Comparison tables



Map



Advanced search



Feedback



Welcome

The European database on Apprenticeships, produced within Cedefop's Department on information collected in the first half of 2016 as part of Cedefop's study "Apprenticeship Overview" (forthcoming, 2018). The study carried out a mapping of apprenticeship national official definitions, i.e. what governments define as such by means of their national legislation. Apprenticeship schemes with a stable/valid legal basis and which are system-level or mainstreamed, even when underpinned by a legal basis, were out of the scope of the study.

This database collects and organises information on apprenticeship at country level (as understood as a set of rules and regulations about how this type of training should be certified as well as governed), allowing for comparison by country as well as by sector. The database using a map of Europe, or by an advanced search tool.

At present, this is a pilot version of the database. Content of this database refers to 2016 and it has not been validated. While the study aimed at being as comprehensive as possible, it was not possible to identify all apprenticeship schemes, signalling, once more, that even at country level there are still many apprenticeship training schemes that are not recorded.

Information goes back to 2016 and it is currently being revised and updated by Cedefop's Community of Apprenticeship Experts

Cedefop networks supporting upskilling pathways

CareersNet

Ambassadors tackling
early leaving from VET

Community of
apprenticeship experts

Networks

Join Cedefop's networks and communities of practice to contribute in advancing vocational education and training.

CareersNet

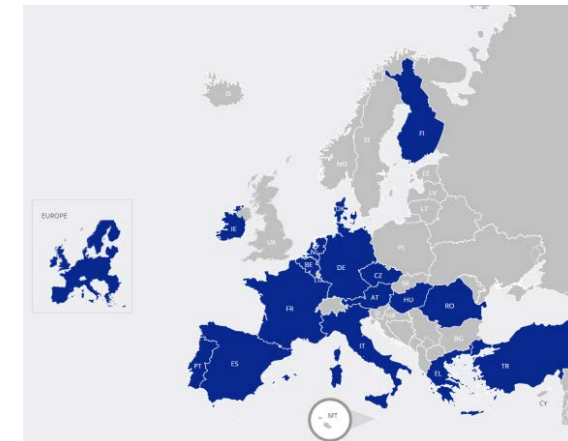
Cedefop's network for lifelong guidance and career development CareersNet was created to collect comparable and reliable information on a European scale in the field of lifelong guidance and career development issues. The gathered information and analysis aims at identification of gaps and solutions, beyond a snapshot of national guidance systems.

Ambassadors tackling early leaving from VET

Ambassadors are policy makers, learning providers, experts and other key stakeholders involved in tackling early leaving from VET at national, regional or local level in Europe. They help disseminate the toolkit for tackling early leaving from VET and enrich its resources by sending good practices, news, publications and statistics. They are invited to contribute to online discussions, web seminars and Cedefop related events for the further development of the toolkit.

Community of apprenticeship experts

The community is a long-term project of Cedefop's Department for Learning and Employability, which aims at strengthening and expanding the knowledge on apprenticeships in Europe. The experts' independent and voluntary long-term collaboration is expected to improve the understanding of apprenticeship schemes and ultimately support their quality implementation in Europe.



New Cedefop online resource centre

VET for labour market integration and social inclusion

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Young people

Tackle Early Leaving

Check out how to help
young people
remain or reintegrate
into education or training



Adults

