



CEDEFOP

European Centre for the Development
of Vocational Training



Tackling early leaving from education and training among Roma youth: VET tools and policies



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4th Dialogue Meeting with Roma and Traveller civil society
18-19 September 2017, Council of Europe, Strasbourg



Cedefop 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





Who is an early school leaver?

- People aged 18-24 who have only lower secondary education or less and are no longer in education and training:



- not registered in the next level (58% are non starters or failed in the final examination)



- started a programme and discontinued it or failed the final examination (42% are drop outs)

Why being an early school leaver matter?

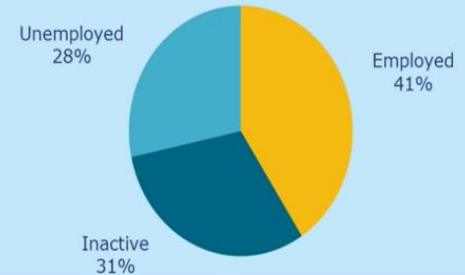
Unemployment affects persons with at most lower secondary education

More than half of the 12 million long-term unemployed today are low-educated

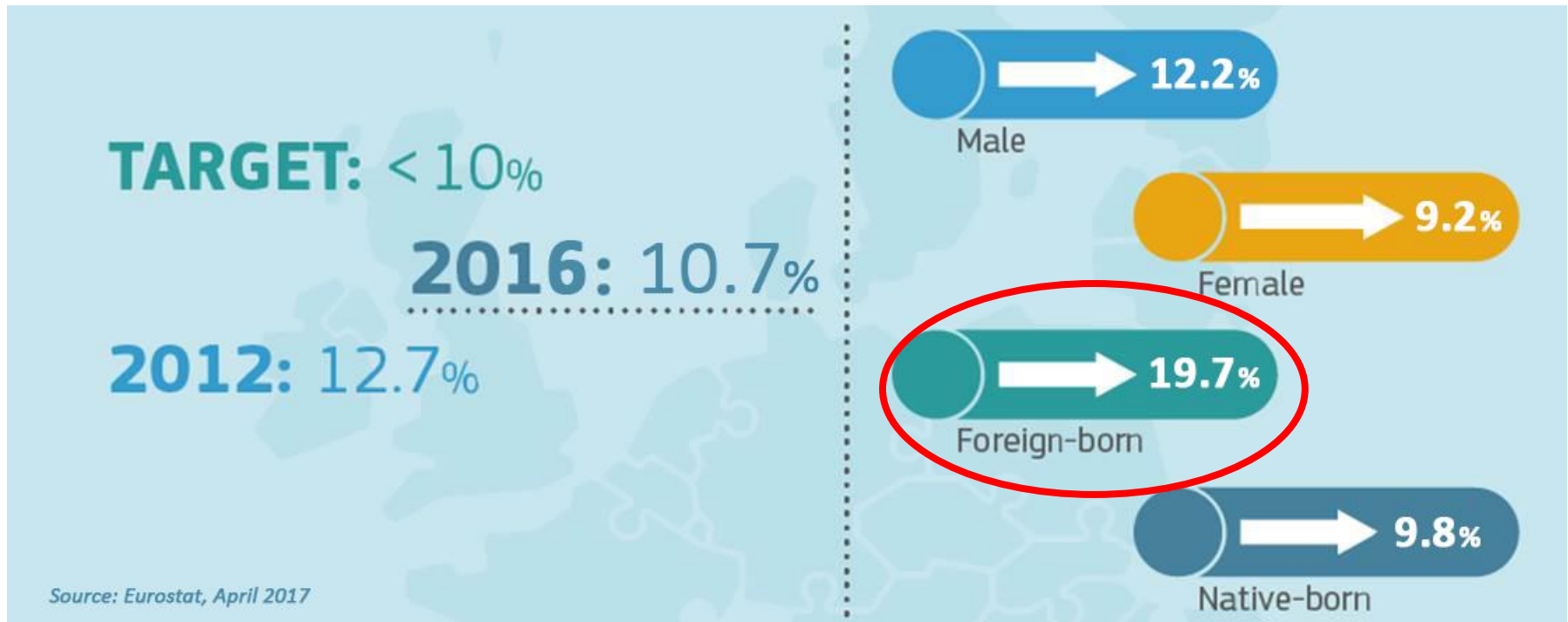
Low educated workers are five times more likely to be low-wage earners



About 60% of early school leavers are either inactive or unemployed



How many leave education early in Europe?



Source: Education and Training monitor 2016



Does early school leaving concern Roma?

- 50% of Roma aged 6-24 do not attend school
- 63% of Roma aged 16-24 are NEETs (from 56% in 2011)
- Only 15% of young Roma adults complete upper secondary general or vocational education
- 68% are early school leavers in 2016 (87% in 2011)
- In PT, EL, ES, FR, RO fewer than 1 out of 10 Roma have completed upper-secondary education

Source: FRA, EU MIDIS II , 2016 and ILO Resource Guide, 2016



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 inclusive role of VET



- 1/3 of people with drop-out experience achieve upper-secondary qualification
- Most of them achieve VET qualifications
- 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)

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

Usually Roma accumulate disadvantage and require multidisciplinary support

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



Compensation measures are more difficult in implementation, more costly and time consuming

2. Providing tailored responses to individual needs

Escapist



Non-conformist



Lost in transition



Resigned



Obligated



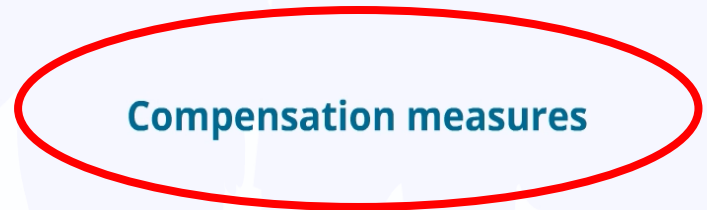
Marginalised



Preventive measures

Intervention measures

Compensation measures





Technically & legally challenging & expensive for Roma population

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**





Not possible so far for Roma initiatives

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.

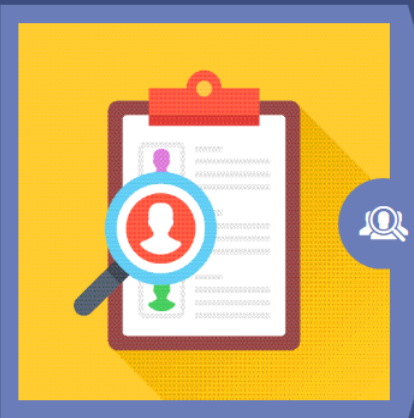
It provides practical guidance, tips, good practices and tools drawn from VET to feed into activities and policies aiming at:

- 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



Making the toolkit a valuable source of support to Roma stakeholders

- Ensuring wide dissemination of the toolkit to Roma stakeholders
- Enriching and making relevant its resources to Roma policies (e.g. successful practices, guidelines, evaluation tools, etc.)
- Linking with outcomes of related EU projects (e.g. PREDIS, PAL, etc.)
- More ideas are welcome...



<http://www.cedefop.europa.eu/TEL-toolkit>