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Cedefop

VET toolkit for tackling early leaving

**Irene Psifidou, Ioannis Katsikis,
Alexandra Farazouli**

Department for Learning and Employability



CEDEFOP

European Centre for the Development
of Vocational Training

Who are we?



Irene Psifidou
Cedefop expert
Coordinator



Ioannis Katsikis
Cedefop expert
Toolkit Administrator



Alexandra Farazouli
Cedefop trainee

Cedefop Department for Learning and Employability



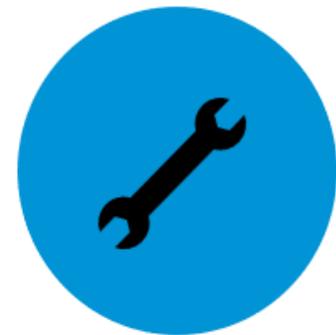
Our goal for today is to make you familiar with:



What Cedefop does to tackle early leaving from education and training



What the VET toolkit for tackling early leaving is



How to actively use the reflection tool for VET providers

Five light blue silhouettes of hands are arranged in a circle, with their fingers pointing towards the center. They are positioned around the central text, creating a sense of reaching out or coming together.

**Let's get to
know each
other!**



Why tackling early leaving from E&T matters?



Early leaving from education and training is a pressing issue in Europe

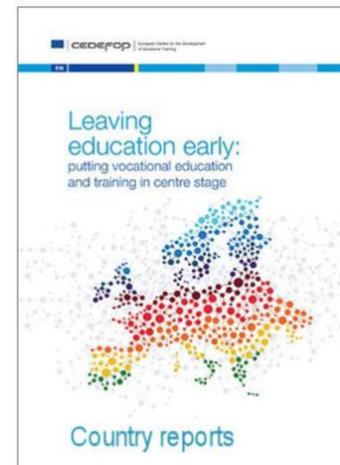


Early leavers are at greater risk of becoming NEETs and socially excluded



1/10 young people do not qualify in upper secondary education

Cedefop work



Country reports

1st European study on the role of VET for tackling early leaving (Vol [I](#), [II](#))



www.cedefop.europa.eu/TEL-toolkit

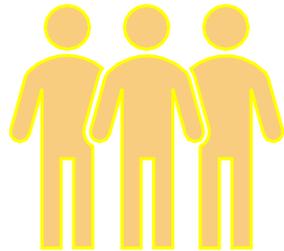


Policy learning Fora and international workshops



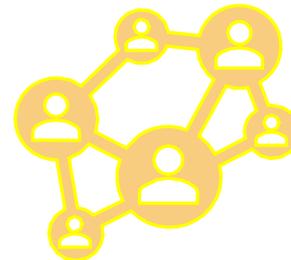
VET toolkit for tackling early leaving

Who is it for?



Designed for policy makers and VET practitioners to support young people at risk and early leavers

Used by ministries, VET schools, enterprises, guidance centres, public employment services, social services and youth organisations





What is innovative about the toolkit?

1st online resource of its kind

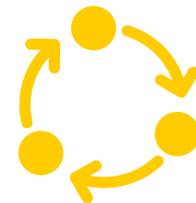


Evidence based

supported by comparative research and analytical work

Highly interactive

using the online tools, you get instant results



Plethora of resources

Good practices; Quick wins; Intervention approaches; Protective factors; Tools; Data and Statistics; Publications; etc.

Three years on from its launch...



260+ resources from **33** European countries



Presented in more than **60** events

More than **70** ambassadors from **21** countries





Identify



Intervene



Evaluate



Resources



Ambassadors



Advanced search



About the toolkit

6



Profiles at risk

17



Intervention approaches

10



Protective factors



49
Tools



50
Good practices



9
Quick wins



33
Statistics and data

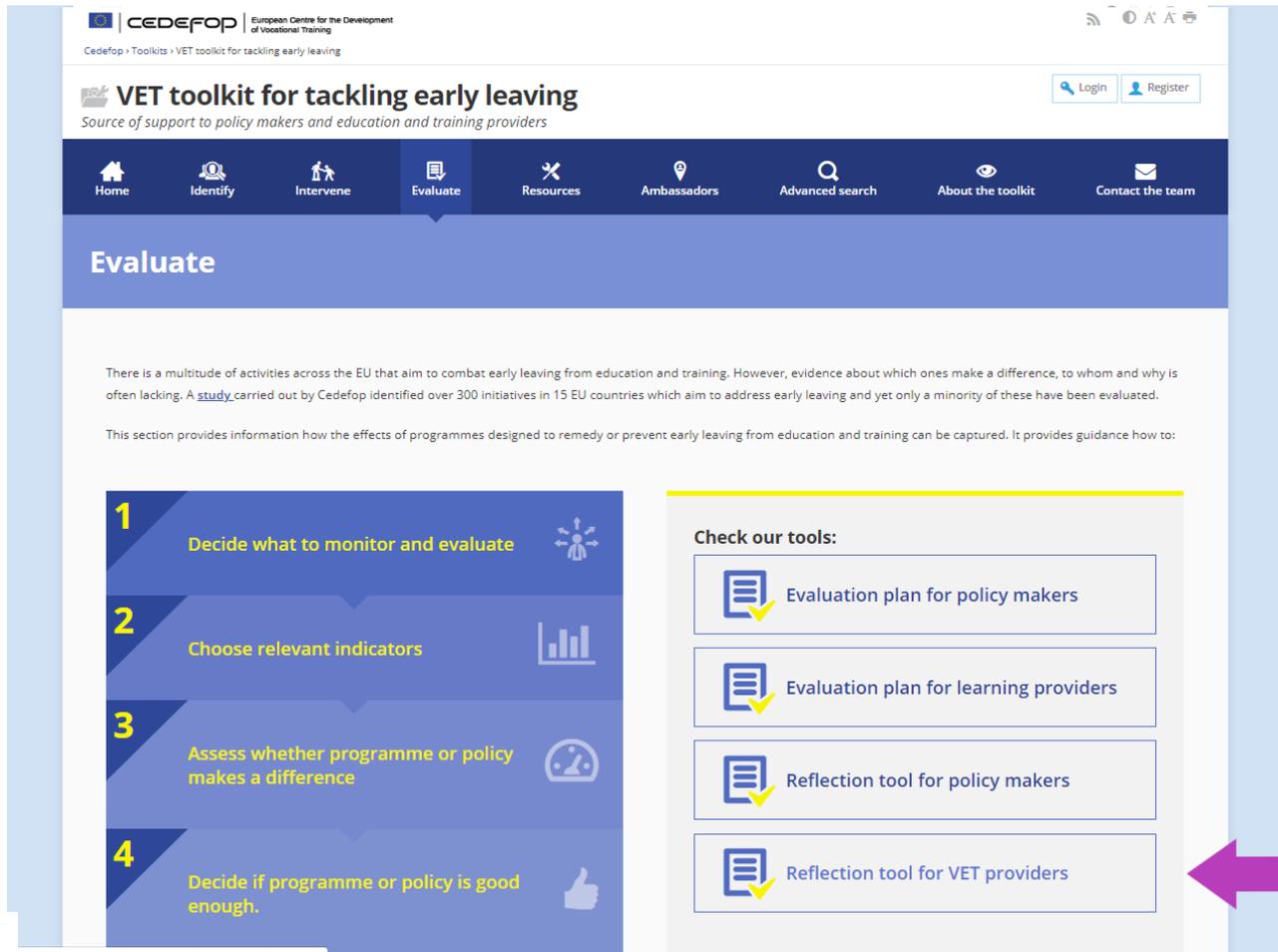


5
Activities
how to use the toolkit



80
Publications

Reflection tool for VET providers



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

Home Identify Intervene **Evaluate** Resources Ambassadors Advanced search About the toolkit Contact the team

Evaluate

There is a multitude of activities across the EU that aim to combat early leaving from education and training. However, 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 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:

- 1** Decide what to monitor and evaluate
- 2** Choose relevant indicators
- 3** Assess whether programme or policy makes a difference
- 4** Decide if programme or policy is good enough.

Check our tools:

- Evaluation plan for policy makers
- Evaluation plan for learning providers
- Reflection tool for policy makers
- Reflection tool for VET providers



Reflection tool for VET providers



What it offers

This tool is intended to help **VET providers** to reflect about their actions to tackle early leaving and provide a method for the development of an action plan to improve them.

Reflect on the trends and features of early leaving in their institution, and analyse the approach taken to tackle early leaving in six areas: **institutional strategy, actors, coordination mechanisms, resources, monitoring, and evaluation.**

Based on the answers, the tool helps them design an action plan to develop the strategies for tackling early leaving from VET in their institution.



Reflection tool for VET providers



Who is it for

The tool is designed for **VET school heads** and **other staff** responsible for coordinating actions to prevent early leaving in schools or companies providing work-based learning.

The tool may also be of interest to **local authorities** and **civil society** organisations cooperating with VET providers, to increase their understanding of VET measures to tackle early leaving.



Reflection tool for VET providers



How to use it

This tool proposes concrete steps to

1. **understand** the current patterns of early leaving in a given VET provider (VET school or company providing work-based learning)
2. **analyse** the actions to tackle this phenomenon, and
3. **develop** an action plan to improve the institutional approach.

Questions for Reflection
Steps 1 and 2

Screening Tool
Step 3

Action Plan
Step 4



Step-by-step method to analyse your actions to tackle early leaving

Step 1: Define your starting point

This step aims at triggering reflection on the scale of early leaving in your institution.

Step 2: Understand the current situation

Step 2 aims at promoting an analysis of the features of early leaving in your institution. It proposes a set of questions for reflection.

Step 3: Analyse your institutional approach to tackle early leaving

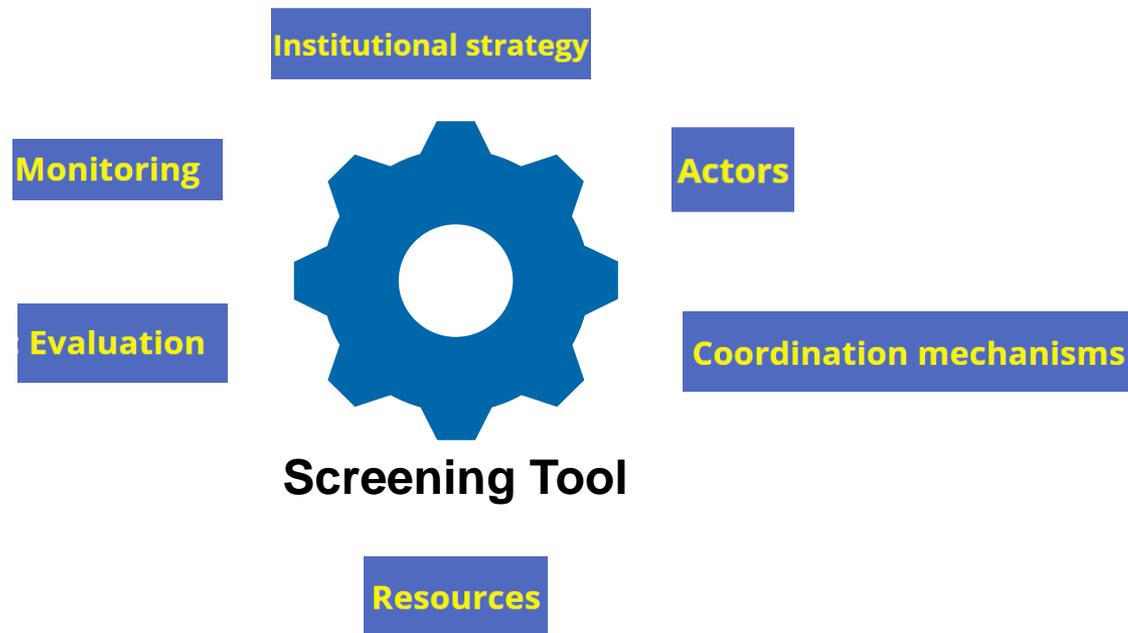
Step 3 proposes a screening tool to assess your institutional approach to tackle early leaving, and to define priority areas. The tool is divided into six areas. You are asked to collect evidence on each of these areas based on a set of questions, and assess the position of your institution in each area based on the evidence collected. Areas rated from 0 to 2 should be prioritised in the action plan.

Step 4: Develop an action plan

Step 4 aims at supporting the development of an action plan. It involves proposing actions to tackle the issues identified under each of the areas in Step 3.



Step 3: Analyse your institutional approach to tackle early leaving





Step 4: Develop an action plan

This action plan invites you to propose actions for each of the areas and questions in the screening tool (Step 3). You are asked to select your preferred actions from the proposed lists and add additional ones, if you wish to.

Action plan

This action plan invites you to propose actions for each of the areas and questions in the screening tool (Step 3). You are asked to select your preferred actions from the proposed lists and add additional ones, if you wish to.

If you have completed the screening tool in Step 3, you will see a coloured circle next to each area to help you prioritise. Areas rated at levels 0-1 in the screening tool are signalled with a red circle; areas rated at level 2 are signalled with a yellow circle; and areas rated at level 3 are signalled with a green circle.

If you complete the action plan while being logged in, then you will be able to access it online in the future and export it to PDF.

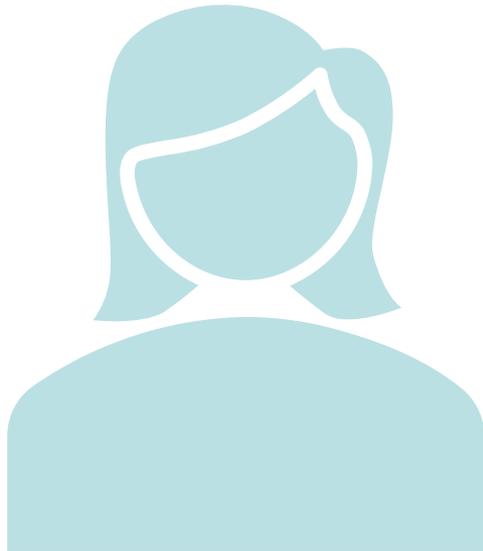
- Establish a procedure for the development of an institutional strategy to tackle early leaving (actors involved, team in charge of first draft, consultation procedures, number and dates of meetings, etc.).
- Establish a procedure to review, update and improve the current institutional strategy to tackle early leaving.
- Consult any available national or regional guidance on how to develop an institutional strategy to tackle early leaving.
- Analyse strategies to tackle early leaving from other VET providers to get inspiration for your own strategy (e.g. by consulting VET schools' published documents or liaising with other VET schools' leadership or companies' departments in charge of VET provision).
- Other.

Links to Cedefop toolkit

- Cedefop activity: [How can we tell if a learner is at risk of early leaving from education and training?](#) – Can help you develop your early warning system.
- Cedefop toolkit for tackling early leaving provides you with tips on [how to identify learners at risk of early leaving](#), and many inspiring good practices.



Maria is a VET teacher and programme coordinator in a VET institution in Sweden



She has noticed that a certain number of students do not complete the programme every year



Maria is aware that it was not only her facing this phenomenon, but also other colleagues had previously reported this issue to the director who was open to further take measures to tackle this issue



This VET institution already has an absenteeism system that identifies students at risk to not complete their courses and sends them automated messages



Furthermore, a student counsellor is available in certain telephone hours weekly

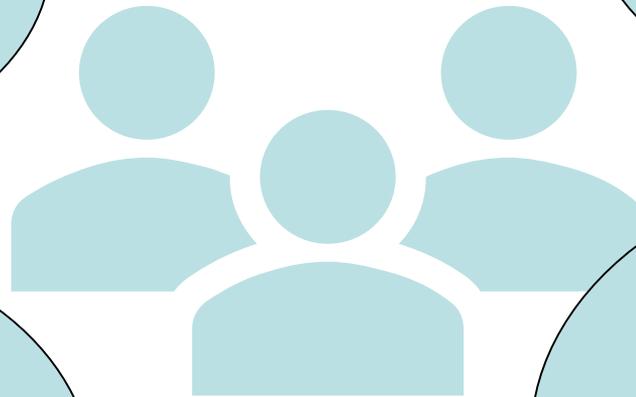


“Students tend to drop out when it’s time to submit their obligatory assignments”

“I tried to contact a student who dropped out, but I get no response”

“I think we need support”

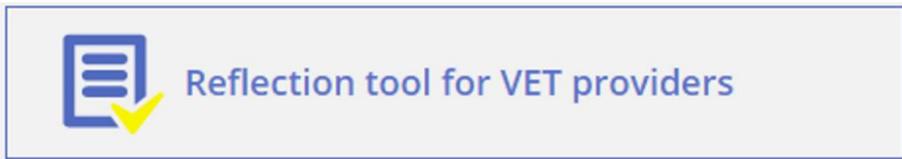
“I am not sure how to early identify students who are at risk of abandoning their studies”





She used the Reflection Tool for VET Providers

Maria took the initiative and listed the areas that seem to be problematic in her institution



CEDEFOP European Centre for the Development of Vocational Training

Dear [redacted],

Please find below a copy of your results concerned with the "Reflection Tool for VET providers".

Step 1: Define your starting point

Thinking of the trends in early leaving in your institution over the past 5 years, where would you position your institution in the following scale?

2: The level of early leaving in the institution is: a) average compared to the national/regional average (or average in schools with a similar socioeconomic background of students' families); and b) it has remained stable in recent years; and/or c) a recent evaluation has shown some positive impact of the measures taken on early leaving.

STEP 2: Understand the current situation

When is early leaving happening? In which education stages and years is it more frequent?
Every year during the exam period there is a significant share of students who drop out.

Where is early leaving happening? Which are the programmes with higher early leaving rates?
Mostly into all programmes that include written obligatory assignments and written exams.

Who is leaving early? What is the profile of early leavers in terms of age, gender, socio-economic background, migrant/ethnic minority background, disability, special needs, etc.?
Not sure about this, but no pattern has been identified so far.

Why are students leaving their studies? (E.g. they dislike the programme, institution, staff or peers; did not have a placement in their offered programme; due to health and well-being issues or conditions; because they find a job; due to family responsibilities; or to financial problems in the family, etc.)
We guess that most of the students leave their studies due to financial problems and other responsibilities. Most of them report to their teachers that they need more time to complete their tasks because they are working in parallel and do not have enough time.

Step 3: Analyse your institutional approach to tackle early leaving

Institutional strategy

Please assess the position of your institution in this area based on the evidence collected to answer the previous questions.

2: There are a variety of measures to tackle early leaving but the approach is not comprehensive and/or only partially takes into account the features of early leaving in the institution.

Actors

Please assess the position of your institution in this area based on the evidence collected to answer the previous questions.

2: Part of the actors are currently engaged with the implementation of the strategy/measures (e.g. some teaching staff, all staff but not the learners and families).

Responsibilities

Please assess the position of your institution in this area based on the evidence collected to answer the previous questions.

2: Responsibilities are divided among actors and communication channels have been established, but there are coordination issues in practice.

Monitoring

Please assess the position of your institution in this area based on the evidence collected to answer the previous questions.

2: The institution has used some data but it is insufficient to inform the institutional strategy or measures.

Evaluation

Please assess the position of your institution in this area based on the evidence collected to answer the previous questions.

1: The institutional strategy/measures have not been evaluated, or there was an evaluation some years ago and its results are no longer useful.

How to develop an action plan

Is there an institutional strategy to tackle early leaving?

Proposed actions:
Establish a procedure for the development of an institutional strategy to tackle early leaving (actors involved, team in charge of first draft, consultation procedures, number and dates of meetings, etc.);
Establish a procedure to review, update and improve the current institutional strategy to tackle early leaving;
Analyse strategies to tackle early leaving from other VET providers to get inspiration for your own strategy (e.g. by



Example of Action plan results

Are there mechanisms to identify learners at risk of early leaving?

Proposed actions:

- Analyse good practices of institutional early warning systems. [Check out Cedefop Identify section](#)
- Check the availability of professional development opportunities on the design of early warning systems and related topics, and consider the participation of relevant staff in these opportunities. [Check out Cedefop Identify section – how to design early warning systems](#)
- Develop a list of indicators to help identify learners at risk of early leaving. [Check out Cedefop profiles of learners at risk](#)
- Develop tools to help identify learners at risk of early leaving, such as student questionnaire, observation sheet for teachers/trainers, short interviews randomly with students. [Check out Cedefop good practices and tools](#)



Cedefop's Community of Ambassadors

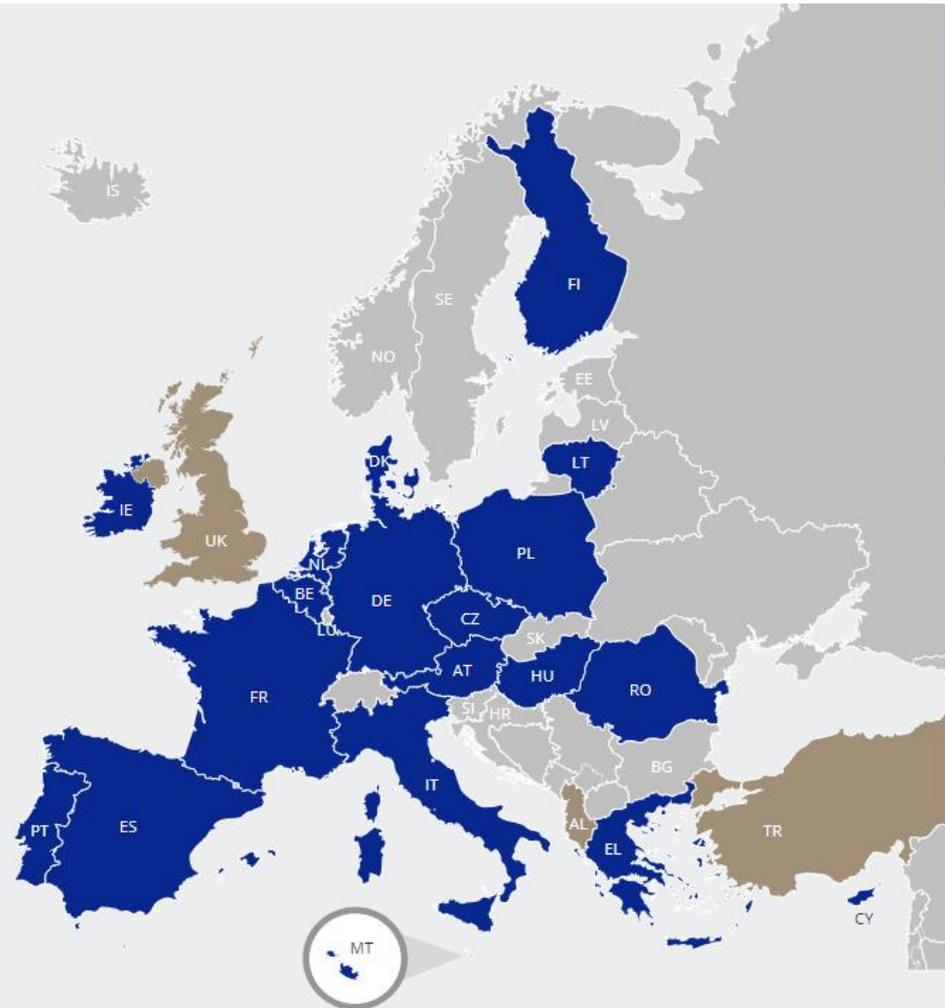
Established in 2017 to support Cedefop's



VET toolkit for tackling early leaving

- ✓ to maintain and disseminate it
- ✓ to enrich its Resources
- ✓ to contribute to online discussions, web seminars and related events

Policy makers, learning providers, experts and other key stakeholders **involved in tackling early leaving from VET** at national, regional or local level in Europe



Time for your questions!



Thank you



**VET toolkit for
tackling early
leaving**



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