Activity 2: What can we do if we think that a learner is at risk of early leaving?

**Intervention at the system level**

**Target group:** government representatives at national, regional or local level in the field of VET.

**Duration of the activity:** 50 minutes.

**Type of exercises:** guided consultation of Cedefop toolkit, and work in small groups. Plenary sessions involving participants in several small groups can follow at the end of the activity to discuss the results.

## Guided consultation of Cedefop toolkit (10’)

Cedefop toolkit contains information on 15 types of interventions to tackle early leaving. Please choose the 2 most relevant topics from the governmental perspective for consultation.

For your convenience, the types of intervention that usually involve system-level decision-making are signalled with an asterisk.

Please read through the selected sections.

[Flexible education and training systems](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/flexible-learning-pathways)\*

[Improving VET image and attractiveness](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/improving-VET-image-attractiveness)\*

[Second chance measures](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/second-chance-measures)

[Building motivation to learn](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/motivating-young-people-re-discover-interest-learning)

[Comprehensive support to tackle complex needs](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/case-management)

[Guiding young people to manage their careers](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/guiding-young-people-make-right-choices)

[Counselling to address barriers to learning](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/providing-professional-counselling-address-barriers-learning)

[One-to-one support through coaching or mentoring](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/one-to-one-support)

[Tailored learning pathways](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/tailoring-learning-pathways)

[Practical application of theoretical courses](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/helping-learners-understand-practical-application-theoretical-courses)

[Developing employability skills](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/developing-employability-skills)

[Work-based learning and simulations](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/providing-work-based-learning-close-to-real-simulations)

[Community involvement](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/involving-entire-community)

[Inclusive work-based learning environments](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/fostering-inclusive-supportive-work-based-learning-environments)

[Validation of non-formal and informal learning](http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervene/intervention-approaches/validation-non-formal-and-informal-learning)\*

## Work in small groups: does the education and training system prevent early leaving and support the reintegration of early leavers? (20’)

The following questions aim at triggering reflection on the features of the VET system that can help tackling early leaving:

* What procedures do learners need to follow to change to a different programme? Do these procedures differ if they are changing education and training provider?
* Are there measures in place to prevent that learners need to repeat curriculum content they have already completed when they change to another programme? What are these measures? (e.g. programmes are broken down into modules or units, credit transfer, recognition of prior learning).
* Are there routes from VET pathways into higher education?
* What is the level of grade repetition in VET in the country?
* Are there measures to promote alternatives to grade repetition?
* What is the level of suspension/expulsion in VET in the country?
* Are there measures to promote alternatives to suspension or expulsion?
* When a young person leaves the education system, what are the challenges s/he faces to come back?
* Are there second chance measures for young people who left the education and training systems (leading or not to formal qualifications)?
* Can learners who complete a second chance programme reintegrate mainstream education and training?
* Are there initiatives to improve VET image and attractiveness?
* Is there financial support to VET learners who need it? Are apprentices remunerated?
* Are there opportunities for the validation of non-formal and informal learning to help early leavers identify and/or acquire recognition of their individual skills and competences?

Please describe here the main features of the education and training system that help tackling early leaving.

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## Work in small groups: challenges and next steps (20’)

Please discuss the main challenges of the education and training system with regards to the prevention of early leaving, and propose actions to improve the situation.

| Challenges identified | Actions proposed |
| --- | --- |
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