



1975-2015

The role of VET in reducing early leaving from education and training

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Early leavers from education and training



TARGET
 < 10%
NOW
 11.1%



Early childhood education and care



Employment rate of recent graduates



TARGET 82%
NOW 76.1%



Tertiary education attainment

TARGET 40%
NOW 37.9%



Underachievement in



reading 17.8%



maths 22.1%



science 16.6%

TARGET 15%



Adult participation in learning

By education attainment

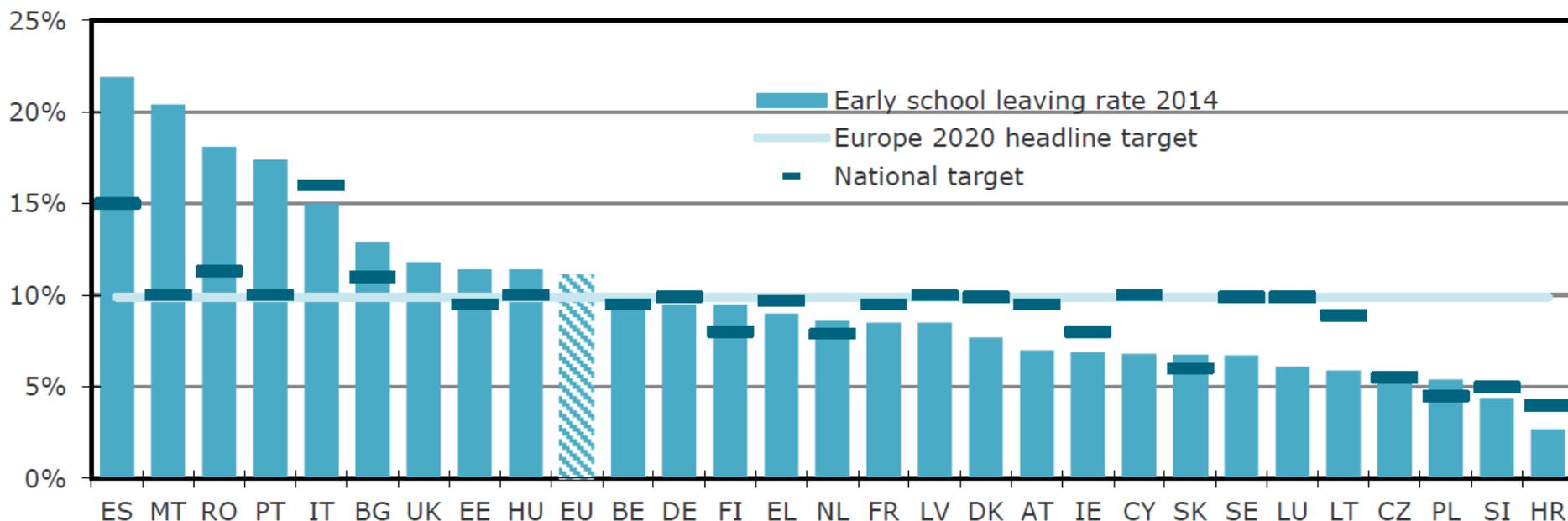
Low education 4.4%

Medium education 8.8%

High education 18.8%

TARGET 15%
NOW 10.7%

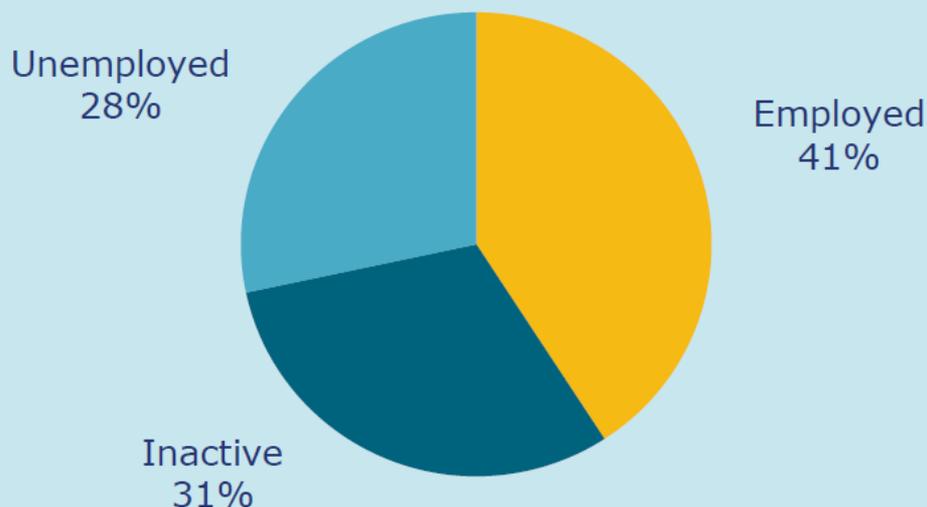
4.4 million young people still leave school before completing upper secondary education



Source: Eurostat (LFS, 2014). Online data code: *t2020_40*. The indicator covers the share of the population aged 18-24 having attained ISCED level 0 to 2 and not receiving any formal or non-formal education or training in the four weeks preceding the survey. National targets follow different definitions of the indicator in some countries (see Table 2.1.1). Data for HR have low reliability due to the small sample size.

Early leaving is associated with a range of negative social, health and economic outcomes

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



What is the relationship between VET-early leaving?

- VET viewed as part of the problem:
 - there are a significant numbers of drop-outs from VET in Europe
- VET as solution to the problem:
 - can also contribute to attract and young people in ET



The dual role of VET

Retain a greater proportion of students in education and training

- VET in prevention measures

Attract early leavers back into education and retain them until they graduate

- VET in intervention and compensation measures

Early leaving and dropping out: two different phenomena

- European definition of ELET:

Share of the population aged 18 to 24 with only lower secondary education or less and not in education or training.

The definition does not distinguish between persons who dropped out of an ISCED 3 programme and those who never started such programme

The definition does not distinguish the type of education and training not completed: VET or General Education programmes (GE)

Who are ELET and where do they come from?
Factors leading to ELET

Understanding the problem

Looking at solutions that work

Linking the factors and measures' characteristics (why does it work?)

Re-constructing the 'theory'

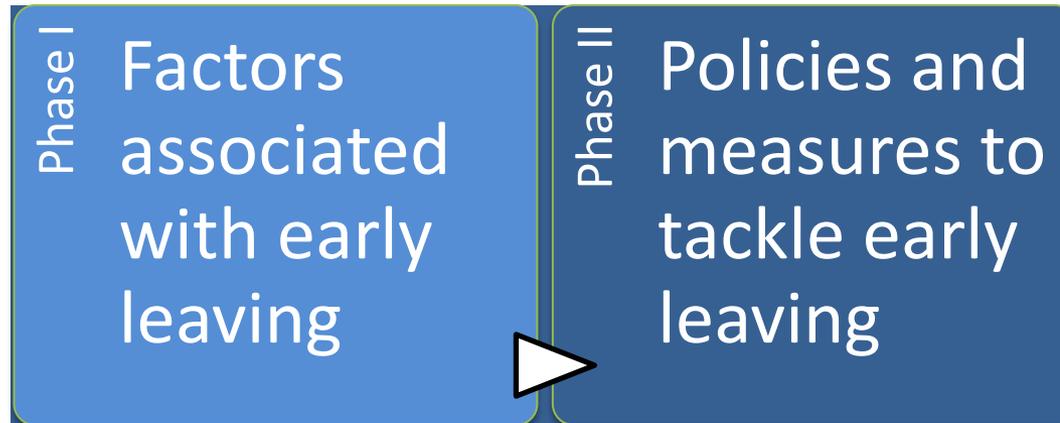
Reviewing Evaluations

How is learning from evidence and evidence-based practice supported?

What is supporting transfer

What are the characteristics of measures that have proved to be effective?

Are the right things being measured to understand whether a policy is effective?



- **755 interviews**

- National-level interviews (ministry, research centres, statistical offices, PES, chambers...); and
- On-site interviews (school heads, teachers, learners, local authorities...)

In Austria, Belgium, Croatia, Denmark, Estonia, France, Germany, Hungary, Ireland, Italy, Luxembourg, Netherlands, Norway, Poland, Portugal and UK

- **44 measures selected for in-depth analysis**

- **Quantitative analysis: Adult Education Survey (AES); Programme for International Assessment of Adult Competences (PIAAC); national data (FR, NL).**

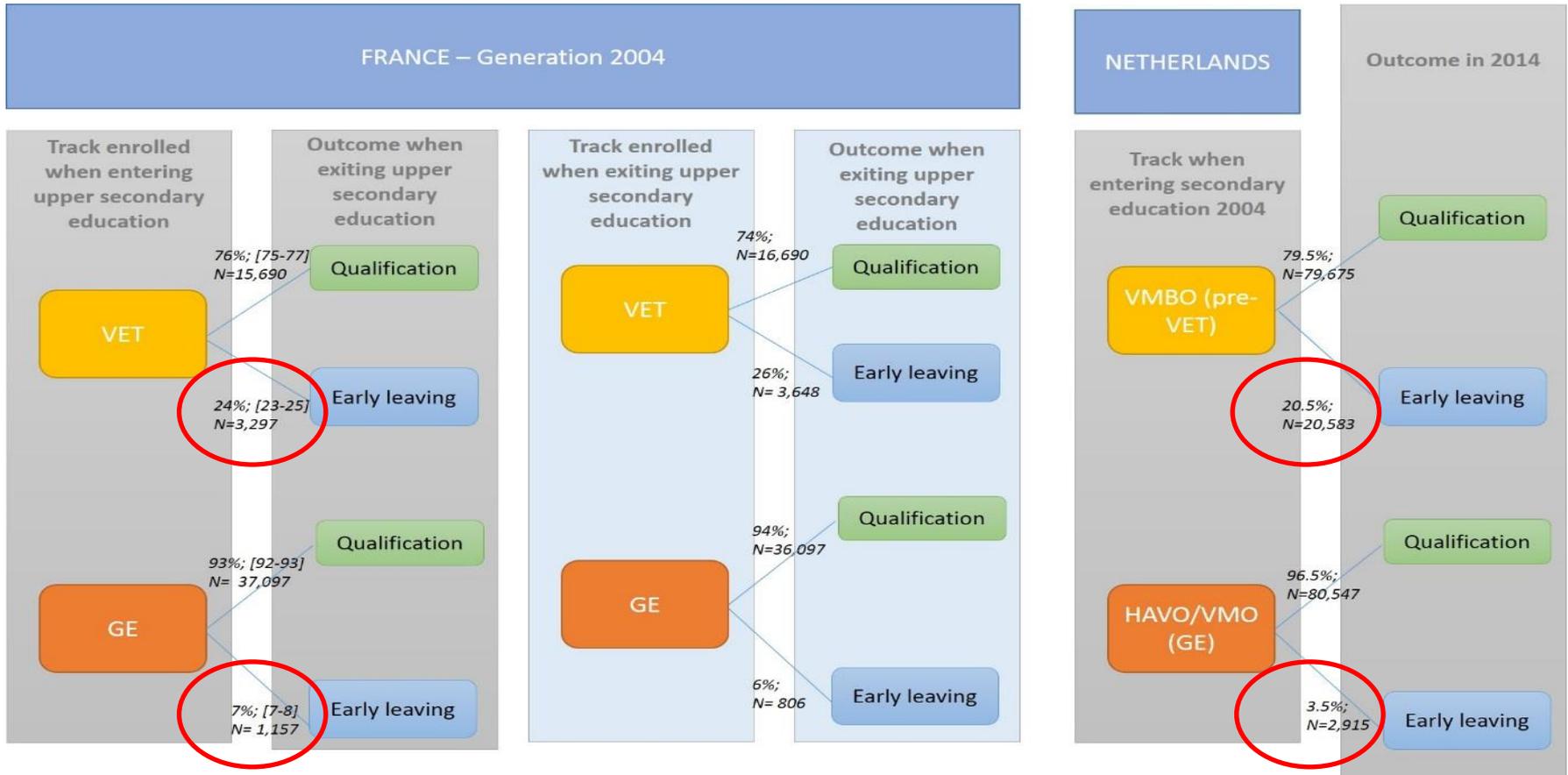
Understanding better the scale of early leaving

- Experiencing dropout \neq early leaving:
 - 58% of ELET are 'non-starters' – 42% have experienced a drop-out event
 - 1/3 of people with drop-out experience achieve upper-secondary qualification
 - Most achieve VET qualifications
- Still, the majority of those who are ELET at one point remain early leavers.



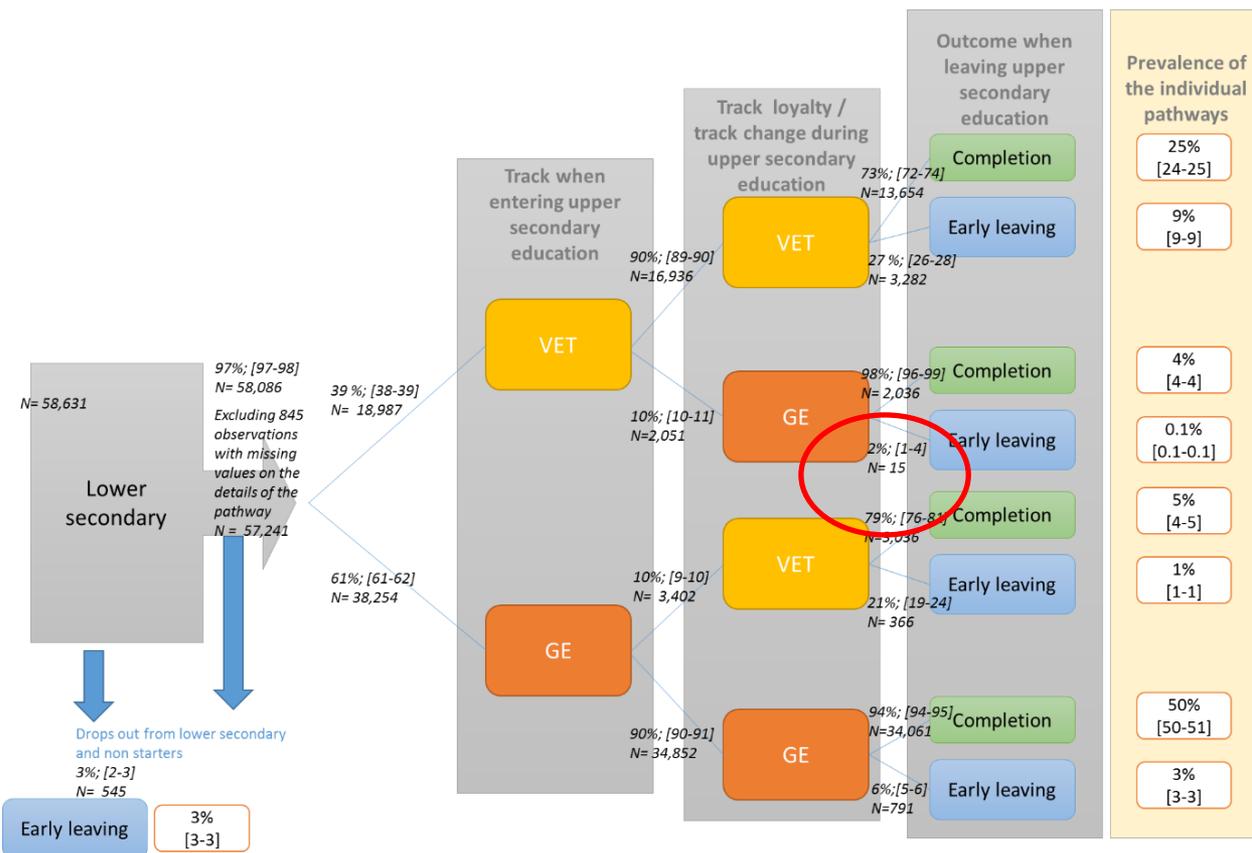
Icons: Freepik

EL is more common for those enrolled in VET

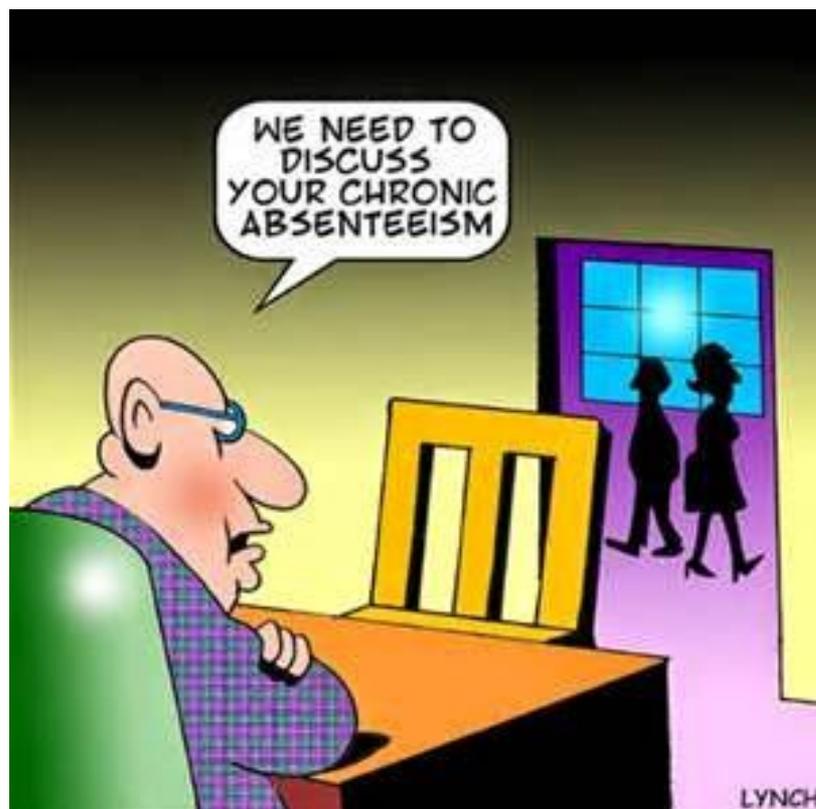


VET acting as a safety net for learners at risk of dropping out

The overwhelming majority for those who start in general education and switch to VET programmes gain their upper secondary qualification



Factors affecting early leaving from VET



Factors affecting EL(V)ET – and their relationship with education & training

Individual and family

- Family engagement and support in education choices
- Health and well-being affecting education perf/ choices
- Gender
- Migrant and ethnic minority background

(V)E&T

- Overall education achievement
- Students' orientation
- Perceptions of the profession
- Negative self-perception linked to ones' learning
- Programme content and orientation
- Development of professional identity (+)
- **Specific to apprenticeships**
- Availability of placements
- Readiness to work & relationships
- Motivational effect of WBL (+)

Labour market

- Better pay
- Regulations (access to jobs)
- Working conditions
- Overall economic context

Prevention

VET bridging and preparatory programmes, including study guarantees

Financial incentives to reduce ELVET

ELVET resources or expertise for VET schools

Training of teachers and in-company trainers to deal with ELVET

Intervention

Early warning systems and units

Professional support: counselling, guidance, mentoring and case management

Short term time out measures

Compensation

Opening up VET for new groups of learners

Second chance VET programmes

Comprehensive reengagement programmes making use of VET programmes

What makes measures to tackle ELET successful?

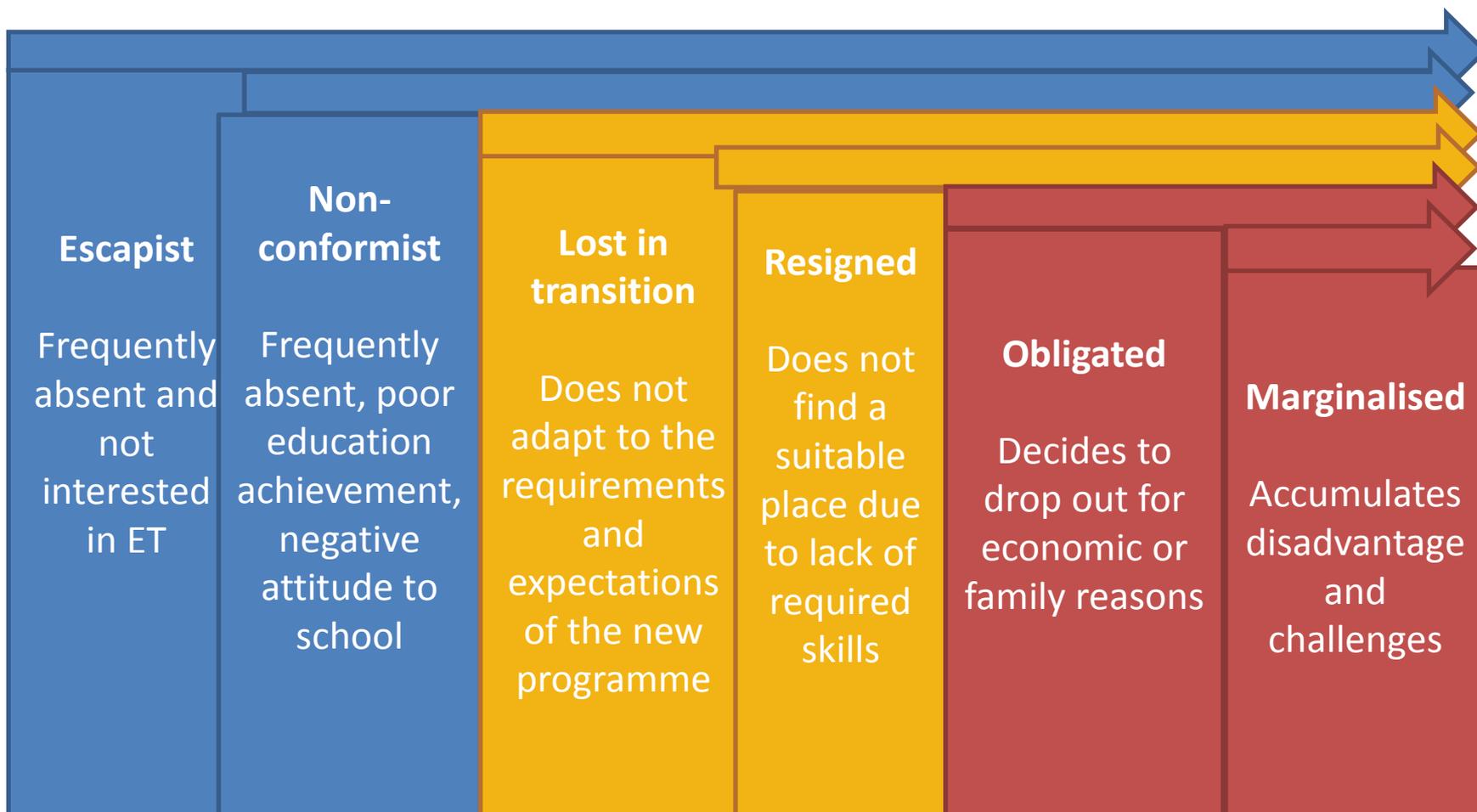


"I made wonderful, insightful decisions but you forgot to make sure they were carried out."

The content of measures – the working methods being put in place

The approach to design and implementation

Matching measures to early leavers profiles



How to monitor and evaluate policies impact?



*"Your performance rating is terrible,
Fenwick, but I like your looks."*

- Out of 44 measures, 37 have been evaluated
- 2 include a baseline; 5 include a control group; 21 included a pilot or experimentation

Indicators

Outputs

- Number of participants: 32
- Number of organisations implementing measure: 14

Results

- Participant's feedback (satisfaction): 20
- Participant's attitudes to E&T: 15
- Participants staying in E&T: 27
- Participants reintegrating in E&T: 6
- Participant's education performance: 9

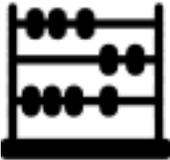
Impact

- Achievement of upper secondary qualification: 15

How to transfer and sustain successful practices?



1. *Ensure policy leadership, commitment, continuation and stability*

	What should be done to support transferability
 A black and white icon of a compass rose inside a circle, pointing towards the top-right.	<ul style="list-style-type: none">■ Integrate elements of good practice into national strategies
 A black and white icon of a hand with the thumb pointing up, representing approval or a thumbs up.	<ul style="list-style-type: none">■ Secure government commitment to scale up results of experimentations and pilots
 A black and white icon of an abacus, representing calculation or accounting.	<ul style="list-style-type: none">■ Make regional authorities accountable for delivering activities to address early leaving from education and training



2. Provide evidence about what works

	What should be done to support transferability
	<ul style="list-style-type: none">■ Carry out evaluations to provide evidence of success■ Carry out meta-evaluations of several good practices to identify which key factors they share and which should therefore be mainstreamed
	<ul style="list-style-type: none">■ Provide time for evaluations to ensure that they can capture results not only outputs
	<ul style="list-style-type: none">■ Reflect the voices of teachers and their knowledge and experience into policy-level evaluations

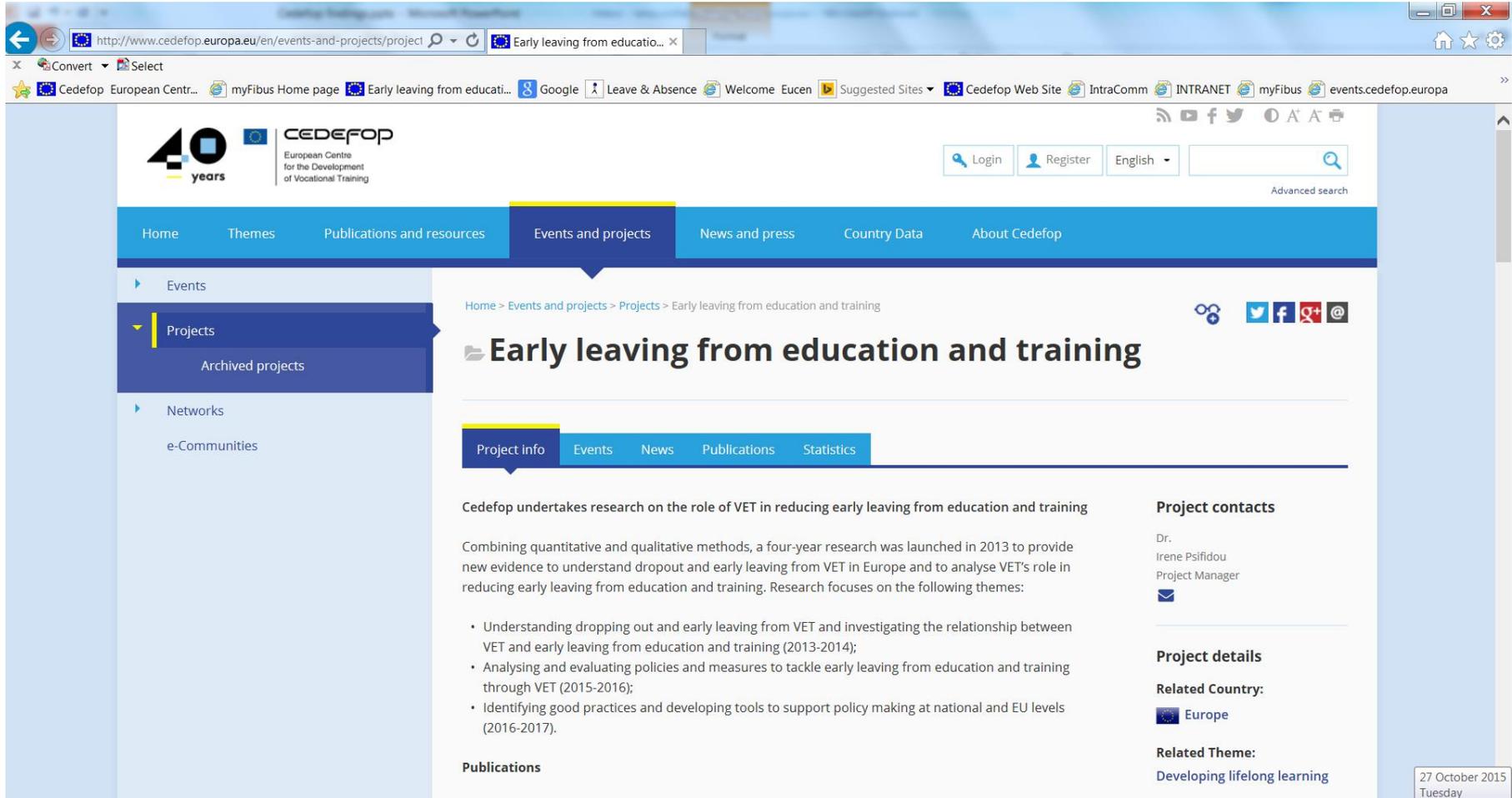
3. *Bring on board change agents*

	What should be done to support transferability
	<ul style="list-style-type: none">■ Develop a network of experts who can support capacity building of schools based on good practice
	<ul style="list-style-type: none">■ Provide training for education and training institutions and their leadership
	<ul style="list-style-type: none">■ Get the support of headmasters, leaders of education and training centres to support adoption of good practice

4. Support communities of practice

	What should be done to support transferability
	<ul style="list-style-type: none"> ■ Share knowledge about what works via public searchable and user-friendly databases ■ Increase visibility of good practices. For example by making good practices visible through awards
	<ul style="list-style-type: none"> ■ Promote peer-learning ■ Promote sharing between organisations
	<ul style="list-style-type: none"> ■ Promote study visits, info days, conferences, etc. such as an annual 'week for the prevention of early school leaving'
	<ul style="list-style-type: none"> ■ Establish networks / associations for a 'community of practice'

Cedefop project website



The screenshot shows a web browser window displaying the Cedefop website. The address bar shows the URL <http://www.cedefop.europa.eu/en/events-and-projects/project>. The page features a blue header with the Cedefop logo and navigation menu. The main content area is titled 'Early leaving from education and training' and includes a project description, a list of themes, and contact information for the project manager, Dr. Irene Psifidou.

CEDEFOP
European Centre
for the Development
of Vocational Training

40 years

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Home > Events and projects > Projects > Early leaving from education and training

Early leaving from education and training

Project info Events News Publications Statistics

Cedefop undertakes research on the role of VET in reducing early leaving from education and training

Combining quantitative and qualitative methods, a four-year research was launched in 2013 to provide new evidence to understand dropout and early leaving from VET in Europe and to analyse VET's role in reducing early leaving from education and training. Research focuses on the following themes:

- Understanding dropping out and early leaving from VET and investigating the relationship between VET and early leaving from education and training (2013-2014);
- Analysing and evaluating policies and measures to tackle early leaving from education and training through VET (2015-2016);
- Identifying good practices and developing tools to support policy making at national and EU levels (2016-2017).

Publications

Project contacts

Dr.
Irene Psifidou
Project Manager

Project details

Related Country:
Europe

Related Theme:
Developing lifelong learning

27 October 2015
Tuesday

40 years



Visit our website at
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