



CEDEFOP

European Centre for the Development
of Vocational Training

Causes, extent and policy impact of early leaving from VET



Irene Psifidou, PhD
Senior expert

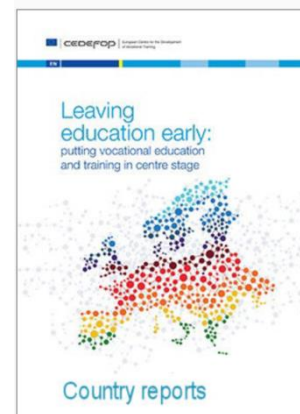
Department for Learning and Employability

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Cedefop work to combat early leaving from education and training

- 1st pan-european study on the role of VET for tackling early leaving
- Country reports with good examples of policies
- Policy learning Fora and international workshops
- Online source of support: 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.

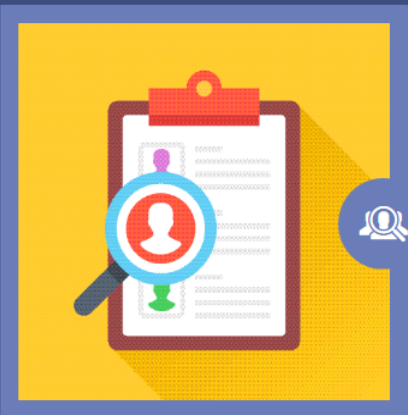
It provides practical guidance, tips, good practices and tools drawn from VET to feed into activities and policies aiming at:

- 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

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Identify

Is early leaving from education and training an issue in your school, training centre, or company? Do you know how many students are at risk of dropping out?

Is early leaving from education and training an issue in your country, region or municipality? From those who drop out from a programme or provider, do you know how many never return to education or training?

This toolkit gives you tips on how to implement or improve:

- early warning systems to identify those at risk of early leaving in schools, training centres, or companies
- systems to identify and monitor early leavers at national, regional or local level

The information in this section is based on findings from the Cedefop study 'Leaving education early: putting vocational education and training (VET) centre stage', would you like to know more about the study? [Go to About the toolkit >](#)

Identification of learners at risk of early leaving

Monitoring early leavers

Learners escaping the system

Learners confronting the system

Learners disengaging due to difficulties adapting after transition

Learners disengaging because they cannot find a placement

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 psycho-social issues

Intervention approaches

Risk of early leaving

Profiles of early leavers and learners at risk of early leaving



Learners escaping the system

Silva enjoys going to school to be with her friends but feels that classes are boring and that school is not her thing [Read more.](#)



Learners confronting the system

Alex is frequently absent from school. When he attends classes he often acts rebellious. [Read more.](#)



Learners disengaging due to difficulties adapting after transition

Ana is interested in artistic expression and decided to enroll in a photography programme. She now finds the programme to be too difficult, and her self-esteem is low. [Read more.](#)



Learners disengaging because they cannot find a placement

Ibrahim has been sending applications for apprenticeships for three months now but all have been refused. He is losing all hope. [Read more.](#)



Young people who left education and training because of caring, parenting or working obligations

Maria dropped out of school. She now realises that her lack of qualifications is a major obstacle to finding a stable job, but is unsure if she can resume her studies while still supporting her family. [Read more.](#)



Young people who left education and training and suffer multiple disadvantages, possibly facing health and psycho-social issues

Marco left school some time ago. He had some problems at home, and was feeling depressed. [Read more.](#)

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Protective factors against early leaving

Supportive family environment

RELATED INTERVENTIONS ▲

Community involvement >

Improving VET image and attractiveness >



Health and well-being

RELATED INTERVENTIONS ▼



Inclusive environment

RELATED INTERVENTIONS ▼

Education achievement and attendance

RELATED INTERVENTIONS ▼



Positive future vision for oneself and an appropriate orientation

RELATED INTERVENTIONS ▼



Positive self-perception linked to learning ability

RELATED INTERVENTIONS ▼

Theoretical content linked to practical training in the vocational context

RELATED INTERVENTIONS ▼



Work readiness

RELATED INTERVENTIONS ▼



Positive relationships in the workplace and in the classroom

RELATED INTERVENTIONS ▼

Positive view of education and training compared to low-paid jobs

RELATED INTERVENTIONS ▼





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Work readiness

Positive relationships in the workplace and in the classroom

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Work readiness

An apprenticeship or an in-company learning period, as part of a vocational education and training (VET) programme, helps young people prepare for working life. Employers expect learners to show motivation and commitment, as well as certain behaviours and attitudes. Learners may be in client-facing situations which requires a certain degree of maturity and self-control.

This is a significant change when compared to a school environment. Many learners, in particular those who are younger and those with a history of absenteeism or discipline issues, may not be sufficiently prepared. Insufficient work readiness can be a reason for early apprenticeship contract termination, or for learners' disengagement and drop out.

The vocational education and training system can support learners to ensure a successful transition into in-company training.

Intervention approaches:

- [Enhancing employability skills.](#)
- [Providing work-based learning and close-to-real simulations.](#)
- [Fostering inclusive and supportive work-based learning environments.](#)

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 <p>Flexible learning pathways</p> <p>RELATED FACTORS ▾</p>	 <p>Improving VET image and attractiveness</p> <p>RELATED FACTORS ▾</p>	 <p>Second chance measures</p> <p>RELATED FACTORS ▾</p>
 <p>Motivating young people to re-discover their interest in learning</p> <p>RELATED FACTORS ▾</p>	 <p>Comprehensive support to young people with complex needs (case management)</p> <p>RELATED FACTORS ▾</p>	 <p>Guiding young people to make the right choices</p> <p>RELATED FACTORS ▾</p>
 <p>Providing professional counselling to address barriers to learning</p> <p>RELATED FACTORS ▾</p>	 <p>One-to-one support for young people through coaching or mentoring</p> <p>RELATED FACTORS ▾</p>	 <p>Tailoring learning pathways to young people's interests and learning styles</p> <p>RELATED FACTORS ▾</p>
 <p>Helping learners understand the practical application of theoretical courses</p> <p>RELATED FACTORS ▾</p>	 <p>Developing employability skills</p> <p>RELATED FACTORS ▾</p>	 <p>Providing work-based learning and close-to-real simulations</p> <p>RELATED FACTORS ▾</p>
 <p>Involving the entire community in the prevention of early leaving from education and training</p> <p>RELATED FACTORS ▾</p>	 <p>Fostering inclusive and supportive work-based learning environments</p> <p>RELATED FACTORS ▾</p>	 <p>Validation of non-formal and informal learning</p> <p>RELATED FACTORS ▾</p>

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Evaluate

This section of the toolkit provides insights into evaluation approaches for measures designed to remedy or prevent early leaving from education and training. It discusses how the effects of programmes can be captured.

It primarily targets decision-makers at national, regional and local level who are in charge of funding programmes and policies and who have a vested interest in having evidence about what works.

The toolkit also provides a tool to guide evaluations conducted at provider level.

^ The purpose of evaluations

There is a multitude of activities across the EU that aim to combat early leaving from education and training. Nonetheless, 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 means that there is a lack of information on whether they are effective in addressing the challenges of early leaving. Without data about the results, it is impossible to make an informed decision about which types of activities should be prioritised, and for which target groups.

^ What is this section of the toolkit about?

In this section of the toolkit you will find information about:

Deciding what to monitor and evaluate

Choosing relevant indicators

Assessing whether our programme or policy makes a difference

Deciding if our programme or policy is good enough

Evaluation plan for policy makers

Evaluation plan for learning providers

Reflection tool for policy makers



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Reflection tool for policy makers

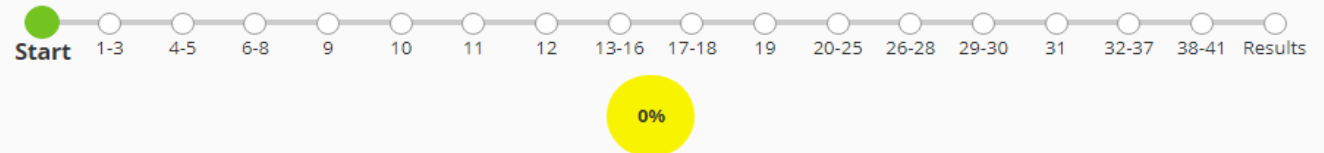
Home > Evaluate > Reflection tool for policy makers



Reflection tool for policy makers

You can use this tool as many times as you want. Cedefop **does not access, collect, nor further processes** the answers submitted to the tool. It is a "self-service" tool where your answers and the results are only for you.

Currently, you are not logged-in to the Cedefop website. You can continue and use this tool without being logged-in. To keep a history of your submissions, please log-in to the Cedefop website before starting the tool. If you have a Cedefop website account, then please **login**. If you do not have a Cedefop website account, then you can create one by filling in the **registration form**.

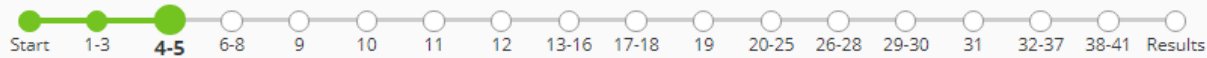


You may also download in pdf format the table with the structural indicators: [English version](#) | [Spanish version](#)

When completing the reflection tool for policy makers, you will be thinking about the policies and measures at which level? *

- Country
- Region
- Municipality

Start



Identification and monitoring of early leavers

Do you have the following policies or measures in place to tackle early leaving in VET in your region?

4. Availability of a centralised system that gathers nominal information on early leavers. This system includes mechanisms to ensure that a large majority of VET providers flag early leavers in a timely manner. *

- Yes
- No

5. Local services or coordinated services responsible for getting in touch with early leavers and referring them to relevant measures, throughout the majority of the country/region/municipality. *

- Yes
- No

Flexible learning pathways

Do you have the following policies or measures in place to tackle early leaving in VET in your country?

6. A national strategy which provides opportunities for learners to change to a different type of institution if needed (for instance, from a VET school to another type of school or an entity providing apprenticeships). *

- Yes
- No

7. Flexible pathways and clear progression routes between VET and general education or other types of programmes, including possible access to higher education. *

- Yes
- No

8. Individualised support to learners in transition phases (between education and/or into employment) in the large majority of VET providers. *

- Yes
- No

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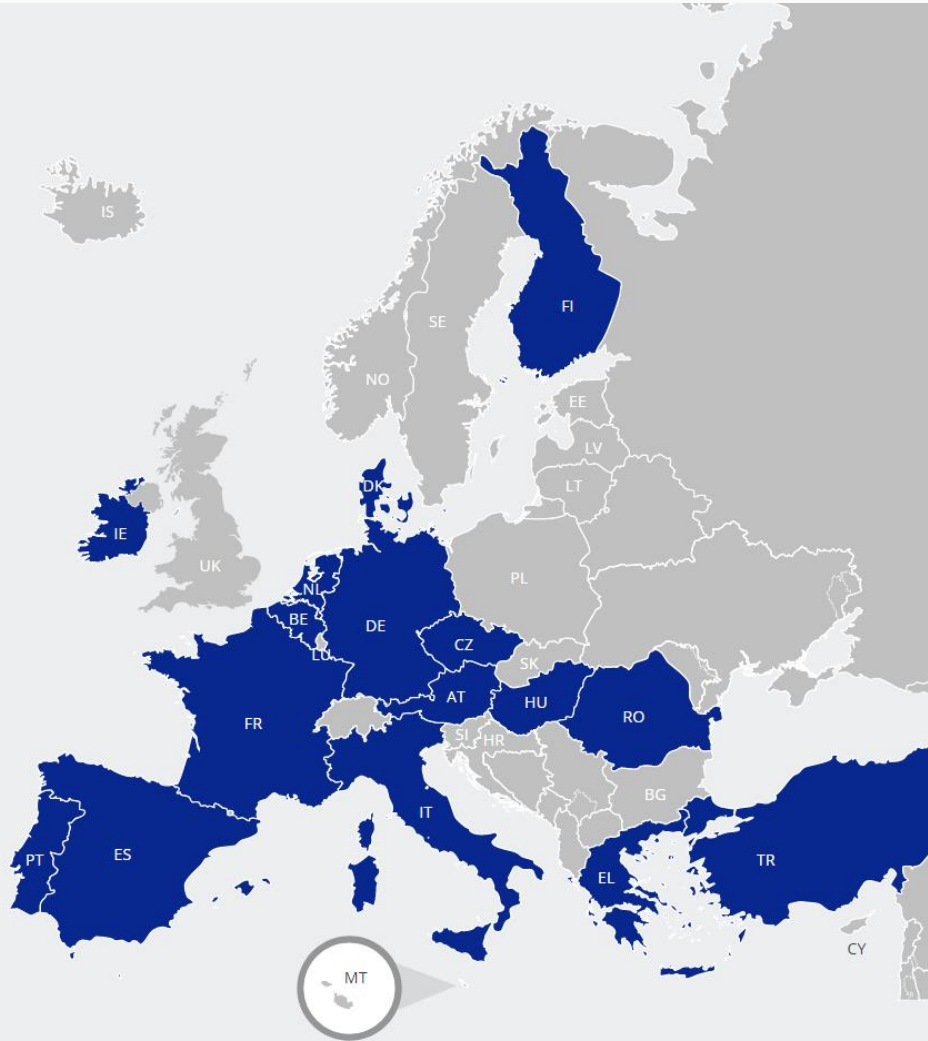


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Ambassadors tackling early leaving from VET




**BECOME
AN
AMBASSADOR**

Become an ambassador

make your good practice
VISIBLE IN EUROPE



Title *

Name *

Surname *

Email *

City *

Country *

What is your job title? *

The name of your Institution *

My Institution is *

In your job, do you principally *

How could you contribute to this toolkit as an Ambassador? you may choose more than one answer *

- By sending good practices and tools you are involved in or aware of
- By sending related publications and statistics
- By sending news (sharing related videos, forthcoming events, press releases, etc.
- By sharing your ideas on how to further improve and enrich this toolkit



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Contact the team

Your e-mail address *

Topic *

Suggest a new good practice or tool

- Select -

- Suggest a new good practice or tool
- Provide feedback on the content of the toolkit
- Other topics

Good practice template:

Fill in the MS Word template to describe your good practice example:



Title of the good practice in English

Please write the full name of the practice, followed by the acronym, where appropriate. If an acronym is introduced at the start of the fiche, it needs to be used throughout.

Title of the practice (in original language)

Please add full name of the practice in the original language.

Short sentence summarising the practice

Please write one (max. two) 'catchy' sentence summarizing the practice and its aim.

Country

Choose an item.

[Click or tap here to enter text.](#)

Education level and sector

Choose an item.

[Click or tap here to enter text.](#)

Type of policy/initiative

Tick the appropriate box(es)

- Prevention
- Intervention
- Compensation

Level of implementation/Scope

Tick the appropriate box(es)

- Institutional level
- Local
- Regional
- National

Stage of implementation

Please write here the first year of implementation and the ending year (if applicable), e.g. 2015 or 2010-2015. If the practice is still on-going, please enter 'Since year' (i.e.: Since 2015).

Aims of policy/initiative

Please describe here the main rationale and objectives of your initiative/practice.

Features and types of activities implemented

Please describe the key features and activities of the initiative/ practice.

Target group

Please write a short paragraph or bullet points describing the target group of the initiative/ practice. E.g. 'Apprentices with migrant background who are either at risk of dropping out or have already dropped out from Vocational Education and Training (VET).



Our vision

A new online source of reference on **VET policies, practices and tools to support social inclusion and LM integration**





What tools are available?



- **Good practices** – successful measures implemented in different EU countries to tackle early leaving.
- **Quick wins** – relatively simple activities that can contribute to tackling early leaving.
- **Self-reflection tool for policy-makers** to identify the strengths and weaknesses of policies put in place.
- **Evaluation plans** for policy-makers or VET providers to design an appropriate monitoring and evaluation approach.



contact us

Cedefop
Irene Psifidou



Expert

Department for learning and employability

vet.toolkit@cedefop.europa.eu

www.cedefop.europa.eu/TEL-toolkit