CEDEFOP | European Centre for the Development of Vocational Training

Workshop 1:
Using the reflection tool of the VET-toolkit for strategic development

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CEDEFOP | European Centre for the Development of Vocational Training

**VET toolkit
for tackling
early leaving**

A valuable source of support for
policy-makers and VET providers

Why and how to use the Reflection tool?

- Bringing together key national and regional decision-makers and stakeholders

- Policy makers reflect and identify gaps in national / regional policies

- Discuss and propose actions to address these gaps / weaknesses

- Develop and involve them in a national action plan

41 structural indicators: key to tackle early leaving from VET

- An ideal situation: having all the elements in place would correspond to having zero ELVET

- These structural indicators are evidence-based, outcome of 3-year pan-European study

- Piloted in international events in Thessaloniki and regional events in Palma de Mallorca

VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

- 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
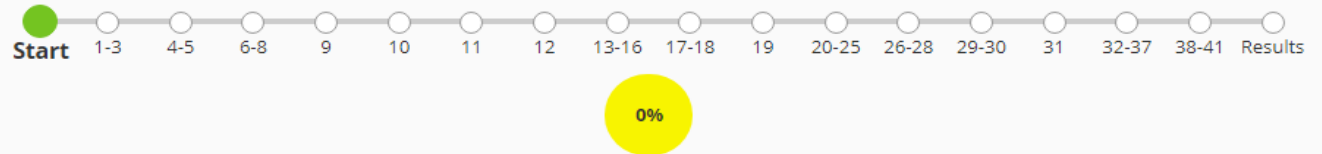- **Reflection tool for policy makers**

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Reflection tool for policy makers

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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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Source of support to policy makers and education and training providers

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Identification and monitoring

🔴 A majority of VET providers have an **early warning system** in place to detect the early signs of learners at risk of early leaving. Proposed actions:

☐ Provide guidelines on how to develop an early warning system.
☐ Provide a long list of indicators for providers to pick from.
☐ Provide guidelines on how to collect information on each of the indicators
☐ Provide data collection tools.
Please specify which:
(e.g. a survey for students to assess their attitudes towards learning and the institution, or collect information about their health and wellbeing; a classroom observation sheet to collect information on students' behaviour).

[   ]

☐ Other. Please specify:

[   ]

[My results] [Back]   [Next] [My action plan]

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

My action plan

(Introductory text)

Identification and monitoring

🔴 A majority of VET providers have an **early warning system** in place to detect the early signs of learners at risk of early leaving.
Proposed actions:
- Provide guidelines on how to develop an early warning system.
- Provide data collection tools:
  - (text written by user)
- Other:
  - (text written by user)

🟢 **Professional development** is available for a majority of VET **teachers and trainers.** This is to support staff in VET institutions in identifying distress signals from students and to identify appropriate support measures for students at risk of early leaving in a timely manner.
No actions proposed.

🟢 **Professional development** is available for a majority of **trainers in companies providing apprenticeships.** This is to support trainers in identifying distress signals from students and to identify appropriate support measures for students at risk of early leaving in a timely manner.
Proposed actions:
Provide professional development opportunities to trainers in companies providing apprenticeships on:
- The design of early systems

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