European Centre for the Development of Vocational Training

# Tackling early leaving from education and training: prevention and early intervention in Europe

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# Cedefop work to combat early leaving

1. To facilitate evidence based policy making in Europe
2. To develop practical tools for policy makers and practitioners
3. To promote peer learning

**Watch the video**

[The role of VET in combatting early leaving]

Leaving education early: putting vocational education and training centre stage

Volume I: investigating causes and extent

Leaving education early: putting vocational education and training centre stage

Volume II: evaluating policy impact

# Issues to be discussed today

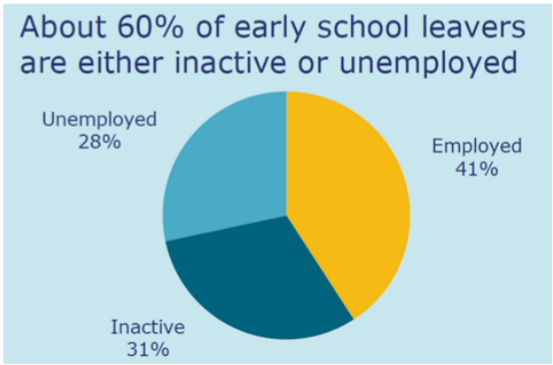
- Why does leaving education early matter?
- How is it understood and measured?
- What are the causes?
- What is the situation in VET?
- What makes policy makers and VET teachers and trainers to tackle ELET effectively?
- How to (further) empower the role of VET teachers and trainers?

# Consequences of leaving education early

**Unemployment affects persons with at most lower secondary education**

**More than half of the 12 million long-term unemployed today are low-educated**

**Low educated workers are five times more likely to be low-wage earners**



# The EU definition and its limitations

**"People aged 18-24 who have only lower secondary education or less and are no longer in education or training"**

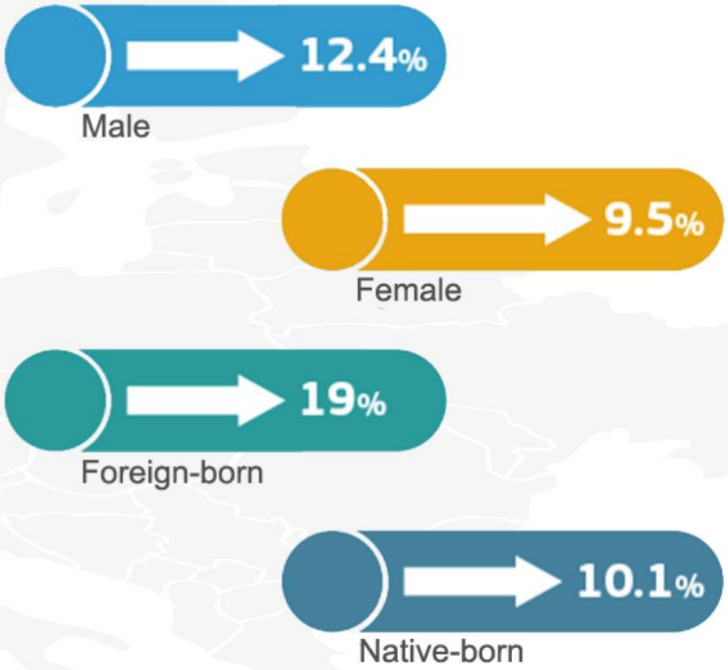
- **Single definition, different phenomena:**
  - **Drop out experiences of students without being qualified**
  - **Not succeeded in the final examination**
  - **Not registered in the next level**
- **Unable to capture where young people drop out from**
  - **(lower or upper secondary education?) and the type of ET (general or VET?)**

# What EU data tell us

**TARGET:** < 10%

**2015:** 11%

**2012:** 12.7%




Source: Education and Training monitor 2016

# What Cedefop found

- Experiencing dropout ≠ 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 of them achieve VET qualifications
- Still, the majority of those who drop out at one point **remain early leavers**

Icons: Freepik

# Factors leading to early leaving from VET

Difficulties related to health, well-being, social issues, poverty, etc.

Non-supportive family environment

Education underachievement

Students from migrant or ethnic minority origin being more frequently at risk of ELET

Students' inappropriate orientation

Inappropriate programme content and organisation

Negative self-perception linked to education failure

Lack of readiness to work

Attraction of the labour market

Difficult relationships in the workplace and in the classroom

# What is the situation in VET?

# VET: a story of contradictions

- Often higher rates of early leaving in VET than in general education (AT, BE, DK, NL, FR)
- The majority of those at risk of EL who shift to VET: **graduate** — BE-Fr, FR, NL
- High participation in VET: **low drop out rates** — LU, SI, CZ, NL, SK, HR, FI, AT, BE
- High incidence of apprenticeships: **lower rates of early leaving** — DK, DE, CH, AT

# What makes policy makers and VET teachers and trainers to tackle ELET effectively?

# 1. Understanding learner's profile

| | | |
|---|---|---|
| Escapist | | Frequently absent and not interested in education/training |
| Non-conformist | | Frequently absent, poor education achievement, negative attitude to school |
| Lost in transition | | Does not adapt to the requirements and expectations of the new programme |
| Resigned | | Does not find a suitable place due to lack of required skills |
| Obligated | | Decides to drop out for economic or family reasons |
| Marginalised | | Accumulates disadvantage and challenges |

# 2. Linking profiles to key features of measures

Escapist

Non-conformist

Lost in transition

Resigned

Obligated

Marginalised

**Preventive measures**

**Intervention measures**

**Compensation measures**

# 3. Providing tailored responses to individual needs

Escapist

Non-conformist

Lost in transition

Resigned

Obligated

Marginalised

- Counselling, coaching and mentoring
- Parents' engagement
- Whole school approach
- Responsibilise and empower teachers and trainers

- Developing work readiness
- Individualised development and learning plan
- Developing social and communication skills
- Remediation support to learners in difficulty

- Training to upgrade basic skills
- Activities aimed at developing self-confidence, motivation and engagement
- Opportunities to transit to training/ apprenticeship
- Comprehensive support provided by multidisciplinary staff

# 4. Contributing to data collection and monitoring

- Detecting early the distress signs of learners at risk of dropping out
- Reaching out timely to those who have already left education

**Data on absenteeism**

**Persons no longer registered in ET**

**Apprenticeship contract dissolution**

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# 5. Contributing to systematic evaluation

Indispensable to upscaling and mainstreaming successful projects and initiatives into national policies and measures

- Of the 337 VET related policies and initiatives analysed by Cedefop, only 44 were supported by evidence of success
- Few evaluations analyse the real impact on individual learning pathways
- Even fewer analyse how and why a given intervention or policy influenced education outcomes

## How to (further) empower VET teachers and trainers?

- Ensuring long-term and sustainable support for the staff working on the ground
- Training VET teachers and in-company trainers to deal with ELVET
- Raising awareness on the importance of their role
- Establishing early warning systems to reach out to learners at risk of ELVET and involving teachers and trainers
- Giving them autonomy supported by guidelines and other tools

# Good practices

| Where? | Who? | What? | How? |
|---|---|---|---|
| Tyrol, Austria | The local career center (AMG) | To improve the quality of apprenticeships | By organising a forum for trainers together with social partners |
| Germany, Spain, Italy, Austria and Portugal | The in-VET project, funded by the European Commission | To support VET professionals to detect students at risk of dropping out at an early stage | By developing web portal and tools for VET professionals |
| Brussels | A new apprentice-specific early warning service | To identify apprentices at risk of dropping out and provide solutions | By involving central services, teachers and employers |
| Hasselt, Flanders | The *COACH in het Kwadraat* | To support schools | By providing them with data on truancy to inform a school specific action plan |
| Hungary | The *Act on national public education* | To provide effective support to learners at risk of dropping out | By stipulating the launch of an early warning system complemented with pedagogical tools |
| The Netherlands | *The professionals working with Medical advice for sick-reported students (MASS)* | To support them in having absenteeism conversations with youngsters | By providing courses on absenteeism conversations for teachers and manual for teachers |

## Tips for promoting communities of practice

- Share knowledge about what works via publicly available user-friendly databases
- Increase visibility of good practices, for example through awards

- Promote peer-learning
- Promote sharing between organisations

- Promote study visits, info days, conferences, and other events such as an annual "week for the prevention of ELET"

- Establish networks/associations for a community of practice

## Tips for developing evidence on success factors

- Carry out evaluations to provide evidence of success and meta-evaluations of several good practices to identify key factors in view of mainstreaming

- Provide time for evaluation to ensure that they can capture intermediary and ultimate results, not only short-term outputs

- Reflect the voices of teachers and trainers and take their knowledge and experience into account in policy-level evaluations

Source: Cedefop Expert workshop results, 2015

CEDEFOP

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Cedefop › Publications and resources › Toolkits › VET toolkit for tackling early leaving

# VET toolkit for tackling early leaving

*Source of support to policy-makers and education and training providers*

Login | Register | Search this toolkit

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Home | Identify | Intervene | Evaluate | Best practices | About the toolkit | FAQs | Contact the team

**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**

**Contribute to this Toolkit: Submit your own good practices.**

COMING SOON!

*Browse by action area*

***Identify***
learners at risk of early leaving and those who already left

***Intervene***
learners at risk of early leaving and those who already left

***Evaluate***
the measures implemented