



CEDEFOP

European Centre for the Development
of Vocational Training



Cedefop resources and tools to support youth at risk and low skilled adults

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16th annual plenary meeting of ReferNet

23 November 2018, Cedefop premises

VET for labour market integration and social inclusion

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Young people

Tackle Early Leaving

Check out how to help young people remain or reintegrate into education or training

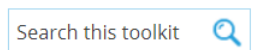
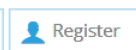


Adults



VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

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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 to stay 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

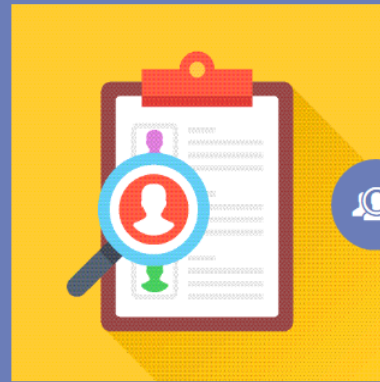


Self-reflection tool for policy makers



Submit good practices

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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

www.cedefop.europa.eu/TEL-toolkit

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Identify

Timely identification enables early interventions and better results.

It is important to detect students at risk of early leaving as soon as possible. There should also be mechanisms to identify young people who leave education and training in a timely manner to increase their chances of reengaging.

What are main profiles
of early leavers and
learners at risk of early
leaving?



How to implement or
improve early warning
systems to identify
those at risk?



How to develop
systems to identify and
monitor early leavers at
national, regional or
local level?



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Intervene

There are no one-size-fits-all solutions. The ultimate decision on which measure is adequate for a certain learner, should be taken on a case-by-case basis following an analysis of the learner's needs.

To find the best solutions, explore:

Protective factors

10 protective factors that can help young people to continue their studies until they attain at least an upper secondary qualification



Intervention approaches

15 intervention approaches to tackle early leaving from education and training



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Protective factors against early leaving



Intervention approaches

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Protective factors against early leaving



Supportive family environment

RELATED INTERVENTIONS ▾



Health and well-being

RELATED INTERVENTIONS ▾



Inclusive environment

RELATED INTERVENTIONS ▾



Education achievement and attendance

RELATED INTERVENTIONS ▾



Positive future vision for oneself and positive career choices

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

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

RELATED INTERVENTIONS ▾

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▶ Protective factors against early leaving

▼ Intervention approaches

Intervention approaches



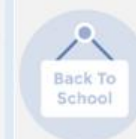
Flexible learning pathways

RELATED FACTORS ▼



Improving VET image and attractiveness

RELATED FACTORS ▼



Second chance measures

RELATED FACTORS ▼



Motivating young people to re-discover their interest in learning

RELATED FACTORS ▼



Comprehensive support to young people with complex needs (case management)

RELATED FACTORS ▼



Guiding young people to make the right choices

RELATED FACTORS ▼



Providing professional counselling to address barriers to learning

RELATED FACTORS ▼



One-to-one support for young people through coaching or mentoring

RELATED FACTORS ▼



Tailoring learning pathways to young people's interests and learning styles

RELATED FACTORS ▼



Helping learners understand the practical application of theoretical courses

RELATED FACTORS ▼



Developing employability skills

RELATED FACTORS ▼



Providing work-based learning and close-to-real simulations

RELATED FACTORS ▼



Involving the entire community in the prevention of early leaving from education and training

RELATED FACTORS ▼



Fostering inclusive and supportive work-based learning environments

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Validation of non-formal and informal learning

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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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Choosing relevant indicators

Assessing whether our programme or policy makes a difference

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Evaluation plan for policy makers

Evaluation plan for learning providers

Reflection tool for policy makers

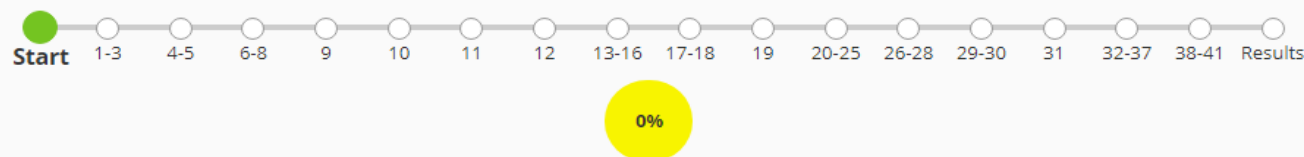
Home > Evaluate > Reflection tool for policy makers



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? *

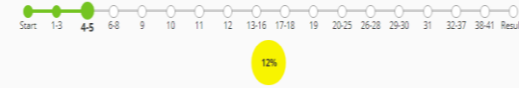
- ☐ Country
- ☒ Region
- ☐ Municipality

Start



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
- Evidence-based structural indicators, outcome of 3-year pan-European study
- Piloted in international, national and regional events



Start 1-3 4-5 6-8 9 10 11 12 13-16 17-18 19 20-25 26-28 29-30 31 32-37 38-41 Results

12%

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

Next Previous



Why and how to use the Reflection tool?

- Bringing together key national and regional decision-makers and stakeholders
- Reflecting and identifying gaps in national / regional policies
- Discussing and proposing actions to address these gaps / weaknesses
- Getting involved in the development of a national action plan for a comprehensive strategy

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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:

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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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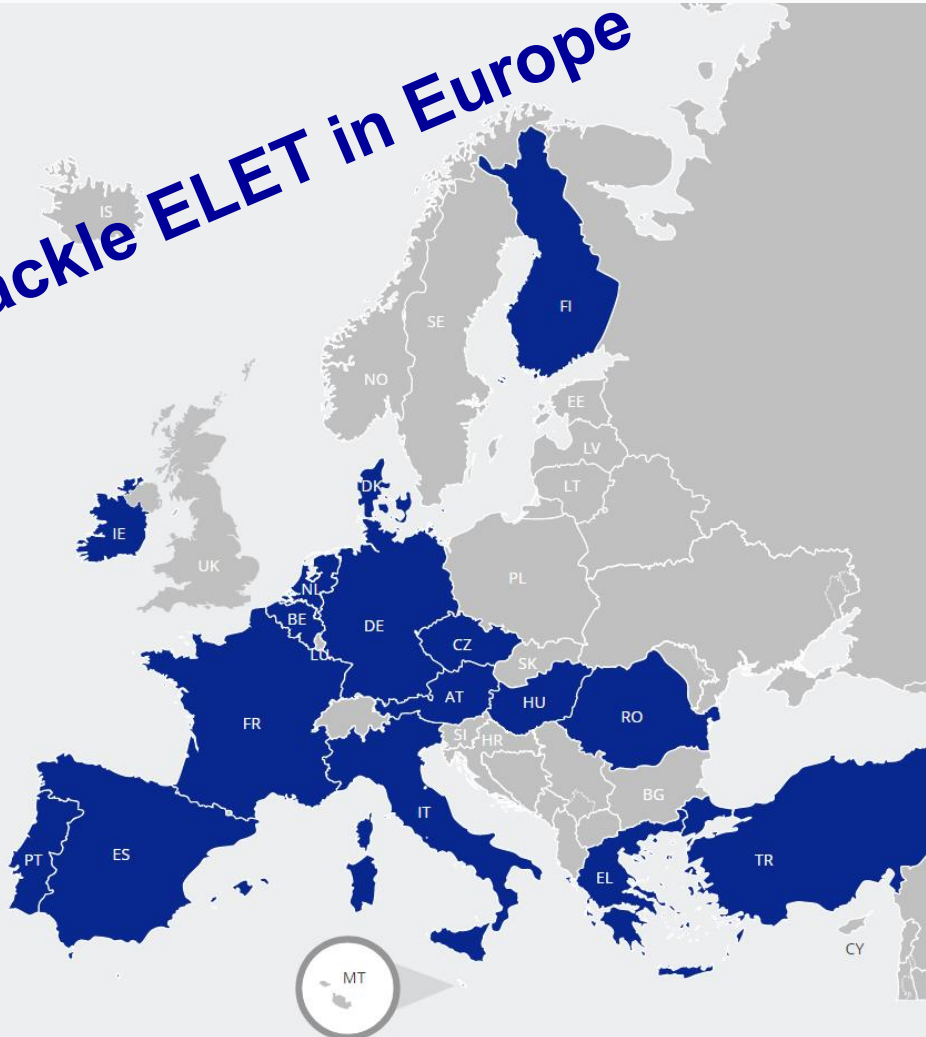
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Join us to tackle ELET in Europe

EUROPE



**BECOME
AN
AMBASSADOR**

Become an ambassador

make your good practice
VISIBLE IN EUROPE



Title *

- Select -

Name *

Surname *

Email *

City *

Country *

- Select -

What is your job title? *

The name of your Institution *

My Institution is *

- Select -

In your job, do you principally *

- Select -

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

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:



Good practice template

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) <input type="checkbox"/> Prevention <input type="checkbox"/> Intervention <input type="checkbox"/> Compensation
Level of implementation/Scope	Tick the appropriate box(es) <input type="checkbox"/> Institutional level <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> 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).



contact us

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