VET for social inclusion & LM integration

VET toolkit for Tackling early leaving

Irene Psifidou, PhD
Senior Expert
Department for Learning and Employability

efVET annual Conference
25 October 2018, Como Italy
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.
VET toolkit for tackling early leaving
Source of support to policy makers and education and training providers

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 >
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
Mania 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.]
VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

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

RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS
RELATED FACTORS

Back To School
Protective factors against early leaving

- Supportive family environment
- Health and well-being
- Inclusive environment
- Community involvement
- Improving VET image and attractiveness
- Education achievement and attendance
- Positive future vision for oneself and an appropriate orientation
- Positive self-perception linked to learning ability
- Theoretical content linked to practical training in the vocational context
- Work readiness
- Positive relationships in the workplace and in the classroom
- Positive view of education and training compared to low-paid jobs
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:
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**

- 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:

**Tools template:**

Fill in the MS Word template to describe your tool:
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