Structural indicators based self-reflection tool for policy makers to tackle early leaving from VET

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Cedefop work to combat early leaving

- Supports evidence-based policy making in Europe
- Promotes cooperation and mutual learning
- Offers guidance and tools for policy makers and VET practitioners

What role can VET play?

VET, part of the problem

Often higher rates of early leaving in VET than in general education

Need to tackle early leaving from VET

VET, part of the solution

The potential of VET and VET pedagogies to reengage young people

New evidence: VET **may prevent and remedy** early leaving

Recommendations drawn from Cedefop research

How to tackle early leaving effectively

1 Understanding the learner's profile

2 Providing tailored responses to individual needs

3 Developing comprehensive data collection and monitoring systems

4 Conducting systematic evaluation

VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

Home | Identify | Intervene | Evaluate | Resources | 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

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

Structural indicators thematic areas

- Identification of learners at risk of early leaving
- Identification and monitoring of early leavers
- Flexible learning pathways
- Improving the image of VET and its 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 ET
- Fostering inclusive and supportive work-based learning environments

The added value

- Cedefop Structural Indicators self reflection toolkit **is VET Specific**

- Address whether or not key structures, roles, mechanisms or principles are in place in a system – like an X-ray

- Used for self-reflection purposes to guide policymakers and practitioners

- Focus on systems and system responsiveness to individual needs - not simply a focus on individual

- Offer strategic direction as to *what* issues are addressed at system level, while also offering flexibility at local or national level as to *how* to address these issues.

- Combines central strategic direction with local autonomy
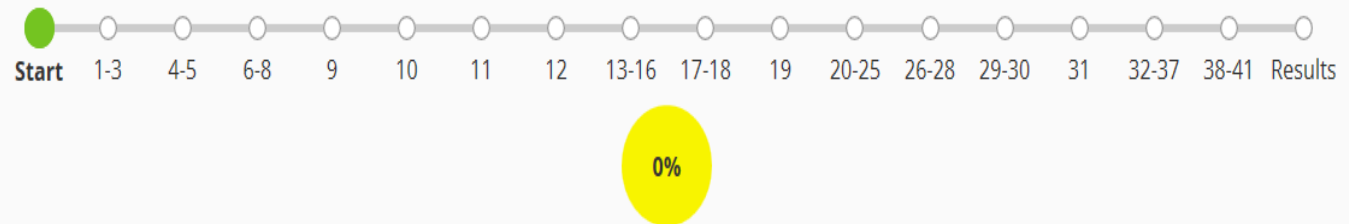
Self-reflection tool for policy makers

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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

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When completing the self-reflection tool, you will be thinking about the policies and measures at which level? *

○ Country
○ Region
○ Municipality

Start

✓ **Identification of learners at risk of early leaving**

A large majority of VET providers have an early warning system in place to detect the early signs of learners at risk of early leaving.

Check our section Identification of learners at risk of early leaving

Professional development available for a large 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.

Check our section Identification of learners at risk of early leaving

✓ **Identification and monitoring of early leavers**

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.

Check our section Monitoring early leavers

✓ **Flexible learning pathways**

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).

Check our section Flexible learning pathways

✓ **Improving the image of VET and its attractiveness**

Concrete actions (at least once a year) to raise awareness about VET opportunities (e.g. campaigns, VET weeks, skills competitions, national awards, VET schools open days).

Check our section Improving the image of VET and its attractiveness

Please find below your results

> *Based on your answers, the following strategies are not in place. We invite you to check the resources in this toolkit that can help you reflect on each of the topics.*

Identification of learners at risk of early leaving

Professional development available for a large 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.

Check our section Identification of learners at risk of early leaving

Identification and monitoring of early leavers

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.

Check our section Monitoring early leavers

Flexible learning pathways

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

Check our section Flexible learning pathways

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

Check our section Flexible learning pathways

Second chance measures

Alternatives to mainstream education providing more individualised and comprehensive support (second chance measures) are available for a majority of learners that need them (including early leavers and those at risk of dropping out from education or training).

Check our section Second chance measures

VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

Home   **Identify**   **Intervene**   **Evaluate**   **Resources**   **About the toolkit**   **FAQs**   **Contact the team**

Home > Evaluate

Evaluate

- 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 providers and practitioners
- Self-reflection tool for policy makers

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:

- how to decide what to monitor and evaluate;
- how to decide which indicators to use to measure progress and change;
- examples of indicators that can be useful to evaluate policies or programmes to tackle early leaving;
- which approaches and methods to choose to be able to make conclusions about how a programme contributed to change the situation of young people;
- how to make judgements about programme performance.
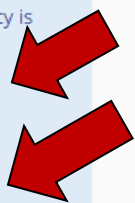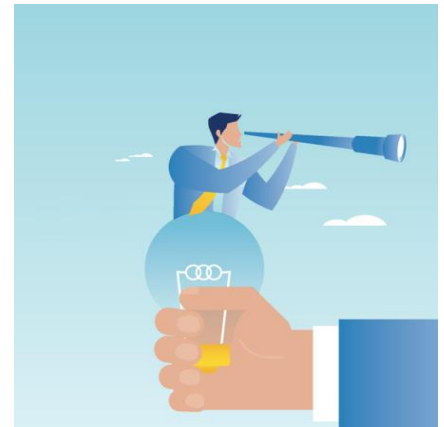
Future vision

To become a reference source of information on practices addressing social inclusion and labour market integration through VET

- Enriched content with new resources for tackling early leaving from and through VET

- Feasibility study on the expansion of the toolkit to other areas of policy and target groups
  - long-term unemployed
  - low-skilled adults
  - youth at risk

- New expanded toolkit by 2020

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