How to beat early leaving from education and training

Moderator: Irene Psifidou, Cedefop Expert
Rapporteur: Mr. Jonathan Harding, Bridgwater and Taunton College, UK
Agenda of the workshop

😊 Introduction by Cedefop: 15 minutes

😊 Ice breaking: 5 minutes

😊 Exercise in small groups and reporting: 1h

😊 Call to become an ambassador: 10 minutes
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
How to beat early leaving from education and training

Recommendations drawn from Cedefop research

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
### 1. Understanding learner's profile

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Escapist</td>
<td>Frequently absent and not interested in education/training</td>
</tr>
<tr>
<td>Non-conformist</td>
<td>Frequently absent, poor education achievement, negative attitude to school</td>
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<tr>
<td>Lost in transition</td>
<td>Does not adapt to the requirements and expectations of the new programme</td>
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<tr>
<td>Resigned</td>
<td>Does not find a suitable place due to lack of required skills</td>
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<tr>
<td>Obligated</td>
<td>Decides to drop out for economic or family reasons</td>
</tr>
<tr>
<td>Marginalised</td>
<td>Accumulates disadvantage and challenges</td>
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</tbody>
</table>
2. Providing tailored responses to individual needs

- Escapist
- Non-conformist
- Lost in transition
- Resigned
- Obligated
- Marginalised

Preventive measures

Intervention measures

Compensation measures
3. Developing comprehensive data collection and monitoring systems

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

What is currently being monitored:

- Data on absenteeism
- Persons no longer registered in ET
- Apprenticeship contract dissolution

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4. Conducting systematic evaluation

- 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.
What tools are available?

- A range of tools for tackling early leaving from education and training, drawn from successful VET practices, including instruments developed as part of projects funded by the European lifelong learning and Erasmus+ programmes.

- **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.
Join us to develop a new self-reflection tool for VET practitioners

😊 Choose a thematic area of the self-reflection tool for policy makers

😊 Discuss in small groups  ➡ see instructions

😊 Report back to us

😊 Register to the toolkit www.cedefop.europa.eu/TEL-toolkit and share your ideas and good practices!
make your good practice VISIBLE IN EUROPE