How to beat early leaving from education and training

Report

Setting of the theme

Irene presents a presentation on how research shows that we could beat early school leaving. The information gave the workshop the different methods to support the students who could be subject to drop out.

Part of the research shows that having various tools to support institutions may help to reduce the dropout rate of leaving education. Below shows part of the research that was developed by Cedefop.

The research study focused on

- the factors leading to early leaving, with particular attention on those associated specifically with early leaving from VET
- measures to tackle early leaving from education and training - with evidence of success
- the learning pathways of young students
- the measurements of early leaving in vocational education and training (VET)
- the factors leading to early leaving, with particular attention on those associated specifically with early leaving from VET
- measures to tackle early leaving from education and training - with evidence of success
- the evaluation of VET measures to tackle early leaving

Main topics in the workshop

The questions, with which we dealt in the workshop, were what

- supports evidence-based policy making in Europe
- promotes cooperation and mutual learning
- offers guidance and tools for policy makers and VET practitioners
1. How to beat early leaving from education and training
Task, with recommendations

Task:

😊 **Choose a thematic area of the self-reflection tool for policy makers**
- Identification of learners at risk of early leaving
- Identification and monitoring of early leavers
- Improving the image of VET and its attractiveness
- 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
- Involving the entire community in the prevention of early leaving from education and training
- Fostering inclusive and supportive work-based learning environments

The participants were split into 4 different groups to pick up two of the thematic areas to talk about the self-reflection tool.

**Recommendations**

One of the group looked into making the qualification structures more streamlined for the learners.

Example: Learners studying an automotive course have to complete a qualification that covers all study elements to become a full skilled technician.

However, some learners would like to study just one element and follow that as a career, e.g. electrical. Modularizing training programmes may help increasing attractiveness and reduce early leaving.
The second group looked at the attractiveness of VET and how can this be improved. The discussion was about how to improve the potency and desirability of VET, how we can keep more learners! The group lead a very detailed discussion about the importance of communication during a learner’s educational Journey. They felt this should be a key deliverable in all educational establishments.

Summary:

- The attractiveness of VET
- Guidance for VET Pathways – Understanding the choice
- Communication during the learner’s journey
- Focusing on tailored responses to individual needs

The next steps – (how can we beat early school leaving)

- Register to the toolkit www.cedefop.europa.eu/TEL-toolkit and share your ideas and good practice
- Keep focusing on the students
- Become an ambassadors

Jon Harding

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