



VET4YOUTH TEAM



CEDEFOP

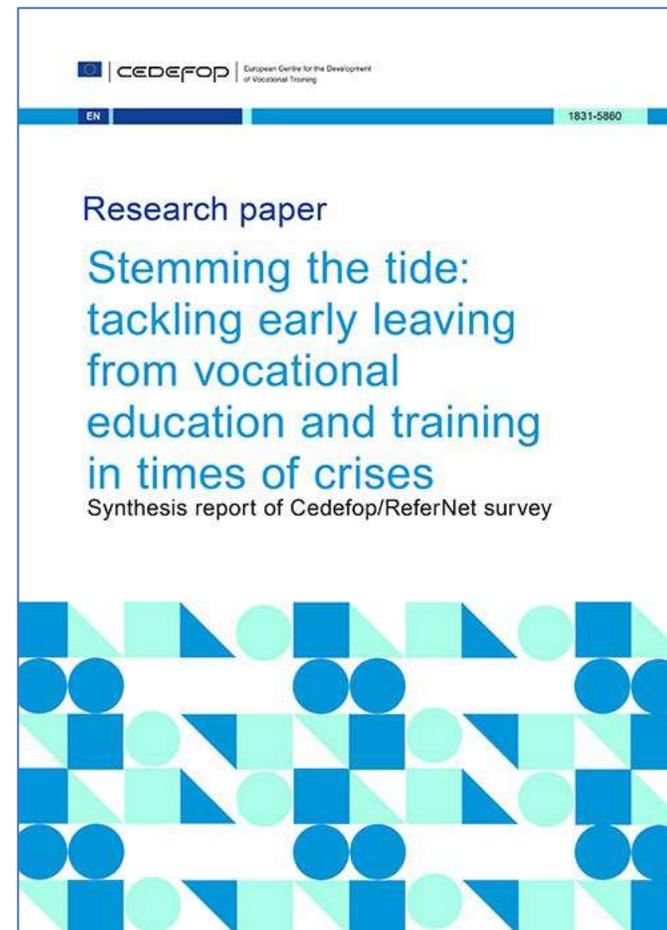
European Centre for the Development  
of Vocational Training

# Frenando la marea Abordando el abandono prematuro de FP en tiempos de crisis

**Irene Psifidou, Experta**

**Coordinadora del equipo FP para jóvenes y  
formación del profesorado**

Seminario Internacional, 22 Abril 2024



A close-up photograph of a person's hand with the index finger pointing at a laptop screen. The background is blurred, showing the laptop and a desk.

## El kit de herramientas para abordar el abandono prematuro en FP

[www.cedefop.europa.eu/TEL-toolkit](http://www.cedefop.europa.eu/TEL-toolkit)

## El kit de herramientas para empoderar los jóvenes ninis

<https://www.cedefop.europa.eu/en/tools/neets>



# VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

UK BREXIT DISCLAIMER

Introduction

Identify

Intervene

Evaluate

Resources

Ambassadors

Advanced search

About the toolkit

Contact the team

BROWSE BY

## Type of approach

**7**  
Profiles at risk

**10**  
Protective factors

**20**  
Intervention approaches

BROWSE BY

## Type of resource

**5**  
Activities  
how to use the toolkit

**49**  
Tools

**9**  
Quick wins

**55**  
Good practices

**34**  
Statistics and data

**98**  
Publications

WAYS TO

## Take part

Reflection and evaluation tools

Submit your good practices and tools

Become an ambassador tackling early leaving from VET

# Que es innovador sobre esta herramienta?

1er recurso en línea de este tipo



**Basado en la evidencia** respaldado por investigación comparativa y trabajo analítico

**Altamente interactivo** usando las herramientas en línea, obtienes resultados instantáneos



**Gran cantidad de recursos**

Buenas prácticas - Enfoques de intervención - Factores de protección - Herramientas - Datos y estadísticas - Publicaciones



# VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

- [Introduction](#)
- [Identify](#)
- [Intervene](#)
- [Evaluate](#)
- [Resources](#)
- [Ambassadors](#)
- [Advanced search](#)
- [About the toolkit](#)
- [Contact the team](#)

## Protective factors

In this section we propose 10 protective factors that can help young people to continue their studies until they attain at least an upper secondary qualification.

By clicking on them you will access information on different intervention approaches that can help to strengthen each protective factor.

**Education achievement and attendance**  
[Show related intervention approaches](#)

**Health and well-being**  
[Show related intervention approaches](#)

**Inclusive environment**  
[Show related intervention approaches](#)

**Positive future vision for oneself and positive career choices**  
[Show related intervention approaches](#)

**Positive relationships in the workplace and in the classroom**  
[Show related intervention approaches](#)

**Positive self-perception linked to learning ability**  
[Show related intervention approaches](#)

**Positive view of education and training compared to low-paid jobs**  
[Show related intervention approaches](#)

**Supportive family environment**  
[Show related intervention approaches](#)

**Theoretical content linked to practical training in the vocational context**  
[Show related intervention approaches](#)

**Work readiness**  
[Show related intervention approaches](#)

# Identificar y prevenir



## Risk of early leaving



Learners at risk of early leaving

Early leavers



Learners escaping the system



Learners confronting the system



Learners disengaging due to difficulties adapting after transition



Learners disengaging because they cannot find a placement



Young people who left education and training because of caring, parenting or working obligations



Young people who left education and training and combine multiple disadvantage, possibly facing health and psycho-social issues



Young people not in employment, education or training (NEETs)

# Intervenciones exitosas



Prevención



Intervención



Compensación



# Intervenir



## Building motivation to learn

Show related protective factors ▾



## Community involvement

Show related protective factors ▾



## Comprehensive support to tackle complex needs

Show related protective factors ▾



## Counselling to address barriers to learning

Show related protective factors ▾



## Developing employability skills

Show related protective factors ▾



## Digital inclusion and well-being

Show related protective factors ▾



## Flexible education and training systems

Show related protective factors ▾



## Guidance: supporting youth to manage their careers

Show related protective factors ▾



## Identification of learners at risk of early leaving



## Improving VET image and attractiveness

Show related protective factors ▾



## Inclusive work-based learning environments

Show related protective factors ▾



## Monitoring early leavers



## One-to-one support through coaching or mentoring

Show related protective factors ▾



## Practical application of theoretical courses

Show related protective factors ▾



## Professional development for inclusive teaching and training

Show related protective factors ▾



## Psychosocial support

Show related protective factors ▾



## Second chance measures

Show related protective factors ▾



## Tailored learning pathways

Show related protective factors ▾



## Validation of non-formal and informal learning



## Work-based learning and simulations

Show related protective factors ▾





# VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers

- Introduction
- Identify
- Intervene**
- Evaluate
- Resources
- Ambassadors
- Advanced search
- About the toolkit
- Contact the team



## Digital inclusion

INTERVENTION APPROACH

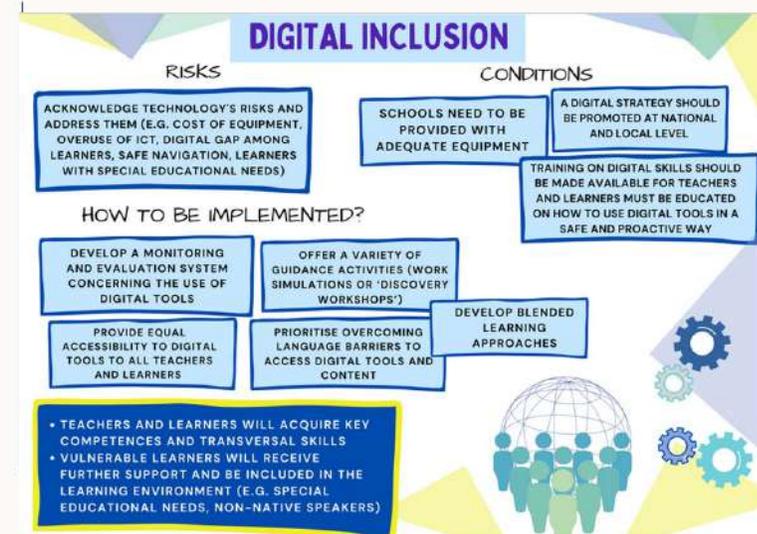
PDF Version

### Problem statement

#### Addressed problem: integrate and bolster digital tools in VET system

Technology has not been yet effectively integrated into teaching practice across Europe. The use and effectiveness of digital tools varies widely across member states and across different school environments. The stark digital divide and education inequity have worsened with Covid-19 measures, as most learning practices shifted to distant methods and online tools were swiftly adopted. In a context where digital devices and internet access increase, it is becoming more and more obvious that digital exclusion may lead to professional and social exclusion.

Digital education strategies have typically been designed with all learners in mind, without sufficient attention to the specific barriers faced by marginalised learners or groups. On the other hand, inclusive education measures have not always included a clear 'digital' dimension. For this reason, it is necessary to link the aspect of digitalisation with that of inclusion in order to support vulnerable VET learners (e.g. migrants, refugees, with low socioeconomic background, with special educational needs) by enhancing their access to and use of digital means.





# Evaluación y seguimiento

## Check our tools:



Evaluation plan for policy makers



Evaluation plan for learning providers



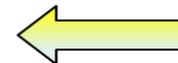
Reflection tool for policy makers



Reflection tool for VET providers



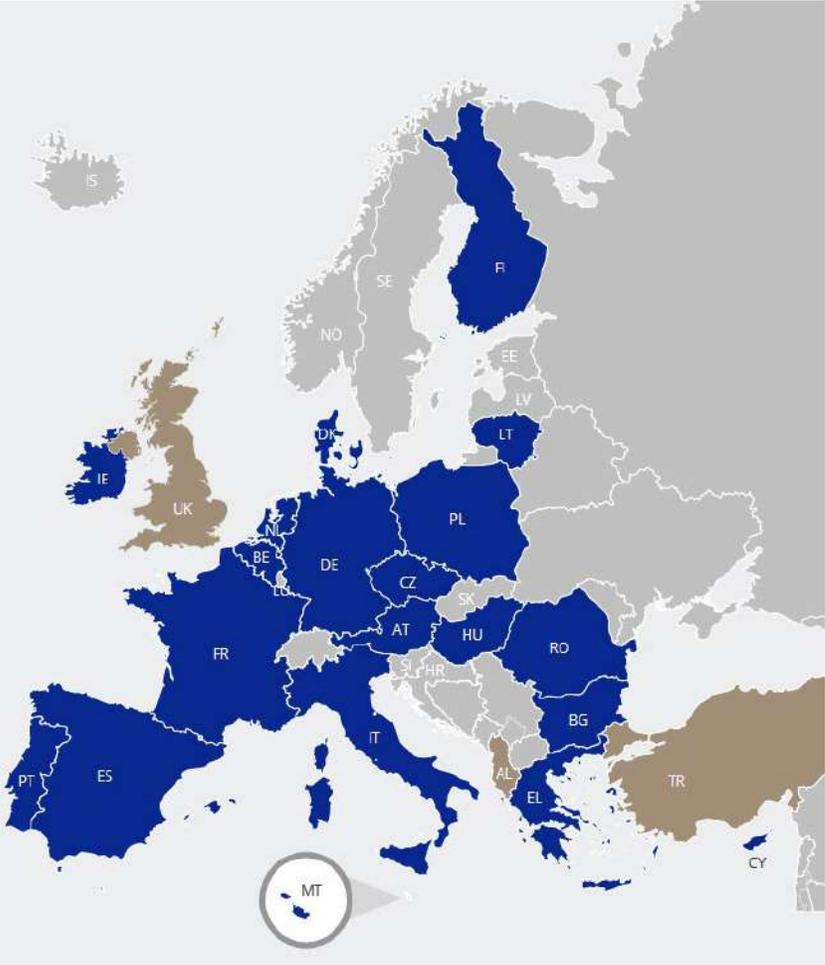
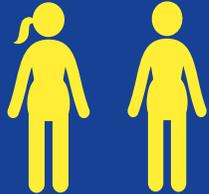
Reflection and  
evaluation tools





# Comunidad de embajadores/as del Cedefop

Responsables políticos, profesores, tutores, expertos y otras partes interesadas que participan en **la lucha contra el abandono prematuro de FP** a nivel nacional, regional o local en Europa



**BECOME AN**  
**AMBASSADOR**



VET toolkit for tackling early leaving



VET toolkit for empowering NEETs



@RenaPsifidou

# Thank you



#Earlyleaving #VETtoolkit #VETTeachersTrainers



**CEDEFOP**

European Centre for the Development of Vocational Training