

EQAVET Peer Learning Activity
on Actions to reduce early leaving in VET
30 Sept - 1 October 2015
Helsinki, Finland

Lida Kita, European Training Foundation (ETF)

Potential candidate countries:

Bosnia and Herzegovina, Kosovo (UNSCR 1244/1999)

Candidate countries:

Albania, former Yugoslav Republic of Macedonia, Montenegro, Serbia, Turkey

Central Asia:

Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan

European Neighbourhood and Partnership Instrument countries - ENP South:

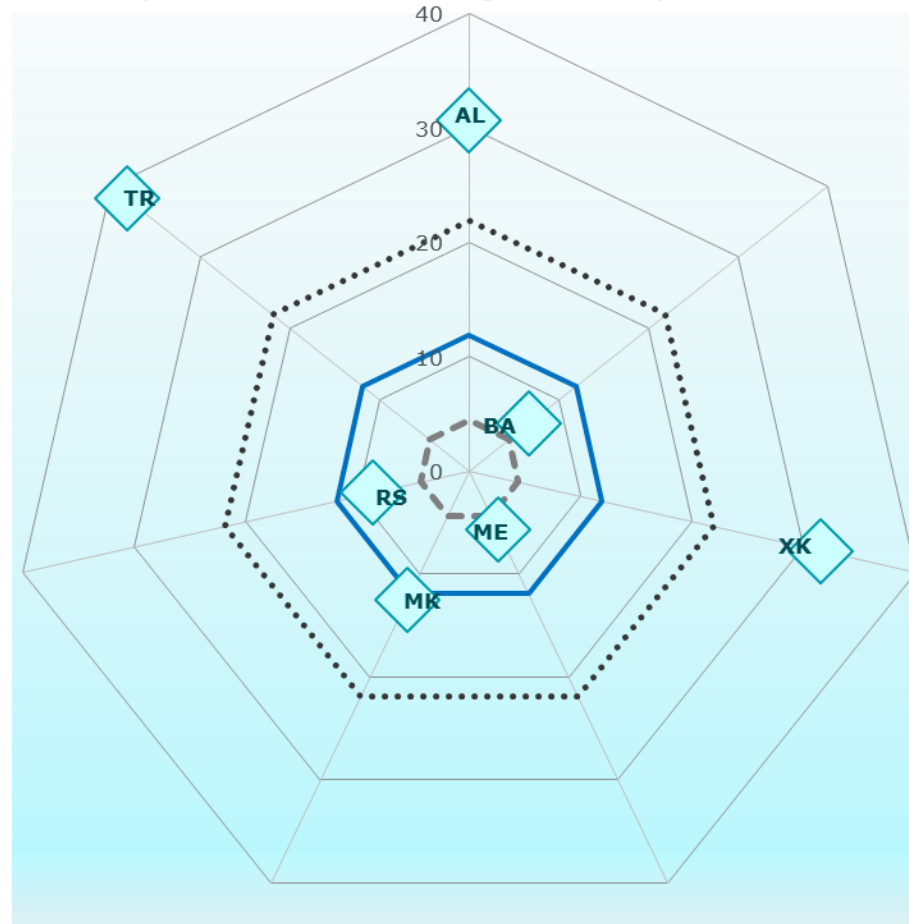
Algeria, Egypt, Jordan, Lebanon, Libya, Morocco, occupied Palestinian territory, Syria, Tunisia and Israel

European Neighbourhood and Partnership Instrument countries - ENP East: Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine and Russia



Key figures (I)

Early Leavers from education and training (%)
(EU2020 headline target: <10%)

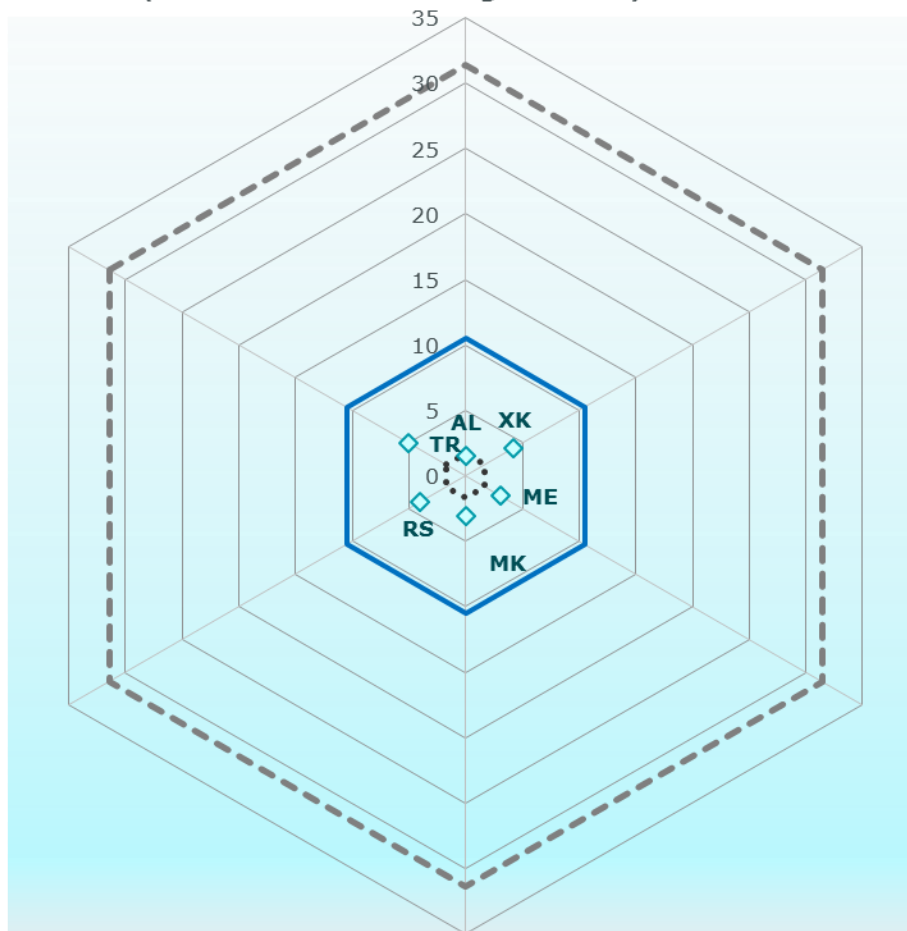


— EU-28 Average - - - EU-28 Best ····· EU-28 Worst

Data: 2014 or last year available

Sources: Eurostat, national statistical offices

Participation in Lifelong Learning (%)
(ET2020 headline target: 15%)

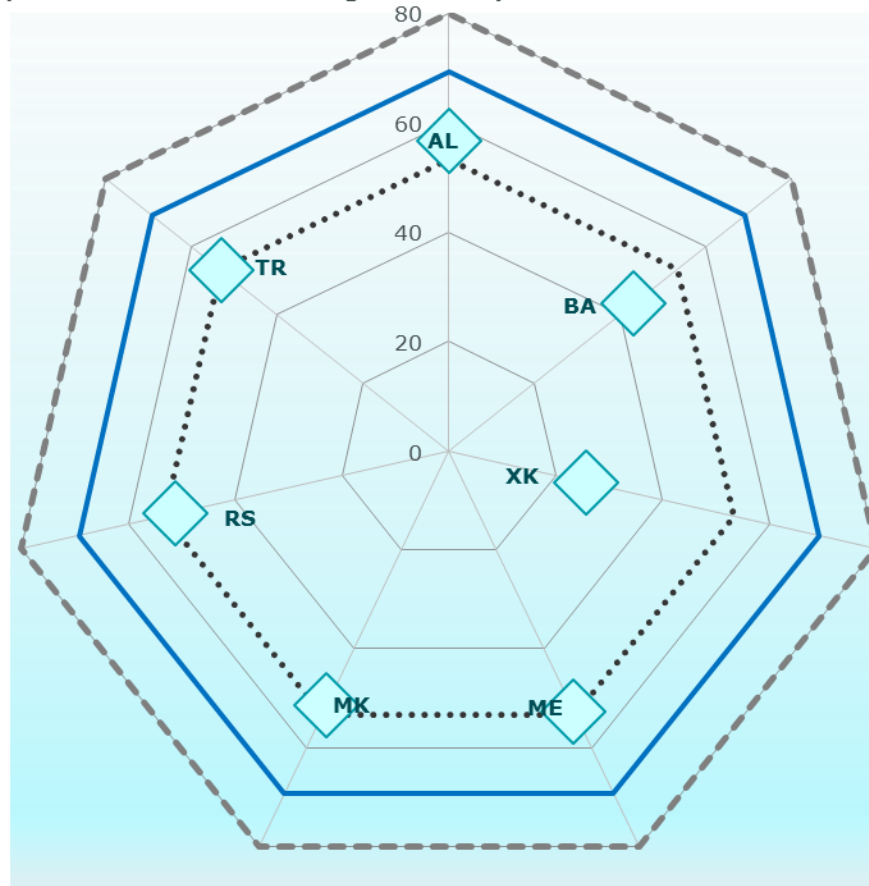


— EU-28 Average
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Employment rate (20-64) (%)

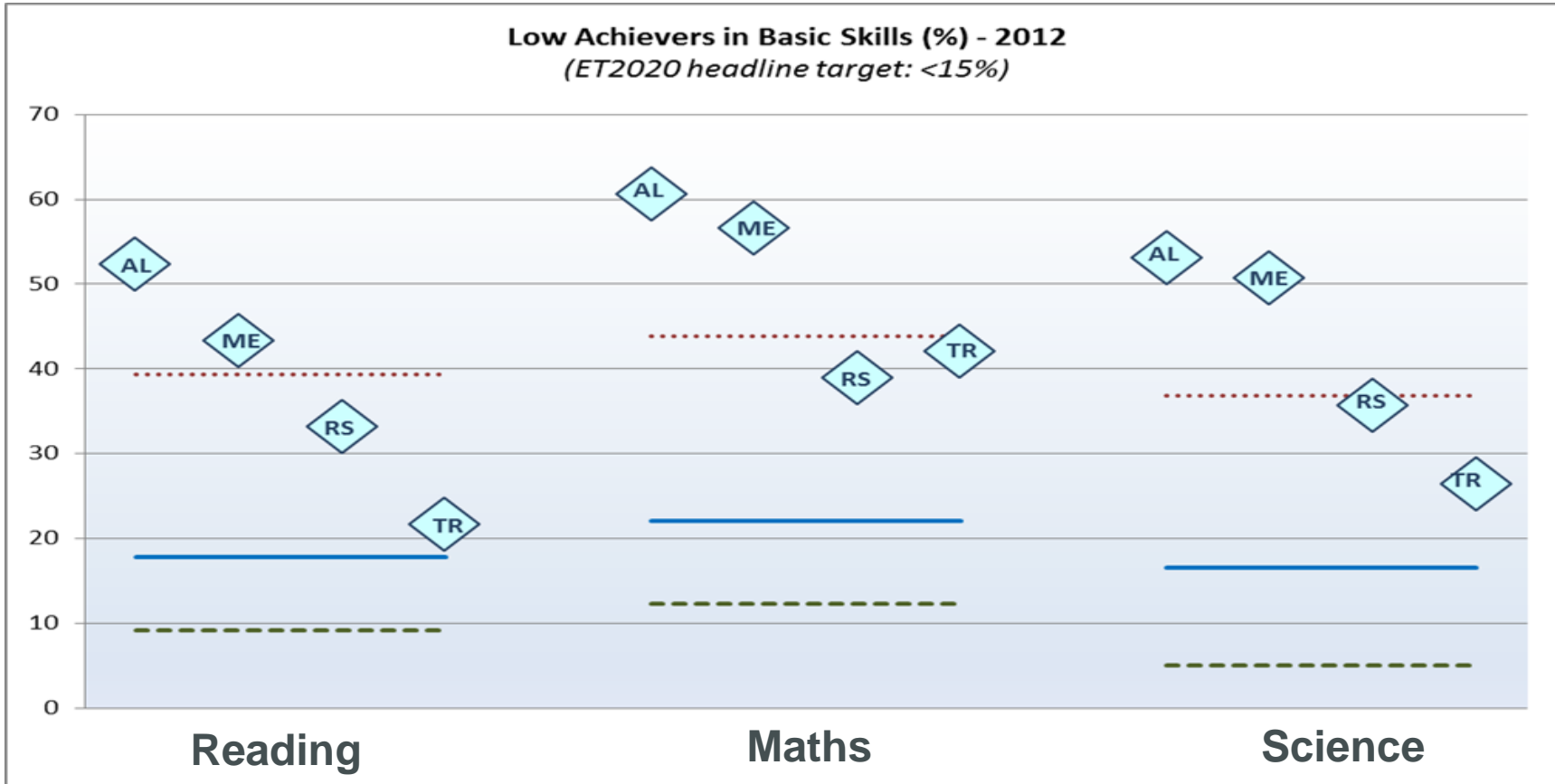
(EU2020 headline target: 75%)



— EU-28 Average - - - EU-28 Best ····· EU-28 Worst

Data: 2014 or last year available

Sources: Eurostat, national statistical offices



Source: OECD – PISA results. Last round of 2012

MAPPING OF VET POLICIES AND PRACTICES

FOR SOCIAL INCLUSION AND SOCIAL COHESION IN THE WESTERN
BALKANS, TURKEY AND ISRAEL- Participatory Action Research

Aims of the project

- To understand the **barriers and opportunities** for building inclusive and equitable VET systems in the Western Balkans, Turkey and Israel
- To provide **new evidence on the role of VET in combating social exclusion** and contributing to building more cohesive societies
- To **assist stakeholders** to enhance the role of VET in promoting skills, socialisation, civic values, social inclusion and social cohesion
 - *Making their transition from school to the labour market smoother*
 - *Preventing early leaving and dropping out*
 - *Redirecting the situation of youth NEETs by providing further education and training*
- To contribute to the development of **research capacity** in the field and build sustainable research collaboration



- *Involved both researchers and subjects of research*
- *Designed to make research findings relevant and applicable*
- *Active co-research involving key stakeholders: policy makers and policy advisors at national level, including representatives of relevant government ministries and agencies, social partners and representatives of CSOs, school directors, teachers, school assistants, students, employers, community leaders:*

9 *national advisory boards*

27 *local advisory boards*

21 *focus groups (national and local level)*

84 *in-depth interviews with key national stakeholders*

223 *in-depth interviews in schools and local communities*

745 *responses to teacher questionnaires*

2,862 *responses to student questionnaires*

27 *VET schools*

25 *researcher from all the countries*

In most countries, entry into upper secondary education is selective

- Selection reinforces social differentiation
 - students of middle class parents are more likely to enter academic schools,
 - students of working class parents are more likely to enter vocational school
- Vocational schools tend to be less well resourced than academic schools leading to low quality of education
- Teachers of VET schools have no pre service teacher training and very little/no continuous professional development
- Consequently, initial gaps in student performance may widen, increasing inequality in educational outcomes

Dropping out: main trends

- **Extent of school drop-out** – reliable comparative data not possible, varying rates of dropout across and within case study countries
- **Profile of drop-outs** -- predominantly lower level socio-economic groups and particularly if they are vulnerable in other aspects (e.g. female, disabled, ethnic and linguistic minorities, including Roma etc.) and other disadvantaged students
- **Causes of drop-out** – socio-economic background but also **experience at school**, teachers and important role of parents and peers.
- **Measures to prevent drop-out** – challenge of striking an effective balance between positive developmental measures and sanctions

Experience at school: main trends

- Almost three fifths of the students say that ‘much’ or ‘very much’ improvement is needed in **school equipment**, while almost a half say the same for **school buildings**
- One fifth of students found **teachers were not welcoming and not trained to deal with the diverse profile of the students**
- A fifth of students also experienced some form of **bullying** at school
- Students are **ambitious**
 - Almost all (84%) realise that it is very important for them to do well at school for their future job prospects but they feel “let down” by the system

Skills and curricula

- A key problem is the lack of appropriate skills that are taught in many vocational schools in the region as a consequence of the out-dated curricula
 - ❖ Almost **one tenth of students say that the skills they have learnt will be of only a little or no use to them.**
- In most countries, the skills provided by vocational schools are obsolete and /or have not kept up with changing labour market needs

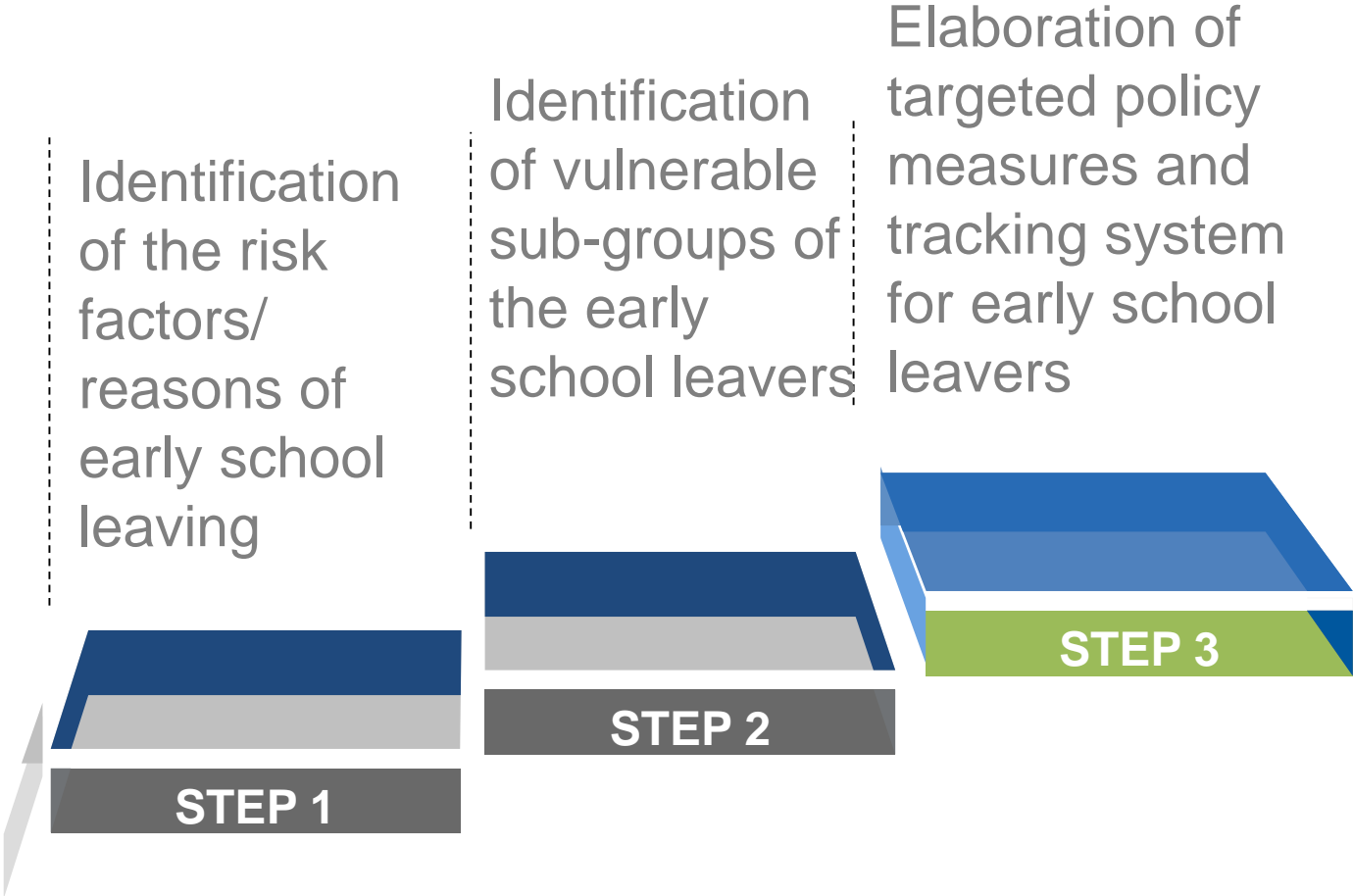
Practical training

- Practical training, either within school or in a local company as an intern or apprentice, is insufficient to provide a sound basis of vocational knowledge and experience (*interviews*)
- **Hours in work placement in a company** differ widely across schools and countries vary from a low of 0.6 hours to max 15.2 (only in Croatia and Serbia)
- There is also a huge between-school and cross-country **variation in weekly hours spent in practical lessons**

- **Over three quarters** expect to receive help from their families (75.2%)
 - Only about one third expect help from Public Employment Office(PES) or school
- A major hindrance to students in their attempts to find a job is the lack of career guidance and counselling
- Students whose parents do not go out to work rely less on the assistance of their family in finding a job than those with a parent in work
- This suggests the importance of social networks and connections in finding a job in the WBT+I countries.

- **What do students think** could be done to improve their job prospects?
 - Almost two thirds - better access to computers
 - Almost two thirds - better teaching methods
 - Three fifths of - better job counselling
 - More than half - better equipment
 - More than half - more relevant curricula
 - Almost half - better buildings
 - Just under a half - better out of school training in companies

Steps to elaborate and develop targeted policy measures



Step 3: Elaboration of targeted policy measures

Prevention

Early intervention through good quality and relevance of education /VET systems

- Monitoring and early warning system
- Alternative learning and innovative teaching methods
- Raising ceiling of compulsory education
- Career guidance
- Subsidies and parental/community engagement
- Improve VET and making it more attractive
- Financial incentives

Reintegration

Employability measures, school-to-work transition measures and employment measures

- Opportunities for second chance education and training
- Apprenticeships
- Internships
- Work experience opportunities
- Provision of integrated services to youth
- Incentives to employers
- Entrepreneurship support
- School-family reconciliation measures

Compensation

Social assistance and inclusion measures for the most needy and financial incentives

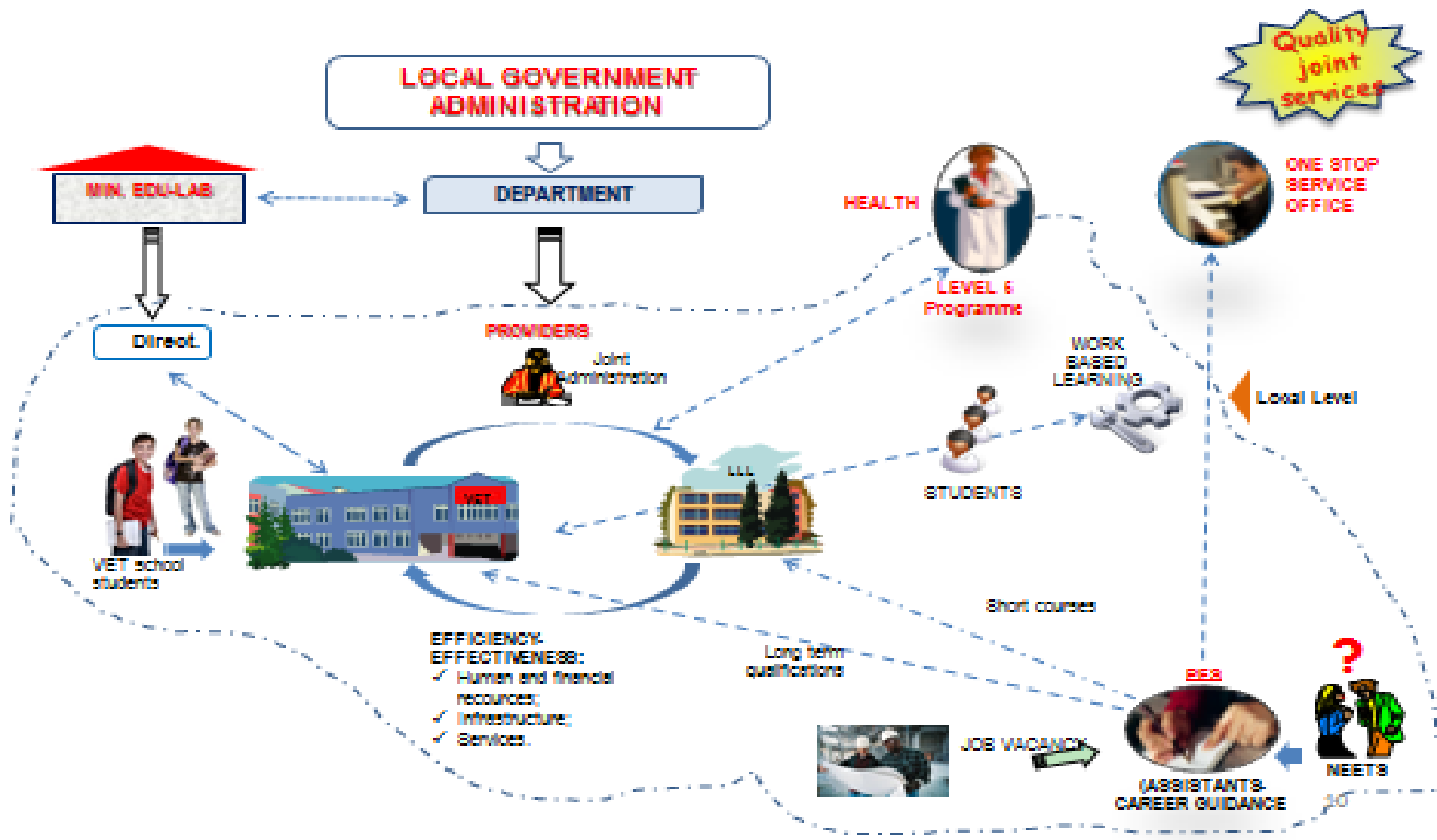
- Support to mobility
- Financial allowances for poorest families
- Financial support for students
- Inclusion measures
- Removing barriers to employment for young people with special needs

Multifunctional community centre ... **short or long term solution**

(more than one country actions)

While vocational schools are distant to vulnerable groups, vocational training centres (VTC) have a focus on marginalised groups who are more interested in short-term courses

Remedial actions should focus on education and training systems in a socially inclusive and lifelong learning perspective, with a due account to other accompanying measures (such as employment and training; social support etc.)



THANK YOU FOR YOUR KIND ATTENTION !

Further information on www.etf.europa.eu
Lida Kita at lida.kita@etf.europa.eu