

CEDEFOP'S VET TOOLKIT FOR TACKLING EARLY LEAVING

20 KEY INTERVENTION APPROACHES

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CEDEFOP

European Centre for the Development
of Vocational Training

1. IDENTIFICATION OF LEARNERS AT RISK

SYSTEMATIC APPROACH TO IDENTIFY LEARNERS AT RISK OF EARLY LEAVING

EARLY WARNING SYSTEM

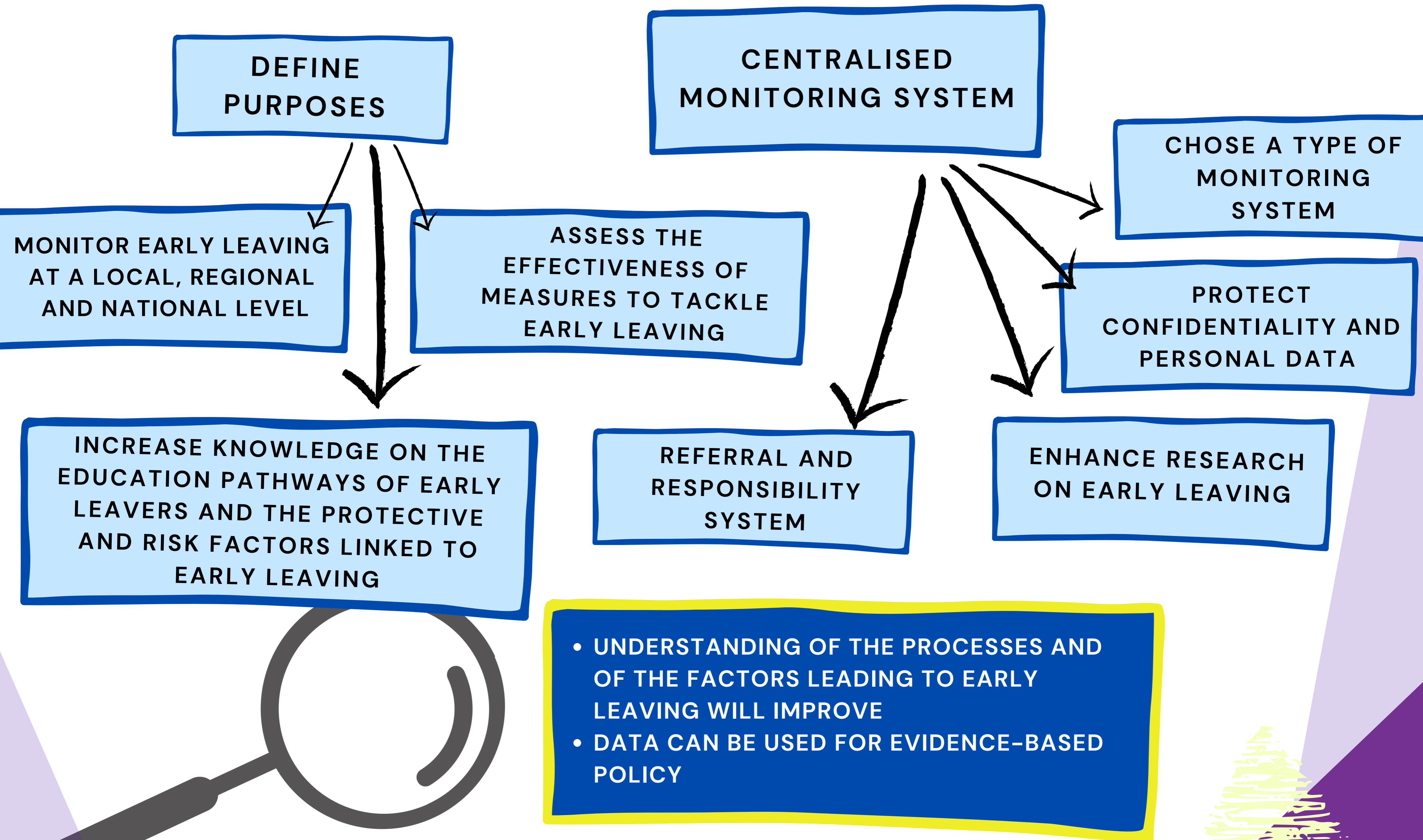
CHOOSE RELEVANT INDICATORS (FAMILY BACKGROUND, SOCIAL BEHAVIOUR, HEALTH ISSUES)

PROTECT CONFIDENTIALITY AND PERSONAL DATA

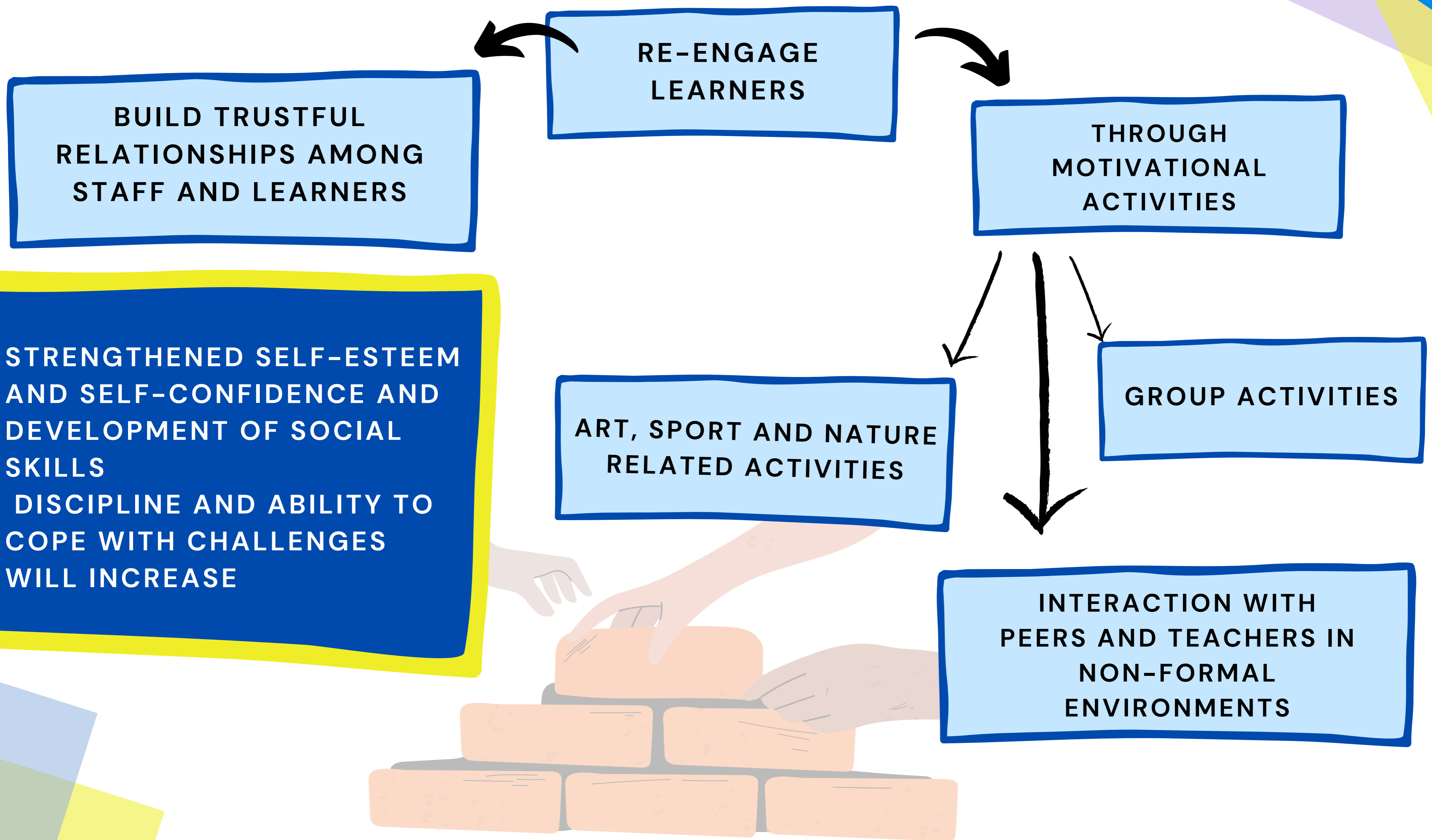
INVOLVE PRACTITIONERS AND PROVIDE INCENTIVES FOR VET PROVIDERS WHO MONITOR AT-RISK LEARNERS

- SYSTEMATIC INFORMATION SHARING AND INCREASED COOPERATION BETWEEN VET PRACTITIONERS
- TIMELY AND TAILORED INTERVENTIONS

2. MONITORING EARLY LEAVERS



3. BUILDING MOTIVATION TO LEARN



4. COMMUNITY INVOLVEMENT

WHOLE SCHOOL APPROACH

COMPREHENSIVE RESPONSE
INVOLVING THE ENTIRE VET
ENVIRONMENT

MULTI-DISCIPLINARY
APPROACH TO SUPPORT ALL
LEARNER NEEDS

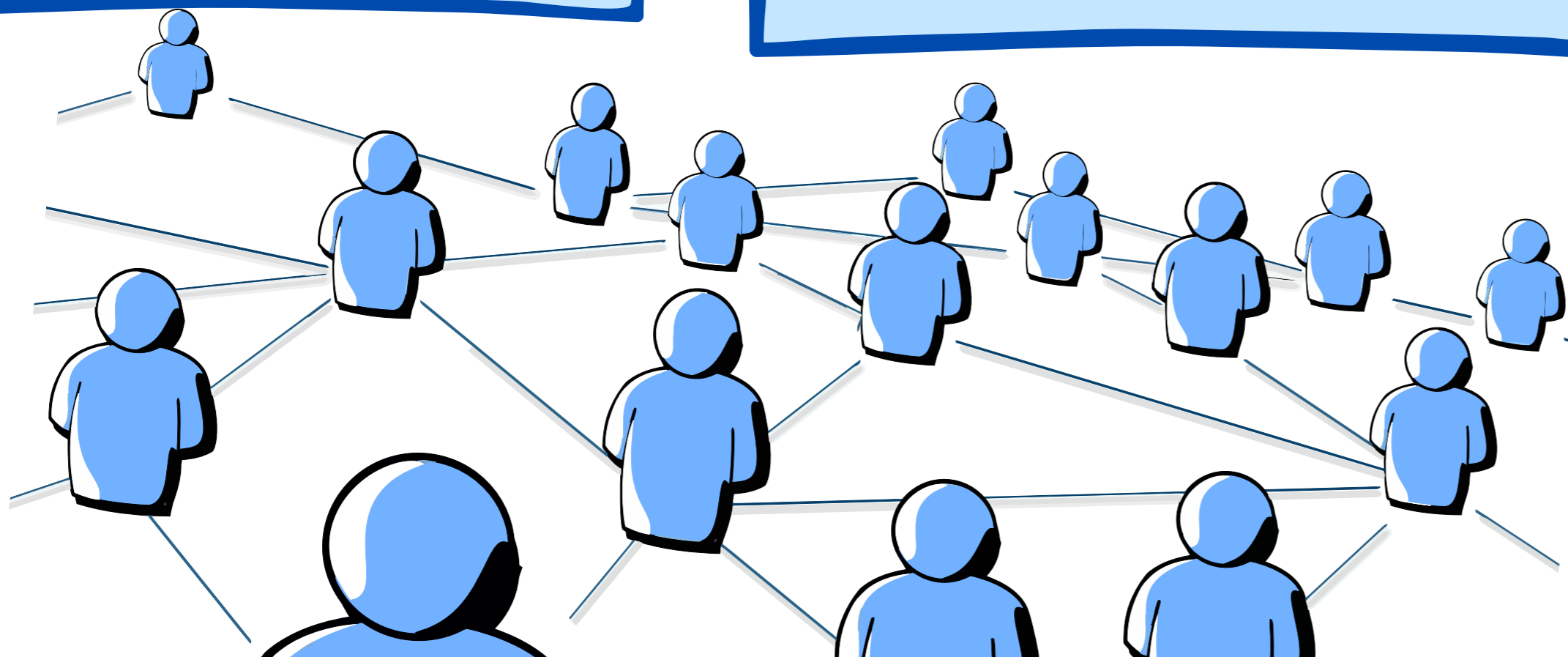
LISTEN TO
STUDENT'S VOICE

CREATE AN INCLUSIVE
LEARNING
ENVIRONMENT

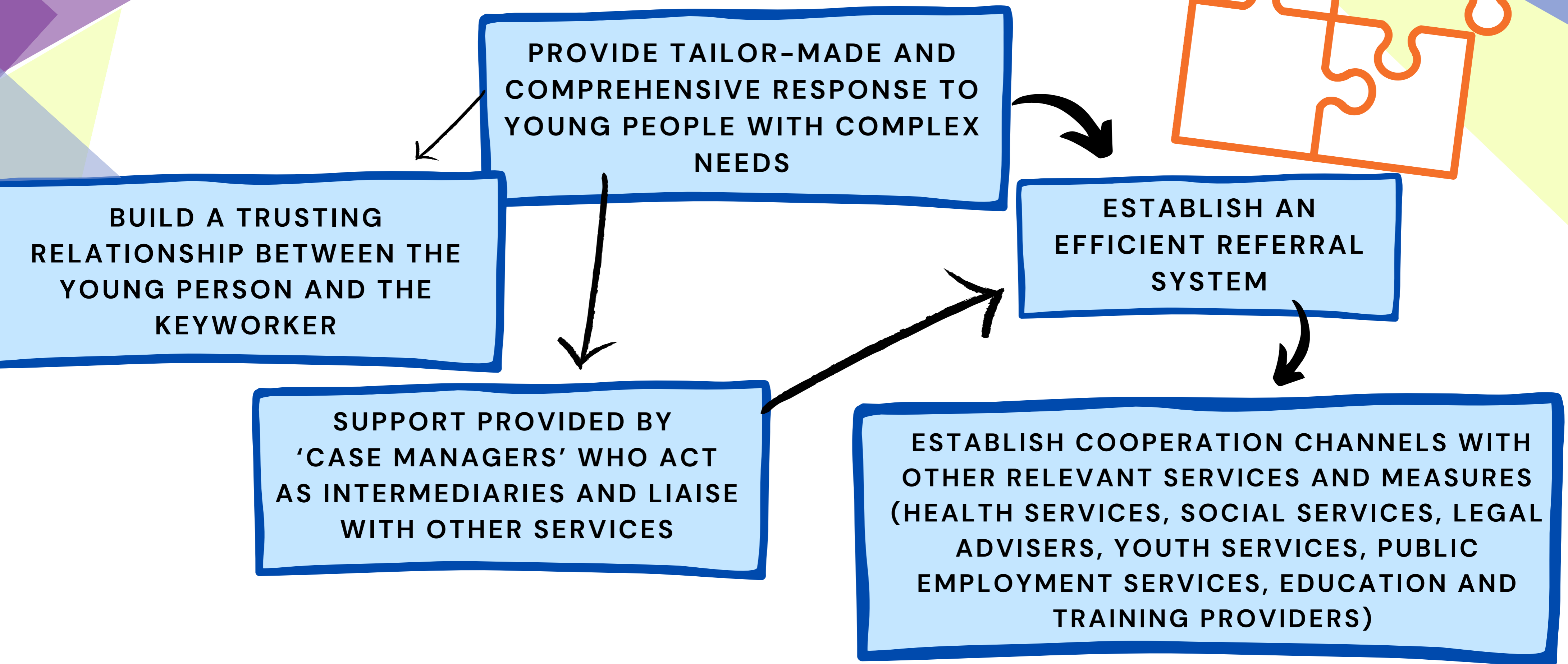
PROMOTE
SCHOOL-FAMILY
PARTNERSHIPS

ESTABLISH LINKS WITH THE
WIDER COMMUNITY (NGOS,
EMPLOYERS)

- VET COMMUNITY SHARES AN INCLUSIVE, LEARNER-CENTRED VISION OF EDUCATION FOR ALL
- COMMON APPROACH TO TACKLING EARLY LEAVING FROM EDUCATION AND TRAINING



5. COMPREHENSIVE SUPPORT TO TACKLE COMPLEX NEEDS



- SOCIAL, HEALTH, PSYCHOLOGICAL AND ECONOMIC CHALLENGES TACKLED BY MULTIFACETED SUPPORT
- IMPROVEMENT IN WELLBEING AND LEARNER'S SELF-ESTEEM AND CONFIDENCE
- POSITIVE ATTITUDE TOWARDS LEARNING AND DEVELOPMENT OF TRUSTING RELATIONSHIP

6. COUNSELLING TO ADDRESS BARRIERS TO LEARNING

OFFER PROFESSIONAL
COUNSELLING THROUGH
TRAINED COUNSELLORS AND
PSYCHOLOGISTS

ESTABLISH CLEAR REFERRAL
MECHANISMS AND PROMOTE
AWARENESS OF COUNSELLING
SERVICES

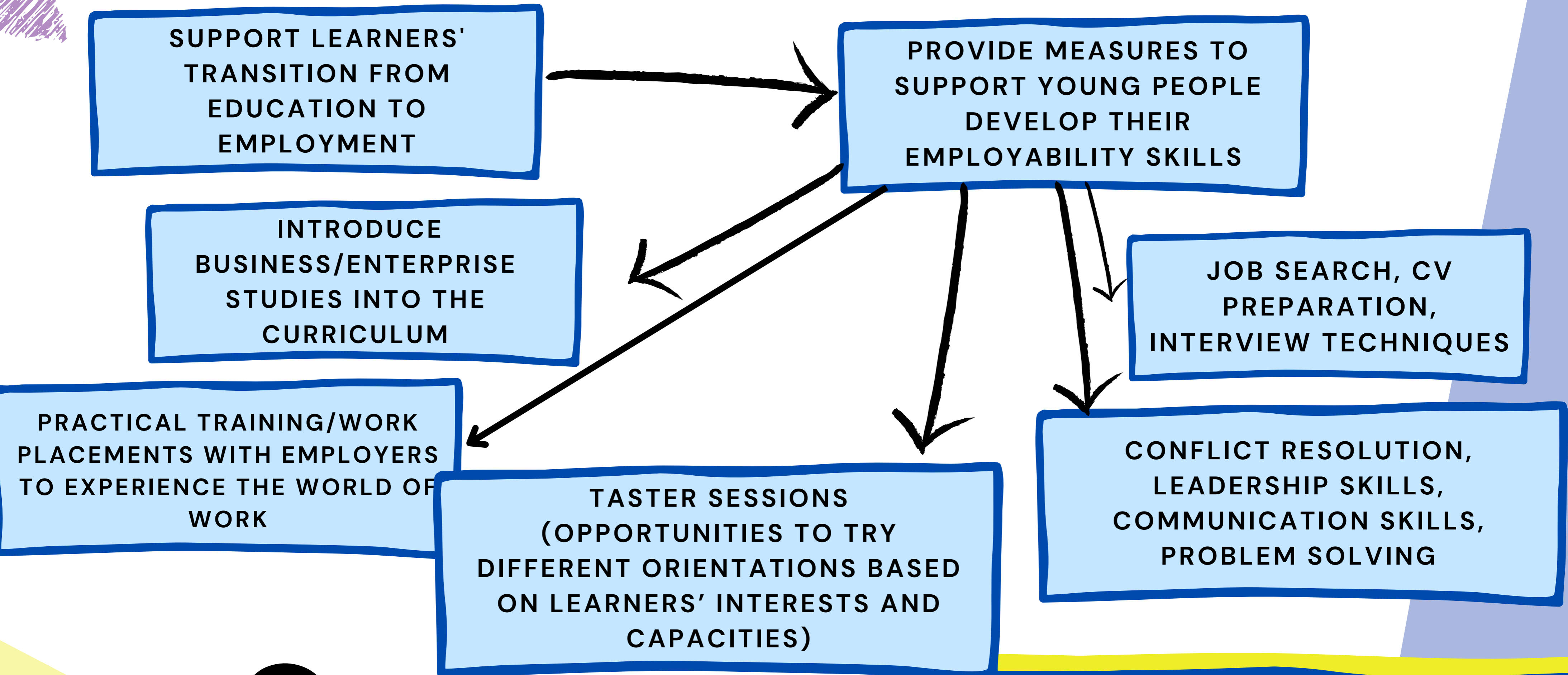
ORGANIZE GROUP
COUNSELLING
SESSIONS

PROVIDE TAILORED
AND LONG-TERM
SUPPORT



- IMPROVEMENT IN EMOTIONAL PSYCHOLOGICAL SUPPORT CAN BE A MEANS OF BUILDING SELF-CONFIDENCE, TRUST AND MOTIVATION TOWARDS LEARNING
- UNDERSTAND AND OVERCOME COMPLEX NEEDS AND CIRCUMSTANCES CAN REMOVE BARRIERS TO PARTICIPATION

7. DEVELOPING EMPLOYABILITY SKILLS



- LEARNERS WILL DEVELOP POSITIVE ATTITUDES AND BEHAVIOURS TOWARDS THE WORLD OF WORK AND IMPROVE THEIR SENSE OF ATTACHMENT TO AN ORGANISATION
- LEARNERS WILL BE ABLE TO MAKE INFORMED DECISIONS ABOUT THEIR FUTURE CAREER PROSPECTS



8. GUIDANCE: SUPPORTING YOUTH TO MANAGE THEIR CAREERS

WHAT IS IT?

IT IS A RANGE OF ACTIVITIES AIMING AT SUPPORTING INDIVIDUALS TO MANAGE THEIR CAREERS AND MAKE EDUCATIONAL, TRAINING AND OCCUPATIONAL CHOICES MATCH THEIR PERSONAL CHARACTERISTICS

IT INCLUDES: EDUCATION, TRAINING AND WORK OPPORTUNITIES; CAREER COUNSELLING

- EARLY AND PERSISTENT CAREER GUIDANCE IS IMPORTANT TO SUPPORT YOUNG PEOPLE IN CHOOSING VET AS A POSITIVE OPTION
- YOUNG PEOPLE WILL HAVE A MORE ACTIVE AND ENGAGED ATTITUDE TO EDUCATION AND LEARNING IN GENERAL
- STUDENTS WILL BE SUPPORTED AT TRANSITION POINTS - TO OTHER LEVELS AND PATHWAYS OF EDUCATION AND TRAINING, TO WORK, OR TO A RELATED OCCUPATION

WHY IS IT USEFUL?

TO PUT THE FOCUS ON PERSONAL SKILLS, STRENGTH AND INTERESTS AND AVOID USUAL BIASES ABOUT LEARNING PATHWAYS

TO HELP STUDENTS NAVIGATE THROUGH MANY VET OPTIONS AND UNDERSTAND APPLICATION PROCEDURES

TO HELP STUDENTS UNDERSTAND THEIR LEARNING NEEDS AND CAREER PREFERENCES

HOW TO PROVIDE IT?

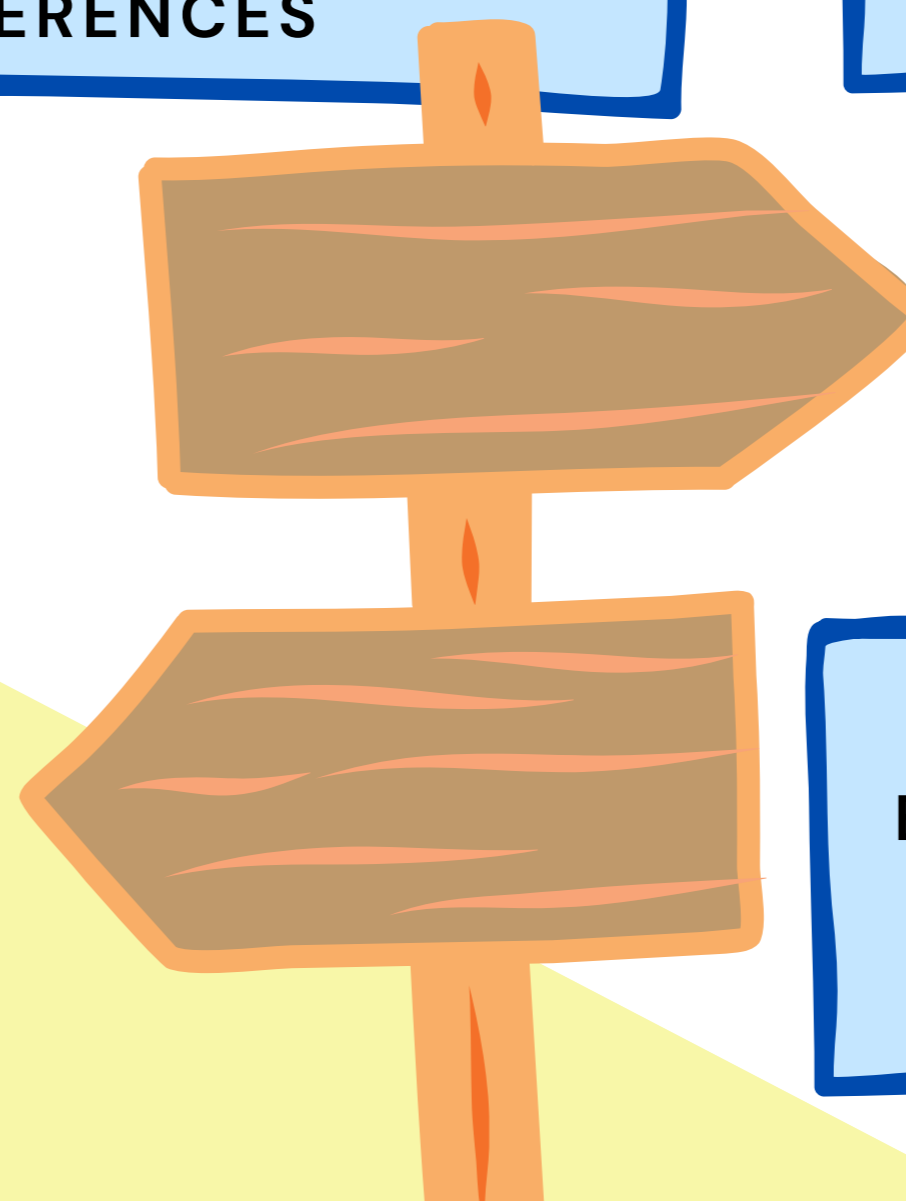
GUIDANCE ACTIVITIES CAN BE DELIVERED BY PROFESSIONAL AND ENGAGED CAREER GUIDANCE PRACTITIONERS

ENSURE COORDINATION BETWEEN GUIDANCE PROVIDERS

OFFER A VARIETY OF GUIDANCE ACTIVITIES (WORK SIMULATIONS OR 'DISCOVERY WORKSHOPS')

INTEGRATE LABOUR MARKET INFORMATION INTO GUIDANCE

SUPPORT SHOULD BE OFFERED BEFORE AND DURING EDUCATION AND TRAINING AND IN TRANSITION PHASES



9. PROFESSIONAL DEVELOPMENT FOR INCLUSIVE TEACHING AND TRAINING

COOPERATION
AMONG TEACHERS AND
TRAINERS, VET INSTITUTIONS
AND COMPANIES

INCENTIVES
FACILITATE ACCESS TO LEARNING
(E.G. FINANCIAL SUPPORT,
CAREER PROGRESSION)

NEEDS ANALYSIS
DESIGNED AND CUSTOMISED ON
TEACHERS' AND
TRAINERS' NEEDS


FOCUS ON INCLUSIVE
PEDAGOGIES AND
LEARNER-CENTRED
APPROACHES

PROMOTE TEACHERS' SELF-
EVALUATION AND REFLECTION
TO ENHANCE PROFESSIONAL
DEVELOPMENT

PROMOTE INCLUSION
THROUGH PROFESSIONAL
DEVELOPMENT

CREATE AN INCLUSIVE
LEARNING
ENVIRONMENT

PROVIDE PROFESSIONAL
DEVELOPMENT ON
PSYCHOSOCIAL SUPPORT

- 
- QUALITY OF VET PROGRAMMES WILL IMPROVE
 - TEACHERS' AND TRAINERS' JOB SATISFACTION WILL INCREASE
 - VET PROVIDERS WILL GAIN SKILLS AND KNOWLEDGE

10. IMPROVING VET IMAGE AND ATTRACTIVENESS

problem

OFTEN VET IS UNDERESTIMATED AND SEEN AS A "SECOND CHOICE". STUDENTS FOLLOWING VET LEARNING ROUTES MAY FEEL DEVALUED AND DISENGAGED FROM EDUCATION

action

STRUCTURAL REFORMS TO IMPROVE VET QUALITY

AND

TARGETED MEASURES TO IMPROVE VET IMAGE

- IMPROVE VET CURRICULA
- USE INNOVATIVE METHODS AND MODERN TECHNOLOGIES
- ALIGN VET PROGRAMMES WITH THE SKILLS REQUIRED IN THE LABOUR MARKET
- OFFER NEW RELEVANT VET OR APPRENTICESHIP SCHEMES

- PROVIDE MORE AND BETTER QUALITY INFORMATION ABOUT VET PROGRAMMES
- PROMOTE VET THROUGH MARKETING AND PROMOTIONAL CAMPAIGNS
- PROVIDE ROLE MODELS TO SHOW YOUNG PEOPLE WHAT THEY CAN ACHIEVE THROUGH VET
- OFFER REMUNERATION OF APPRENTICESHIPS AND INCENTIVES FOR EMPLOYERS

outcomes

- VET WILL BE SEEN AS A POSITIVE CHOICE BY YOUNG PEOPLE BUT ALSO BY FAMILIES, EMPLOYERS AND THE WIDER PUBLIC
- LEARNERS WILL BE SUPPORTED TO MAKE THE RIGHT CHOICE ACCORDING TO THEIR ABILITIES AND INTERESTS AND THUS THE RISK OF DROP OUT WILL BE REDUCED



11. INCLUSIVE WORK-BASED LEARNING ENVIRONMENTS

problem

LEARNERS MAY STRUGGLE
IN THEIR WORKPLACE
BECAUSE OF:

- DIFFICULT WORKING CONDITIONS (LONG WORKING HOURS, HIGH STRESS)
- LOW MOTIVATING TASKS
- CONFLICTUAL RELATIONSHIP WITH TRAINERS OR WORKERS
- BEING VICTIM OF DISCRIMINATION AND BULLYING

action

ENSURE A COMMON
UNDERSTANDING OF THE
ROLES, RESPONSIBILITIES AND
RIGHTS OF THE LEARNER

ESTABLISH QUALITY
ASSURANCE MECHANISMS,
FEEDBACK MECHANISMS
AND TUTORING ACTIVITY

ESTABLISH PROCESSES
FOR MEDIATING
CONFLICTS

AVOID DISCRIMINATION
AND PROMOTE INCLUSIVE
LEARNING ENVIRONMENTS

FACILITATE FLEXIBLE
ARRANGEMENTS TO COMBINE
SCHOOL-BASED AND WORK-
BASED TRAINING

PROVIDE PROFESSIONAL
DEVELOPMENT OPPORTUNITIES
AND SUPPORT TO IN-COMPANY
TRAINERS

outcomes

- POSITIVE RELATIONSHIPS AT THE WORKPLACE WILL HELP STUDENTS DEVELOP A PROFESSIONAL IDENTITY AND GOOD WORK HABITS AS WELL AS SOCIAL SKILLS



12. ONE-TO-ONE SUPPORT THROUGH COACHING OR MENTORING

ONE-TO-ONE SUPPORT IS PARTICULARLY USEFUL DURING THE FIRST YEAR OF A NEW PROGRAMME, AT TRANSITION POINTS OR FOR REINTEGRATION FROM DROP-OUT STATUS TO VET

MENTORING

DEALS WITH EVOLVING GOALS/OBJECTIVES AND CAN HELP EMPOWER STUDENTS TO IMPROVE THEIR LEARNING HABITS AND FORMULATE GOALS FOR THE FUTURE.

BUILD A RELATIONSHIP BASED ON TRUST

HOW TO PROVIDE THEM?

CHOOSE THE RIGHT COACH/MENTOR:

- PROFESSIONALS
- VOLUNTEERS
- STUDENTS OR PEERS

COACHING

HAS CLEARLY DEFINED GOALS AND OBJECTIVES. ONCE THESE ARE ACHIEVED, IT COMES TO AN END. COACHING CAN LEAD TO THE DEVELOPMENT OF A PROJECT OR PLAN FOR THE FUTURE

OFFER LONG-TERM SUPPORT

TRAIN THE MENTORS AND COACHES

- LEARNERS WILL BE PROVIDED WITH POSITIVE ROLE MODELS AND WILL BE SUPPORTED IN THEIR LEARNING, THROUGH ONE-TO-ONE DISCUSSIONS AND INDIVIDUALISED RESPONSE TO MEET THEIR NEEDS
- MENTORING AND COACHING MAY INCREASE THE YOUNG PERSON'S CHANCES OF CONTINUING AND COMPLETING THEIR EDUCATION



13. DIGITAL INCLUSION

RISKS

ACKNOWLEDGE TECHNOLOGY'S RISKS AND ADDRESS THEM (E.G. COST OF EQUIPMENT, OVERUSE OF ICT, DIGITAL GAP AMONG LEARNERS, SAFE NAVIGATION, LEARNERS WITH SPECIAL EDUCATIONAL NEEDS)

CONDITIONS

SCHOOLS NEED TO BE PROVIDED WITH ADEQUATE EQUIPMENT

A DIGITAL STRATEGY SHOULD BE PROMOTED AT NATIONAL AND LOCAL LEVEL

TRAINING ON DIGITAL SKILLS SHOULD BE MADE AVAILABLE FOR TEACHERS AND LEARNERS MUST BE EDUCATED ON HOW TO USE DIGITAL TOOLS IN A SAFE AND PROACTIVE WAY

HOW TO BE IMPLEMENTED?

DEVELOP A MONITORING AND EVALUATION SYSTEM CONCERNING THE USE OF DIGITAL TOOLS

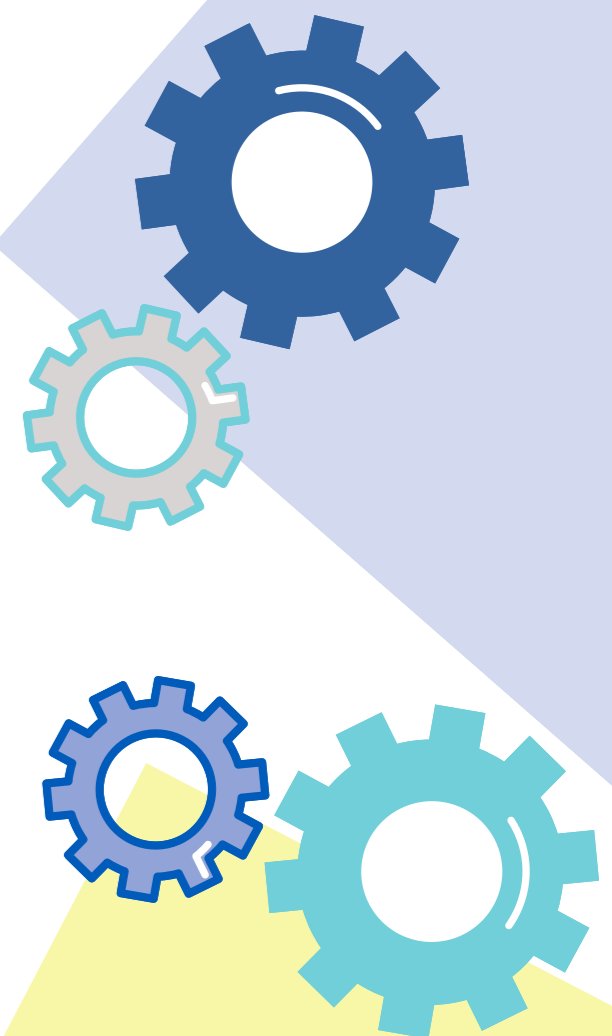
OFFER A VARIETY OF GUIDANCE ACTIVITIES (WORK SIMULATIONS OR 'DISCOVERY WORKSHOPS')

PROVIDE EQUAL ACCESSIBILITY TO DIGITAL TOOLS TO ALL TEACHERS AND LEARNERS

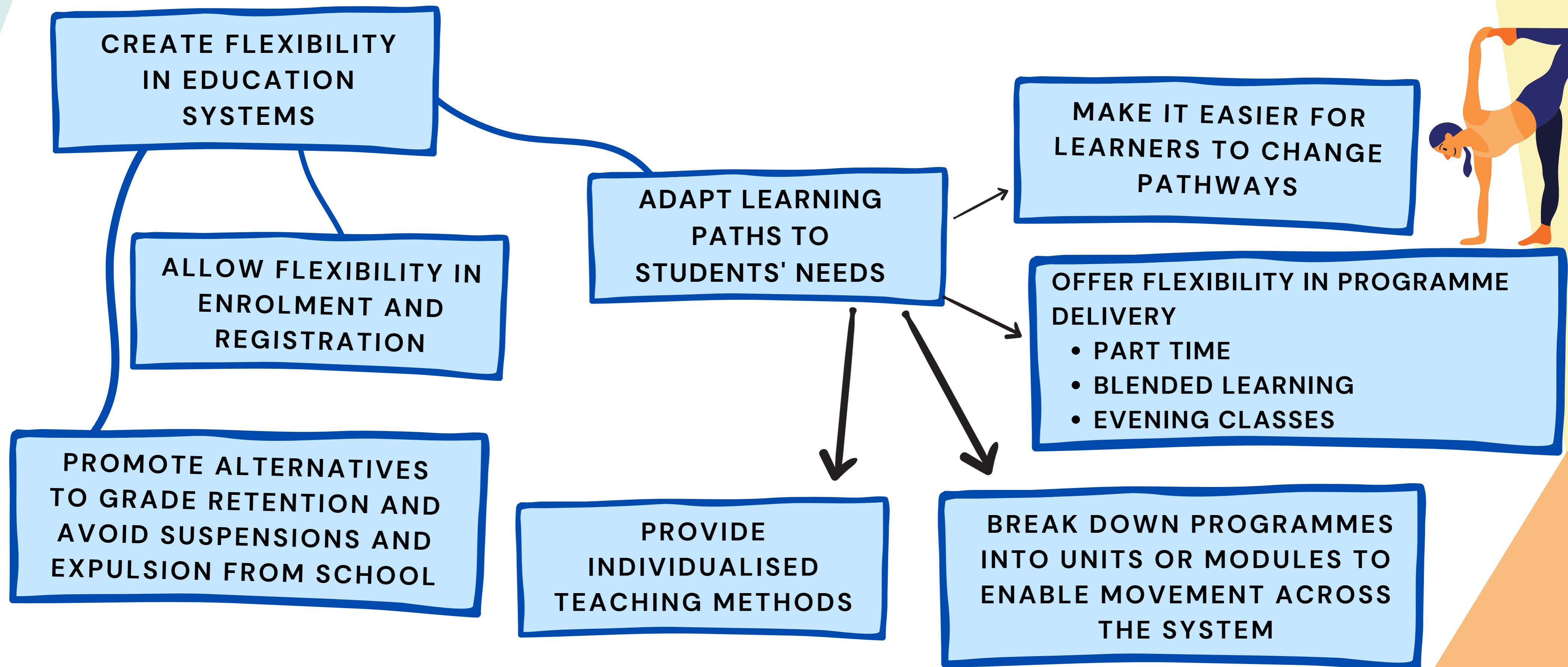
PRIORITISE OVERCOMING LANGUAGE BARRIERS TO ACCESS DIGITAL TOOLS AND CONTENT

DEVELOP BLENDED LEARNING APPROACHES

- TEACHERS AND LEARNERS WILL ACQUIRE KEY COMPETENCES AND TRANSVERSAL SKILLS
- VULNERABLE LEARNERS WILL RECEIVE FURTHER SUPPORT AND BE INCLUDED IN THE LEARNING ENVIRONMENT (E.G. SPECIAL EDUCATIONAL NEEDS, NON-NATIVE SPEAKERS)



14. FLEXIBLE EDUCATION AND TRAINING SYSTEMS



- PROGRAMMES ARE REORGANISED TO BETTER RESPOND TO LEARNERS' NEEDS
- POSITIVE ATTITUDE TOWARDS THE EDUCATION AND TRAINING SYSTEM WILL INCREASE

15. PRACTICAL APPLICATION OF THEORETICAL COURSES

UNDERSTANDING THE PRACTICAL APPLICATION OF THEORETICAL COURSES HELPS KEEP STUDENTS MOTIVATED. HOWEVER, MAKING THE LINKS BETWEEN THEORY AND PRACTICE CAN BE A COMPLEX PROCESS AND MANY LEARNERS NEED SUPPORT TO REFLECT ON IT.

HOW?

PERIODICALLY REVIEW VET PROGRAMMES TO CHECK THEIR ALIGNMENT WITH LABOUR MARKET SKILLS NEEDS

KEEP VET TEACHERS' KNOWLEDGE OF THE WORKPLACE UP TO DATE

ENSURE CONSISTENCY BETWEEN SCHOOL-BASED AND WORK-BASED LEARNING

INTEGRATE THEORETICAL CONTENT INTO THE VOCATIONAL CONTEXT

EVENLY DISTRIBUTE WORK-BASED LEARNING THROUGHOUT THE PROGRAMME

TO ESTABLISH LINKS BETWEEN SCHOOL-BASED AND WORK-BASED LEARNING REQUIRES COOPERATION BETWEEN TRAINING PROVIDERS AND EMPLOYERS

PROMOTE ACTIVE LEARNING TO MAKE TEACHING OF THE THEORETICAL CONTENT MORE ENGAGING

ALTERNATING PRACTICAL TRAINING WITH THEORETICAL INSTRUCTION

- UNDERSTANDING THE LINK BETWEEN THE THEORETICAL CONTENT AND ITS PRACTICAL APPLICATION WILL KEEP STUDENTS MORE INTERESTED IN LEARNING AND THEY WILL CONSIDER ACADEMIC ACHIEVEMENT MORE MEANINGFUL



16. PSYCHOSOCIAL SUPPORT

MANY FACTORS CAN CAUSE DISTRESS FOR STUDENTS (E.G. BULLYING, DISCRIMINATION, BEHAVIOUR ISSUES, PSYCHOSOCIAL PROBLEMS, TRAUMA)

SCHOOLS ARE PLACES WHERE THESE SIGNS OF DISTRESS CAN BE EARLY DETECTED AND PROMPTLY ADDRESSED WITH THE INTERVENTION OF THE TEACHING STAFF AND OTHER PROFESSIONALS

MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT (MHPSS) REQUIRES A MULTIDISCIPLINARY AND HOLISTIC APPROACH

SCHOOLS MUST FUNCTION AS ZONES OF PROTECTION. PROVIDE A WELCOMING, NURTURING, SAFE AND RESPONSIVE ENVIRONMENT FOR ALL LEARNERS, LEARNERS' PSYCHOSOCIAL WELL-BEING MUST BE CONSIDERED A COLLECTIVE WHOLE-SCHOOL RESPONSIBILITY

DESIGN A SYSTEMIC MULTI-LAYERED APPROACH

INVOLVE DIFFERENT COMMUNITY ACTORS IN PROVIDING SUPPORT

OFFER SPECIFIC SUPPORT FOR REFUGEE AND DISPLACED LEARNERS

USE ART AND CREATIVE APPROACHES

PROVIDE CONTINUOUS PROFESSIONAL DEVELOPMENT ON PSYCHOSOCIAL SUPPORT

ENSURE TEACHERS AND TRAINERS' SELF-CARE



- PSYCHOSOCIAL SUPPORT HELPS TACKLE SOCIAL, HEALTH AND PSYCHOLOGICAL CHALLENGES FACED BY YOUNG PEOPLE
- THIS TYPE OF SUPPORT SHOULD LEAD TO AN IMPROVEMENT OF WELL-BEING AND TRUST AMONG STUDENTS, TEACHERS AND TRAINERS, AND STIMULATE A POSITIVE ATTITUDE TOWARDS LEARNING

17. WORK-BASED LEARNING AND SIMULATIONS

THE PROVISION OF WORK-BASED LEARNING AND CLOSE-TO-REAL SIMULATIONS PROVIDE OPPORTUNITIES TO EXPERIENCE THE EVERYDAY REALITY OF THE WORKPLACE AND ARE SUITABLE FOR ALL YOUNG PEOPLE

BUILD DIRECT PARTNERSHIPS WITH EMPLOYERS AND COMMUNITY-BASED ORGANISATIONS

PROVIDE DIFFERENT MODELS OF WORK-BASED LEARNING AND CLOSE-TO REAL SIMULATIONS

ENSURE REGULAR COMMUNICATION BETWEEN THE SCHOOL TUTOR AND THE COMPANY TUTOR

APPRENTICESHIPS (THAT FORMALLY COMBINE / ALTERNATE COMPANY-BASED TRAINING WITH SCHOOL-BASED EDUCATION)

WORK-BASED LEARNING / WORK TASTERS IN A SCHOOL

SCHOOL-BASED VET WITH ON-THE JOB TRAINING PERIODS IN COMPANIES (INTERNSHIPS, WORK PLACEMENTS, TRAINEESHIPS)

- PROVIDING WORK-BASED LEARNING AND CLOSE-TO-REAL SIMULATIONS OPPORTUNITIES TO YOUNG PEOPLE ENABLES THEM TO DEVELOP THEIR EMPLOYABILITY SKILLS AND THEIR UNDERSTANDING OF THE WORLD OF WORK
- IT HELPS LEARNERS DEVELOP THEIR AWARENESS OF JOB DEMANDS AND EMPLOYER EXPECTATIONS, AND ULTIMATELY SUPPORTS THEIR EFFECTIVE TRANSITION AND INTEGRATION TO THE LABOUR MARKET



18. TAILORED LEARNING PATHWAYS

AN INDIVIDUALISED APPROACH CAN BE ACHIEVED AS FOLLOWS:

1

ASSESS THE INDIVIDUAL'S EXISTING SKILLS AND KNOWLEDGE BASE

2

DEVELOP AN INDIVIDUAL LEARNING OR CAREER PLAN: A LEARNING PLAN SHOULD MEET THE NEEDS OF THE INDIVIDUAL IN TERMS OF CONTENT AND LEARNING STYLES

3

UTILISE THE PROCESS TO EMPOWER THE YOUNG PERSON

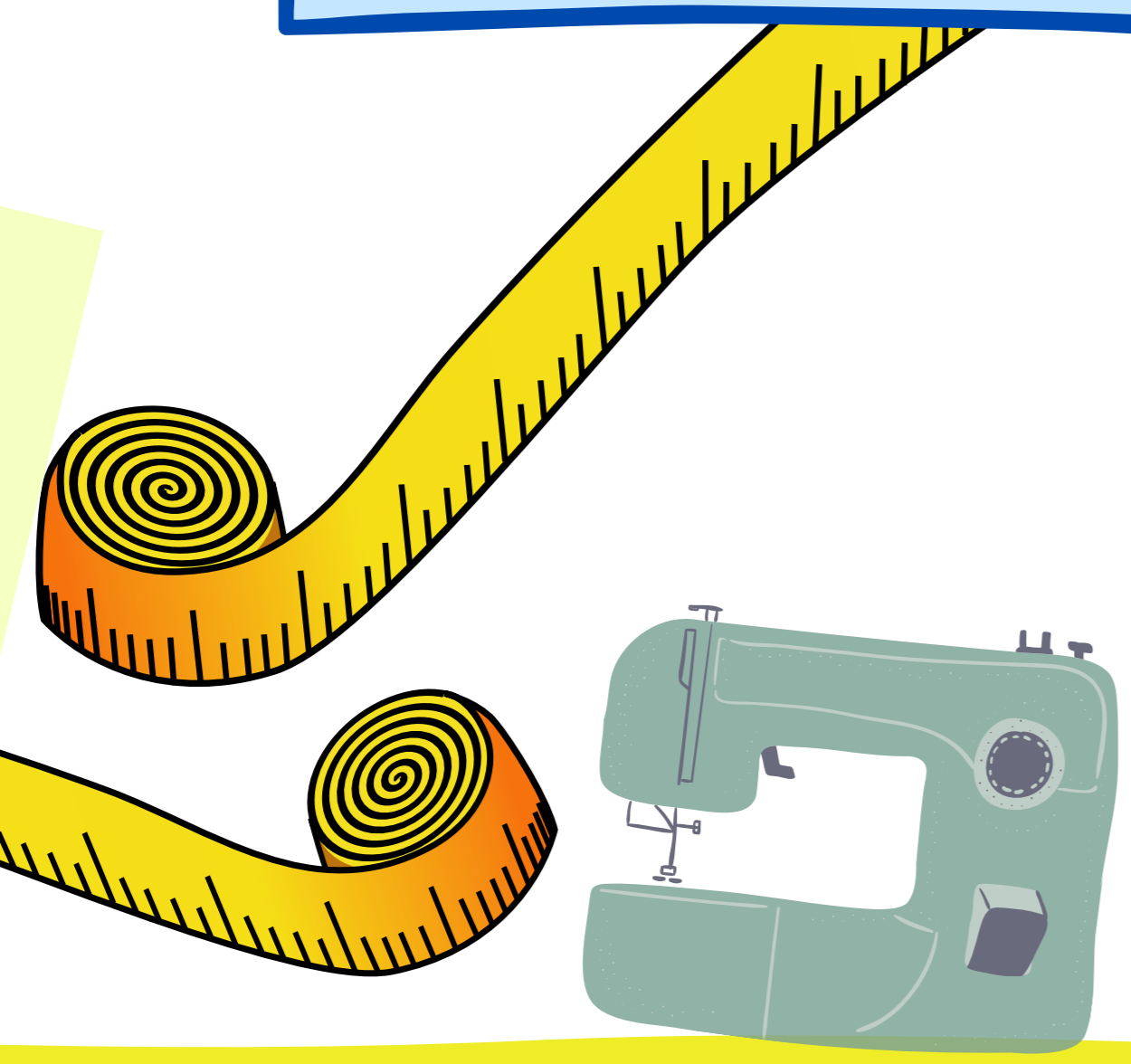
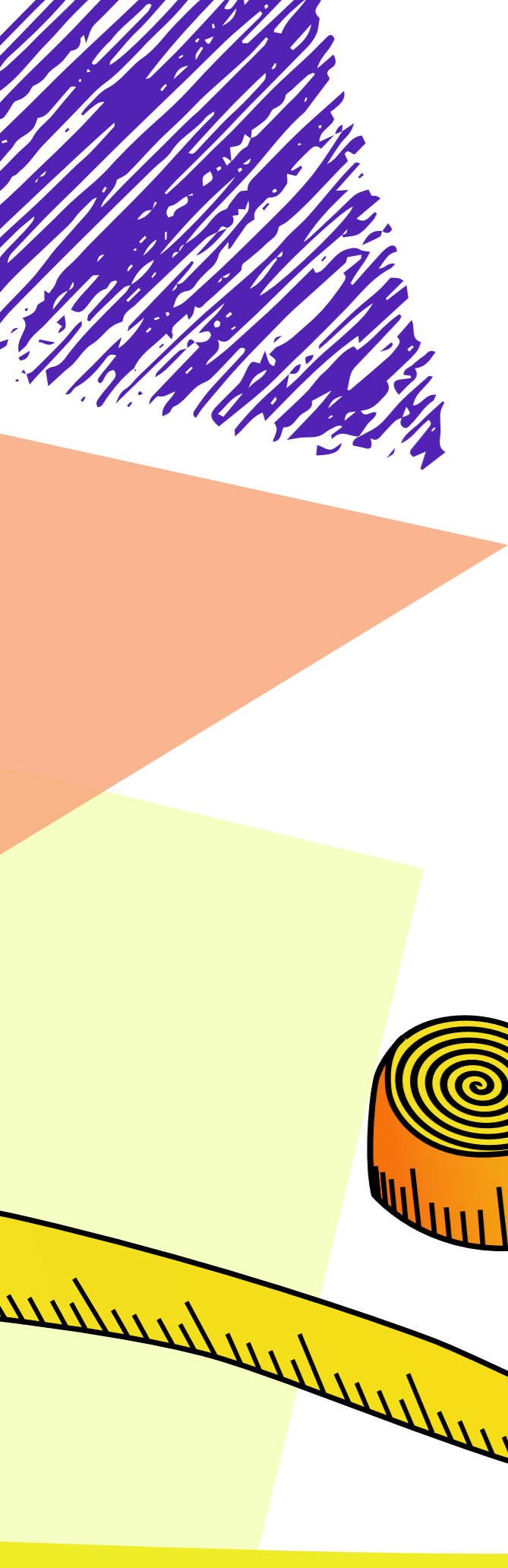
4

CONDUCT REGULAR PROGRESS REVIEWS RELATED TO THE PLAN, AND REVISE THE PLAN IN LINE WITH THIS PROGRESS

5

ADDRESS OTHER LEARNING SUPPORT NEEDS THROUGH A CASE MANAGEMENT APPROACH

- LEARNERS WHO ARE GIVEN THE OPPORTUNITY TO PLAN THEIR INDIVIDUAL LEARNING AND CAREER PATHWAY WILL HAVE CLEAR OBJECTIVES AND WILL BE MORE ENGAGED AND MOTIVATED THROUGHOUT THEIR LEARNING PROCESS
- IT ALSO HELPS THEM TO FEEL A SENSE OF OWNERSHIP OVER THEIR FUTURE PLANS AND IT PROVIDES THEM WITH THE SKILLS TO CONTINUE TO PLAN AND MANAGE THEIR CAREERS IN THE FUTURE



19. VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

VALIDATION IS A PROCESS THAT CAN BE CARRIED OUT BY DIFFERENT STAKEHOLDERS WITHIN THE EDUCATION AND TRAINING SECTOR, LABOUR MARKET AND THIRD SECTOR

FOUR DIFFERENT STAGES TO VALIDATION:

- IDENTIFICATION
- DOCUMENTATION
- ASSESSMENT
- CERTIFICATION

SELECT THE RIGHT VALIDATION TOOLS (E.G. PORTFOLIO, EXAMINATION, REPORT, CV, OBSERVATION, ETC.)

TRAIN PRACTITIONERS INVOLVED IN VALIDATION PROCESSES TO PROVIDE INFORMATION, ADVICE, GUIDANCE

RECOGNISE SKILLS AND COMPETENCES ACQUIRED IN A VARIETY OF SETTINGS

PLACING THE LEARNER AT THE CENTRE OF THE VALIDATION PROCESS

VALIDATION PROCEDURES AND MATERIALS SHOULD BE RESPONSIVE TO ALL DIFFERENT NEEDS

INVOLVE DIFFERENT STAKEHOLDERS IN THE VALIDATION PROCESS TO ENSURE THE QUALITY AND COHERENCE OF THE VALIDATION EXPERIENCE

ENSURE THE CREDIBILITY OF VALIDATION BY EDUCATION PROVIDERS AND EMPLOYERS

FOLLOW-UP AFTER VALIDATION: KEEP TRACK OF THE PROGRESS AND MOBILITY OF INDIVIDUALS FOLLOWING COMPLETION OF A VALIDATION PROCEDURE



- EDUCATION PROVIDERS AND EMPLOYERS MIGHT USE THE FORMAL OUTCOME OF A VALIDATION (E.G. CERTIFICATE)
- THE DIFFERENT STAGES OF VALIDATION, IN PARTICULAR THE IDENTIFICATION STAGE, ALLOWS A YOUNG PERSON TO REFLECT ON THE COMPETENCES GAINED AND HOW THEY COULD BE USED IN THE FUTURE

20. SECOND CHANCE MEASURES

CLASSROOM-BASED APPROACH TO LEARNING IS NOT APPROPRIATE FOR ALL YOUNG PEOPLE



SECOND CHANCE OPPORTUNITIES TEND TO USE A DIFFERENT METHODOLOGY, OFTEN INSPIRED BY VET PEDAGOGIES (E.G. MORE HANDS-ON, MORE TAILORED TO THE INTERESTS OF THE LEARNER) WHICH CAN BE MORE APPEALING

SECOND CHANCE MEASURES CAN ALSO TAKE A HOLISTIC APPROACH AND PROVIDE SUPPORT TO TACKLE LEARNING BARRIERS THROUGH A MULTI-PROFESSIONAL CASE MANAGEMENT APPROACH

REACH OUT TO YOUNG PEOPLE THROUGH LOCAL SUPPORT

START WITH AN ASSESSMENT OF THE LEARNERS' EXISTING KNOWLEDGE, SKILLS AND INTERESTS

ENGAGE AND DEVELOP THE 'WHOLE PERSON'

CREATE AN ALTERNATIVE TO MAINSTREAM EDUCATION WHICH IS FLEXIBLE AND ADAPTS SCHOOL TO STUDENT'S ABILITIES AND NEEDS

INCLUDE MOTIVATIONAL ACTIVITIES

USE APPROPRIATE TEACHING AND LEARNING METHODS

LINK SECOND CHANCE MEASURES WITH FORMAL EDUCATION

- SECOND CHANCE MEASURES PROVIDE LEARNERS WITH AN OPPORTUNITY TO GAIN A FORMAL QUALIFICATION THEY DID NOT OBTAIN WHILST IN MAINSTREAM SCHOOL
- THESE SOFT OUTCOMES CAN HELP TO PREPARE THEM FOR A RETURN TO FORMAL LEARNING OR TO ENTER EMPLOYMENT. SECOND CHANCE OPPORTUNITIES MIGHT ALSO LEAD TO POSITIVE OUTCOMES FOR YOUNG PEOPLE FACING COMPLEX BARRIERS TO LEARNING

 TOOLKIT WEBSITE: WWW.CEDEFOP.EUROPA.EU/TEL-TOOLKIT

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VET toolkit
for tackling **early leaving**

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