



STAIRS MOOC - Book of Modules

**Learn to do more - How to foster policy-related learning
to achieve meaningful change towards inclusive
education?**

MODULE 4

STAIRS – STAKEHOLDERS TOGETHER ADAPTING IDEAS TO READJUST LOCAL SYSTEMS
TO PROMOTE INCLUSIVE EDUCATION



Module 4: Vocational Education and Training & Early School Leaving

Introduction

This module will enable the learner to examine alternative approaches to addressing and responding to the unique needs of children and young people, particularly early school leavers or those at risk of dropping out of mainstream education. It will explore the different responses that are required to enable those who do not fit into mainstream education to reach their full potential. It will examine various interventions that target vulnerable young people who are at risk of dropping out of mainstream education. It will focus on the strengths of the vocational education and training sector and the role VET practitioners play in responding to and addressing educational marginalisation and exclusion. The learner will gain knowledge about initiatives in the field of VET and how this sector responds to the daily challenges and problems faced by vulnerable children and young people to ensure all children reach their potential. The module will enable the learner to appreciate the role of VET in fostering inclusion. It will explore the holistic approach it takes in addressing the multiple & complex needs of vulnerable children and young people. The module will discuss the alternative methods of pedagogy and the types of collaborative practice and multi-agency engagement that is occurring within the VET sector. The module will focus particularly on the way the VET sector work towards creating positive learning outcomes for all its students.

[Watch introduction.](#)

Syllabus

This module will identify good practice initiatives within the VET sector and the key role they play in helping early school leavers re-enter education and training. It will explore early warning systems that identify children at risk of dropping out of education. It will identify the consequences of early school leaving for the individual, his/her family, and community. It will examine the holistic philosophy underpinning the VET sector, particularly when working with vulnerable children and young people who may have rejected or been rejected by mainstream education. It will explore the types of pedagogical practices underpinning the VET sector. The module will focus on the multi-faceted role the VET sector occupies and how it can contribute to transformative educational experience for vulnerable young people. It will examine good practice at the VET level and the importance of multi-agency approaches and responses to educational inclusion. The module will examine the main issues and challenges facing children and young people who have left school early and the impact the VET sector can make in reaching out to this vulnerable group.

Learning Outcomes

Upon completion of this module, the learner will be able to:

1 Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

- Examine the multi-faceted nature of early school leaving and the impact of second chance education opportunities.
- Evaluate the role of the VET sector in fostering inclusion and responding to social and educational marginalisation and exclusion.
- Reflect critically on the importance of multi- and inter-agency responses to preventing early school leaving.
- Interrogate how the VET sector works effectively with vulnerable children and young people to providing alternative pathways to further education, training and employment.
- Evaluate the multifaceted role of VET in fostering a positive learning environment through its focus on social, personal and educational development.

2 Affective: Attitude and Values

- Value the importance of VET sector in responding to, preventing & addressing early school leaving.
- Appreciate the key philosophy underpinning the VET sector and the holistic approach taken when working with vulnerable young people.
- Appreciate the value of supporting and promoting a professional & funded VET sector in providing resources and experiences to the most vulnerable sector of society.
- Value the importance of second chance education, training and employment initiatives in promoting a more inclusive society.

Module Content and Lessons

There are five lessons in this module and they will examine a variety of issues related to vocational education and training & early school leaving, particularly in the context of inclusive in education. To complete this module, you are required to:

- Listen to the introductory video for each lesson. This video will explain the key focus and main points of each lesson.
- Read the lesson explanation below.
- Listen to the selected videos which will be in sequence.
- Read the required readings which are included as links in each lesson.
- Complete the assessment

1 **Lesson One: Vocational Education & Training in Europe**

VET in Europe

In lesson one, you will get the basic information about the VET (Vocational Education & Training) systems in EU, the character of VET students and anticipated future developments of VET.

Specifics and structure of VET, differences between VET systems in EU

The most important feature that distinguishes VET from general education is work-based learning (WBL) where VET students develop their general but mostly vocational competencies on EQF levels from 3 to 5. Entering VET predominantly means that young people are preparing to enter the labor market. National VET systems have different options for VET graduates to continue education on a tertiary level in professional but also in academic higher education programmes. For VET to achieve its aim as to educate and train the competent future workers three key stakeholders must work collaboratively. First are state and in bigger countries regional authorities dealing with

education, economy, labor, and employment. Their role is to support VET development and VET institutions by public funding and legislation. The other two stakeholders are so-called two social partners. On the side of economy those are chambers and other professional organisations and on the side of employees` are unions. Unions and chambers are mostly organised around the specific professional fields or sectors and are responsible for providing up to date information about professional developments and to support and provide quality WBL.

Watch videos

How the VET systems in European countries can be structured you can see in short videos (around 2 minutes long) presenting three different system approaches: [Slovenia](#), [Germany](#), [Finland](#), which were prepared by [Cedefop](#) (European Centre for the Development of Vocational Training) that is the biggest source for information about VET related issues in Europe.

Read

You can watch additional short videos, and look at the publication Spotlight on VET itself. The compilation contains a 2-page presentation of each EU country VET system: https://www.cedefop.europa.eu/files/4189_en.pdf

Who is a young VET student?

The population of young people involved in VET is in many EU countries much more diverse than the population in general education. They include a higher percentage of young people from socio-economically lower backgrounds and a higher proportion of students with special needs. VET is often seen as an educational solution for academically low achievers. Therefore, VET students are in general at greater risk of dropping out of school. But on the other side, young people that have fallen out of education are more likely to reintegrate through VET and with VET connected second chance education.

Watch the video: *Ex-apprentice from Germany, Luisa Mayr, now young vegan chef in Greece*

Video presents a part of the journey of young women exploring what is her future occupation and how she started. She is not a typical drop out student, she is articulated in her second language and self-confident. But her story gives us a very good perspective on some aspects of what it is like for young person that is discovering their professional future.

<https://www.cedefop.europa.eu/en/videos/check-out-our-interview-luisa-mayr-young-vegan-chef-thessaloniki>

Read

To understand and better support young people through their development, professionals should get familiarise themselves with the lifelong (career) guidance: <https://www.cedefop.europa.eu/en/projects/lifelong-guidance>.

But VET is changing!

Societies and economies in EU are in constant changing mode. Therefore, the EU supports the development of VET with common guidelines presented in their recommendations on EU council level and through research of Cedefop.

On the page 5 of EU council 2020 Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, you can read about the future in VET EU policy is supporting:

<https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1606987593071&uri=CELEX%3A32020H1202%2801%29>

Watch the video: Vocational education and training in Europe 1995 – 2035. The one-minute video invites professional in the field of VET to look at the development of VET in Europe since 1995 and possible scenarios of VET development in the coming 15 years:

<https://www.cedefop.europa.eu/en/videos/vocational-education-and-training-europe-1995-2035>

Changes are constant and more and more country or regional policy developers are interested in the opinions practitioners like you can provide. Therefore, it could be useful to get acquainted with the 3 anticipated scenarios for future VET presented in the pages 198 to 205 in the Cedefop publication: https://www.cedefop.europa.eu/files/3083_en.pdf.

2 **Lesson Two: Early School Leaving in Europe**

In this lesson, you will learn about the key definitions used in the field of research and prevention of Early School Leaving (ESL). You will discover what are the key indicators in the field of ESL prevention like:

- ELET (early leaving from education and training),
- ELVET (early leaving from VET),

- NEET (not in education, employment, or training) and
- terms like school drop-out and student at risk.

You will look at the methodology used to calculate the indicators, what they reflect, and which aspects of ESL remain hidden.

What is ESL: ESL is a general term used at the EU level when communicating societal phenomena arising from individuals leaving formal schooling or training and therefore lacking any qualifications with which they would enter the labour market. In the previous EU programme period, the approach was to tackle the ESL. Browse shortly these two sources to get an idea about these EU policies on ESL:

- Summary of Council conclusions on reducing early school leaving and promoting success in school (2015): https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=legisum%3A15020101_3
- Tackling early school leaving: A collection of innovative and inspiring resources (2017): <https://op.europa.eu/en/publication-detail/-/publication/f540a7e3-297f-11e7-ab65-01aa75ed71a1>

EU policy in the new programme period (2021-2027) is starting to change its approach from fighting the issue to supporting educational success. You can browse about it here: <https://education.ec.europa.eu/focus-topics/improving-quality-equity>.

There are 2 terms that are often used in the field of ESL, drop-out and student at risk.

- **Drop-out** or school drop-out usually refers to the person who did not finish (VET) programme, did not gain qualification and is therefore not in the “school” anymore. Some schools follow this indicator carefully, looking at each that was not successful in one semester or similar (see also Topic 4). Drop-out can or cannot be included in the ELET statistics. In some cases, you will find the term “drop-out” also as a descriptor for the phenome like ELET or ESL. Note these terminological changes and differences.
- **Student at risk** (often used term is also student in distress) is a young person who has difficulties that if left unattended can lead to his/hers drop-out from school, training, or other programmes. With analogy there can also be pupils in basic education or adults in adult education programmes who may be at risk of dropping out. In the following topics, you will learn about how to identify those and what are possible prevention and intervention measures to be implemented if we want to prevent the unwanted drop-out and its consequences.

How we measure ESL: Few years ago, ESL indicator has changed into ELET indicator (early leavers from education and training). Definition of ELET as Eurostat defined it you can find in the following website: Early leavers from education and training (ELET): [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Early leaver from education and training](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Early_leaver_from_education_and_training)

Read: Cedefop is starting to differentiate VET from ELET by introducing ELVET, meaning early leaving from vocational education and training. The idea is to answer the question of what we can see if we look separately at the drop-out from VET on the system level. More about it you can read here: <https://www.cedefop.europa.eu/en/projects/early-leaving-education-and-training>.

What if one does not re-enrol in education and training: You may already see in previous sources the acronym NEET. It stands for young people neither in employment nor in education and training. Again, Eurostat provides a common definition used on the EU level. Read about it here: young people neither in employment nor in education and training (NEET):

[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Young people neither in employment nor in education and training \(NEET\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Young_people_neither_in_employment_nor_in_education_and_training_(NEET))

NEETs are often supported to join second chance schools (see Lesson 5) but also the ones that are more likely to reintegrate via VET. The purpose of preventing ESL is therefore also the prevention of NEET.

There are a lot of sources about VET and ESL or ELET on the level of European cooperation. We do not expect you to read all the sources presented below, just browse to get acquainted and return when you will need to. We just want you to have the information what all can be found and is available for you to use.

First there are resources of Cedefop; several overviews of the issue and several collections of tools that can help the professionals dealing with ESL find the ideas and argumentations for their work:

- Early leaving from education and training: <https://www.cedefop.europa.eu/en/projects/early-leaving-education-and-training>
- VET toolkit for tackling early leaving: <https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving>
- VET toolkit empowering NEETs: <https://www.cedefop.europa.eu/en/tools/neets>

Second is the issue of so-called career guidance. This booklet comprises the information about the basics one professional in the field of ESL should be aware of and the further sources for research of career guidance in Europe.

- Cedefops' booklet on career guidance: <https://www.cedefop.europa.eu/en/publications/2230>

Furthermore, one should be aware of the connection between the education and training world and the world of economy and work/labour. In VET there is almost considered failure if the graduates are not able to find work in their profession. That is why national VET systems should consider the concrete needs of the labour market in their region. Following tools are designed to help national policy

level officials to steer the future of VET. It is not the topic directly important for you as a professional in ESL, but it can give you a good contextual overview of our common final goal employment of VET graduates.

- Cedefops' tool on matching skills: <https://www.cedefop.europa.eu/en/tools/matching-skills>
- Cedefops' tool on skills forecast: <https://www.cedefop.europa.eu/en/tools/skills-forecast>

How can VET be an opportunity for young at risk?

Watch the video: Learners' testimonials on how vocational education and training (VET) has played a role in their decision to continue their studies and find a job: <https://www.cedefop.europa.eu/en/videos/role-vet-combatting-early-leaving>.

Assessment - Lesson Two

- Please choose one correct answer. <https://view.genial.ly/6251e39321aeac001774b399/interactive-content-lesson-2-task-1>
- Please choose one correct answer. <https://view.genial.ly/625b13f53cf2c50018f2c2e9/interactive-content-lesson-2-task-2>

3

Lesson Three: Reasons/causes, signals of Early School Leaving and its consequences

In this lesson, you will get familiar with the complexity of reasons for ESL. You will learn that reasons for ESL can be shown as very different behavioral signals. To add to complexity, the same signals can represent different causes. It is important to be aware of the signals to influence the causes. That is why early school leavers should not be addressed as a homogenous group. You will gain sensibility for awareness for early distress signals, which can later lead to ESL. It is very important to identify the signals as early as possible, to tackle the causes as soon as possible. The later the causes are addressed, the more difficult it will be to prevent the students from ESL, in terms of time, effort and money. Consequences of ESL are multiple, and they don't affect just the student and his future, but they have impact on his family, the community and society in general.

The EU's work to tackle ESL: You are invited to watch a short video, in which you will learn why ESL makes one of the priorities of the EU school policy: <https://www.youtube.com/watch?app=desktop&v=qmhiu392AOA>

Background to Early School Leaving: In this section, you will learn about the many causes that can lead to ESL. Although ESLers are not a homogeneous group, ESL is associated with a wide range of economic and social disadvantages. ESLers are more likely to come from workless households; be male rather than female; come from vulnerable groups, such as the disabled, those with Special Educational Needs (SEN), teenage mothers and those with physical and mental health problems; come from minority or migrant backgrounds (in the EU as a whole, 30.1 % of non-nationals are early school leavers compared to 13 % of nationals); and to be concentrated areas. (NESSE report, 2010)

Causes of Early School Leaving: Why do some students leave school early? There are different ways to categorize causes for ESL; for our purpose we decided to use four categories: School factors, Curriculum factors, Family factors and Individual factors.

School factors

Teachers lack skills to work with disengaged students

Lack of training opportunities for teachers

School admission policies

Insufficient career advice and guidance

Teacher/student relationships

Low status of vocational education

Curriculum Factors

Perceived irrelevance of curriculum

Lock in to inappropriate vocational/academic courses

Reduction in pastoral time as a result of curriculum pressure

Incompatible learner and school norms

Lack of alternative education provision
with formalised accreditation

Family factors

Education not valued – limited support to remain in school

Household problems, processes and dynamics

Contradictory social, behavioural and cultural expectations

Individual factors

Issues with self-esteem, confidence, social skills and resilience

Relationship with peers:

● Outsider/loner/bullying

● Friends beyond school
attracting out of school

● Alpha female/male high degree of autonomy
behaviour problems and actively influencing
others disengagement

● Colluder/disputant- nonattendance influence
by truanting peers

Boredom, alienation, discouragement, health problems including
mental health problems leading to absence and substance misuse

(Adapted from Ferguson et.al, 2005, Kendall and Kinder, 2005 and ReSt)

Read: to find out more, check pages 5-6 of the document on the link (chapter The Causes of ESL): <https://nesetweb.eu/wp-content/uploads/2019/06/2010-Early-school-leaving.-Lessons-from-research-for-policy-makers.pdf>

Early distress signals: It is most important to recognise the early distress signals of possible ESL. Causes for ESL can be shown as very different behavioral signals and, same signals can represent different causes. It is important to be aware of the signals to influence the causes. Early distress signals can be categorized in two groups:

- signals connected to official standards, e.g., absenteeism; decreasing achievement; school year repetition (depends on the system of each country)
- signals connected to behavior, e. g. being bored in the classroom (low motivation); drastic behavioral changes (aggression, introversion; bullying (both sides).

Experts believe that at least 3 signals must be strongly seen to say that personal intervention is needed.

To find out more, check the following link: <http://oktataskepzes.tka.hu/en/crocoos/guidelines/2-3-situation-analysis>

You will find more information about early distress signals under the title *Scope of the problem – how big is it?*

You will also find the answers to the questions: *Do we have information about the causes? Is there a pattern for the causes of ESL?*

Check the respective titles.

Consequences of ESL: It is also important to understand why ESL is a problem in the first place: research has shown it has consequences on many aspects of life, both for individuals and entire society. Early school leavers are more likely to: be unemployed, face precarious employment conditions (such as having a low-paid job, part-time employment, or working based on a fixed-term contract, etc.), and/or rely on the social welfare system. Additionally, they are more prone to poor physical and mental health and may run a higher risk of anti-social behavior and criminal activity.

To know more about **individual consequences of the ESL**, read page 32 of the document on the link below: <https://nesetweb.eu/wp-content/uploads/2019/06/2010-Early-school-leaving.-Lessons-from-research-for-policy-makers.pdf>

Consequences of ESL at the Societal level: ESL increases the individual risk of poverty and social exclusion. The costs of ESL which affect society as a whole include economic issues such as: lower financial incomes, lower productivity, increase in resources allocated for social

welfare programmes, increased demands on the health care system. In other words, ESL at the end undermines social cohesion, Europe's competitiveness in the global labour market and overall social development. (Jasińska-Maciąg, A. & Tomaszewska-Pękała, H. (2017)

Important: it is quite impossible to determine, where consequences for the individual end and those for society begin. The picture below clearly shows how ESL is shaped by combinations of personal experiences and social conditions.



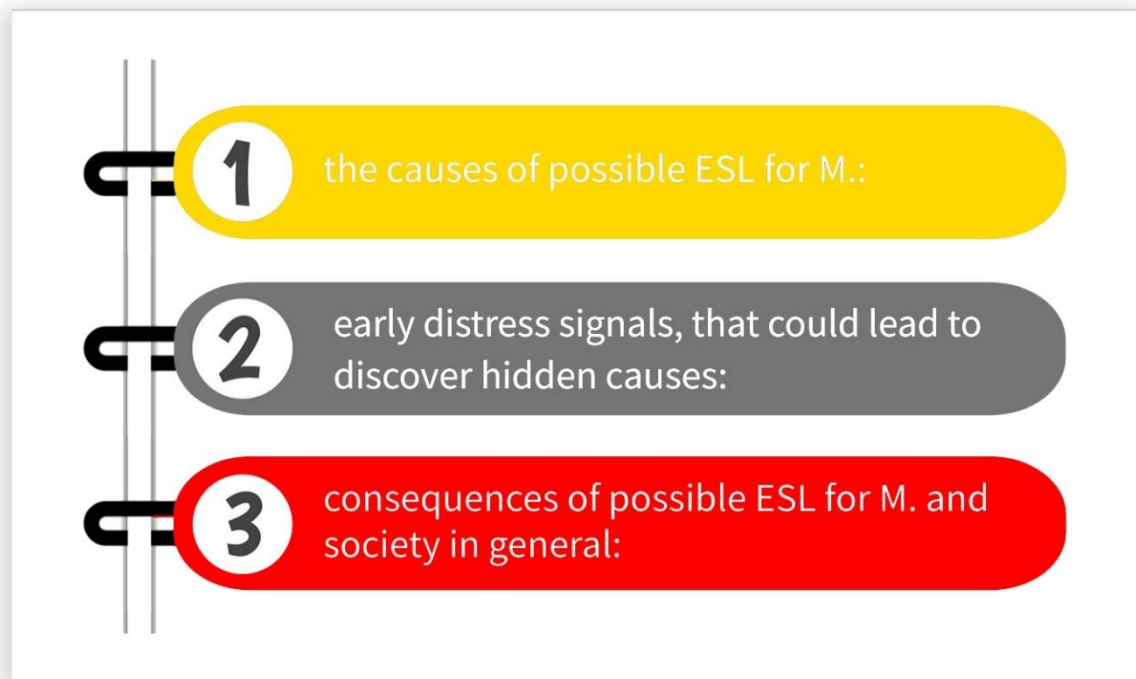
Figure 4. 1: Thwarted Trajectories (from Walther and Pohl, 2005, p. 35).

Assessment - Lesson Three

Please read the story: 17-years-old M. is a quiet, modest student repeating his second year. In September, he was absent for two days unexcused because he didn't have work clothes for practical training. When his new class teacher invited him in for a chat, he confided that his father had been beating him at home for years. The violence has escalated since last December, and he has got sick several times and still has severe headaches because of the beatings. His father does not allow him to eat, he is often hungry and has lost weight. He

wet the bed at night. He has not told anyone about this. He is in his third year at the school, and no one has noticed any changes. He has not been able to concentrate on his studies, so his grades have been dropping since January and last year he did not complete his year. The family includes his mother and a younger sister who attends primary school. They are also beaten by their father, but not as much as he is. M. would like to finish school, but learning is a big problem for him, and he is often unmotivated.

Now try to determine:

- 
- 1 the causes of possible ESL for M.:
 - 2 early distress signals, that could lead to discover hidden causes:
 - 3 consequences of possible ESL for M. and society in general:

4

Lesson Four: Cross sectoral approach tackling Early School Leaving with Vocational Education & Training

This lesson will focus on the importance of bringing different disciplines/sectors together to support the student in need and beyond. In addition to formal institutions, it is important that NGOs and formal and informal groups are involved. It is important to involve into the process itself school's professionals (teachers with experience and competence in the field, teachers trusted by students,), professionals outside the school (guidance counsellors, day care, sports coaches, health, social services, police, NGOs, etc.) as well as parents and the wider local community (municipality, cultural centre, religious communities, etc.). In this process, it is essential that professionals get to know each other, become familiar with each other's work, and continuously exchange information, supporting each other in detecting real needs. A good example of such cooperation is taking place in schools in Ireland.

The lesson will focus on the importance of prevention, support and developing an institutional Early Warning System (hereinafter EWS) for preventing and reducing dropout from school. Before you continue, you are invited to reflect on what defines you as a teacher, as an educator working with young people or simply someone who is interested in this lesson. Please answer the following questions (if you are not teachers answer in terms of your work with young people):



WHO AM I, WHO ARE WE?

1. Why did I choose to be a teacher?

2. What is important to me as a teacher?

3. What do others like and
admire about me as a teacher?

4. What kind of support is best for me?

Why an introductory reflection?

Several authors have identified teachers as the most important school-level factor related to student achievement and as the main agents of change towards inclusion and social justice (see Hattie, 2009; OECD, 2005, in Pantić and Florian, 2015). For this process to be successful, teachers must first internalise the promotion of social inclusion. To understand this process, we can use Korthagen's model (Korthagen, 2004), which states that teachers need to internalise the content and values they will pursue in their students. The author states that the qualities of a good teacher are intertwined at several levels, which vary from one individual to another. Teacher competences are only one of the levels of a good teacher (Korthagen 2004). Korthagen's model argues that different factors, which are intertwined and interdependent, form the essence of a good teacher.

The author offers the Onion model, which, with its level shell, shows that the essence of a good teacher is hidden in several influences that are intertwined and interdependent and that together contribute to the educational and personal orientation in the learning process.



Korthagen, the onion model of levels of change in teacher performance (Korthagen 2004).

Good practice

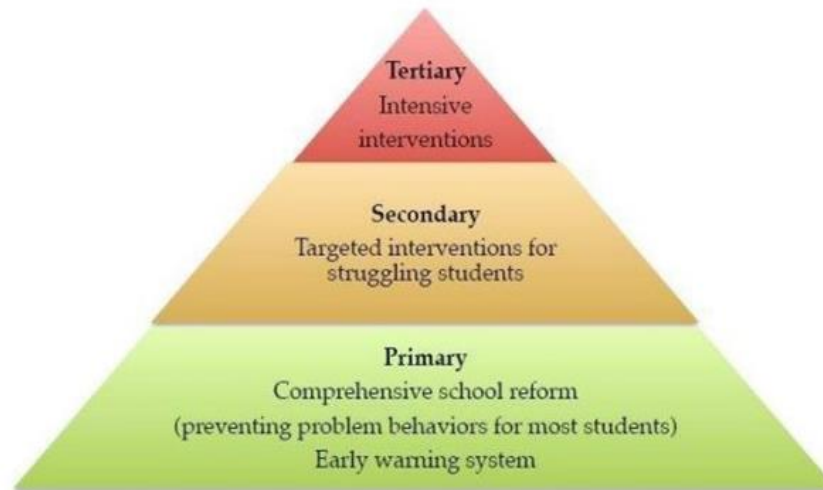
The importance of the teacher's role can be seen in good practices in Ireland, where they ensure social inclusion and equity of educational

opportunities for all pupils indirectly by emphasising the importance of teacher training and the development of literacy competences:
<http://eslplus.eu/limerick-deis-primary-schools-literacy-initiative>

Prevention models

In the literature can be found different prevention models; most of them consists of three levels. A typical example is the Three-Tiered Dropout Prevention Model for Districts and Schools by M.A. Mac Iver and D.J. Mac Iver (2009):

- The primary level of the prevention model includes a whole-school approach to encouraging regular attendance and other positive behaviors.
- The secondary level targets interventions on small groups of students who need additional support beyond the school-wide reforms to address attendance, behavior, or academic struggles.
- The tertiary level provides measures to students, who need intensive interventions, often by external specialists.



Source: Iver, M. A., Mac Iver, D. J. 2009 14.

In this lesson, you will get familiar with ways to plan prevention measures according to the model, taking in account all three categories of causes of ESL: on individual, social-cultural and educational level (for causes of ESL, see Topic 3).

Early Warning System – EWS

In addition to prevention, it is important for schools to have an ESL prevention system in place, based on the needs of each school, according to the school's mission and target group. Establishing a school-level early warning system is a complex process that begins when an institution commits itself to preventing and reducing early school leaving, followed by the creation of a functioning system. The overall process starts with the development of a strategy that identifies not only long-term goals but also the responsible persons or groups and other actors, an analysis of the situation, and the short-term goals to be achieved. An implementation or action plan is an integral part of the process, identifying key activities, timelines, needs, resources - including staff competences and needs for strengthening them.

There are several good practices that show how adolescents can be successfully integrated into the education system and socially included. Examples from schools in Ireland and Portugal (Youthreach, DEIS, TED, TEIP) are highlighted and can be found in the following links:

<http://eslplus.eu/a-school-for-everyone>

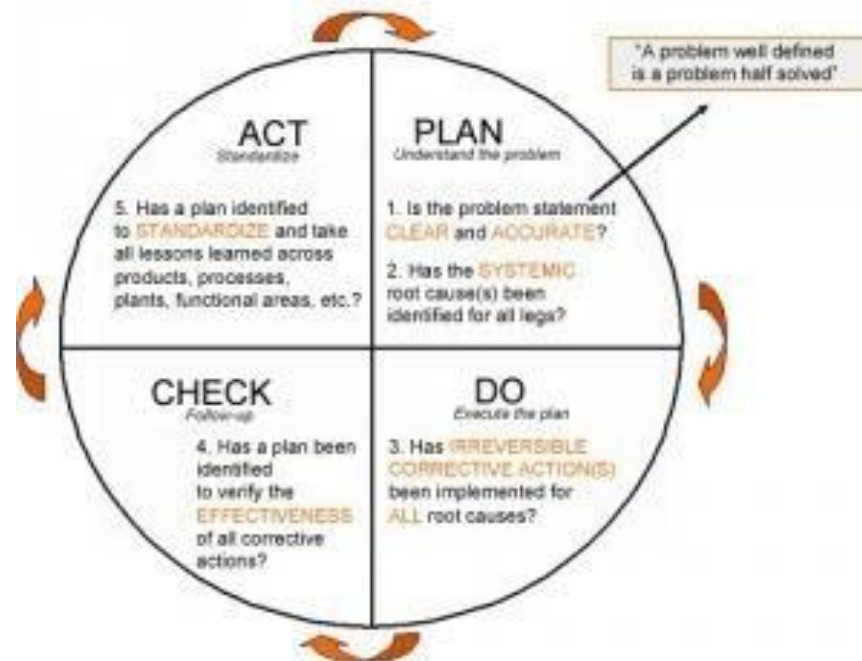
<http://eslplus.eu/modular-training-for-unemployed>

<http://eslplus.eu/learning-courses> <http://eslplus.eu/youthreach-programme>

How to set up the EWS?

EWS is a systemic tool used by educational institutions at institutional level. It is based on measurable data on observed phenomena, facilitates the timely identification of students in distress and involves the establishment and use of personalised interventions at individual level. The functioning of the system relies on the competences and resources of institutions and teachers, such as the collection and processing of relevant data, understanding student behavior and the reasons for it, the establishment of personalised interventions, and the willingness to involve external resources and partners. The development of the EWS is recommended to be looked at as a project (starting and ending at a given time), but the maintenance of the system is a process to make it sustainable. It means that the process of its operations should be overseen and monitored, the results must be analysed (what works and what does not), changed if needed and checked again when there is information on the results of the introduced improvements. The quality assured operations therefore should be cyclic, and actions are recommended to be arranged in a plan-do-check-act (PDCA) cycle.

The plan-do-check-act cycle (PDCA)



Bognar, M., Gyorik, E., Horvath, A. (2014-2017).

The cyclic development is spiral. All steps are started and revisited during the project and development are actualized. More information about toolkit and guidelines of Developing an institutional Early Warning System (EWS) for preventing and reducing dropout from school – *CroCooS* project you can find on <http://oktataskepzes.tka.hu/en/crocoos>

Teachers as key agents of change towards inclusion and social justice EWS success

Go back to the questions you have been asked at the beginning of topic 4. Try to think about the questions in relation to the content explained here. The following section highlights the teacher as a change agent working with young people and the need to actively involve young people in the process of building the EWS itself. It is important to reach a consensus for a decision at the level of all

involved before starting to implement the measures. It is important to be aware that teachers are the main agents of change towards ensuring inclusion and social justice, which also stems from the trust students have in the education system (Pantić, Florian, 2015). The teacher must question his/her mission, the values that he/she will strive to develop in the students (Korthagen 2004). There is a need for a unified view of promoting inclusion and responding to social and educational marginalisation and exclusion at the level of all stakeholders involved in the implementation of measures.

An important aspect would be the implementation of the participatory model of education, which involves young people in all stages of planning, implementation, and evaluation of measures. Where the adolescent is invited to be an interlocutor and co-explorer of his/her own life, he/she is heard and hears from others (Moss and Clark 2001). Also, in the implementation phases, we would offer as an option education through the arts (Kroflič, 2010), which involves students to reflect on themselves personally, their position in the world through the promotion of expressions, as well as participation, awareness of the responsibility and engagement in dialogue with the world, in order to "... awaken in them the desire to be in the world, with the world, and not only with themselves. In this way, their expressions can 'encounter' the world - materially and socially, and such encounters can be an entry point for reflecting on what it means to be in the world..." (Biesta 2019).

Assessment - Lesson Four

Please chose correct answers for each of the 3 questions: <https://view.genial.ly/6251eef2e82ee20010b41c08/interactive-content-lesson-4-task-1>

5 Lesson Five: Second Chance measures/opportunities for Early School Leavers

In this lesson you will gain an understand the importance of second chance measures/opportunities which are prepared and implemented for learners who have already dropped out of mainstream education. You will learn what makes second chance measures

effective and you will get acquainted with some good practices in the EU. Please [watch the video](#) to get a sense of what second chance measures are all about: Songs from the van: <https://www.youtube.com/watch?v=BlAyGRCZtsI>

Forms of second chance measures: Second chance measures can take different forms. Some second chance measures aim to give learners a second opportunity to complete an education or training programme, and potentially to obtain a formal qualification. They are in fact an alternative to formal education. On the other hand, second chance measures focus on reengaging learners and motivating them to return to formal education or moving into employment. These comprehensive second chance programmes start from the ‘basics’, helping young people to find an interest in learning again and developing the skills and behaviors they need to access formal learning or employment. Those measures, however, support the process of transition. Some basic information about second chance measures can be found at ESLplus (European learning space on early school leaving): [second chance education](#)

Emphasis of second chance measures: Second chance programmes should be sensitive to the initial reasons that might be in the background of learners interrupting their education and training in the first place. For example, some young people need to work due to their (family’s) economic situation. To take account of this they are often delivered in a flexible way, outside regular school-hours, or part-time, through distance or blended learning allowing learners to work in parallel to their studies. Often such students meet and gain from alternative pedagogical methodologies. Another factor which can lead to drop-out is that the traditional, classroom-based approach to learning is not appropriate for all young people.

Second chance opportunities tend to use a different methodology which can be more appealing. For young people with complex barriers to learning (e.g., health issues, housing, etc.), some second chance measures take a holistic approach and provide support to tackle these barriers, alongside formal learning, through a multi-professional case management approach.

Any action targeting those who have already left school must begin with a process of engagement, of building trust and a sense of belonging. It should also be infused with high expectations, be structured as well as safe and challenging. In addition, it is important to note that many early school leavers regard themselves as adults and expect to be treated as such. In their own descriptions of what has succeeded with them, words such as “respect” and “trust” recur.

Flexibility is key, to ensure that reintegration measures can be made to fit around the young person’s other commitments, such as work and family responsibilities. Disciplinary approach, with mixed staff teams or collaboration with external stakeholders, means that the full

range of support needs of the young person can be addressed. Individual action plans and clear pathways for the future – which may be made up of small units of learning – can be motivating for young people with low self-esteem and negative previous experiences of formal education. Related to this, follow-up is important to ensure that the outcomes of the good work achieved by the reintegration measures are not lost in the long term. Indeed, there needs to be continuity, consistency, and cohesion between services and supports available for young people. (Study: Reducing Early School Leaving in the EU, 2011)

For more insight (e.g. reintegration strategies) see the study: Reducing Early School Leaving in the EU, 2011) [REDUCING EARLY SCHOOL LEAVING IN THE EU](#)

Good practices of second chance measures in some countries: you can find more about second chance measures carried out by some countries. Check following links:

Portugal:

- Learning courses to improve employability and to enhance social and professional inclusion: [Learning Courses to improve employability and to enhance social and professional inclusion](#)
- Modular Training for the unemployed without upper-secondary qualification: [Modular Training for the unemployed without upper-secondary qualification](#)

Slovenia:

- Project learning for young adults (PLYA): [Project Learning for Young Adults | Andragoški centre Republike Slovenije](#)

Ireland:

- Learning Course Youthreach programme: [Youthreach Programme](#)
- Watch the video: Youthreach programme: <https://www.youtube.com/watch?v=v8mPBJ7Umfg&list=PLvX6d645XdP9cW-5RtjjKmpchSZROCxz1&index=17>

- Delivering equality of opportunities in schools (DEIS): [Delivering Equality of Opportunity in Schools \(DEIS\)](#)
- Watch the video: Delivering Equality of Opportunity in Schools (DEIS):
<https://www.youtube.com/watch?v=XJOWE9qRjCQ&list=PLvX6d645XdP9cW-5RtjjKmpchSZROCxz1&index=14>

Germany:

- 2nd chance coordination Brunswick city: [2nd Chance Coordination Brunswick City](#)

Tips for designing and delivering the second chance measures: You will get acquainted with some tips as advice for policymakers and practitioners involved in the design and delivery of second chance programmes. They are based on Cedefop research into successful measures as well as other relevant evidence. Tips are as follows:



- 1) Reach out to young people through local support
- 2) Create an alternative to mainstream education
- 3) Engage and develop the “whole person”
- 4) Start with an assessment of the learners existing knowledge, skills and interests
- 5) Link second chance measures with formal education
- 6) Offer flexible provision
- 7) Promote positive attitudes
- 8) Use appropriate teaching and learning methods
- 9) Include motivational activities.

You can find more information about every single tip on the CEDEFOP (European centre for the development of VET) website:

<https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/intervention-approaches/second-chance-measures#group-addressing-problem>

Positive outcomes of second chance measures: It is also important to learn about positive outcomes that involvement in second chance education brings to learners and wider.

Individual	Institutional	System
<ul style="list-style-type: none"> ● Positive attitude to learning and education and training ● Improved well being ● Social/ economic/ psychological challenges being tackled ● Improved education outcomes ● Improved basic skills ● Improved work habits/ social skills ● Define learning career goals 	<ul style="list-style-type: none"> ● Referral systems from schools to other services are being used ● Reduce drop-out from second chance measures 	<ul style="list-style-type: none"> ● Interconnected services are being used ● Increased rates if young people return to mainstream education after involved in the second chance measures ● Increased rates of young people attain at upper secondary qualification being involved in a second chance measure

For more information about good practices in second chance education in the EU, their success factors, and their transferability into

initial education and training you can browse on the link: <https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/resources/learning-second-chance-education-making-use>

Assessment - Lesson Five

Reflecting on the positive outcomes of second chance education, write a develop a two-page rationale you would present to policy makers in your country/region aimed at promoting second chance education.

6 **Lesson Six: Summary**

The module deals with the problem of early school leaving from vocational education and training in the EU. The presented content (theoretical emphases and practical examples) refers to five lessons through which you will get acquainted with different definitions of the of the term, factors, indicators that influence the occurrence of ESL (with focus on VET) and measures to prevent it. Through the content of the module, we emphasized the role of VET and the importance of cross-sectoral cooperation in tackling this problem. One lesson of the module is dedicated also to measures for those who interrupt their education early. The module is enriched with examples of good practices, especially from Ireland and Portugal.

Assessment of Module

Describe one case, the case can be imaginative or real. The case must be about one student who is or was a student at risk (definition in Topic 2). The case can be also about the student that has already left mainstream education. Case should be written in the form of a story. Example of the story can be found in Lesson 3.

Story should include the following:

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| <ol style="list-style-type: none">1. causes, signals on the individual level,2. interventions that already took place. Describe e.g. what kind of intervention, who intervened (which professionals from which sectors), to what extent the student was involved. In the description include elements of EWS that was used in this case. If no interventions took place, which EWS elements should be used? |
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Module Study Resources

- <https://allmeansall.org.au/portugals-new-school-inclusion-law-small-country-taking-big-steps-spirit-means/>
- <http://esplus.eu/curriculum-enrichment-activities>
- <http://esplus.eu/delivering-equality-of-opportunity-in-schools-deis>
- <http://esplus.eu/transforming-education-through-dialogue-ted-project>
- YIT Project <https://youth-it.cool/>
- Tackling Early School Leaving (2014) https://eacea.ec.europa.eu/national-policies/eurydice/content/tackling-early-leaving-education-and-training-europe-strategies-policies-and-measures_en
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