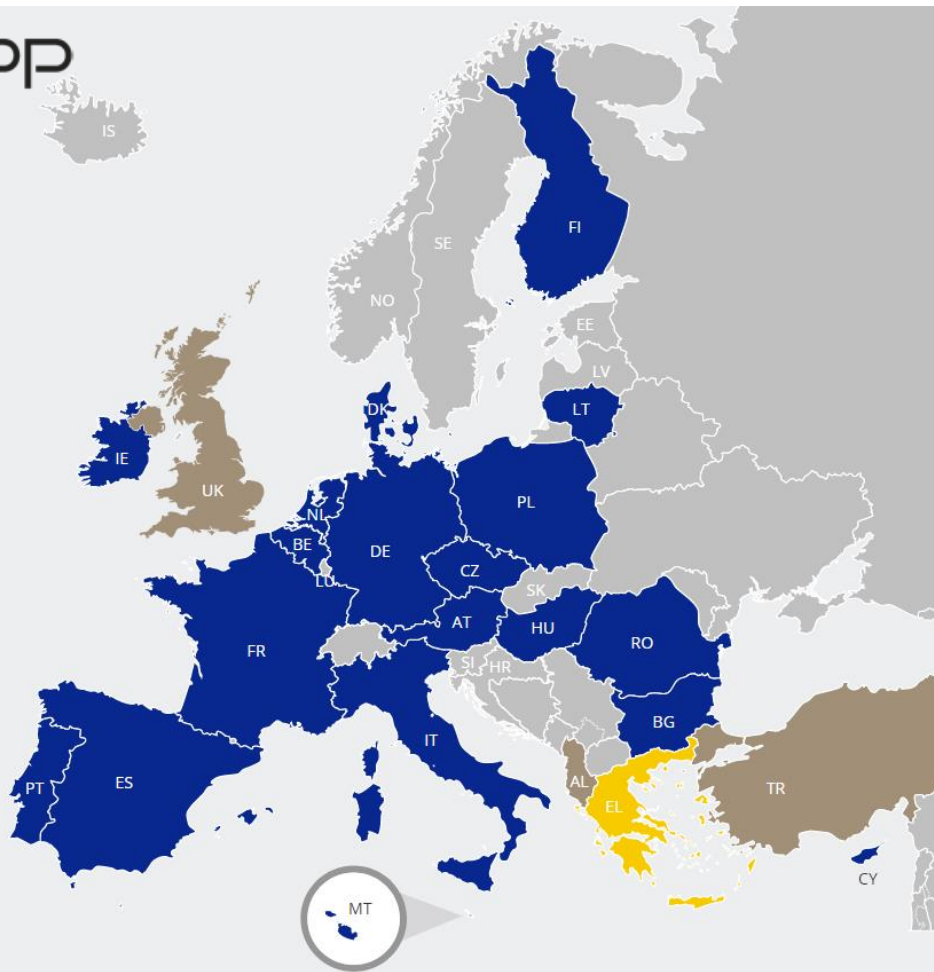




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European Centre
for the Development
of Vocational Training



Mr Georgios Giotopoulos
*Patras Public Vocational Training
Institute*

**Ambassador tackling
early leaving from VET**

**Absenteeism in Adult
Education in Greece**



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“Once learners drop out, and the longer they stay outside education and training, the more difficult it is to rejoin former classmates and the higher the chances that they will be involved in other activities, such as **low-wage employment**”.



https://www.cedefop.europa.eu/files/5558_en.pdf

<https://hrexecutive.com/wp-content/uploads/2019/02/Lower-Wage-Workforce-Woes-700x450.jpg>



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Risk of early leaving



Learners at risk of early leaving



Learners escaping
the system



Learners
confronting the
system



Learners
disengaging due to
difficulties adapting
after transition



Learners
disengaging because
they cannot find a
placement

Early leavers



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



**VET toolkit for
tackling early
leaving**

VET toolkit for tackling early leaving

Source of support to policy makers and education and training providers



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Type of approach

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Take part

Reflection and
evaluation toolsSubmit your good
practices and toolsBecome an ambassador
tackling early leaving
from VET

<https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving>

Intervention approach



Monitoring early leavers

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Early leaving from education and training

(ELET): Early leaving from education and training

Project info

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Statistics

Cedefop conducts research and develops tools to empower VET policy-makers and practitioners to tackle early leaving from education and training (ELET).

Why is it important to tackle early leaving from education and training?



VET toolkit for tackling early leaving

Early leavers from education and training, are at greater risk of becoming **NEETs** (young people **Not** in **Education, Employment** or **Training**) and **socially excluded**. Today a large proportion of the 61 000 000 Europeans aged 25 to 64 classified as low-skilled adults are early leavers from education and training.

Despite the success in bringing down the numbers of young people who exit education with a lower secondary education qualification at most, **early leaving still affects one in 10 young people** – in some places even more than that.

According to Eurostat, the **ELET** rate has steadily **decreased**

2002 → 17.0%

2011 → 13.4%

2018 → 10.6%

while at Patras PVTI for the last 4 years...

aprox. 24% per year are early leavers...



Although there has been a significant improvement overall, **progress has stagnated since 2016** *with significant differences across countries, regions, genders and for specific population groups, such as people of migrant background.*

Tackling **ELET** remains a top policy priority in many European countries.

Cedefop conducts research and develops tools to empower VET policy-makers and practitioners to tackle early leaving from education and training (ELET).



Why is it important to tackle early leaving from education and training?

Early leaving from education and training (ELET) is a pressing issue in Europe with **considerable costs for individuals and society.**

Young people between 18 and 24 with a qualification lower than upper secondary, classified by Eurostat as early leavers from education and training are:

- more likely to be unemployed or inactive;
- more likely to be employed in low-paid jobs with few or no prospects for training and further career progression;
- more prone to social exclusion and poverty, including in-work poverty;
- more likely to experience lower levels of health, wellbeing and life satisfaction; and
- experiencing limited civic participation.



VET toolkit for tackling early leaving

What should we do?

Fighting **ELET** is a key element of the [Education and training 2020 strategic framework](#), reflected in the commitment of the EU countries to:

- [reduce the average share of early leavers to less than 10% by 2020](#);
- implement the [Council recommendation](#) on policies to reduce early school leaving by developing comprehensive and evidence-based strategies to address **ELET**.

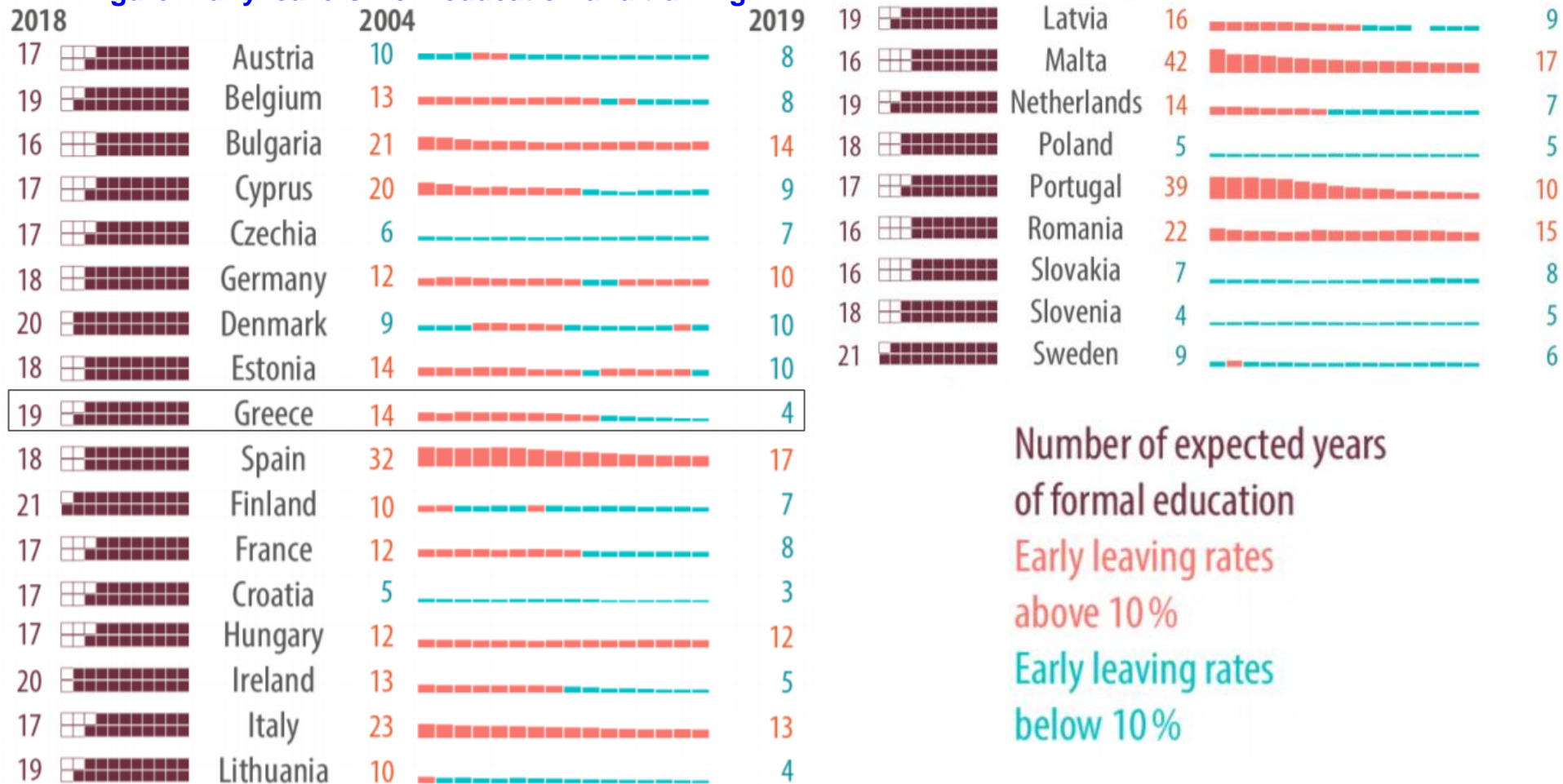
(ELET): Early leaving from education and training



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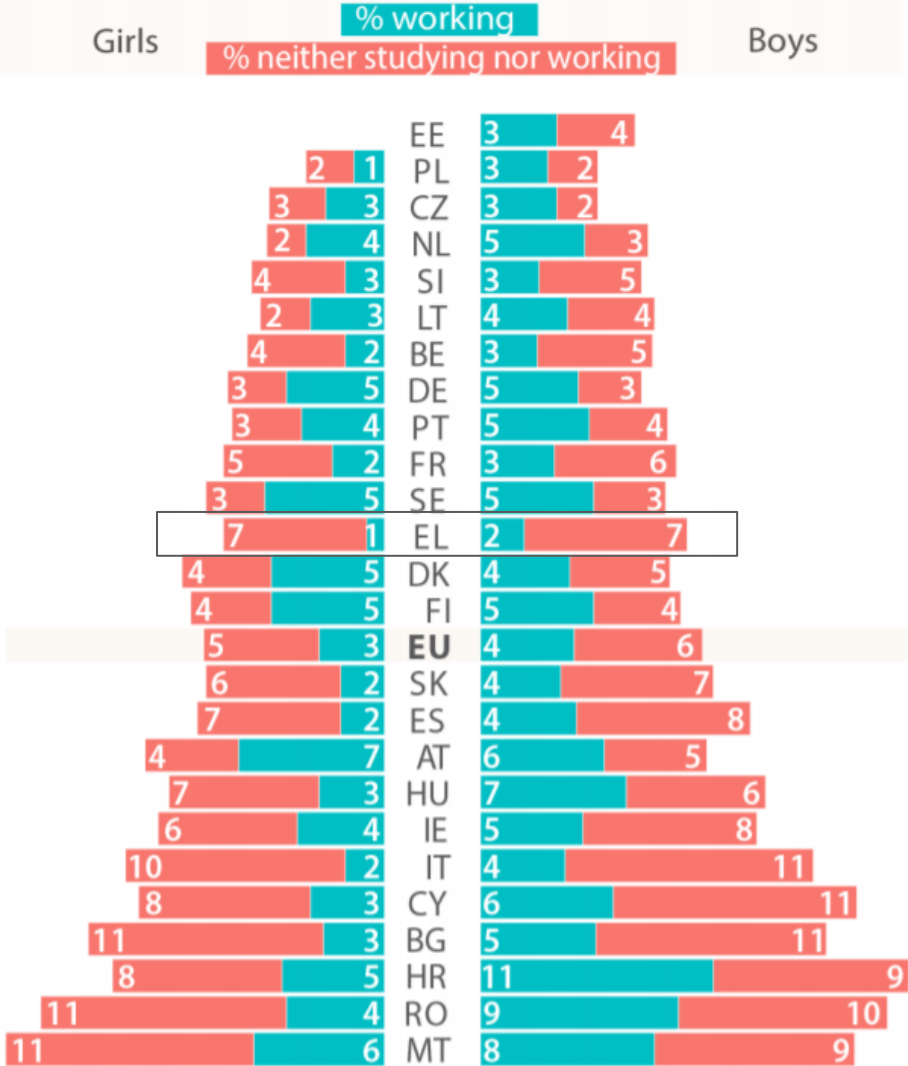
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Figure: Early leavers from education and training



Gender breakdown of 15-19 year olds who were neither studying nor working, and of those who were working but not studying, 2019

<https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/resources/early-leavers-education-and-training>



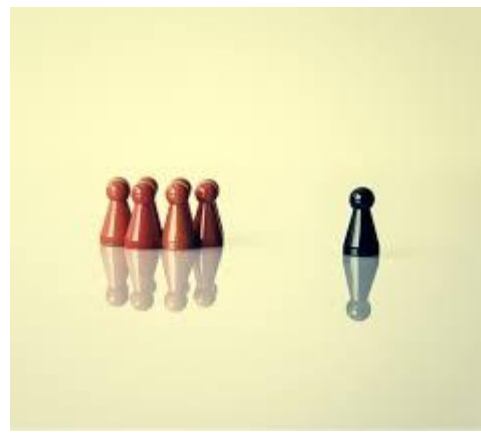
Trainees Dropout at the Public Vocational Training Institute (PVTI) in Patras, Greece

Our Toolkit Ambassador Georgios Giotopoulos (GR) reports on a research that took place from June 23 up to July 27, 2020 and was focused on the dropouts from October 2016 to June 2020 from the PVTI of Patras. Number of Trainees' average for the last 4 years: 613 persons.

Total dropouts → 481 (aprox. 24% per year)

Demographic Profile of early leavers

- Who is leaving? Females (71,7%), Males (28,3%)
- Age of people that leave → 70% are up to 30 years old.
- They live alone → 66%
- Married with a child → 11,3%
- Lyceum (upper secondary school) graduates → 90.6%
- Graduates of various Vocational Lyceum specialties → 9.4%
- Studying in another institution such as a Technological Educational Institute, a University or a post-graduate program → 24,5%
- Working while studying → 60.4%



Based on the answers provided by the participants, the following results are deduced.
Regarding the reasons for the dropout:

- they abandon their training (extremely and very) due to the evening timetable, which is not convenient (45%);
- because they found an employment (34%);
- because of emergency financial obligations and difficulties (30%);
- because they did not know that there was compulsory attendance (22%).



**Based on the answers provided by the participants,
the following results are deduced.**

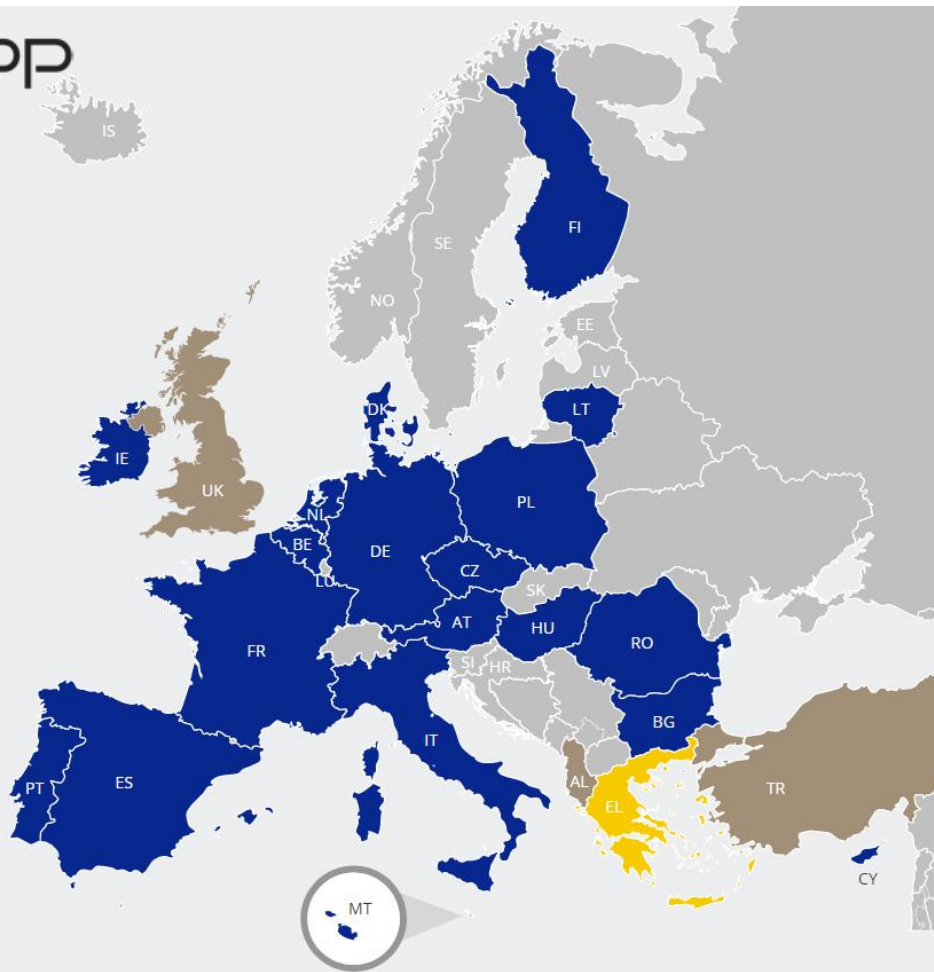
According to the survey,

- those who drop out live alone and have more financial problems or financial emergencies
- those who have financial emergencies and find a job are more likely to drop out of their training
- Women with financial problems, residing within the Achaia prefecture and are either single or married with two children, are more likely to drop out as well
- Women, who now reside outside the prefecture, drop out when they have financial problems and are married with children
- women who have found employment and have financial emergencies seem to drop out more often.





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Thank you for attending
**Absenteeism in Adult
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