



Early intervention

**Monitoring performance and assessing the impact
of Youth Guarantee schemes**

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Early intervention: Definition/1

- ✓ The term “early intervention” has its origin in the field of education for children with disabilities. It was then extended to programmes aimed to minimize the factors placing children and youth at risk of school failure;
- ✓ Evidence on the strong, positive relationship between education and employment shifted policy attention to school failure and early school leaving as a key determinant of labour market performance;
- ✓ Today, early intervention is understood as encompassing system-level education reforms combined with intervention measures to reduce the risk of early school leaving (ESL).

Early intervention: Definitions/2

Key features of strategies to reduce early school leaving

EARLY INTERVENTION

Prevention

- Access to quality childhood education;
- Relevant and engaging curriculum;
- Flexible education pathways;
- Smooth transition between educational levels;
- High quality and attractive VET;
- Involvement of pupils;
- Teacher education;
- Strong guidance system.

Intervention

- Effective and evidence-based early warning systems;
- Focus on individual needs;
- Systematic support frameworks;
- Extra-curricular and out-of-school activities
- Support to teachers;
- Empowering families and parents.

Compensation

- Accessibility and relevance of second chance education;
- Recognition;
- Links to mainstream education;
- Personalized approach;
- Distinctive learning experience;
- Flexibility in curricula;
- Teacher support.

Source: Council Recommendation of 28 June 2011 on policies to reduce early school leaving, OJ C 191, 2011; European Commission, *Reducing early school leaving: Key messages and policy support*. Final Report of the Thematic Working Group on Early School Leaving, 2013

Comprehensive strategies

Comprehensive strategies to reduce early school leaving:

- i) **Affect the entire school system** (increasing the length of compulsory education; reforming early track selection; changing content and teaching methods);
- ii) Include **measures targeting students at-risk** (support to students facing learning difficulties, financial transfers, additional resources to school with disadvantaged children); and
- iii) Offer **remedial measures** for early leavers (return to education and/or second chance programmes).

Austria, Belgium (Flemish Community), Bulgaria, Malta, the Netherlands and Spain have adopted comprehensive strategies before the Youth Guarantee.

Prevention

Prevention acts on the education and training system as a whole:

- ✓ Access to quality early childhood education;
- ✓ Curriculum (cognitive and non-cognitive skills);
- ✓ Flexible educational pathways (vertical and horizontal);
- ✓ Quality vocational education and training (VET);
- ✓ Teachers' education;
- ✓ Well-developed guidance system;
- ✓ Linkages with the world of work.

Intervention/1

Intervention comprises measures that address difficulties at an early stage. Many intervention measures apply to all pupils, while others are targeted to youth at risk:

- ✓ Early Warning Systems (EWS): different methods to identify early signs of ESL (absenteeism, school performance, bullying);
- ✓ Support frameworks within schools (multi-professional teams, individual learning support, support to teachers to adapt learning content, parents' involvement, financial assistance);
- ✓ Extra-curricula activities to enrich the learning offer and help students to develop a sense of belonging.

Intervention/2

- ✓ The identification of young people at risk is typically done through **national students' registers**. Many of these databases have a longitudinal design that allow tracking individuals through their education career and beyond.
- ✓ These systems manage information on **students** (personal data, family background, courses attended, progression) as well as on **schools**, courses and **teachers**. Data gathering starts with pre-primary and continues till the end of upper secondary education (some also extend to tertiary education).
- ✓ Some of these systems are also interfaced with the databases of the PES and social insurance institutes to **follow-up students in the labour market**.

Early intervention in national YG schemes/1

- ✓ All EU countries combine prevention, intervention and compensation measures in their YG schemes;
- ✓ Ireland and Hungary introduced **comprehensive strategies on ESL** as part of the YG;
- ✓ Many countries are **reforming the education system**, by introducing or strengthening **dual VET** education and apprenticeship (AT, BE, BG, FI, PT, RO, SL and ES); and by reshaping **secondary general and vocational education** - new general and professional courses, curricula reform, increased work-based learning, promoting new VET programmes – (AT, CY, DE, PT, SI, and ES);

Early intervention in national YG schemes/2

- ✓ BG, CZ, PT and RO also envisage **reforms of higher education** (financing, pathways, introduction of short courses and work experience for university students);
- ✓ The establishment /strengthening of **guidance systems** is a key feature of early intervention in AT, BG, DK, FI, DE, GR, IT, LV and PT;
- ✓ Only BE and CZ plan to improve **early childhood education**; while **recognition/validation of learning** is included in the YG schemes of GR, RO, SI and ES;
- ✓ The setting up of registers to track early leavers are envisaged in BE and HU, while BG and PT are expanding their **early warning systems**;

Early intervention in national YG schemes/3

Intervention measures in national YG schemes include:

- Transition classes to ease integration between across levels (AT and BE);
- Support to students with learning difficulties and/or with disabilities (BE, HR and HU);
- Mentoring, tutoring and coaching (AT, DE, HR and LU);
- Financial assistance to student at risk or for progressing to upper secondary education (BG and HR);

Extra-curricula activities – as a means to increase retention – are implemented in SI and HU.

Measuring the effect of early intervention in YG schemes

The most relevant indicators (**Indicator framework for monitoring the YG**) are those that measure educational attainment over time (starting from the 2013 baseline):

Educational attainment indicators →

- ✓ Early school leavers (18-24), ISCED level 0-2;
- ✓ Youth (20-29) with low educational attainment (ISCED level 0-2);
- ✓ Youth (20-24) with ISCED level 3 and over (%);
- ✓ Employment rate of recent graduates (20-34 years old, ISCED level 3-6);
- ✓ Share of 30-34 with tertiary education (ISCED level 5-8).

QUESTIONS?



Early intervention in Spain

Comprehensive strategy

- ✓ The legislative framework for reducing early leaving is the 2006 *Organic Act on Education* and the new *Organic Act for the Improvement of the Quality of Education* (LOMCE) of December 2013 (**not included in the YGIP nor in the EES**);
- ✓ The *Plan to Reduce Early School Leaving (2014-2016)* - **not included in the YGIP nor in the EES** - establishes the strategic framework for reducing ESL (which include prevention, intervention and compensation measure and defines a number of indicators to measure progress);

Early intervention in the YG scheme

1. **Second chance programmes (MED 8.2.2.1. Education):**
 - Strengthening of all actions aimed to prevent school drop-outs, provide alternative pathways and additional support for students in need, as well as individualised attention for early detection of learning difficulties;
 - New cycle of basic vocational training;
 - Evaluation and accreditation of vocational skills.
2. **Vocational training in dual VET projects (MED 8.2.2.4 Apprenticeship);**
3. **Promotion of an entrepreneurship culture (MED 8.2.3.1. Employment);**

YOUTH GUARANTEE SPAIN

KEY REFORMS

- Introduction of entrepreneurship education
- Two-year vocational education cycle
- Dual VET
- Reform of the university education
- Modernization PES
- Single employment portal

EARLY INTERVENTION

- New cycle basic VET
- Dual VET
- Entrepreneurship learning in school
- Actions to prevent dropout and support to students in need

Outreach

- INJUVE

ENTRY

REGISTRATION YG PLATFORM

ACTIVATION

- Vocational guidance, LMI, job search assistance
- Single employment portal
- Actions with placement agencies
- Advice and guidance self-employment
- Accreditation, certification

LM REINTEGRATION MEASURES

EXIT

Employment

- Mobility programmes
- Tarifa joven
- Incentives part-time employment with training
- Incentives for micro-enterprises
- First Job
- Incentives for work placement programmes
- Generation contracts
- Job subsidy for social economy firms
- Employment aid for hiring youth
- Training/employment young researchers
- Flat tax rate self-employed
- UB compatible with self-employment
- Capitalization UB
- Second opportunity entrepreneurs
- Incentives to self-employment

Education

- Dual vocational training
- Second chance programmes
- Training with a hiring commitment
- Training in languages and ICT
- Training leading to a proficiency certificate

Apprenticeship

- Training and apprenticeship contracts
- Workshop school programmes

Traineeship

- Traineeship

Question for discussion

1. Which are the initiatives that are being implemented and that are expected to have an impact on: i) educational attainment; and ii) early school leaving?
2. How can information on all ongoing initiatives be collected and shared across partners?
3. How can the information on early intervention measures be included in the monitoring framework of the YG scheme?