

Lars Balzer, Bernd-Joachim Ertelt and Andreas Frey

# Training course for the detection and prevention of dropout from vocational training

August 2012

### **1st day**

#### **Learning prerequisites:**

- To bring along the curriculum of a specific professional occupation or other appropriate curricula.
- To make sure that between day 1 and day 2 the online tool smk72+ can be used in an IT-room with internet access.

#### **Objectives of the day:**

- To be able to describe the importance of the early detection/support/prevention of dropout of young people at risk.
- To be able to assess the importance of transferable competences in basic vocational education.
- To be able to describe the structure of the online tool smk72+.
- To be able to use the online tool smk72+ (self-assessment).
- To be able to evaluate the results of smk72+ according to different criteria and to interpret the data.
- To meet the conditions for day 2 i.e. to carry out the screening of a class in a given target profession.

## Programme for day 1

<b>Time</b>	<b>Contents</b>	<b>Didactic approach</b>
09.00-09.15	<b>Welcome, brief introduction, objectives of the trainers and the trainees, programme of the day</b>	Plenary session
09.15-10.00	<b>Thematic introduction: dropouts / early detection and support of young people / conditions for success in vocational training / introduction to the project website</b>	Plenary session Lecture
10.00-10.15	<b>Break</b>	
10.15-10.45	<b>The importance of transferable competences in basic vocational training with a particular attention to dropout reasons</b>	Plenary session Lecture
10.45-11.15	<b>The training plan / to analyse a target profession regarding its social, methodological and personal competences and to communicate the results to a colleague</b>	Individual work Face to face
11.15-11.45	<b>To present the competence concept and competence model in terms of ability concepts (dimensions)</b>	Plenary session Lecture
11.45-12.45	<b>Lunch break</b>	
12.45-13.30	<b>Competence model – competence categories – ability concepts (dimensions) – items in smk</b>	Group work Plenary session
13.30-14.15	<b>smK72+ as a tool for the early detection and prevention of dropout in vocational training</b>	Plenary session
14.15-15.00	<b>The online tool smK72+: how to use it</b>	Individual work
15.00-15.15	<b>Break</b>	
15.15-16.45	<b>To become acquainted with various evaluation options using the participants' questionnaires; detailed analysis of some profiles (or of some prepared profiles)</b>	Plenary session
16.45-17.00	<b>Passing the day in review and looking forward to day 2 – introduction to the „critical incidents technique CIT“</b>	Plenary session
17.00	<b>Close</b>	

### **2<sup>nd</sup> day**

#### **Learning prerequisites:**

The following tasks must be completed by the end of the second day.

- Reflection on the experience with the online tool (at meta level, no data yet)
- In-depth analysis of real data of the young people
- From collecting data to working with them:
  - To prepare, implement and reflect on the feedback of the competence profile of the class (no one submits data without feedback)
  - To apply the “Critical Incidents Technique” to class screening
  - To identify individual task (counselling a young person)
  - To prepare individual task

#### **Objectives of the day:**

- To reflect on the day’s experiences and write down some keywords
- To be able to understand the tendency to drop out, with reference to competences and the object theories
- To be able to analyse real data and to use them
- To be able to initiate counselling with young people
- To set up and/or provide learning prerequisites for the third day: to plan and have a first counselling session with some learners, to agree on a target and to document the session (video/audio recording)

## Programme for day 2

Time	Contents	Didactic approach
09.00-10.15	<b>To reflect on experiences made</b> <ul style="list-style-type: none"> <li>– with the tool (how?)</li> <li>– with self-evaluation (what?)</li> </ul>	Cards Plenary session
10.15-10.45	<b>Theories on “Self-Evaluation” from the point of view of selected theories on choice and development of occupation (object-theoretical perspective</b>	Presentation
10.45-11.00	<b>Break</b>	
11.00-12.15	<b>In view of later counselling: analysis of real smk72+ and dropout tendencies in the context of different dropout reasons based on selected object theories, Part 1</b>	Individual work
12.15-13.15	<b>Lunch break</b>	
13.15-14.30	<b>Continuation, Part 2</b> <ul style="list-style-type: none"> <li>– Presentation and discussion of each participant's data</li> <li>– Presentation and discussion of selected results and question-time with all the participants</li> </ul>	Team work Presentation
14.30-14.45	<b>Break</b>	
14.45-15.30	<b>Class feedback:</b> Demand-oriented classroom model to describe the importance of the smk72+ results for the educational and professional development. Working out of measures to improve any deficits that had been identified; differentiation between intrinsic and changeable competences. <b>How to justify the invitation to individual counselling:</b> How to select young people for counselling	Plenary session Lecture Exercises Film clips Micro-Counselling
15.30-16.30	<b>Methodology of counselling based on tool evaluation:</b> <ul style="list-style-type: none"> <li>– Model approaches for counselling: solution-oriented counselling; problem management (Egan); ISM (structural information method); specific national approaches such as BeKo (Beratungskonzeption der Bundesagentur für Arbeit, Counselling Concept of the Federal Employment Agency)</li> <li>– Counselling exercises such as a role-play (to be recorded on video) based on real cases from the class screening</li> </ul>	Plenary session Lecture Exercises Film clips Micro-Counselling
16.30-16.45	<b>Break</b>	

<b>Time</b>	<b>Contents</b>	<b>Didactic approach</b>
16.45-17.45	<ul style="list-style-type: none"> <li>- <b>Planning counselling with the young people:</b></li> <li>- Invitation, clarification of objectives, counselling agreement (contract), diagnostic phase, identification of options for action, decision aids and planning of implementation, preparation of post-decision phase, evaluation of the counselling session</li> </ul>	Plenary session Lecture Exercises Film clips Micro-Counselling
17.45-18.00	<b>Passing the day in review and looking forward to day 3</b>	CIT
18.00	<b>Close</b>	

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### **3<sup>rd</sup> day**

#### **Learning prerequisites:**

- Counselling sessions with the young people have been completed and are documented

#### **Objectives of the day:**

- To be able to reflect on experiences made in counselling sessions
- To be able to analyse real data and to use them
- To be able to reflect on the entire process and to assess its use for daily practice

## Programm für den 3. Kurstag

Zeit	Inhalt	Sozialform
09.00-10.45	<p><b>To reflect on experiences made:</b></p> <ul style="list-style-type: none"> <li>- <b>Teaching the class under observation:</b> analysis of needs, planning of teaching and actual teaching, reactions of young people, critical situations, success ?, how to proceed further</li> <li>- <b>First counselling session:</b> How did the session go? What were the difficulties? How was the target agreement reached?</li> </ul>	Plenum CIT
10.45-11.00	<b>Break</b>	
11.00-12.15	<p><b>Continuation: To reflect on experiences made: first counselling session (second session, if applicable)</b></p> <p>Setting:</p> <ul style="list-style-type: none"> <li>- What has been my experience ?</li> <li>- What were the young person's experiences and how did s/he react?</li> </ul>	Plenum Diskussion
12.15-13.15	<b>Lunch break</b>	
13.15-14.45	<p><b>Dropout prevention as case management, consultation and networking</b></p> <p>Teachers in vocational schools, trainees (in-house and in supra-institutional settings), vocational counselling services, parents, social institutions, chambers of trade(commerce</p> <p>Initiatives and programmes for the prevention of dropout from vocational training and help in the transition from school to vocational training</p>	Plenum Diskussion
14.45-15.00	<b>Break</b>	
15.00-17.00	<p><b>Reflection of the entire process and feedback on the three days / evaluation</b></p> <ul style="list-style-type: none"> <li>- What about the diagnosis of competences?</li> <li>- What about the relationship between smK72 and expertise?</li> <li>- Is all of this really useful for the prevention of dropout?</li> <li>- How should the results be included in training and further education of vocational training staff, teachers and vocational guidance counsellors?</li> </ul> <p><b>What should be changed in the concept, and how?</b></p> <ul style="list-style-type: none"> <li>- Further development and sustainability of the programme</li> <li>- (including marketing with target groups and the policy makers)</li> </ul>	Moderation Delphi



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	- have participants complete PraeLab evaluation form	
17.00	<b>Close</b>	

## Module Description of the Training Concept

### “Detection and Prevention of Dropout from Vocational Training of Young People” for Vocational training staff and vocational guidance counsellors

<b>Target groups</b>	<b>Teachers, trainers, counsellors, case managers, placement staff, social workers</b>
<b>Module</b>	<b>To detect and and analyse interdisciplinary competences and dropout risks as well as to plan, to carry out and to evaluate counselling sessions</b>
<b>Objectives and competences</b>	<p><b>Participants should be able to:</b></p> <ul style="list-style-type: none"> <li>• describe the importance of early detection/support/prevention of dropout from vocational training of young people</li> <li>• assess the importance of interdisciplinary competences for initial vocational training</li> <li>• describe the diagnostic tool smK72+ and use it with young people</li> <li>• evaluate and interpret competence profiles on interdisciplinary competences as well as tables regarding dropout risks and dropout reasons</li> <li>• plan, carry out and evaluate counselling sessions using real data of young people whilst taking occupational information into consideration</li> <li>• describe and apply the “Critical Incidents Technique” (CIT)</li> <li>• make differentiated analyses and descriptions of young people's information needs</li> <li>• collect and prepare up-to-date information specific to a given occupation and occupational field in such a manner that it suits the client's needs</li> <li>• draw up national and international comparisons of offers of education, vocational training, on-the-job training and study courses</li> <li>• analyse and reflect on occupations and employment opportunities from the perspective of the optimisation of individual benefit</li> <li>• apply selected qualitative social research and evaluation procedures</li> </ul>
<b>Contents of the training course</b>	<p><b>The science of vocational counselling:</b></p> <ul style="list-style-type: none"> <li>• competence concepts, competence models, dropout rates, dropout reasons, support and prevention</li> <li>• diagnostics, test criteria, data analysis</li> <li>• further counselling exercises and information management</li> <li>• communication and conflict resolution strategies</li> <li>• professional biographies, careers and professional paths</li> <li>• project work</li> </ul>

<p><b>ECTS-Credits (workload)</b></p>	<p>5 (125)</p> <p>25 Stunden Präsenz an den drei Schulungstagen</p> <p>75 Stunden Lern-, Entwicklungs- und Umsetzungsphasen</p> <p>25 Stunden Qualifikationsverfahren mittels Bericht (fakultativ)</p>
<p><b>Empfohlene Literatur / Grundlagenmateri- al</b></p>	<p>Balzer, L., Ertelt, B.J., Frey, A. (2012). Erfassung und Prävention von Ausbildungsabbrüchen – die praktische Umsetzung im EU-Projekt Praelab. In: Baumeler, C., Ertelt, B.J., Frey, A. (Hrsg.). Diagnostik und Prävention von Abbrüchen in der Berufsbildung. Landau: Verlag Empirische Pädagogik (im Druck).</p> <p>Ertelt, B.J., Schulz, W.E. (2011). Handbuch Beratungskompetenz (3. Aufl.). Leonberg: Rosenberger.</p> <p>Ertelt, B.J., Frey, A. (2012). Theorien der beruflichen Entwicklung und Beratung in ihrer Bedeutung für die Abbruchsprävention. In: Baumeler, C., Ertelt, B.J., Frey, A. (Hrsg.), a.a.O.</p> <p>Ertelt, B.J. (2003). Prävention von Ausbildungsabbrüchen durch Berufsberatung. In: Informationen für die Beratungs- und Vermittlungsdienste der Bundesagentur für Arbeit (ibv), 25/2003, S. 63–67.</p> <p>Frey, A., Ertelt, B.J., Balzer, L. (2012). Erfassung und Prävention von Ausbildungsabbrüchen in der beruflichen Grundbildung in Europa: Aktueller Stand und Perspektiven. In: Baumeler, C., Ertelt, B.J., Frey, A. (Hrsg.), a.a.O.</p> <p>Grassi, A. (2010). Früherfassung und pädagogische Diagnostik. In: Wolfensberger, R. (Hrsg.), FIB-Handbuch – Individuelle Begleitung in der zweijährigen Grundbildung (S. 50-62).</p> <p>Rübner, M. (2012). Beratung von Auszubildenden mit erhöhtem Abbruchsrisiko – Konzeptionelle Überlegungen zur Ausgestaltung des Beratungsprozesses. In: Baumeler, C., Ertelt, B.J., Frey, A. (Hrsg.), a.a.O.</p> <p>Power-Point-Präsentationen:</p> <p>Balzer, L., Ertelt, B.J., Frey, A. (2011). Schulungsmaßnahme zur Erhebung und Prävention von Ausbildungsabbrüchen.</p> <p>Ertelt, B.J. (2011). Berufswahl- und -entwicklungstheorien (Objekttheorien).</p> <p>Ertelt, B.J. (2011). Ausgewählte Beratungsansätze (operative Theorien).</p> <p>Frey, A. (2011). Lehrabbruch: Gründe, Dynamik, Folgen und Prävention.</p> <p>Frey, A. (2010). Diagnose von Kompetenzen in der beruflichen Grundbildung.</p>
<p><b>Teaching and learning methods</b></p>	<ul style="list-style-type: none"> <li>• Lectures, exercises, project work, group work, self-controlled learning</li> </ul>
<p><b>Didactic method</b></p>	<p>The course is intended to promote as well as to demand a critical examination of scientific and practical issues (competences, dropout, data collection, interpretation and evaluation, counselling, support, prevention). Alternating theoretical and practical phases should facilitate the transfer of theory to practice and vice versa.</p>

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Qualification  
procedure

- Report (25 hours)



GD Bildung und Kultur  
Programm für lebenslanges Lernen

Mit Unterstützung des Programms für Lebenslanges Lernen  
der Europäischen Union  
DE/10/LLP-LdV/TOI/147301/2010-1-DE2-LEO05-05358