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Qualification of vocational training personnel for the identification and counselling of trainees with a high dropout risk

Education and Culture DG
Lifelong Learning Programme

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HdBA
Hochschule der Bundesagentur für Arbeit

The project partners

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- Lifelong Learning Programme
  → Leonardo Da Vinci → Transfer of Innovation
- duration: 10/2010 – 10/2012 (25 months)
- coordination: HdBA Hochschule der Bundesagentur für Arbeit; zepf
- Partners: STEIRISCHE VOLKSWIRTSCHAFTLICHE GESELLSCHAFT; AUTONOME PROVINZ BOZEN SÜDTIROL / PROVINCIA AUTONOMA DI BOLZANO ALTO ADIGE; EHB IFFP IUFFP – Eidgenössisches Hochschulinstitut für Berufsbildung / Institut fédéral des hautes études en formation professionnelle / Istituto universitario federale per la formazione professionale
- Finances: 500.000 € (plus 60.000 CHF)

Goals of the project

- to promote networking and cooperation of vocational training professionals and counsellors
- to transfer of a Swiss online-tool for the detection and feedback of competences and dropout risks
- to implement pilot-training in order to qualify professionals for the detection and counselling of trainees at risk of dropping out

Goals of the project

- at national levels: implementation of first detection and counselling units with about 2.500 trainees and vocational students

- certification of the training concept

- publication of project products on the internet in 5 languages
  (DE, EN, FR, IT, PL) http://www.praelab.eu

Overview

- definition of dropouts and of dropout
- data and facts
- reasons, dynamics and consequences of dropout
- prevention
- educational approach
- results

Definition of dropouts

- The EU defines dropouts as young people between 18 and 24 who have only a secondary level 1 education and are not in education or training.

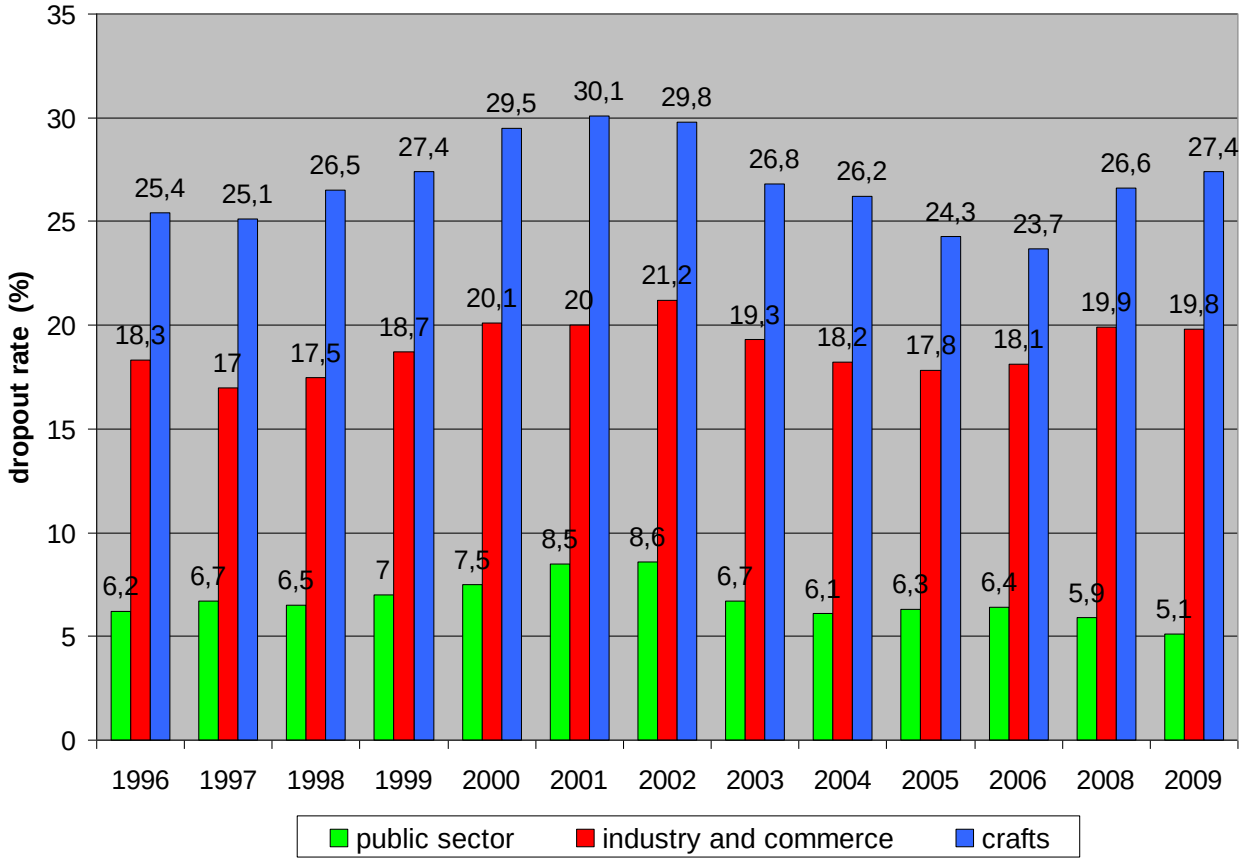
  (European Commission, 2011b, S. 2)

Definition of dropout

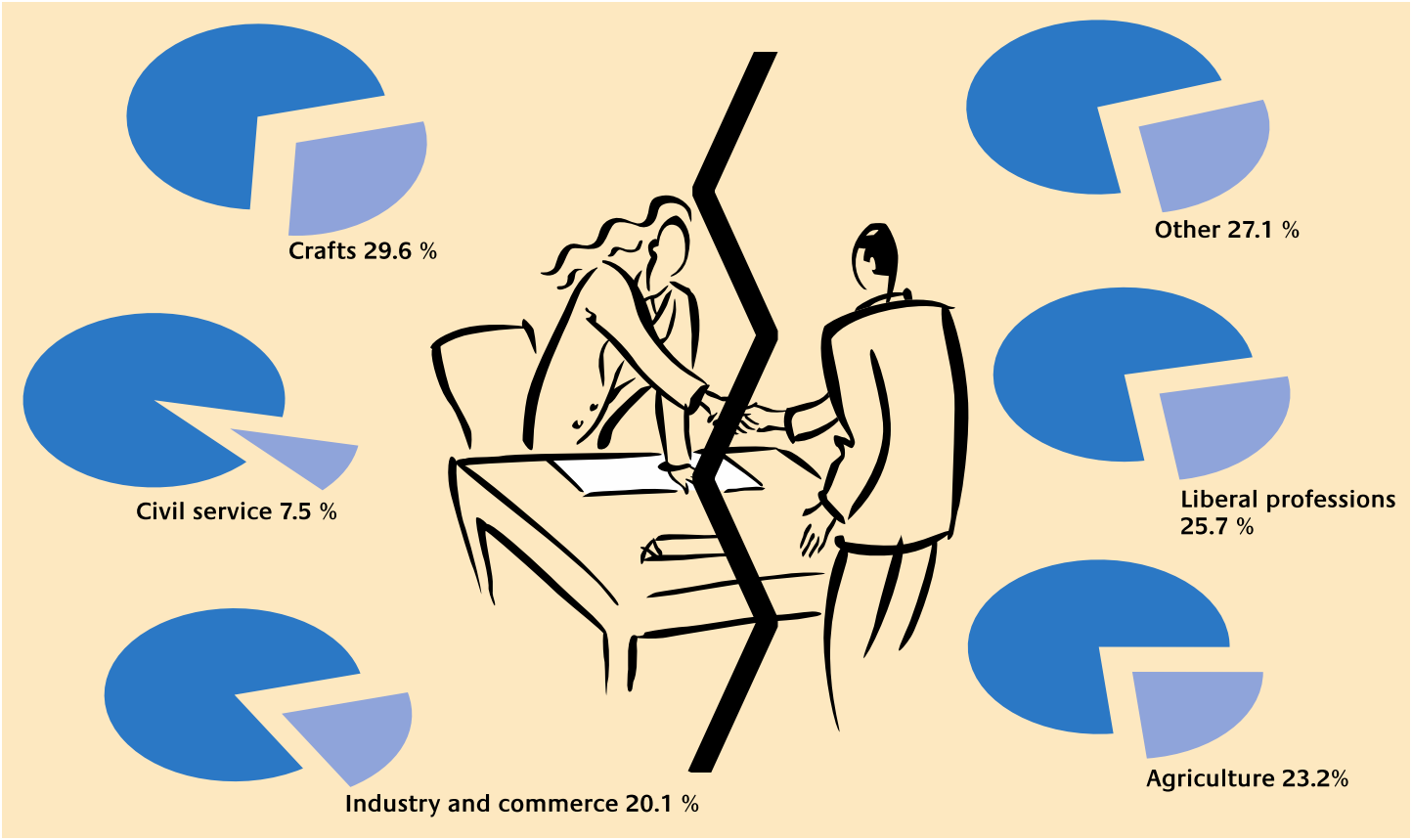
- premature termination of contract = dropout
- premature termination of contract before educational/training goal has been reached
- termination of contract by trainee or trainer

- dropout initiated by:
  - 60% by trainees
  - 30% by trainers
  - 10% by mutual consent

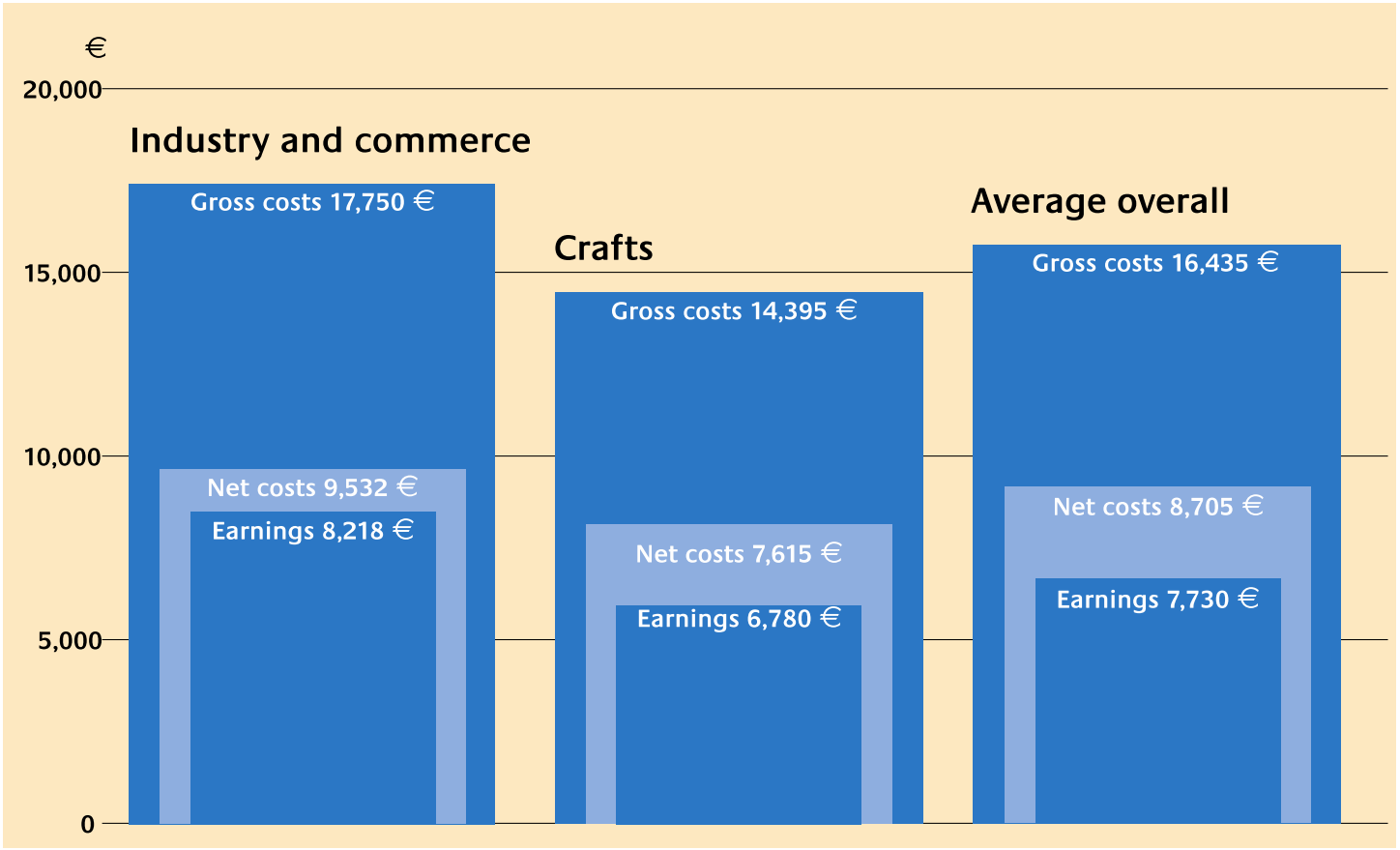
Data and facts: dropout rates in Germany



Training contracts terminated early



Costs and benefits of in-company vocational training



Professions with high dropout rates (BMBF, 2010)

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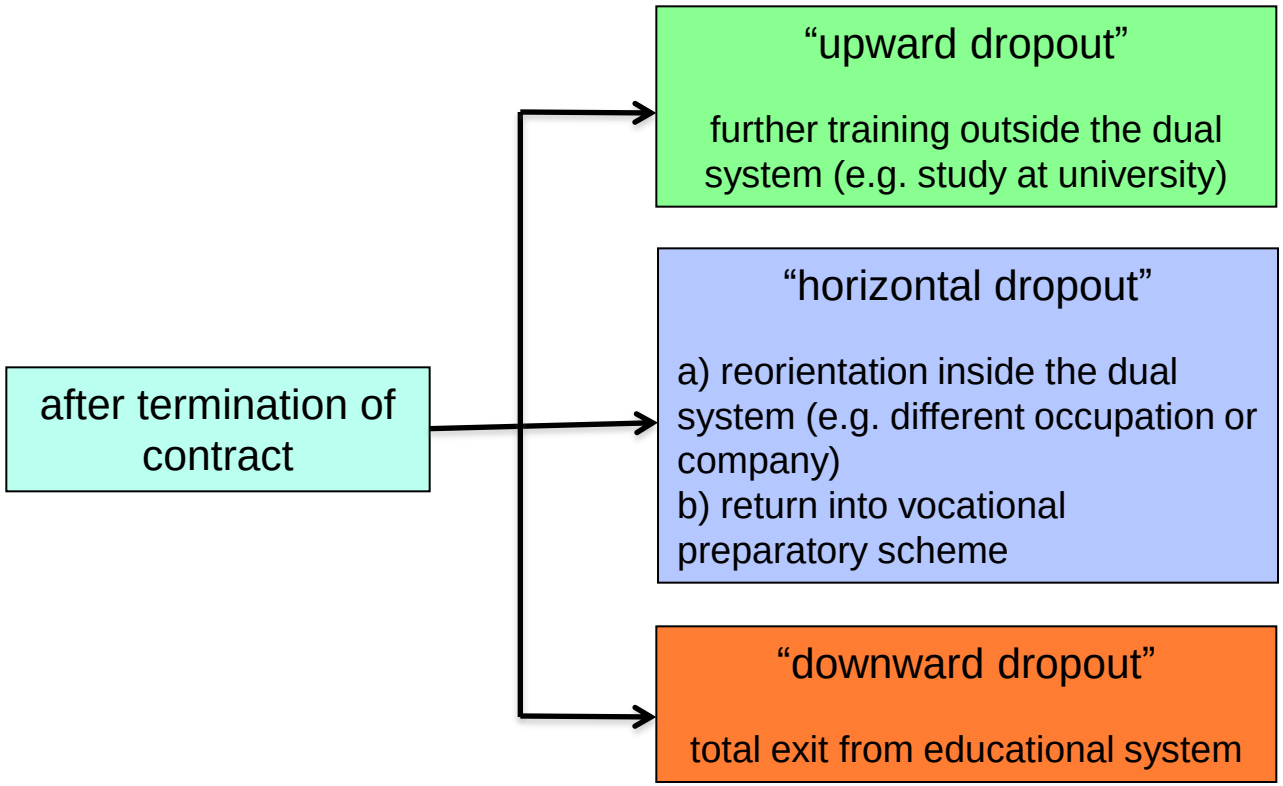
- security personnel (47%)
- women restaurant professionals (46%)
- cooks (44%)
- cosmeticians (43%)
- catering personnel (42%)
- women hairdressers (39%)
- cleaners (38%)

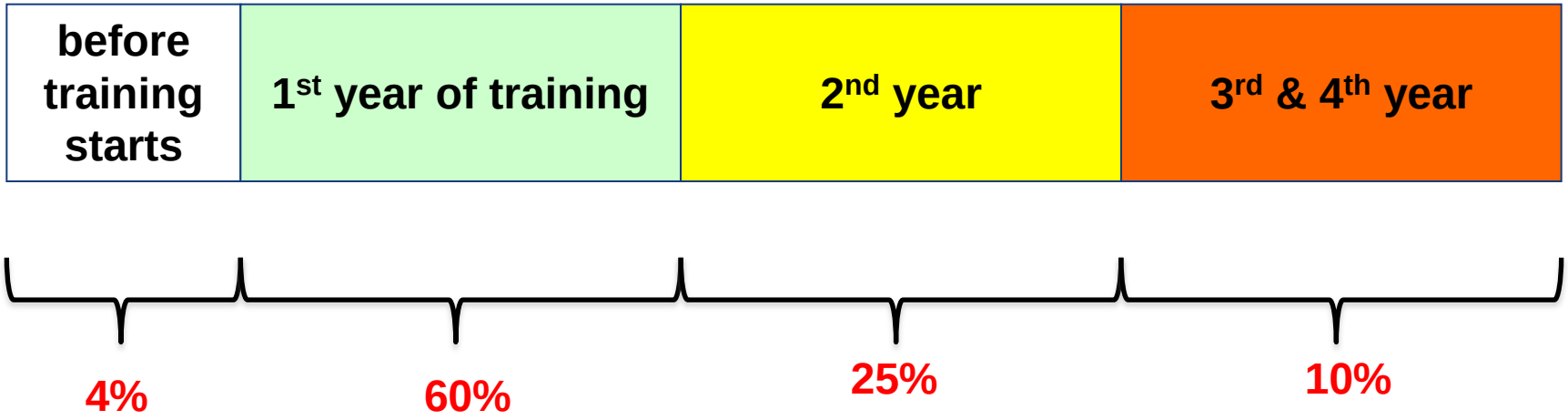
Professions with low dropout rates (BMBF, 2010)

- media and communication services personnel (4%)
- aircraft mechanics (4%)
- administrative clerks (4,5%)
- bank clerks (4,9%)
- toolmakers (5,7%)

Dropout: 3 ways



When does dropout occur ?



- 60% of dropouts happen in the first year
- early diagnosis and counselling are crucial
- preventive measures must take place in the first year

Dynamics of a dropout

- the process takes between 2 weeks and 8 months
- after the diagnosis of a dropout tendency, in-depth counselling must take place
- education/vocational training and counselling staff must be adequately trained in order to prepare and implement in-depth counselling

PreaLab: an approach based in developmental psychology

- a scientific approach
- investigates in a reflective manner educational issues
- proposes concrete actions for designing and improving educational practice

(e.g. Aufenanger, 2004; Benner & Oelkers, 2004; Roth, 1971)

PreaLab: an approach based in developmental psychology

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- mission is to observe and analyze educational issues
- provides a sound knowledge basis for educational practice in order to better promote autonomy and self-determination of young people
- focuses on the development and promotion of judgement and decision competence

(e.g. Oser, 1999; Roth, 1972)

PreaLab: an approach based in developmental psychology

- judgement and decision competence is connected to professional, self- and social competences
- individual developmental processes are influenced by individual learning processes

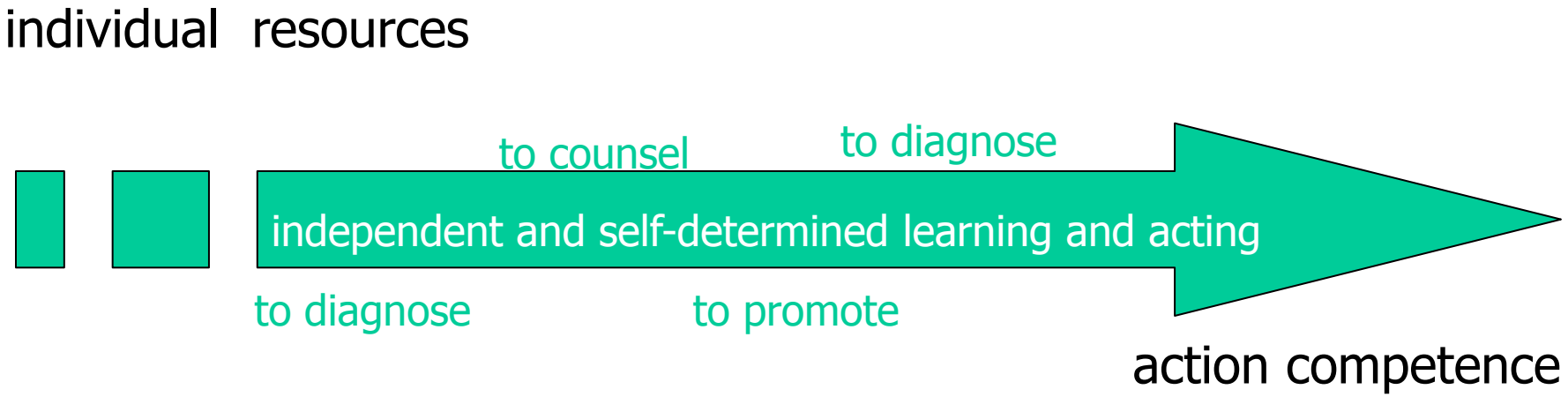
(Frey & Jäger, 2009; LeBoterf, 1998; Nenniger, 1999; Oser, 1996; Roth, 1971)

PreaLab: an approach based in developmental psychology

- learning processes are guided by the quality of the teaching processes and the sequence of learning contents
- quality of teaching - learning processes are directly linked to professionality of teaching professionals

(Frey & Jäger, 2009; LeBoterf, 1998; Nenniger, 1999; Oser, 1996; Roth, 1971)

Micromodel for the promotion of individual skills



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smk72+

A diagnostic tool for counselling: detection of transferable competences for the prevention of dropout

The Online-Tool

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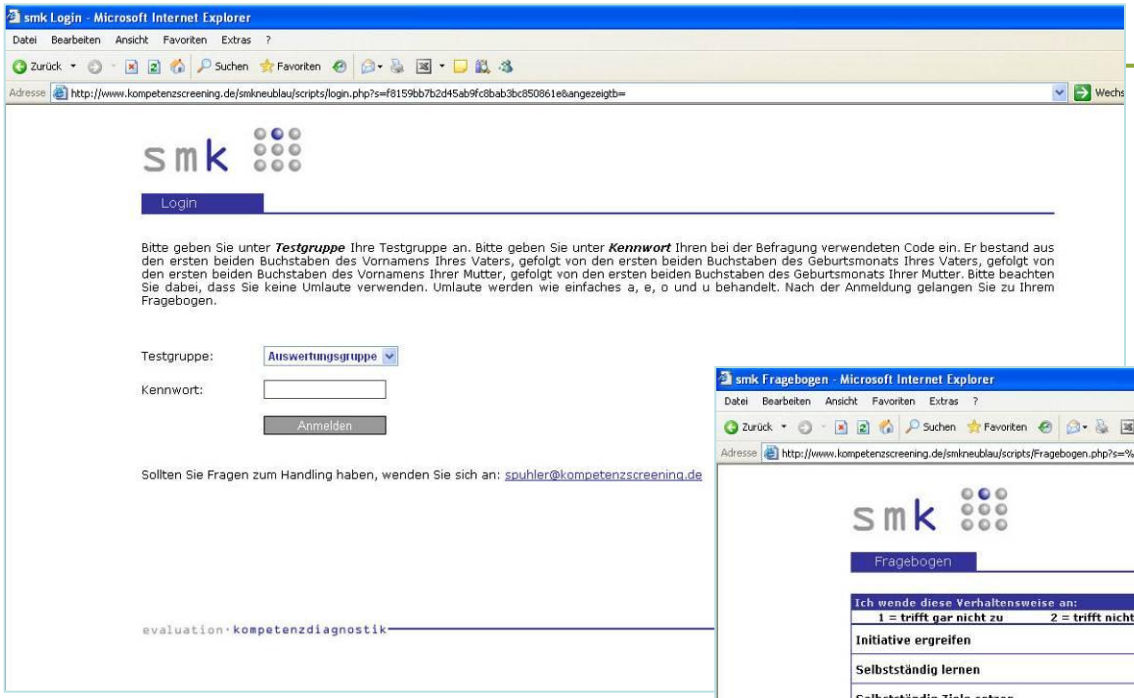

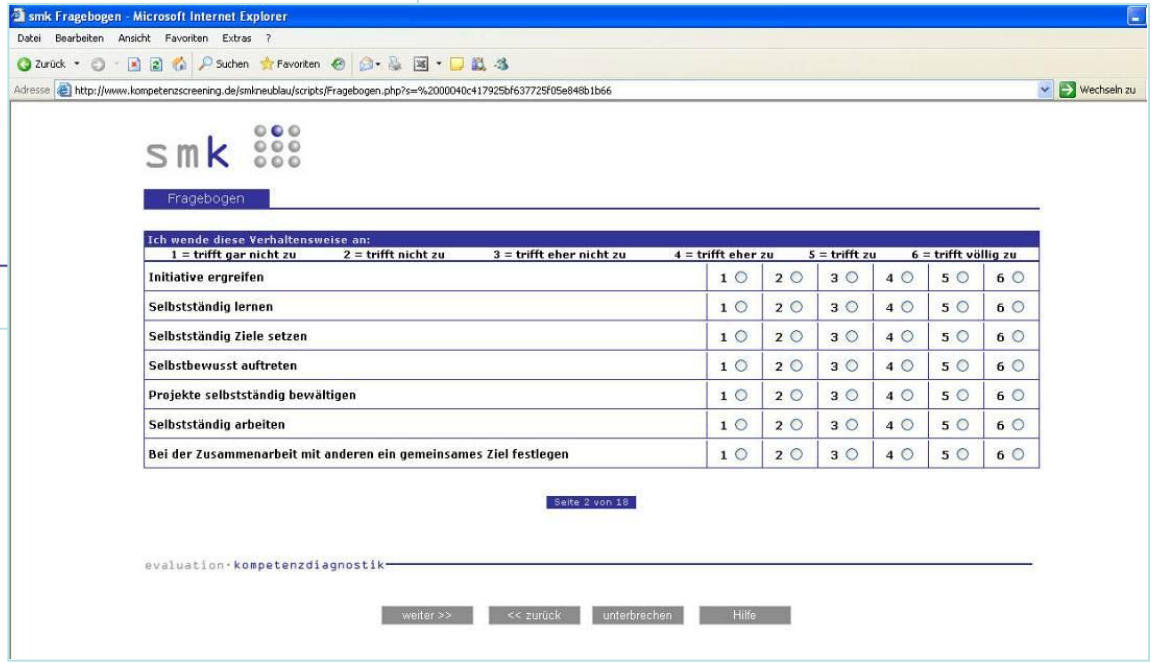

Factsheet smk72+

- self- and external evaluations of social and methodological competences through the assessment of statements
- 72 items on social und methodological competences, a further 31 on personal competences, 17 dimensions
- self-assessment of dropout risk and possible reasons

Factsheet smk72+

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- internet based survey
- real-time computation of results and feedback
- empirical basis for class screenings and individual counselling
- very good criteria of validity

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„Measurement and Evaluation of Transferable Competencies and Dropout Risk“

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Dimensions of transferable competencies

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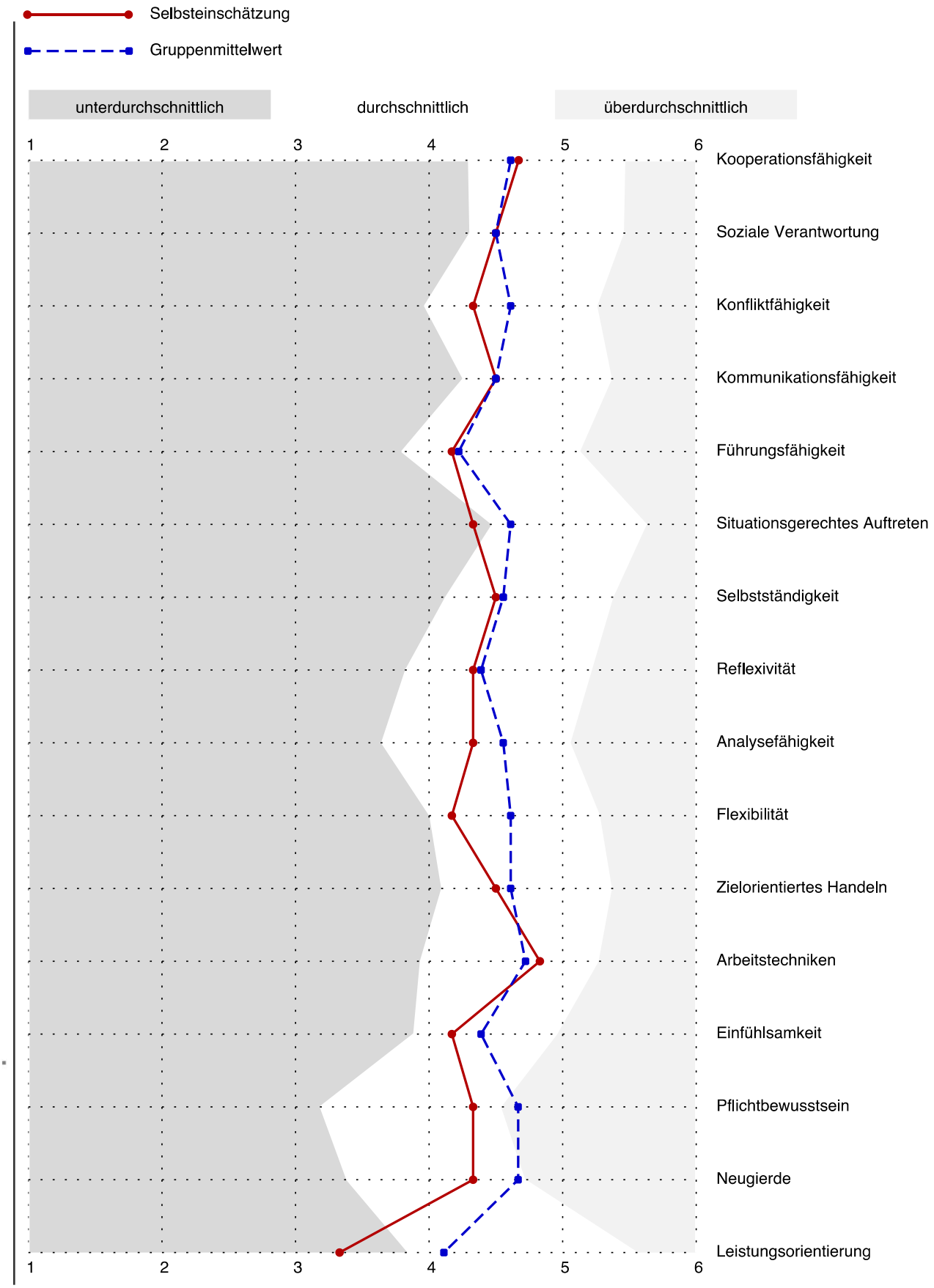
methodological competences	social competences	personal competences
- analytical skills - reflexivity - flexibility - goal-oriented action - work techniques	- independence - communication skills - ability to cooperate - leadership - work techniques - analytical skills - reflexivity - flexibility	- motivation - curiosity - sense of duty - serenity, calm - willingness to help


Selbsteinschätzung
Gruppenmittelwert
unterdurchschnittlich
durchschnittlich
überdurchschnittlich
1
2
3
4
5
6
Kooperationsfähigkeit
Soziale Verantwortung
Konfliktfähigkeit
Kommunikationsfähigkeit
Führungsfähigkeit
Situationsgerechtes Auftreten
Selbstständigkeit
Reflexivität
Analysefähigkeit
Flexibilität
Zielorientiertes Handeln
Arbeitstechniken
Einfühlsamkeit
Pflichtbewusstsein
Neugierde
Leistungsorientierung

Empirical evidence

Sample

- data from the Swiss PraeLab partner

- 874 young trainees:
  - 78,6% male, 21,4% female;
  - aged from 15 to 30 years (M=17.9 years, SD=2.4);
  - 1st year: 45.4%, 2nd year: 30.4%, 3rd year: 15.1%, 4th year: 9.0%;
  - 52.5% are enrolled in a 4-year training, 35.7% in a 3-year one;
  - covering most professions.

Selected results

- **ACUTE** dropout risk:
  32 trainees (3.7%) are currently considering dropping out

- **LATENT** dropout risk:
  636 trainees (72.8%) no risk at all
  74 (8.5%) with one indicator
  84 (9.6%) with two indicators
  44 (5.0%) with three indicators
  25 (2.9%) with four indicators
  6 (0.7%) with five indicators
  5 (0.6%) with six indicators

Selected results

- comparison of trainees with and without an **acute** dropout risk:
- on 15 of 17 abilities, trainees with an **acute** dropout risk assess themselves as having lower transferable competences
- this difference is statistically significant on 8 abilities

Selected results

- comparison of trainees with and without a **latent** dropout risk (>3 = 50% of the indicators):
- on 16 of 17 abilities, trainees with a **latent** dropout risk assess themselves as having lower transferable competences
- this difference is statistically significant on 3 abilities

Selected results

Most important dropout reason	N	%
bad marks	5	**15.6**
no prospect of successfully completing training	2	6.3
problems with company trainer(s)	5	**15.6**
problems with vocational trainer(s)	1	3.1
personal problems	2	6.3
lack of motivation	3	9.4
loss of interest in profession	7	**21.9**
lack of energy	1	3.1
decision in favour of another profession	2	6.3
other	4	12.5
all	32	100.0

Results

- the results show that dropout is a multi-layered isssue that has to be approached from many different angles.
- the results confirm that dropout is interpreted differently by different people.
- it is crucial to sensitize education and training professionals, counsellors as well as young people for the dropout problem.

Results

- interviews confirm that education and training professionals and counsellors initially have problems in identifying and counselling young people at risk of dropping out as they lack adequate tools and methods.

Results

- training professionals and encouraging networking amongst professionals is vital.

- developmental psychology provides a valid reference model for the prevention and promotion of young people at risk of dropping out.

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Discussion

Discussion

- transferable competences, dropout risks and dropout reasons can be successfully detected.

- teachers, trainers and counsellors love working with the tool.
- trainees are keen to discuss competences and appreciate counselling by a „neutral“ third party.

- interviews with trainees with an acute dropout risk confirm that a lack in conflict resolution and communication skills between trainers and trainees constitute a major problem.

- „bad marks“ and “loss of interest in profession“ are in most cases the causes of conflicts in enterprise.

Prevention **before** training

more in-depth vocational counselling:

- assessment of competences
- reflection on suitability, interests, abilities and self-evaluation
- strategies for choosing and deciding on a career/profession

Prevention **before** training

<u>more in-depth vocational counselling:</u>

- comprehensive information on professions
- practice-based internships
- cooperation with external training institutions
- socio-educational accompaniement

Prevention **before** training

ideally:

- extended (more than 4 weeks) indepth vocational counselling in the classroom

- coaching and accompaniement by vocational guidance counsellors and case managers while transiting from education into vocational training

Prevention **before** training

- surveying all the young people regarding key competences and dropout tendencies at the beginning and during training
- identification of young people with below and above average key competences
- identification of young people with high and/or acute dropout tendencies
- counselling, support and accompaniement of young people in their choices and decisions

Prevention before/after the start of training

- training of all professionals in vocational education and training regarding dropout
- cooperation of all professionals
- counselling, support and accompaniement of those professionals

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