STAY IN

**Drop out recognition and prevention training programme
for VET teachers and trainers with special focus on dual VET systems**

WP 5 Analysis of transfer potentials and needs

N30 Needs analysis country report

AUSTRIA

Content

1. Introduction and aim

In all partner countries the problem of drop out from initial VET is more than evident and challenging; of course, however, the situations differ with regard to labour market situations for young people and provision of young workforce due to demographic developments.

In front of this background, the successful geographical transfer of innovation in this field is a complex issue. Therefore, two excellent project results have been selected as the basis for the innovation transfer: one from the school sector (School Inclusion project) and one from the business and entrepreneurial sector (CESSIT project). A successful transfer to different and differing VET systems - and teachers and trainers involved - can only be possible if an appropriate combination of training modules from both areas determining the VET systems are selected and implemented.

The main type of transfer implemented in the STAY IN project is a geographical transfer of innovative results in the field of identification and prevention of drop out from VET. All innovation importing countries have quite different models and systemic approaches to initial VET, ranging from entirely school-based systems to dual apprenticeship systems largely involving companies as the responsible bodies for the main parts of the VET training process.

This is why at the beginning of the transfer process it was necessary to identify, for each partner country (in this case AUSTRIA), the main focus, competences and modules needed for teachers and trainers involved in the systems.

As methodological instruments to support this analysis we used a questionnaire and interview study. The results are elaborated in this country report, together with the adaptation requirements identified for Austria. From the methodological point of view, the analysis will be combining questionnaire studies and personal interviews. Results are described in the following report.

The Austrian labour market service defines early school leavers as...

- people between 15 and 24 years of age
- whose primary residence, as of 31 Oct. 2010, is located within Austria,
- who attend no training or have not successfully complete their education (and did not attend any other training in the following school year)
- and who have, at most, completed compulsory education.

In Austria, every yearthere are 142,000 young people between the age of 15 and 29 who successfully complete some kind of secondary education. The share of the population between the age of 15 and 18 who are not in education or who work as unskilled workers is 3.2 % on average.

Every year, 35,000 young people between the age of 15 and 18 change their learning paths, drop out of school or do not start any further education or training after completing compulsory education. Statistics also shows that, even three months later, 17,700 young people have no training posts; the reasons for that vary.

In Austria, every young person should be able to attain further education beyond compulsory education. With this in mind, the wide range of offers within the Austrian education strategy is to build up the base for obligatory education and training for young people up to the age of 18. This obligatory education and training would include going to school, completing some kind of dual education programme or attending some kind of extra-curricular qualification programmes.

(Source: STATISTIK AUSTRIA, Bildungsmonitoring, on behalf of BMASK and AMS/ 03-2014)

In Austria, it is particularly those young people who, for different reasons, quit their training, lose their training posts or are not able to find a training programme for themselves that are offered various supporting services, such as:

- **Jugendcoaching (Youth coaching):** advice and support for the transition from school to work life;
- **Ausbildungsfit (Prepared for the job)**: preparation for vocational training and labour market;
- **Überbetriebliche Lehrausbildung und Integrative Berufsbildung (Supra-company training and integrative VET)**: training guarantee for young people who cannot find an apprenticeship post (9,327 participants in 12/2013);
- **Produktionsschule (Production school)**: comprehensive low-threshold offer for young people with a difficult basic situation at 20 locations throughout Austria (2,899 participants in 2013);
- **Lehrlingscoaching (Apprenticeship coaching)**: advice and support for businesses and young people to prevent drop outs and to ensure training success (396 participants).

Based on statistics and experiences we decided to focus on those people who work within the systems of supra-company training and integrative VET and the part-time vocational schools and who directly work with young people (training or education) or who play an essential role within these systems.
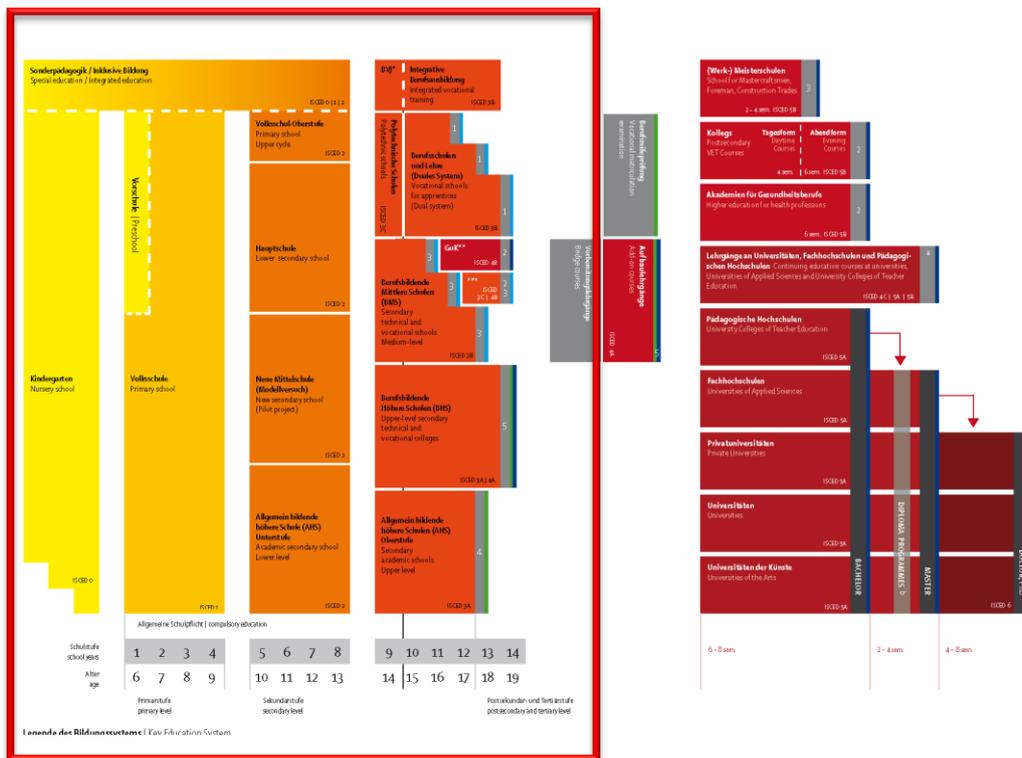
2. Content of the educational system

The Austrian Education system is similar to the education systems in Switzerland and Germany. A defining characteristic of the Austrian system is the 4-year primary education, followed by a secondary education that is divided into two parts.

Austria has a free and public school system, and nine years of education are mandatory. Schools offer a series of vocational-technical and university preparatory tracks involving one to four additional years of education beyond the minimum mandatory level.

The division is based on UNESCO´s International Standard Qualification of Education (ISCED). The Federal Ministry of Education, Arts and Culture coordinates essential tasks such as teacher training and the maintenance of schools (www.bildungssystem.at).

The legal basis for primary and secondary education in Austria is the School Act of 1962.

Initial vocational education and training (IVET) is extremely important in Austria. After completing their compulsory schooling period, about 40 % of young people in Austria are trained in a legally recognised apprenticeship occupation, another 40 % opt for a VET school or college. This means that some 80 % of Austrian pupils follow a vocational education and training pathway.

http://www.oead.at/fileadmin/lll/dateien/lebenslanges_lernen_pdf_word_xls/euroguidance/bildungssystem_grafik/faltblatt/de_Faltblatt_euroguidance_jaenner_2013.pdf

VET schools (berufsbildende mittlere Schulen or BMSs) and colleges (berufsbildende höhere Schulen or BHSs) in Austria

They provide initial vocational education and training (IVET) programmes of differing duration and at various levels in addition to broad general education from the ninth school year on. Initial vocational qualifications can be obtained by attending a dual VET programme (apprenticeship and part-time vocational school) or full-time schools.

VET schools and colleges include:

- Part-time vocational schools (during a DUAL VET - apprenticeship)
- Schools and colleges for engineering, arts and crafts
- Schools and colleges of business administration
- Schools and colleges of management and service industries
- Schools and colleges of tourism
- Schools and colleges of fashion and clothing and of artistic design
- Schools of social occupations
- Colleges of agriculture and forestry
- Sport academies
- Nursery teacher training colleges and colleges of social pedagogy including special forms for people in employment and pilot projects.

With the exception of part-time vocational schools (school-based training within the dual system), they can be organised in different forms with courses of differing length (1-5 years):

VET schools:
- 3 or 4 years: full-time school from the 9th school year on; IVET qualification
- 1 or 2 years: full-time school from the 9th school year on; vocational training basis

VET colleges:
- 5 years: full-time school from the 9th school year on; IVET qualification

Add-on courses:
- 3 years: full-time school from the 9th school year on, following completion of VET school
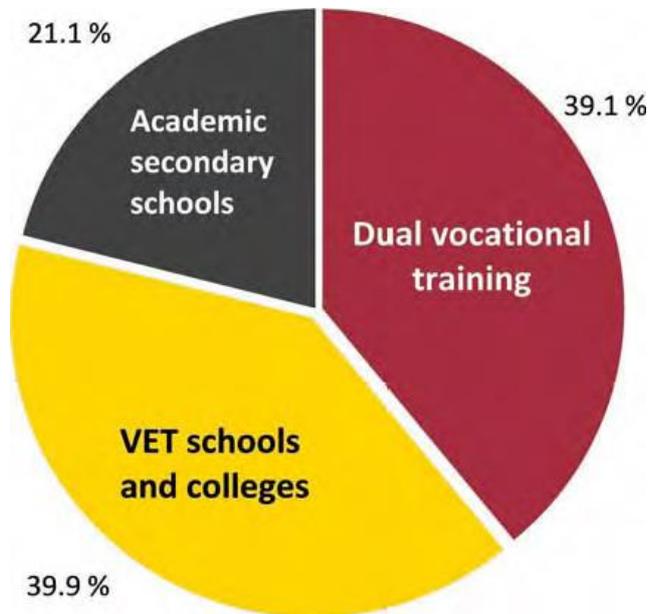
Post-secondary VET courses:
- 4 semesters: full-time school after the final *Reifeprüfung* exam (educational objective of the VET college)

Schools and colleges for people in employment:
- 4-8 semesters: the above-mentioned school types in the form of evening schools

Statistics - Distribution of young people in the school year of 2009/10 (in %)

(Source: Source: Statistics Austria, BMUKK + ibw calculations)

Cooperation between part-time vocational schools and the world of business

The Austrian apprenticeship training system is a very practice-oriented VET model, whose significance is rated highly across the country. Due to the wide variety of qualification options ranging from partial qualifications to high-tech occupations and the final *Berufsreifeprüfung exam*, apprenticeship training opens up opportunities to acquire all qualifications which are provided by the Austrian VET market. Whether with or without the *Reifeprüfung* exam certificate, dual training is adjusted flexibly to the most differing talents and needs.

Young people who have concluded an apprenticeship training agreement with a company that is authorised to train apprentices are obliged to attend part-time vocational schools. This type of vocational education and training system is termed "dual VET system" (or "dual system" for short), as educational tasks are split between two providers: the company and part-time vocational school.

The Federal Ministry of Economy, Family and Youth is responsible for the respective company-based training profiles, and the Federal Ministry for Education, Arts and Culture for pedagogical matters at part-time vocational schools.

<u>Educational objectives</u>

The task of part-time vocational schools is to teach the relevant theory necessary to accompany the job, to complement company-based training and expand general education. Educational work at vocational schools takes account of the close connection with the world of work due to company-based training. On the basis of practical experiences, students at vocational schools are qualified to independently acquire knowledge, skills and attitudes and are encouraged to take part in CVET measures.

The focus on cross-curricular treatment of teaching content aims at qualifying students to apply their knowledge and skills in different situations. Project-oriented teaching, particularly in the higher grades, makes connections between the individual syllabi and subjects understandable. Integral, holistic education implies that personal development is seen as very important at vocational schools, focusing on extending and developing social skills such as openness, teamwork and the ability to deal with conflicts; promoting communicative skills; and strengthening self-competences such as self-assessment, self-confidence and the ability to deal with stress. For this purpose, problem- and process-oriented learning methods, collective training sessions, partner work and other social forms of teaching, as well as presentations, discussions, etc. are applied.

Opportunities for everyone – Supra-company training and Integrative VET

Young people who do not find a company-based apprenticeship post have the option to complete an apprenticeship within the framework of **supra-company training** (*Überbetriebliche Lehrausbildung - ÜBA*). Originally conceived as a transition for finding a foothold in the first labour market (that is, the regular apprenticeship market), *ÜBA* was enshrined as an equivalent element of the dual IVET system in 2008 as part of the 'youth employment package', which was developed by the social partners and the federal government. The 'training guarantee up to the age of 18 years' as envisaged in this package enables all compulsory school graduates who do not have a place at an upper secondary school or cannot find a company-based apprenticeship post to do their apprenticeship at a training centre ('training workshop') financed by AMS (Austrian Labour Market Service). The school-based part of the apprenticeship training is provided at the regular part-time vocational school. *ÜBA* apprentices complete their training with the final *LAP exam*.

To address the heterogeneous group of persons interested in completing dual training, **inclusive IVET** (*Integrative Berufsausbildung, IBA*) was introduced in 2003. Inclusive IVET mainly targets young people with special pedagogical support needs at the end of compulsory schooling, young people without any, or with a negative, lower secondary school qualification, as well as those who cannot complete an apprenticeship without special support. *IBA* can be implemented in two variants: either the training is completed over an apprenticeship period that is prolonged by up to two years, or it is restricted to partial areas of an apprenticeship, in which case its duration can be one to three years, depending on the training contents. Young people who are trained over a prolonged period are obliged to

attend part-time vocational school. Also, when being trained with the objective to obtain partial qualifications, they are obliged to attend vocational school depending on the specified training objectives. The training relationship is accompanied by the 'vocational training assistance' (*Berufsausbildungsassistenz*), which has the task of advising and supporting the training companies and young people before and during the training. It also acts as a contact point for all parties involved and takes over coordination of training. In case of a prolonged apprenticeship, *IBA* is completed with the final *LAP exam*; in case of partial qualifications the final exam covers the knowledge and skills acquired during the last twelve weeks of training. The attained level is determined by professional experts and a member of the vocational training assistance.

Sources:
Bundesministerium für Bildung und Frauen – Berufsbildende Schulen:
http://www.abc.berufsbildendeschulen.at/upload/1848_E_03%20-_%20Berufsschulen_Web%20%282011%29.pdf)
Austrian Federal Ministry of Sience Research and Economy:
http://www.en.bmwfw.gv.at/Vocationaltraining/Apprenticeshipsandvocationaltraining/Documents/Die_Lehre_HP_engl.pdf
ibw Austria - Research & Development in VET:
http://www.ibw.at/images/ibw/bbs/bb_europa_12_en.pdf
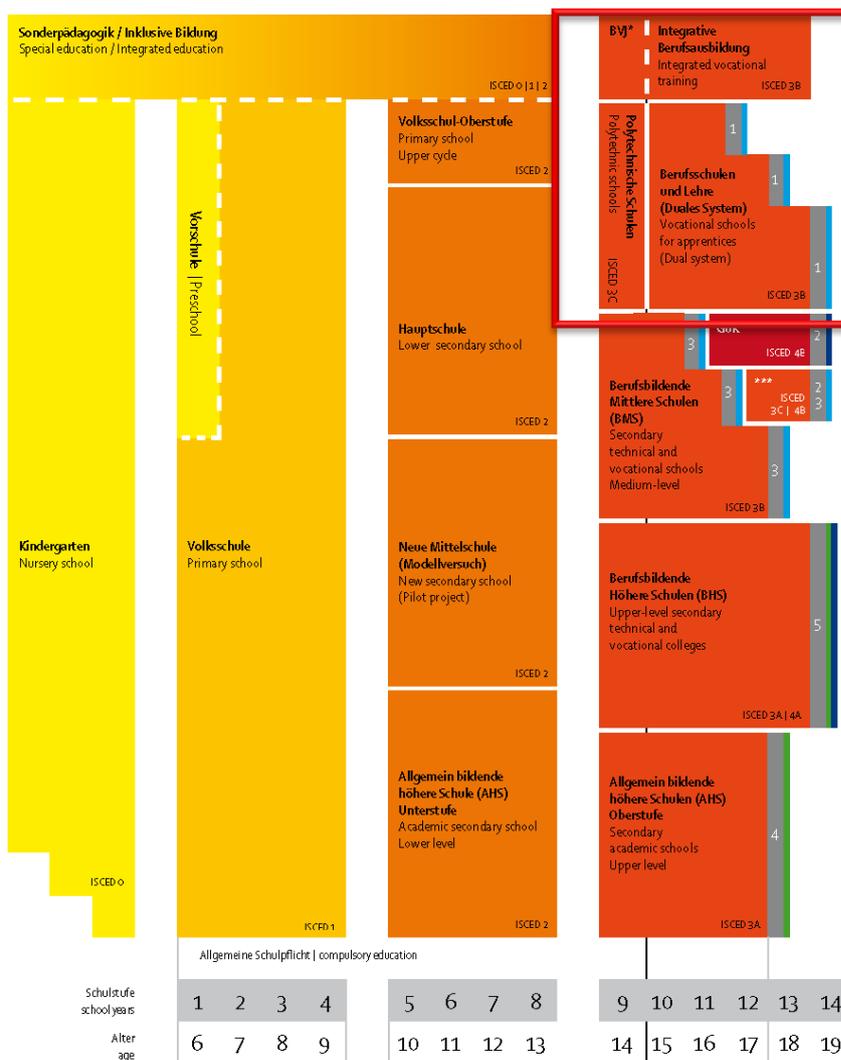
Based on the graphic representation, we will focus on the educational system (Secondary Level II ⭐) that is essential for STAY IN and, subsequently, for the training programme to be developed in Austria. The Secondary level II (9th school year) (ISCED 3) provides the following options: "polytechnical" schools (= schools preparing students for an apprenticeship or job), vocational schools and apprenticeships (dual system) as well as the vocational preparatory year and integrative vocational education.

3. Profile of the respondents

QUESTIONNAIRES

We interviewed 50 persons – 36 women and 14 men. The average age of our respondents was 42 years. We had three professional categories– 12 persons were teachers in school, 10 persons were trainers or coaches in companies and 28 persons were part of other professions. These other professions were vocational school teachers, social education workers, psychologists, vocational training assistants and specialist trainers. Their level of education ranged from secondary school degrees and apprenticeship to university degrees.

The following chart shows the years of work experience of our respondents:
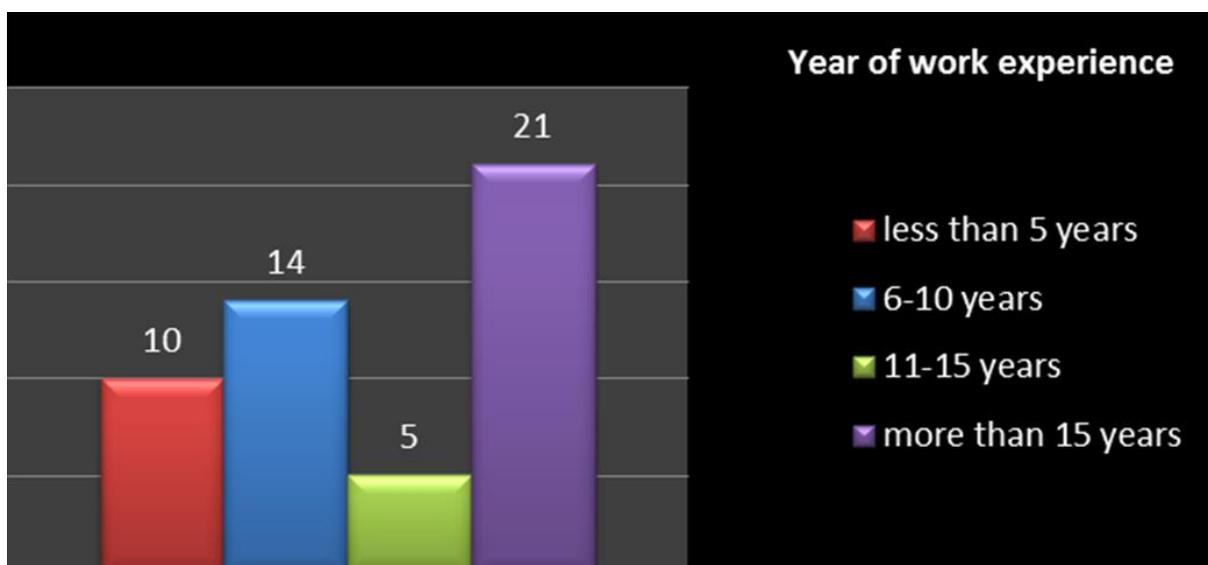
In general, 83 % of the respondents said that they had adequate information about the background/reasons of drop-out but were not able to define the methods they used to prevent drop-out. The most important answers with regard to the background and reasons for drop-out include

- social and economic conditions,

- financial status and

- health-related problems.

They got the information about the reasons for drop-out from trainings, workshops, the internet, and exchange with colleagues.

INTERVIEWS

We interviewed seven persons – four women and three men. The average age of our interview partners was 42.2 years. They had different professions and backgrounds – one young man who had dropped out from secondary school (NEET – not in education, employment or training), one school manager from a secondary school, one school manager from a vocational school, one trainer from the Supra-Company Apprenticeship Training programme ('Überbetriebliche Lehrausbildung'), one trainer from the work-based education programme (training workshop = 'Lehrwerkstätte'), and one teacher from secondary school. Their levels of education ranged from compulsory schooling and apprenticeship to university degree.

The following chart shows the years of work experience of our respondents:
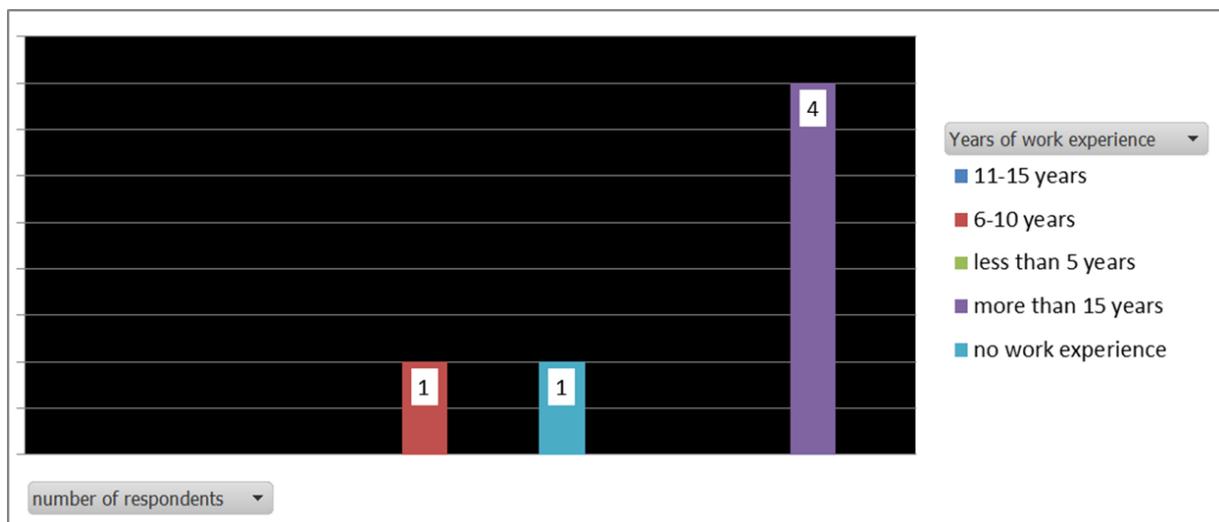
4. Perspectives of responsible persons who work directly with young people

The main challenge in work/education with/for students is that there are extremely inhomogeneous groups (age, social-background, educational level ect.) of young people in school-based or work-based education. Also, there are a variety of other problems to deal with in the daily work with the students, such as limited resources (money, time, staff etc.), groups too big to deliver individual training, limited endurance and motivation, and a high influence of peer groups.

Qualification and training methods/tools

Necessary kinds of teaching/learning environments include working in small groups, learning by doing, excursions, e-learning, time for relationship work, and respectful and open communication.

All of the respondents agree that it is important to have socio-pedagogical skills to support their function as trainers or teachers. These socio-pedagogical skills include empathy, knowledge about conflict management, crisis intervention, communication skills, and social and interpersonal competences suitable for the age group.

Trainers and teachers use different ways to better take into account the students' needs. They apply confidence-building measures between students and teachers/trainers (one-to-one discussion), try to provide clear formulations of aims (together), adapt group sizes, and develop individual learning plans.

To increase motivation they promote creativity and create ways/opportunities to have the students determine their own aims and possibilities. Other ways of motivating students include creativity teaching and goal-oriented learning.

All the respondents agree that there are no differences between motivating students in a school-based or work-based environment.

89 % of the respondents update their teaching methods/tool regularly; there are differences in frequency and topics, though. The updating takes place between once and four times a year. The topics include ways of communication, teaching methods, social learning, self-organisation, learning and working, teamwork skills, etc. Topics that refer to actual content are very individual and must be updated for every student.

Most of the respondents agree that they need training in some of the teaching methods/tools. Amongst others, they suggest topics such as working on a target, motivational training, case management, e-learning, learning strategies, etc.

They prefer seminars or workshops as the form of qualification.

Most of the respondents say they are well-equipped to deal with students who need more or special attention. They use active listening, coaching, case management, different techniques of conversation, networking/contact with relevant organisations, and other techniques. Few of the respondents say they need more equipment for the learning environment, some strategies for solving conflicts and crisis intervention.

The best practice tools used during the education process include:

- plans for the week ('self-determined' and 'self-controlled' form of learning);

- excursions and projects;

- group work, presentations and video analysis;

- regular contact with the social network; and

- resource-oriented work.

The five most important skills for dealing with students/pupils that need more special attention/are in danger of dropping out are:

1.   communication skills;

2.   teaching methods/interesting work methods to be used in class,
        how to provide feedback, evaluation of the student;

3.   dealing with networks, how to get external support, how to cooperate with the
        network (e.g. parents, social workers etc.);

4.   how to give feedback, evaluation of the   students; and

5.   knowledge about dropout.

Environment

82 % of the respondents had information about the living situation of their students. In the school context (secondary school) they have regular talks/discussions with the parents and the students together. Sometimes the trainers/teachers get the information about the living situation from the students themselves. In general, the knowledge about the living situation is not very detailed. 18 % of the respondents agree that it is not usual or it is not their business to know about their students' living situation (particularly in vocational school). Sometimes there is not enough time or no adequate structure for personal conversation. Most of the respondents talk with their students about the students' social lives; and more than half of the respondents have regular contact with the social network (parents, grandparents, companies, vocational school, social and probation services, and youth coaching). 31 % of the respondents have no regular contact with the social network; they get in touch only if it is necessary or if parents contact them. The respondents need more information about how to deal with the social network because reports are not sufficient or discussions with parents are not possible. Social guides with important addresses and topics would be helpful for every region. Comprehensive knowledge about other measures and offers is necessary!

During training at school or at the company most of the trainers/teachers have contact with the students – per mail, phone or personal visits - and most of them are satisfied with the current ways of contact.

If a student is about to drop out during work placement 86 % of the respondents have contact with the school/company and implement prevention measures and actions (crises intervention, new definition of targets, discussion with all relevant stakeholders, mediation).

Special questions for trainers/coaches in companies or/and trainers/coaches in work-based education

78 % of the respondents have experienced students dropping out during work placement; they are, however, not able to define the kind of students that tend to drop out. 94 % say they know the reasons why the students drop out but sometimes the young people just disappear.

The reasons for drop out are problems with the family or the social network, health problems, a lack of money, a lack of motivation/interest, drugs, and learning problems.

5. Perspectives of other relevant representatives of the educational and training system

People in the school-based and work-based area of 'training and teaching'

In general, trainers and teachers have detailed information about the dropout rate. They know the rate of dropouts and they know the reasons for dropping out.

Teachers and trainers pay attention to early school leaving and contact parents or report to other authorities if that is necessary. Also, the participation and absence times are closely watched.

For the prevention of dropout it could be helpful for trainers/teachers to have direct contact with parents, the labour market service and other important organisations. It is very important to be in close contact with relevant cooperation partners. Also, it is necessary to inform the apprentice about the expectations and requirements in his/her job before he/she starts with the education. In the vocational school system they often use curriculums or history and symptoms sheets to collect personal information from the girls and boys.

The relationship with the students is described as open, warm, humorous, consequent, and professional: a friendly contact with clearly defined limits.

The three main reasons for dropping out, as described by the respondents, are:

1. wrong choice of education/school or a lack of support from parents and the social network;

2. little self-confidence, not feeling comfortable in the company/training (mobbing) and mental problems;

3. overload and no prospects for the future.

The teachers/trainers say they might be able to influence the students' self-confidence and future prospects in the form of vocational guidance and counselling. They can also make clear definitions of the requirements.

All teachers/trainers are able to identify signs of dropout. The indications for dropout include:

- frequent non-attendance and sick leaves;

- lack of support from home;

- a change in the girl's/boy's behaviour; and

- a lack of interest by the young people because they are overloaded

If a student is in danger of dropping out the teachers'/trainers' reactions range from discussions with the social network (parents, participants, friends, etc.) to contacting relevant counselling services.

They use different strategies to prevent students from dropping out. Some of them have detailed discussions with the students before and during the training in order to pass on sufficient information about possible reasons and indications for dropping out. If there are problems during the training process the contact will be more intensive. For some trainers/teachers it is important to strengthen the students' self-awareness, to establish mutual trust and to provide a realistic picture with regard to the future and the labour market.

The approach with regard to students at risk is different in the school-based and the work-based area. In the school-based area (e. g. vocational schools with higher education entrance certification), on the one hand, there are clear rules on how to deal with potential dropouts. However, the respondents did not give any detailed descriptions with regard to these rules. In the work-based area (i. e. vocational schools that accompany apprenticeship), on the other hand, there are no models on how to deal with dropout situations. The reason is that work-based vocational schools usually do not need to deal with dropouts at all since the main responsibility for the individual student lies with the company or organisation that organises the apprenticeship.

Both in the school-based as well as in the work-based areas professional support in- and outside school is provided. The services utilised include school psychologists, professional trainings, youth coaching, mediation, work assistance, counselling for women and girls, and the labour market service.

If a student leaves school or training the trainers/teachers are in contact with the parents and with respective and adequate counselling services as a second chance activity. Sometimes they have no influence on the student's decision.

The contacts with the students' families vary depending on the students' or parents' needs. During the apprenticeship period there are fewer contacts with the families.

Basically the trainers/teachers are able to maintain a good relationship with the students and their families. Sometimes, they say, it is a strained relationship but, in general, it is most important to stay in touch with the participants and the assistance system.

The trainers/teachers do not evaluate their dropout prevention activities because there is not enough time or they have no dropout cases.

To increase motivation to succeed at school/work/training the teachers/trainers try to remind students of the positive aspects of work for their future lives (for example a good job, success, money, etc.). They also provide work orders which are solvable, show them their strengths and make them aware of their weaknesses. Sometimes they are able to create alternatives.

The teachers/trainers say they would also like to use films, future work, internal monologues, practical exercises, workshops, and excursions to increase the students' motivation. They state, however, it is hardly possible to use these techniques because there is not enough staff both in the school-based as well as the work-based areas.

In order to develop their teaching/training methods the respondents say they would have to attend motivation/anti-dropout workshops, they would need more financial resources and would have to exchange their experiences with other trainers. Furthermore, they state interdisciplinary teaching, cooperative teaching and cooperation with pedagogical colleges as possible ways to develop their methods.

Some teachers/trainers report that they do not need any help for developing their teaching/training methods.

They state that they have enough skills to deal with students with mental problems because teachers/trainers are well-trained and have important personal skills such as empathy. They also receive sufficient information about this subject.

In some areas the resources are a limiting factor. Without these limitations the teachers/trainers say they would integrate more real-life encounters (e. g. days of practical work experience) into their trainings, they would organise training workshops in schools, put more emphasis on cooperation with companies, strengthen the students' stamina, and spend more time on various subjects. In addition, they would put more focus on the vocational choice, change lesson times, organise demand-oriented working and act more flexibly.

Beneficiaries, amongst others, early school leavers/drop out

A student told about different reasons for dropping out. His leisure activities were more important to him than school and he wanted to meet his friends. Also, he wanted to leave boarding school.

He describes the relationship with his teachers as being just normal, without any conflicts.

The reaction from school, when they became aware that he wanted to drop out, was very flexible. They changed the conditions and circumstances and the time limits for review were extended. They also kept in touch with youth coaching to provide him with support for his further decisions.

The parents' reaction was to support his decision because it was 'my decision'.

At that time nothing could be done to persuade him not to drop out from training. For him the decision was clear, he believed that no ideal solution existed. The parents had no influence at that time.

Motivation at school depends on the peer group and on the image and the status of the type of school. School/teachers/lessons were experienced as positive.

He describes a 'good teacher' as a person who has fun during the lesson, regards every pupil as an individual, is interested in the leisure activities, and does not regard school as the most important thing in the world. He/she makes fun and, at the right moment, becomes serious again.

People in the field of 'school management'

SECONDARY SCHOOL

In secondary school there are, officially, no dropouts. Because of the compulsory character (national background of Austria: the compulsory education covers nine years/levels) students that drop out of the system are not recorded. Even if the responsible persons know about it there are no documentations or statistics. Therefore, it is very difficult to discuss the issue of dropouts and how to prevent them.

The interviewed school manager from a secondary school said that in 2013 one boy left school because he moved to another country. He explained that, generally, they have no dropouts in secondary school because of compulsory education.

If it is possible, the school tries to keep an intensive contact with the parents of students who play truant.

VOCATIONAL SCHOOL

Generally, dropout rates are monitored in vocational schools; however, detailed information about it cannot be provided.

In vocational school there is a dropout rate of 5 %. The students who drop out attend first or second level of vocational school and are between 15 and 17 years old.

At vocational school there are no general parent-teacher meetings and conferences; such meetings are, however, initiated if problems occur. In general, students do not drop out from vocational school.

There are different reasons for dropout from vocational and secondary school. In vocational school the three main reasons for dropout are:

- wrong choice of profession because of wrong vocational orientation;
- no real intention and
- the feeling of not being capable of taking part in any training or education.

In secondary school the three main reasons for dropout are:

- drugs and, as a result of the drug abuse, a lack of interest;
- conflicts at school and, as consequence, conflicts within the social network and
- desire for independence.

Young people who are in danger of dropping out usually show characteristic behaviour: they are obviously demotivated, they say they do not like the profession, their truancies show regularities (e. g. the same day of the week, the same lesson etc.), they have long periods of absences, and their performance is negative.

The school system has two main strategies to prevent dropouts: the early warning system and the possibility to promote learning. In vocational school, apprenticeship coaching ('Lehrlingscoaching') is used as a preventive activity.

In vocational school no special skills are necessary to prevent dropout because school takes just about 9 1/3 weeks per apprenticeship year (covered as one intensive course per year).

In secondary school, however, an important skill for teachers to prevent dropout is empathy. Respondents state that they see a need for more training in this area and it is necessary to complete trainings in this sector.

For the future, the teachers in the secondary school system wish for support systems that are linked with the students' training resources to be able to prevent drop out and best assist the students. They also want to have one-to-one coaching and additional staff that is specialised in working with young people and their needs and interests (e. g. school psychologists).

Teachers in the system of vocational school, however, do not see the need for support models in the field of dropout prevention. They say that, basically, the apprenticeship takes place in the companiesand, therefore, see no responsibility for themselves. Howerver, they state that they would like to have less regular lessons.

Special programmes to enhance the teachers' possibilities to gain the needed skills are not necessary. Although the respondents say that existing programmes are sufficient they also state that personal topics such as mobbing, burnout and methodological skills are very important to them.

6. General conclusions and recommendations

Generally, there are no dropouts in Austrian secondary schools because of the compulsory character of the school. If there are dropouts in secondary school they would be because students are suspended due to criminal acts or extraordinary behaviour.

Dropout rates in vocational schools are also not very high. However, there are higher dropout rates in apprenticeship or trainings (work-based education like ÜBA, IBA etc.).

The most important information with regard to background and reasons for dropout is that often social and economic conditions, financial status and health problems play an important role. Students' participation in training activities and their absence times can be seen as indicators for dropout.

The main challenge in training/work-based education is the extremely inhomogeneous character of the groups of students (age, social background, educational level, etc.).

Conclusions with regard to the CESSIT and SCHOOL INCLUSION transfer projects

The results from the interviews and questionnaires show a high demand from teachers/ trainers for education/training to get methods/tools in four different areas:

- **Increase Motivation and Creativity**
  One of the most important issues is how to motivate/increase motivation of young people. The respondents use different ways to increase motivation. They try to show the students' strengths, they use films during lessons, provide practical exercises and go on excursions. Trainers/teachers would like to attend workshops on how to increase motivation in order to be able to further develop their teaching/training methods. (CESSIT: Needs analysis report page 38, guidebook for adult trainers and managers)

- **Communication skills**
  'The most important skill, if you deal with students who need more special attention, is the communication skill.' Most of the respondents agree with that statement. They would like to develop and complement their communication skills. (SCHOOL INCLUSION: module 2)

- **Networking/contact with relevant organisations, social network**
  Social guides with important addresses and topics would be helpful for every region. A wide knowledge about other measures and offers is necessary when working with the problem of dropout.

- **Self-confidence**
  Most of the trainers/teachers gave the feedback that young people did not have enough self-confidence. One of the important things is to strengthen their self-confidence. Teachers and trainers need different techniques, methods or tools to implement that in their daily work.

7. Annex

- Needs analysis questionnaire – Austria
- Needs analysis interview guideline - Austria