

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

Germany

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1. Introduction and aim

BBW is an officially VET provider recognized institution in the country capital Schwerin of the Country Mecklenburg Western Pomerania. The focuses of the companies are the dual education system and intern company trainings. For the interviews and questionnaires it was focused on training companies such as Manager, Head of VET Training and VET Trainers; Public & private vocational school such as Management, senior teacher, teachers and trainers; Students (ESL's); Parents (obligatory-limited relevance); Chambers (HWK, IHK) especially the Education Department; the Ministry of Education, Culture and Social; School supervisory authority such as Public School Office; and others such as School's (primary, secondary), especially the Management, senior teacher, teacher and social worker; Youth welfare service - social worker; and at least a central provider of educational services for target group called Schabernack e.V .

It was chosen to try to get in contact with these target groups, because we only see our opportunity to transfer the modules of CESSIT and School Inclusion with the help of those institutions. For BBW it is not the main focus to reach the ESL's directly. BBW will try to get a change in the further education, means on the point when trainers or teacher teachers are taught themselves. At these point BWW likes to link the possible transferable modules to the curriculum for trainers and teachers. This is an indirect way to solve or more to reduce the ESL in Germany.

When BBW started the questionnaire to make appointments, there were only one answer: " We do not have time.it was received always a similar answer: no time. The trainers and teachers are too busy that they cannot fill out the questionnaire. It was said that the questionnaire has too much questions to answer wuickly. SO the most people denied answering the questions.

For receiving a few answer BBW used good personal contacts to school management and education chambers to reach the outcome. These was easier, because of the personal background to the people. Through those people BBW tried again to reach the other colleagues in the company to get inspired for the EU project and to forward us with the necessary information with stretch BBW can work effectively.

Another big problem was the time to deliver a feedback of the interviews and questionnaires. When BBW has received the interviews and questionnaires very late. In Germany it was 1 week before the winter holidays, that means in these week all related school people were in "holidays feelings" and not available. The duration of the winter holidays took two weeks and after the holidays the people were too busy to agree to appointments. The period of time for these tasks were defined to shortly to reach good results and sufficient results.

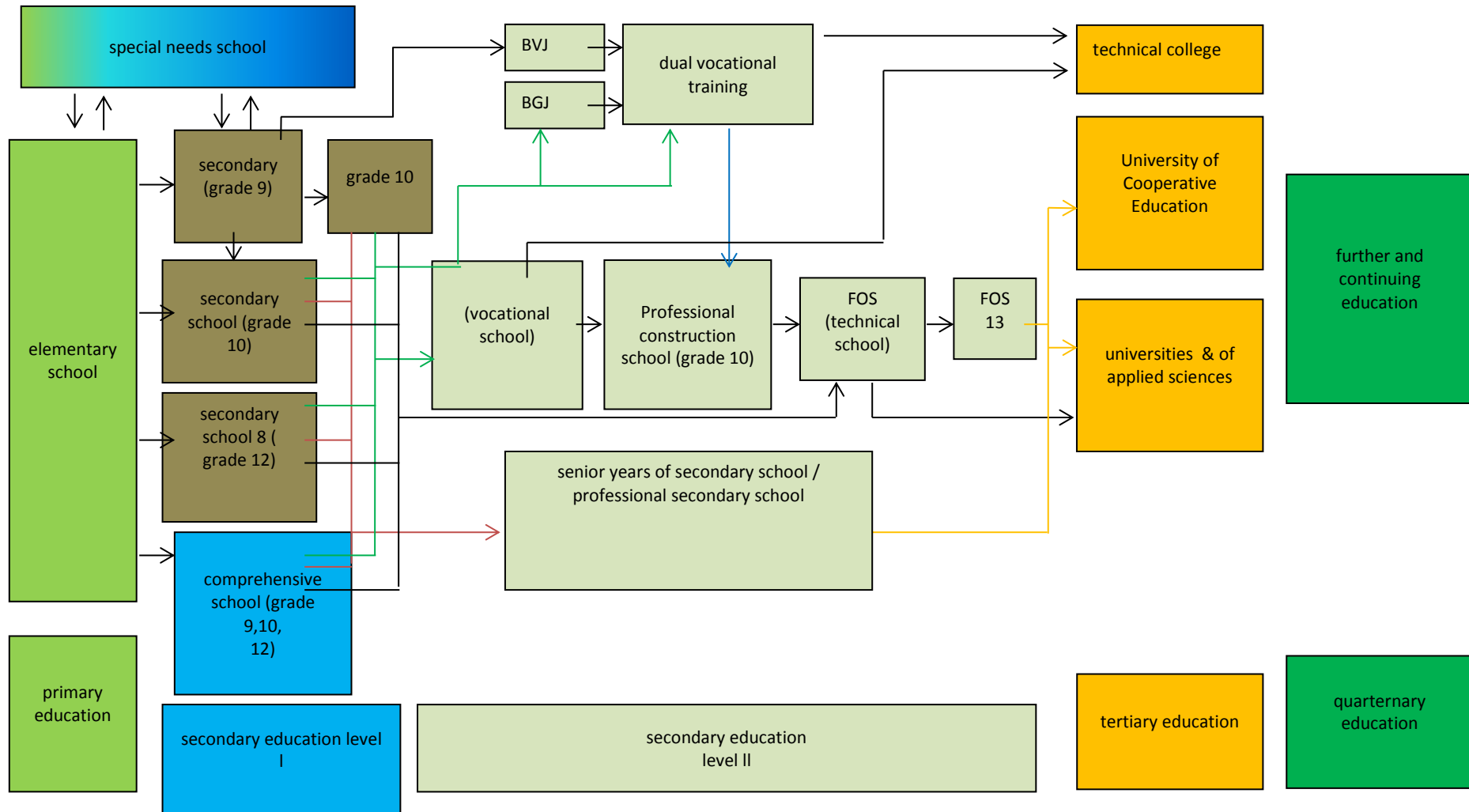
Other problems for BBW also were the general temporal availability of the target, shortages of teachers in schools, currently companies have no trainees and are not focusing on this special problem (demographic change), companies mentioned that they do not have problems with drop outs, Chambers have such many questions in the context of EU projects

and are be annoyed, because they cannot see a win-win situation in the EU projects for them. A last point is the unclear responsibilities/contact person for issues in the Ministry & School supervisory authority.

So BBW concludes that through unwillingness, rejection against EU projects, lack of time and missing information material for the target groups such flyer or newsletter, there were no opportunities to get the people ready to talk.

The interviews did not bring any further findings that could be explained additionally in this report.

2. Content of the educational system



The German education system starts at the age of 6 or 7. In the first steps everybody is going up the primary school and this reflects the first primary education in life. If the students gets problems or have special needs, there are changing the school and going to visit a special needs school.

Normal students change after the 4th grade to the secondary education to level 1 to secondary school mostly. The secondary school is divided in several schools depending on the school years. For students who want to study later, they have to go to school 12 grades, for starting a trainee 10 grades are necessary, a second school type and at least people with special needs there is a third school type to finish the obligatory school with the 9 grade.

The students with special needs are entering the secondary level 1 as well. As well there is a change to go back to normal schools depending on the specialities and problems. They are finishing with 9 grades. Now they are starting the secondary 10 grade in a normal school or training in a dual education.

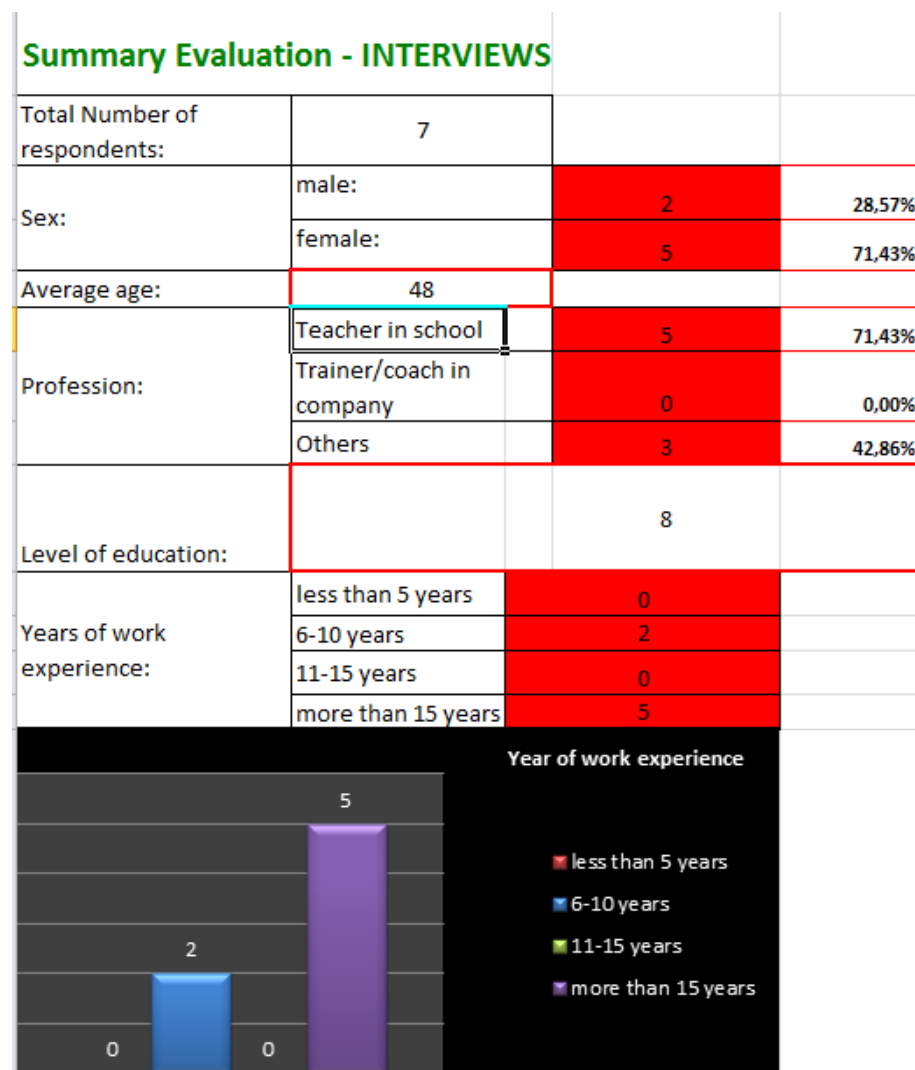
After finishing the 10 grades the students will start with the second level in secondary education. Students who went only 10 grades to school have the possibility to start now the trainee in a vocational school and company, or in dual vocational school. Students who finishing after 12 grades are going to university and entering as well in the tertiary education. Students who started a trainee in vocational schools or companies or in dual vocational schools could go further in education to higher schools to reach higher certification for the tertiary education level to visit as well the technical college or university. If somebody still wants to go on with education there is only the further education of national chambers such as IHK or companies' offer necessary seminars regarding the job position. This is the last education level in the German school system, quaternary education.

For the STAY in project the secondary level 2 is the most important part. Especially the links between dual schools, vocational schools are important to integrate the education equally.

3. Profile of the respondents

3.1. Interviews

BBW interviewed seven people from different fields such as school management, leader of an education institution, teachers and trainers. The average is 48 and five of seven have a work experience more than 15 years. The interviewed were two males and five females. All participants have a university degree and further education through their working period.

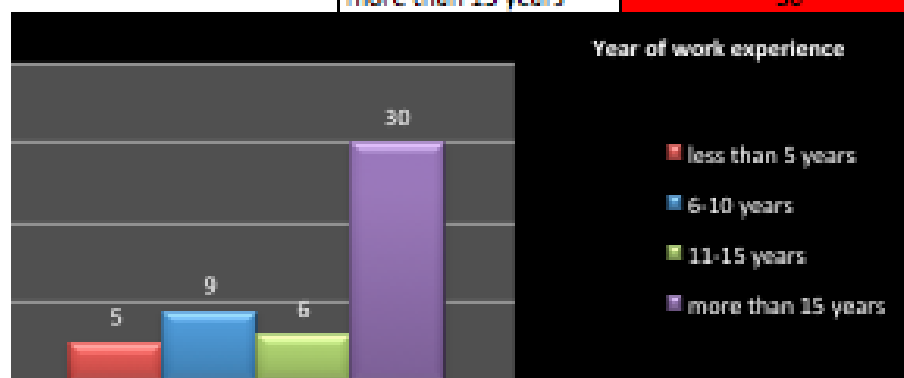


3.2. Questionnaires

BBW received fifty filled in questionnaires from different fields such as school management, leader of an education institution (both together are 32 %), teachers (52 %) and trainers (13%).

Summary Evaluation - QUESTIONNAIRES

Total Number of respondents:	50		
Sex:	male:	14	28,00%
	female:	36	72,00%
Average age:	47		
Profession:	Teacher in school	26	52,00%
	Trainer/coach in company	13	26,00%
	Others	16	32,00%
Level of education:	55		
Years of work experience:	less than 5 years	5	
	6-10 years	9	
	11-15 years	6	
	more than 15 years	30	



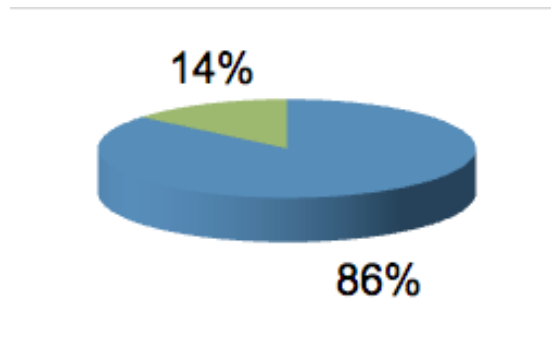
The average of the 50 participants is 47 years. 36 of the respondents are female and the rest (14 persons) are males. The most people have a work experience more than 15 years, it is corresponding to 30 of them. Secondly you can find 9 respondents who have a work experience between 6 and 10 years. Thirdly you can find the work experience of 11 to 15 years, which match 6 people. The last group are 5 respondents, which have only a mentioned work experience of less than five years.

The respondent's people have a university degree and further education through their working period.

4. Perspectives of responsible persons who work directly with youth

The main results of the questionnaire were:

The first question was "1. Do the respondents have adequate information about the background/reasons of drop-out in general and during work-based learning?".



86 % of the respondent's have answered which is most important, with yes and have forward following information:

- psychological problems
- incorrect assessment of their own performance
- poor salary
- poor working condition
- health problems
- psychological problems
- started wrong education
- motivation
- obtain information through personal talks
- control system of autsentismo and analysis, general information are required
- social barriers in the general education
- no individual care
- livelihood security

The information was obtained on request, parent talks, directly from ESL and education consultants and chambers.

Problems of the students, which are realised by the managers, teachers and coaches were:

- student does not do preparation for lessons
- are inappetence,
- have aggressive behaviour
- have no structure in society life as well as no in family

- are sudden unavailability
- have problems with working time
- a high performance pressure
- a lack of awareness
- mostly financial problems
- an high absenteeism that the education approval is at risk for the final examination
- a lots of disinterested parents
- long illness
- therefore high catch up lessons units/less free time left/ catch up tests
- pressure of exams
- no arrangement of time management is possible with support of others
- to less knowledge of the profession
- wrong idea of manual work
- general lack of interest
- poor school graduation
- missing motivation
- early pregnancy
- individual speeches
- listlessness
- poor concentration
- mobbing under the students
- missing altercation with the profession
- influence of the job centre
- not on time
- uncommunicative
- abide by norms
- block teaching lessons
- big classes/groups
- high power requirement

Most problems occurring sometimes and individual, but the respondent's realising a increase, therefore they like to have information of a prevention of drop out about following thematic:

- dedicated training operation
- overtake responsibility to ESL
- change of requirements
- solid pretended
- use younger teacher
- pleasant atmosphere in classrooms, satellite classrooms (outside)
- attention and helpfulness of through teacher, trustworthy working
- practical training during school time, more productive work in school time (project-oriented learning, balanced disposition of theory and praxis)

- more personal
- learning in small groups
- working without notes
- usage of medias, seminar work
- different learning methods be interesting and diversified
- provide student experience of small successes
-
- individual care

Further the teachers have mentioned in different questions that they have a huge lack of time for different tasks. As well they have not the required time to update their information regarding teaching methods or tools. This obtained to 21 people of the respondent's.

8. Do they update their (teaching) methods/tools?			
YES:	27	NO:	21
How often? Which topics?		Why not and what are the main reasons for that?	
learning methods, new techniques, new books, new learning methods, as the times allows, budgets are limited, current to new policies published, twice a year, still updated, current standard, at the beginning of each school start, in a few kind of fields, searching for tools when necessary		lack of time, daily work doesn't allow any further intensive preparations, number of tasks for working time too high, continue to use proven tools, less offer for further education for teachers, undertook different ways, lack of teachers capacity (regarding e-learning and technic), daily work tasks does not allow intensive preparation and search, in a few kind of fields	

A 3D pie chart with two segments. The larger segment is blue and labeled '56%'. The smaller segment is green and labeled '44%'.

Looking for best practices examples that could be probably used for the EU project STAY In, the question 11 presents a negative answer. 64 % having no "best practice" examples. It shows that the situation with dropouts have to be handled individually and that you cannot generalized all possible dropout student.

People have responded, 80 %, that they like to have further education in new didactic approaches, new teaching methods, development of psychology, method of didactic with difficult students, roleplaying, creativity skills, training who to deal with difficult student and motivation training.

When the respondents ranked the four important skills that need more special attention when they are dealing with students are:

12. Four most important skills that need more special attention when they are dealing with students:					Resulted ranking	Total Number of mentions
Communication skills					1	34
PC / ICT skills					8	9
Using social media tools (e.g. facebook) with students or in teaching / guidance					10	7
Teaching methods / interesting working methods to be used in class					2	26
Creativity, enhancing the student's creative skills					3	27
Entrepreneurship skills, enhancing student's entrepreneurs skills					11	6
Dealing with networks, how to get external support, how to cooperate with them (e.g. parents, social workers etc.)					4	21
Knowledge about learning disabilities					5	17
Developing others / guidance skills					7	10
Knowledge about identification of Students at Risk					6	14
How to give feedback, evaluation of the student					9	8
Guidelines for truancy					12	2
Other things, please specify:					12	2

In question twelve of the questionnaire "Four most important skills that need more special attention when they are dealing with students:" a main resulted was presented: here the participants ranked for them the most important skills they need for students.

On the first place BBW can find communication skills, on the second place the teaching methods / interesting working methods to be used in class, on the third place creativity and the last place is placed with network dealings.

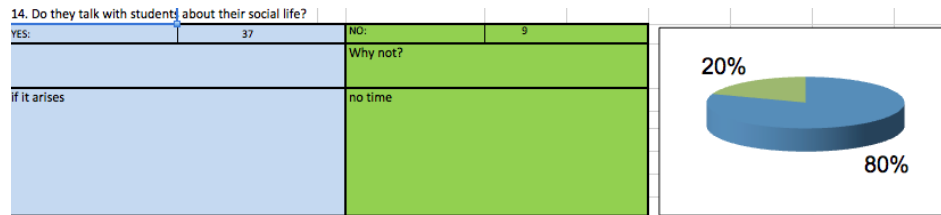
BBW could adapted

- Communication from the EU projects School Inclusion
- Teaching methods from the EU projects School Inclusion
- Creativity from the EU projects Cessit
- Network dealings from the EU projects School Inclusion.

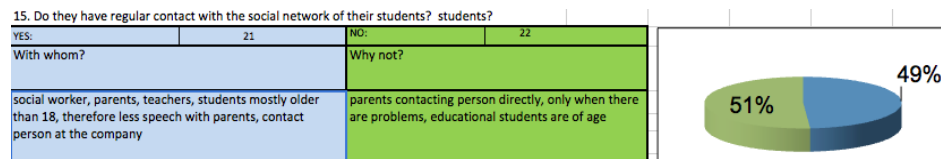
Regarding to the School Inclusion BBW can transfer the communication module from there, as well as the teaching methods / interesting working methods to be used in class, dealing with networks. From the Cessit EU project BBW can use the module of creativity.

As the different modules are not further in details in the questionnaire it could not be clear specified in more details which part of the module communication is necessary to deal with ESL.

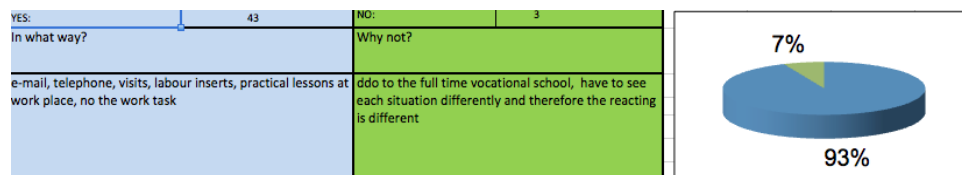
As the questionnaires visualized that only teaching by the teachers or coaches is nowadays not enough at school. Because of the various problems the student is bringing to school, 80% of the staff of school hare saying that they have to deal more with the social life,



have to work more with networks/using network,



having frequently contact with the student via telephone, e-mails or personal visits, when students is doing an internship, for example.



Short overview main parts:

problems:	actionable results:
<p>General drop out rate in Germany currently 22,2%, in MV 30,2 % (quoted in 2012), in surveys: ca. 10% drop out in VET sector</p> <p>Reasons for drop out</p> <ul style="list-style-type: none"> ➤ high absenteeism ➤ personal and financial problems of young people ➤ wrong career choice / motivation ➤ quality of training for student ➤ less knowledge about profession ➤ wrong idea of manual work 	<ul style="list-style-type: none"> - consider student/trainee individually, Inform about social life, regular contact schools, individual care of schools e.g. Schools have impact (question 10)
<ul style="list-style-type: none"> - Demand for further required certificate development (pedagogy, methods, materials, tools) - Firms have no obligation - Vocational schools offer further developments 	<ul style="list-style-type: none"> - Respondents want to expand skills such as education (question 4) - Name of new methods approaches (question 9) & best practice (question 11), throughout Workshops - Application unclear whether partially or not at all - Importance of the skills mentioned: in question 12: - Explain Job security to Chambers and business associations
<p>Family impact</p>	<ul style="list-style-type: none"> - Difficult to get in touch

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

The main results of the interviews were:

problems:	actionable results:
<p>Reasons for drop out of student/trainee:</p> <ul style="list-style-type: none"> • No desire for physical labour, pregnancy, lack of motivation, Ongoing sick leave, overwork / underuse, inappetence • After identification: <ul style="list-style-type: none"> ▪ to less further steps with different target groups ▪ matter of last decision over student/trainee 	<ul style="list-style-type: none"> - Supports next higher instance include more target groups (youth welfare office, educators, parents, social workers) Schools has to start making contact as well - Offers different and various offers for solving drop out - E.g. project Vera, exchange college, grade conferences
<p>Reasons perspective of teachers & companies:</p> <ul style="list-style-type: none"> • Dismissal through , theft or in trial period, wrong career choice, no management of poor performance or performance level 	<ul style="list-style-type: none"> - Include different target groups - good relationships with teachers and parents - offer to improve performance for exams and tests
<ul style="list-style-type: none"> • companies / teachers shows no understanding for drop out, question of responsibility / parents and drop outs are responsible • Lack of belief of school for student/trainee to hold them in the company/school, companies approved to award new chances 	<ul style="list-style-type: none"> - Get all views of student, parents, social worker - Finding together a solution - Talking about problem in trust - Show understanding - Create a target agreement with student - Exchange of experiences with others, present weeks and strengthens, regularly talks, competitions with other companies - Individual care, present written solution to the student/trainee

<ul style="list-style-type: none"> • Lack of Motivation • Description of teachers/trainers competences 	<ul style="list-style-type: none"> - Not controlling everything of them - Regular controlling of teachers/trainers, creating Pilot classes - Interests has to go beyond labour, Quality in mediation tasks, presentation of knowledge, skills and competences of profession, people skills, be authentic
<ul style="list-style-type: none"> • Contact of students/trainers and surroundings 	<ul style="list-style-type: none"> - Social networks - Immediately contact of missing - Daily work together
<ul style="list-style-type: none"> • Lack of new method 	<ul style="list-style-type: none"> - Demand of development in the social area - Offer companies regarding costs - Offer internal and external developments

In the interview following problems between the various target groups are mentioned:

- communications skills
- new teaching method
- network in combination of communication
- lack of motivation
- and lack of trust.

Not all modules are transferable to the two above-mentioned projects.

In the case of communication, teaching method, network and trust the modules could be transferred by the School Inclusion project.

There is no transfer for the Cessit project.

For motivation does not exist a module up to now. But as it is requested and important it should be developed by other ideas or projects.

6. Conclusions and recommendations

The main focus for BBW is the dual VET sector, therefore the conclusion is regarding such this sector.

Conclusion – (dual VET)

Reasons for drop out:

- high absenteeism in vocational school and companies, nobody has a detail overview
 - problem:
 - companies have less impact of schools, so it's a problem of schools
 - schools are not informing companies or in time
- personal or financial problems of youth people
 - Schools have no impact on these reasons – social workers or psychologists at school could reduce the problems
- wrong career choice of youth people - this results in a lack of motivation of youth people
 - companies can have influence:
 - Teachers or trainers interests has to go beyond labour, have to have quality in mediation tasks, good presentation of knowledge, skills and competences of their profession, people skills, be authentic
 - Do more promotion for jobs – more enlightenment
- trainers, VET Trainers, Management
 - Lack of time (main problem)
 - People haven't dealt with the topic ESL/dropout so far and not deep enough
 - Technical knowledge is so far in the foreground
- Qualification for trainers or teachers:
 - ADA-certificate / master basics of education
 - no further education obligatory
 - Exception: external operational training (2years)
- Offers of Qualifications:

- carried out by Chambers, free educational institutions, internal offers
- mostly of a technical character, little educational training opportunities
- e.g. Training of Trainers
- No further pedagogical training - obligatory

Recommendation and BBW strategy - making attractive offers of qualification

- Adaptation / expansion (Erweiterung) of content of School Inclusion
 - Modul: surroundings of teaching
 - Modul: strategy of learning „Learning to learn „
 - Modul: Motivation
 - Modul: Best practise „ Vocational orientation /professional job security

Creating a new “transfer bridge” to the possible reached target groups such as Chambers (BTZ), Business association, private Education provider, Jurisdiction of state authorities, IQ-Institute for Quality Development (MV), Country institutions (federal states), State Authority-Ministry of Education, IQ GmbH (MV) Education institution (state-approved); other social worker , Social welfare (Schabernack e.V – training provider), Management schools and companies;

As BBW had obstacles to overcome in this project phase to receive results of questionnaires and interviews, there will be as well obstacles in the future that have to deal with.

The political structure of the German education system is difficult and has a huge subdivide overview which includes the different education level and in there the various institution of education. These could be a problem for reaching the target group and therefore an obstacle that has to limited for a successful project. The second important obstacle is the target group which influence directly or indirectly the ESL`s. It is depending on the key of teacher number`s /shortages of teachers, financial equipment, resources of time, lack of training obligations for trainers (companies).

Regarding the two earlier projects Cessit and School inclusion will be a future obstacle that BBW cannot transfer all modules to the Germany ESL situation and which turned out in the questionnaires there is more demand of further modules such motivation and improve communication.

7. Annex

- Country Report Appendix 1 Interview guidelines German
- Country Report Appendix 2 Interview guidelines English
- Country Report Appendix 3 copy interviews
- Country Report Appendix 4 Questionnaires guidelines German
- Country Report Appendix 5 Questionnaires guidelines English
- Country Report Appendix 6 copy questionnaires