

EQAVET PLA Oct. 2015



ACTION
to be taken
to avoid drop-outs

3 main targets:

- **General education**
- students do not get a training offer
- **VET schools**
- students do not complete their qualification
- because they do not pass the final examination
or
- students drop-out in the first semester and stay unqualified

Problems, Germany faced last decade in **general education**

- High number of school dropouts
- Many youngsters without training contracts
- Skills mismatch
- Employers complained about students' knowledge
- High costs for unsatisfying full time VET
- Many students without a chance for dual education
- Raising youth unemployment
- Lost generation

Steps to be taken (general education, grade 9):

- **Careful analysis:**
 - Why do students drop out of school?
- **Several reasons:**
 - Family problems and no interest in learning
- **Change curriculum:**
 - Give students a change for the real world
 - Work-based-learning, career guidance
 - Less teachers, less lessons, core curriculum
 - Concentrate on mathematics and language

- **We started with a pilot project**
- We concentrated on schools with a high drop-out rate
- We concentrated on the least academic type of school (Hauptschule)
- We limited the amount of students in the class to 16
- We sent students one day each week to the work place
- We noticed that students were highly motivated by this
- They started learning again
- Over 90 % got their final degree, about 50% continued school
- ***Drop-out rate reduced from over 10% to about 4%***

Problems, Germany faced last decade in VET:

- High number of VET dropouts in first semester
- In some qualifications: very low completion rate
- Employers complained about knowledge
- Employers complained about VET teachers
- Youth unemployment rate raised after dual education
- No need for unqualified personal

Steps to be taken (VET courses):

- **Careful analysis:**
 - Why do students not complete their qualification
 - **Two main reasons:**
 - Language problems, misunderstanding of complex tasks
 - Low mathematic skills
 - **Strategic aim: reduce non-completion rate at least 30%**
 - Change mathematic lessons
 - Allow more time, allow extra hours
 - Change language lessons from general language to technical language (vocational literacy)

- We concentrated on 14 main qualifications with a non-completion rate of over 20%
- We concentrated in a first step on reducing this rate
- We established a local task force to re-write the curriculum
- We realised that each qualification faces different problems
- We wrote a handbook and trained teachers
- We had success: non-completion rate reduced up to 50%
- One qualification failed: gardeners!

Second steps

- We wanted to reduce the drop-out rate in the first semester
- We know, there are several reasons for this
- We can only influence some of the students' reasons for drop out
- We started a pilot with VET-school, chambers, employment agency, social workers
- We worked together on the first sign of alarm
- We offer additional education in school and outside
- We give students with special needs more time

Validation:

- Students have to understand what skills are needed
- Students need time to learn technical language
- Mathematical skills in the work-place might be different from the tuition from their usual teacher
- Give students with special needs more time
- Relevant stakeholders have to work to-gether
- Drop-outs are costly
- All pilot projects are now part of the regular procedure and accepted!

THANK YOU !