

stay INi



Curriculum - Austria

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



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Introduction



Within the European education systems, the field of initial vocational training seems to be a very complex and comprehensive one. Especially the fact that practical workplace-based training is implemented in different ways in the European countries and that teachers at vocational schools, trainers and coaches in vocational training programmes and experts in companies share responsibility for the vocational training creates a difficult environment for an appropriate support of teachers and tutors.

In accordance with national and European measures against early drop-out, it was the main objective of the STAY IN European Leonardo da Vinci project to offer better support to teachers, trainers and tutors in Vocational Education Training (VET) in the participating countries (AT, BG, DE, FI, NL, TR) and beyond.

In Austria, the main target groups are teachers and trainers in VET and, especially, in the dual vocational training systems. In these systems, substantial portions of the training are provided by the companies, which have a different educational background and find support for young people at risk of dropping out particularly challenging.

The final beneficiaries are young people who drop out of education early. The partnership defined this group as those who drop out from the training process before they have reached the respective country-specific legal age for leaving education or before they have reached the lowest possible certificate.

In order to achieve the project goal, a survey was carried out in schools and vocational education organisations. This survey resulted in four topics, which were rated as particularly important and challenging in working with young people:

- What are the problems of young drop-outs and their barriers? And can I use possible prevention strategies?
- How do I communicate with young people? How can I motivate young people in training and in the classroom?
- How do I manage common and 'active' learning with young people, and what training methods can I use?
- How can I activate and promote the creative potential of young people?

The practical manuals were created by selected expert and social pedagogy trainers. The results are based on existing training programmes from two European projects (CESSIT: <http://web.spi.pt/cessit> and SCHOOL INCLUSION: <http://schoolinclusion.pixel-online.org>), which were, based on demand-orientation, further developed in the STAY IN project. With regard to the practical manuals, which were developed by the

partnership, particular emphasis was put on providing the teachers, trainers and tutors with supporting methods and practical examples.

That way they would be able to better work with young people from a methodical point of view, and, ideally, drop-outs would be prevented due to the use of methods more appropriate for the target group.

The designed training programme, which consists of four modules, covers the following topics:

Module 1: "STAY IN" rather than drop out

Recognising risk factors and building relationships in working with young people

Module 2: Language makes the world go around

My language as a key competence in working with young people

Module 3: Learning to teach or teaching to learn

Active, interactive and cooperative training methods in working with young people

Module 4: Rebelliously conservative or stormy traditional

Creativity-encouraging processes in working with young people

Module 1: "STAY IN" rather than drop out

Recognising risk factors and building relationships in working with young people



Target group	Professional trainers who work in vocational orientation and preparation programmes and dual training; vocational training assistants, social workers; learning coaches and other people who work with the target group of 'disadvantaged young people'.
Keywords	<ul style="list-style-type: none"> ▪ Causes ▪ Drop-out risk factors ▪ Prevention ▪ Cooperation partners ▪ Psychosocial issues
Duration	7.5 classroom-based units 1 hour of self-study
Objective	On completion of this training module, the participants are sensitised with regard to: <ul style="list-style-type: none"> ▪ reflecting causes and risk factors for young people' drop-out; ▪ acting preventively against the danger of drop-out; ▪ appointing and including co-operation, based on demand; ▪ generating information about common psychosocial problems in adolescence; ▪ responding appropriately when mental issues occur.

Content

The module covers basic support methods to preventively process the drop-out risk of teenagers and young adults from a variety of different kinds of apprenticeship training. Teachers, trainers and tutors should be able to apply them in everyday work or for special interventions and for prevention.

The content is divided into four main sections:

The first sub-chapter summarises the identified risk factors for Early School Leavers (ESL) and is based on two recent studies from Austria. Another sub-chapter summarises tangible support methods for teachers, trainers and tutors. The third sub-chapter mentions potential network partners and explains how to create a dropout-minimising environment.

It briefly explains how the various network partners work and provides suggestions on how to possibly prevent problems like bullying. The fourth sub-chapter explains some frequently occurring psychosocial issues and offers educational tips for dealing with this challenge.

1. Drop-out causes and risk factors

- Resource orientation. Downward spiral. Effects.
- Exchange and discussion.
- Preventing the risk of drop-out in young people.

2. The social environment

- Cooperation partners.

3. Mental illnesses

- Disorders and tips for dealing with them.
- Crisis intervention.

4. Support options and further information

Module 2: Language makes the world go around

My language as a key competence in working with young people



Target group	Professional trainers who work in vocational orientation and preparation programmes and dual training; vocational training assistants, social workers; learning coaches and other people who work with the target group of 'disadvantaged young people'.
Keywords	<ul style="list-style-type: none"> ▪ Communication as a key competence ▪ Communication tools ▪ Conflict talks ▪ My professional 'self' as a trainer ▪ Motivational talks
Duration	7.5 classroom-based units 3 hours of self-study
Objective	On completion of this training module, the participants are sensitised with regard to: <ul style="list-style-type: none"> ▪ reflecting and applying communication as a core competence in working with disadvantaged young people on a demand-driven basis; ▪ knowing communication tools and applying them in different situations in a way suitable for the target group; ▪ acting in a de-escalating way in emotionally tense situations with young people; ▪ reflecting the professional 'self' as a trainer; ▪ recognising conversation concepts and applying them in individual and group discussions with the target group.
Content	Communication is a topic that gets very little space in pedagogical training. In the practical field, however, we find that communication is a core competence. We always communicate, and the better we understand the links between our own behaviour and the reactions of the environment the more targeted we can act. And the higher the probability that teachers, trainers and tutors increasingly achieve what they want to achieve: an intrinsically motivated change of behaviour on the part of the young people with whom they work. Communication is an acquired behaviour that is observable and always effective. In western socialisation communication

is especially deficient. However, young people from disadvantaged educational backgrounds and, usually, with a very negative educational biography need increased encouragement and positive feedback. Often, young people with special support needs get their attention through negative challenging behaviour, though. When, however, communication with these young people is deliberately positive (with energy-providing feedback methods, active listening etc.) you can highly support positive developmental steps and, thus, reduce drop-out probability.

1. Description of the target group: Disadvantaged young people

- Current challenges in working with disadvantaged young people.
- Exchange and discussion.

2. How important is communication in the social field?

- Exposing the basic attitude.
- Target = conscious communication. Practical examples.

3. Communication levels

- Level of information, level of emotions, level of carrier frequency. Scientific findings with practical examples.
- Target = creating a good carrier frequency without a personal relationship (investment in carrier frequency = targeted relationship management).
- Investment in interpersonal level to specifically improve conversational mood. Case studies.

4. Communication tools

- Send clear messages, 'I'-messages and active listening - work together on the basis of case studies.
- Milton Erickson: Taking radically seriously. Responsibility remains with the customer. Target = interrupting the pattern.

5. My 'self' as the trainer

6. Conflict talks

- De-escalating communication skills in emotionally tense situations.
- Feedback method. Lightsaber method. Working on methods, based on practical examples.

7. Motivational conversation - methods for practitioners

Module 3: Learning to teach or teaching to learn

Active, interactive and cooperative training methods in working with young people



Target group	Professional trainers who work in vocational orientation and preparation programmes and dual training; vocational training assistants, social workers; learning coaches and other people who work with the target group of 'disadvantaged young people'.
Keywords	<ul style="list-style-type: none"> ▪ Active/interactive learning ▪ Cooperative learning ▪ Peer education ▪ Learning types
Duration	7.5 classroom-based units 3 hours of self-study
Objective	On completion of this training module, the participants are sensitised with regard to: <ul style="list-style-type: none"> ▪ reflecting teaching and learning methods and appropriately implementing them in the work with adolescents and young adults; ▪ applying cooperative learning in a demand-driven way; ▪ professionally understanding the concept of peer education; ▪ knowing types of learners and their characteristics and identifying them in the practical field.

Content	<p>The training methods are divided into four pillars. The first pillar deals with the teaching and learning methods; the second one deals with cooperative learning; the third pillar deals with peer education; and the fourth one deals with the types of learners.</p> <p>In our society, the topic of training methods is a very controversial one. This is reflected in its status within the EU. It must be the aim to keep adolescents and young adults in the educational system. The question, however, is what 'teaching methods' to use.</p> <p>In this respect, there are three basic questions to be answered: How can support during training be provided in order to keep adolescents and young adults in education? - What training methods are necessary and how are they used?</p>
1. Teaching/learning methods <ul style="list-style-type: none">▪ European approach to active learning.▪ Active learning/interactive learning. 2. Cooperative learning <ul style="list-style-type: none">▪ What does cooperative learning mean? What methods are there?▪ Distinction with regard to traditional group work teaching.▪ Five basic elements.	
3. Peer education <ul style="list-style-type: none">▪ Definition of peer education/peer group.▪ Peer education in the context of youth work and school. 4. Types of learners <ul style="list-style-type: none">▪ The four types of learners.▪ Testing the learning style.	

Module 4: Rebelliously conservative or stormy traditional

Creativity-encouraging processes in working with young people



Target group	Professional trainers who work in vocational orientation and preparation programmes and dual training; vocational training assistants, social workers; learning coaches and other people who work with the target group of 'disadvantaged young people'.
Keywords	<ul style="list-style-type: none"> ▪ Creative thinking ▪ Encouraging and inhibiting environment ▪ A creative atmosphere ▪ The flow experience ▪ Creativity techniques
Duration	7.5 classroom-based units 3 hours of self-study
Objective	On completion of this training module, the participants are sensitised with regard to: <ul style="list-style-type: none"> ▪ reflecting their own social work based on their creativity; ▪ creating a creative atmosphere and reducing inhibiting factors; ▪ knowing creativity techniques and adequately implementing them in the practical field.

Content	<p>The creativity module mainly deals with the following basic question:</p> <p>How can adolescents and young adults be better kept in the education systems, and what creative approaches are needed?</p> <p>Vocational training can motivate young people when they see direct benefit from their work. When you really want something you will be highly motivated and find yourself in a kind of 'flow' once you have dived into your work. In this state, it is very easy to pass on educational content. When you manage to challenge and support your participants in the right degree and increase their creative potential they will develop more self-confidence.</p> <p>Completing this training will strengthen teaching and training staff to positively influence young people's creativity with the help of various techniques. However, this module not only introduces creativity techniques; based on practical examples it also demonstrates the conditions that result from it. The content is built on four pillars and deals with the following two questions.</p> <ul style="list-style-type: none">- How creativity-encouraging or creativity-inhibiting is my teaching?- What can I change or develop in my field of teaching and training in order to achieve an increase of creative potential in the young people?
1. Concept and importance of creativity in the social field	
2. The creative processes in education <ul style="list-style-type: none">▪ Encouraging and inhibiting environment.▪ The flow experience.▪ The creative atmosphere.	
3. Creativity techniques <ul style="list-style-type: none">▪ Presentation of various methods.▪ Discussion and exchange on the basis of practical case studies.	