University of Innsbruck
Institute of Teacher Education and School Research

Predictors for multiple drop-out of apprentices´ in Tirol

Analysis of apprentice drop-out after seemingly successful reintegration in an apprenticeship

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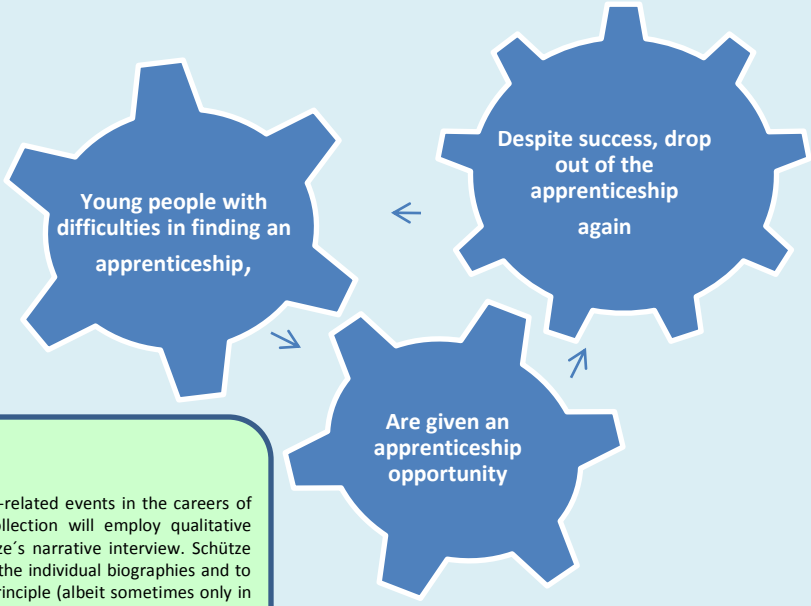
Initial situation and research motivation:

The context of my dissertation focuses on getting to the root of the question why young school dropouts, after given the opportunity to reintegrate into vocational education, fail to complete their education and the factors that contribute to this situation.

During my two years as a coach for young job seekers at a private educational institution, I observed that, while the social origin and educational background of the parents plays a crucial role in the educational aspirations of students (see also Schlögl/ Lachmayr, 2004), the social conditions were not always fundamental to the young person's success or failure with in education or vocational education. It has equally emerged from the numerous initial discussions[1] with early school leavers and young drop-outs, that young people leave school for a range of reasons, including a lack of interest in the educational content, overwhelmed by social development, frustration (see also Stadlmayr, Lentner, Osterkorn and Ratzenböck-Höllerl, 2010) or indecision. Many young people who attended lessons at the training institute subsequently succeeded in finding a new apprenticeship. Intensive support was provided by specialist trainers in the first few months, until the young people were deemed to be resilient enough to independently finish their vocational education in the company. Despite this support, some of the young people dropped out of the program again within the first year. I would like to clarify, as part of my dissertation, the complexity of the surrounding issues regarding this problem of young people terminating their training.

Research question:

- **How does school failure influence career planning? And as a consequence: what is the meaning of Education in the young apprentices eyes?**
- **The effectiveness of career planning at school: does it start to late? What kind of impact has it on primarily Education or on personal life planning?**
- **Do companies consider the maturity of apprentices?**



Methods:

In order to recognise early signs of later educational drop-out, education-related events in the careers of the young people involved will be compared and correlated. Data collection will employ qualitative methods, including biographical research in conjunction with Fritz Schütze´s narrative interview. Schütze notes that „it is reasonable to pose the question of process structures of the individual biographies and to assume that there are basic forms of these process structures, which in principle (albeit sometimes only in trace amounts) are to be found in all biographies". In addition he assumes „that there are systematic combinations of such elementary process structures, which have social relevance" (Schütze, 1983, p284). Garz and Blömer with reference to Winfried Marotzki, see the overall goal of biographical research being (cf. Garz 7 Blömer, p 575) „as well to understand the individual in his purposive-interpretative mediated references to everyday life as well as to understand how in his biographical creation (Marotzki, 1999, p 111). The autobiographical oriented narrative offers a guide to assist in the process, followed by the „accounting period" (cf. Flick, 2007, p 229), where the interviewees are asked targeted questions based on theoretical explanations. The target group of the survey is young people who have already dropped out of several training opportunities. To illustrate the complexity of the problem better, the autobiographical narrative interviews with the young people will be supplemented with focus group interviews with trainers and semi-structured interviews with company trainers. The assumptions for delayed use of guidance and counselling in schools and experience of young people in their first year of apprenticeship will be illuminated.

The interviews will be transcribed and analysed using Strauss / Corbin´s (1996) method of Grounded Theory.

Tasks	2013												2014												2015					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
Data collection																														
Data analysis																														
Literature research																														
Textualisation																														

	beginning-/final phase
	main part: complementary/additional
	main part intensiv

Results/Relevance:

Youth unemployment is an issue of increasing relevance across Europe. Although Austria in comparison to other EU countries has low youth unemployment, the trend is understood to be on the rise in recent years. Each year, more than 10,000 young people finish their compulsory educational career "without minimum qualifications" (cf. Nairz-Wirth, et al., 2010, Dornmayr, et al, 2012, Steiner, 2009a).

There exists a wealth of qualitative and quantitative research studies exploring the topic of early school leavers, however the group of young people who commence reintegration in apprenticeships and drop out again has received little research attention. The question surrounding predictors for this special drop out situation and the multilateralism of this problem will attempt to be answered in my research.

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