

INTERNATIONAL CONFERENCE 2014

IN GUIDANCE AND CAREER DEVELOPMENT, JUNE 4 – 6, QUÉBEC, CANADA



Ordre des conseillers
et conseillères d'orientation
du Québec



Québec 

The Detection of Dropout Risk at an Early Stage:

An Innovative Approach to the

Prevention of Dropout in Vocational Training

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**Qualification
of
Vocational Training Professionals
for the Identification
and
Counselling
of
Trainees with a High Dropout Risk**

Definition of dropout

The EU defines dropouts as **young people between 18 and 24** who have only a **secondary level 1 education** and are **not in education or training**

Definition of dropout

premature termination of contract

- **before** the educational/**training objective**

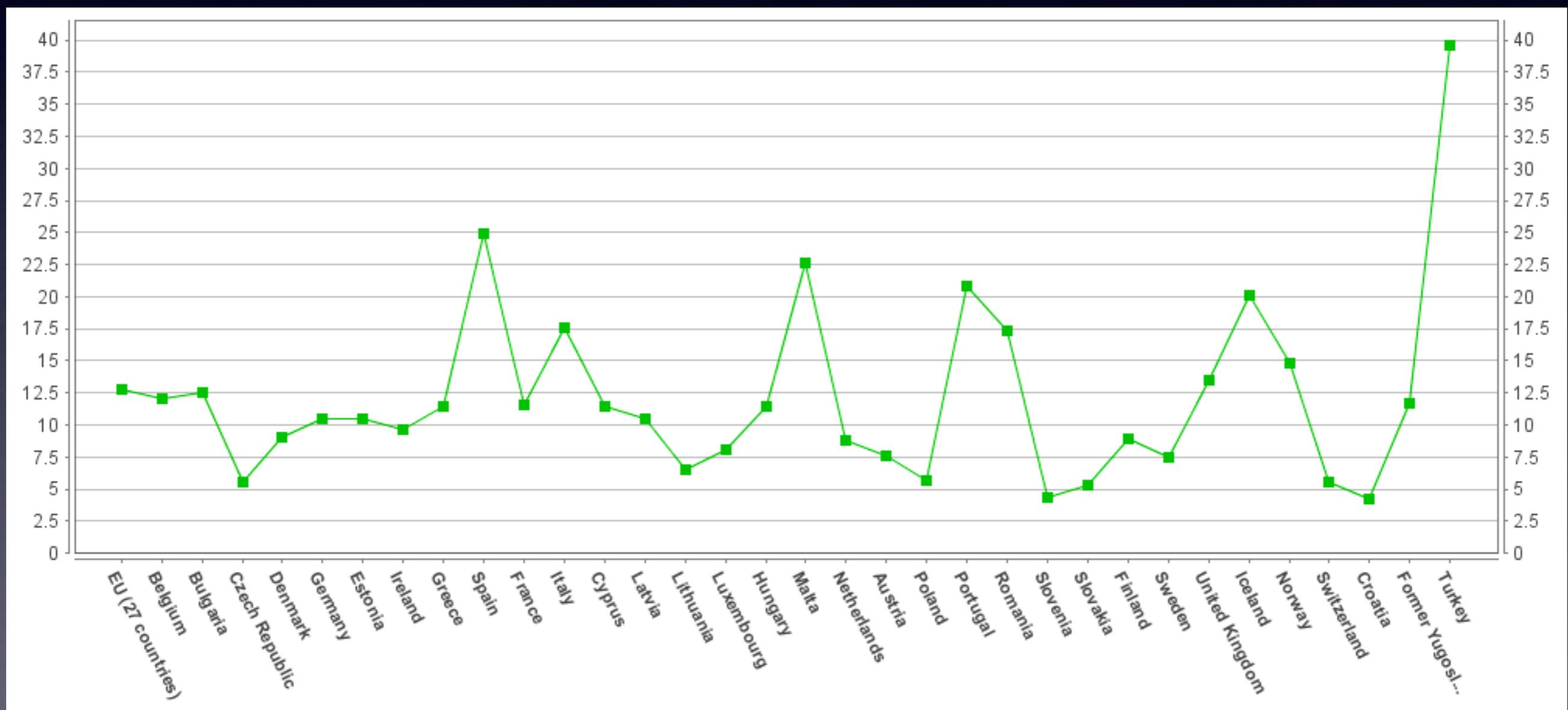
has been **reached**

- **termination** of contract **by trainee**

or trainer

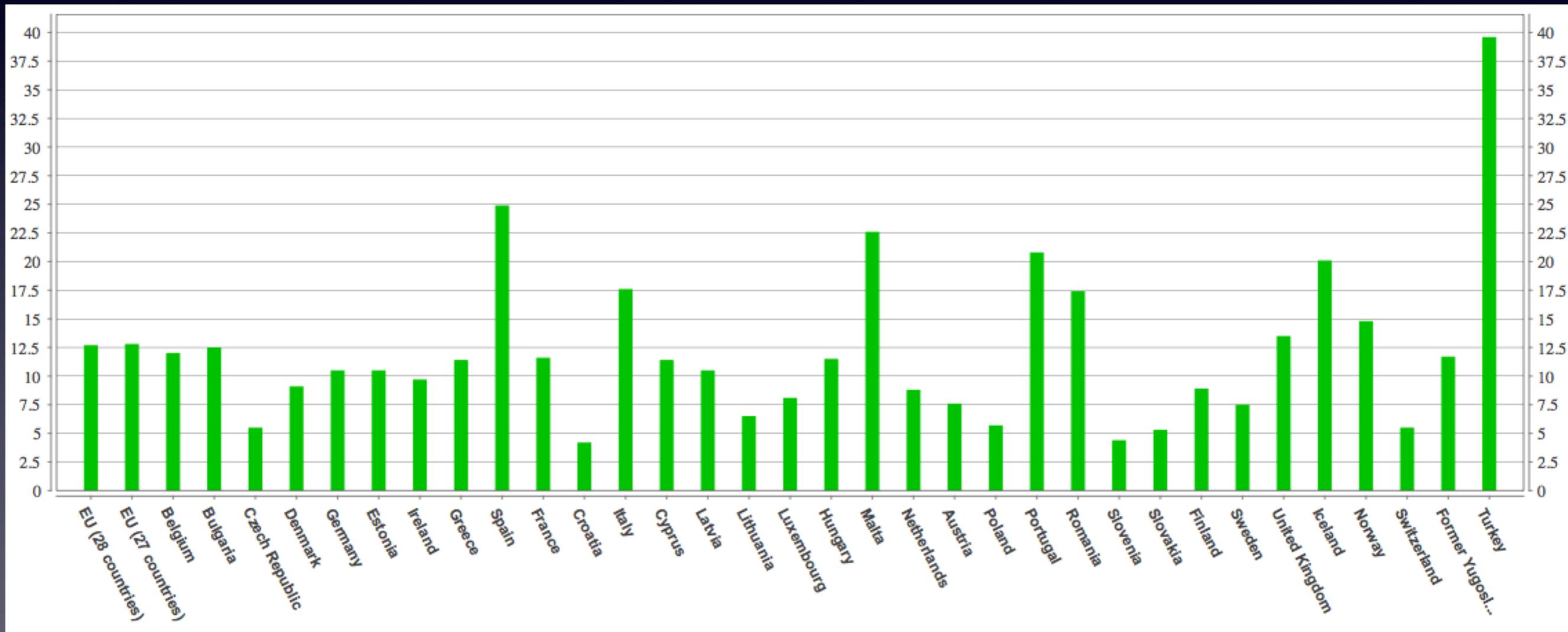
Dropout rates in Europe

Early leavers from education
and training aged 18-24 (%)



Dropout rates in Europe

Early leavers from education
and training aged 18-24 (%)



Consequences of dropout

- **personal failure**
- **ulterior integration into the labour market**
more complicated
- **economic damage to the training company**
- **less likely to train apprentices (SME)**

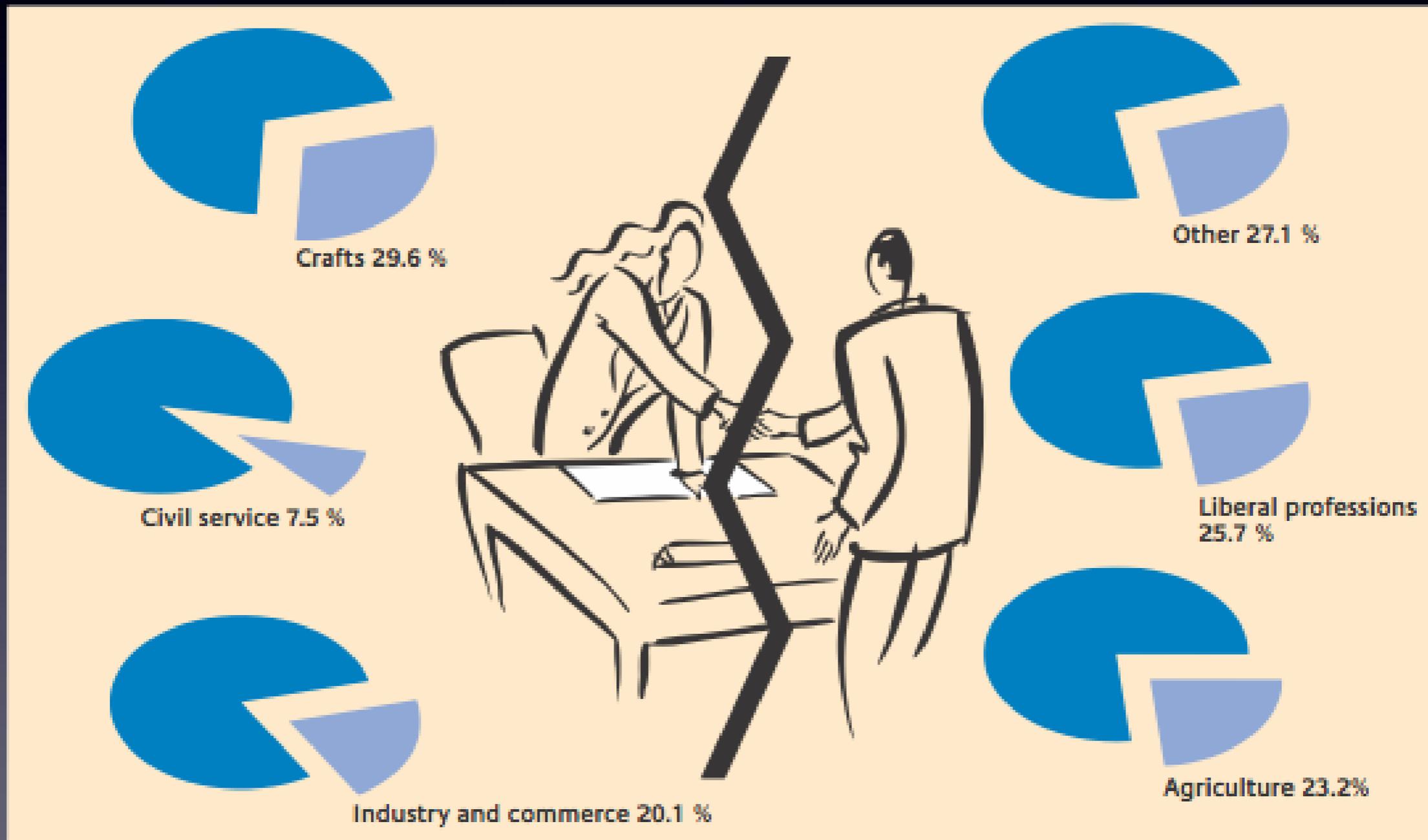
Dropout reasons

- **bad choice of training profession**
- **bad choice of training company**
- **quality of company training not good**
- **lack of professionalism of trainers (SME)**
- **bad working/training conditions**

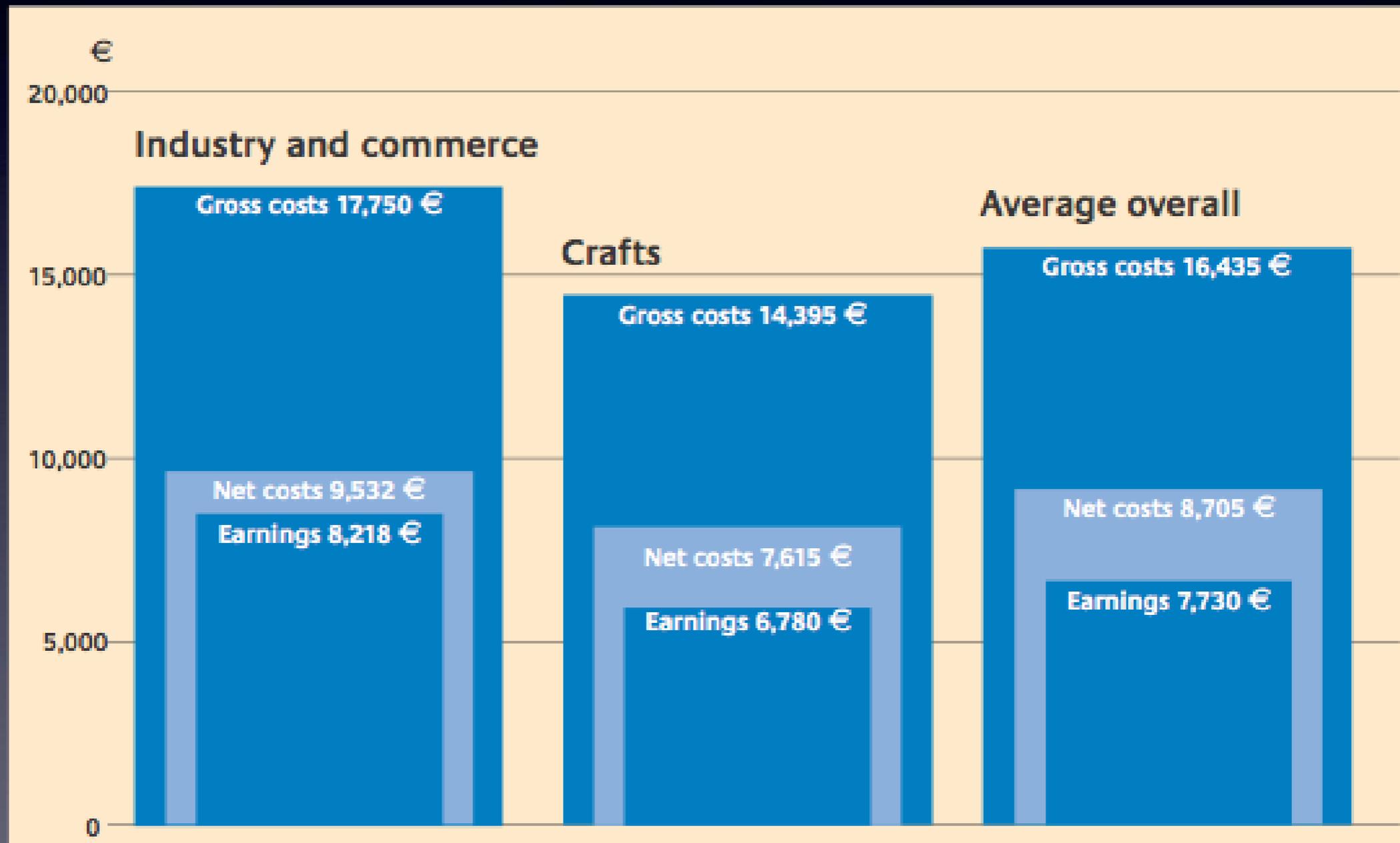
Dropout reasons

- behavioural issues
- lacking maturity
- missing key competences
- absence of contact person to discuss problems
- bad results at school
- insufficient guidance within the system

Training contracts terminated prematurely



Costs and benefits

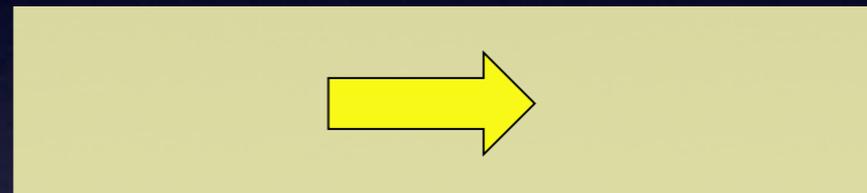
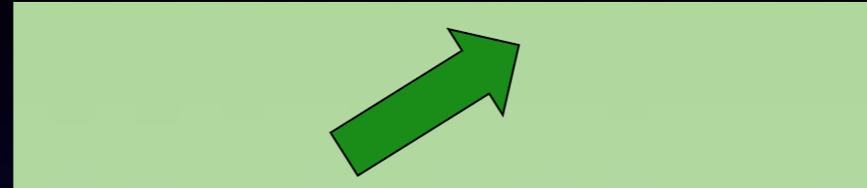


Apprenticeships with a high dropout rate

- catering**
- cooking**
- beauty**
- hairdressing**

Dropout types

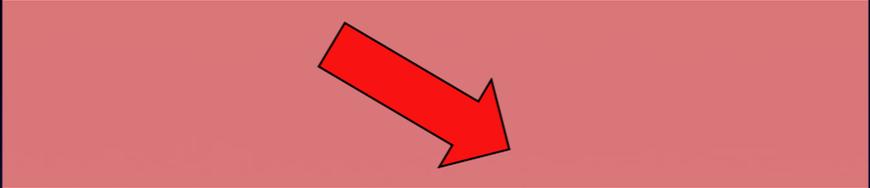
**premature
termination
of contrat**



process takes between 2 weeks and 8 months

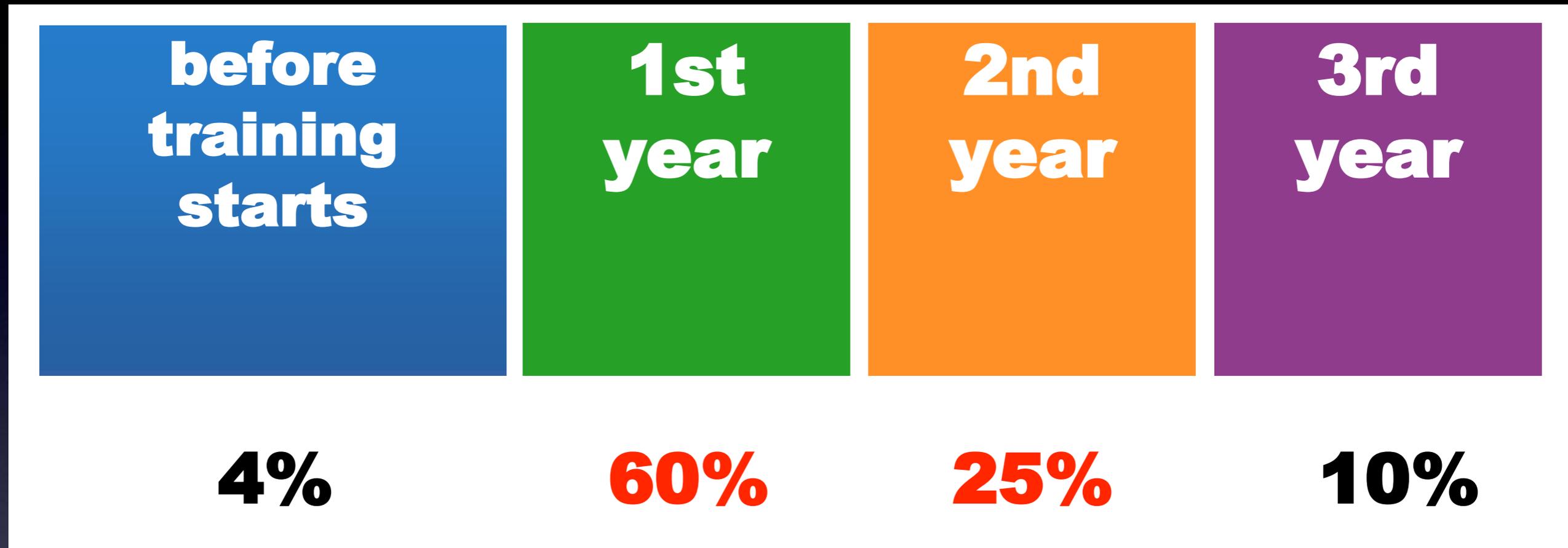
Dropout initiated by

**premature
termination
of contract**



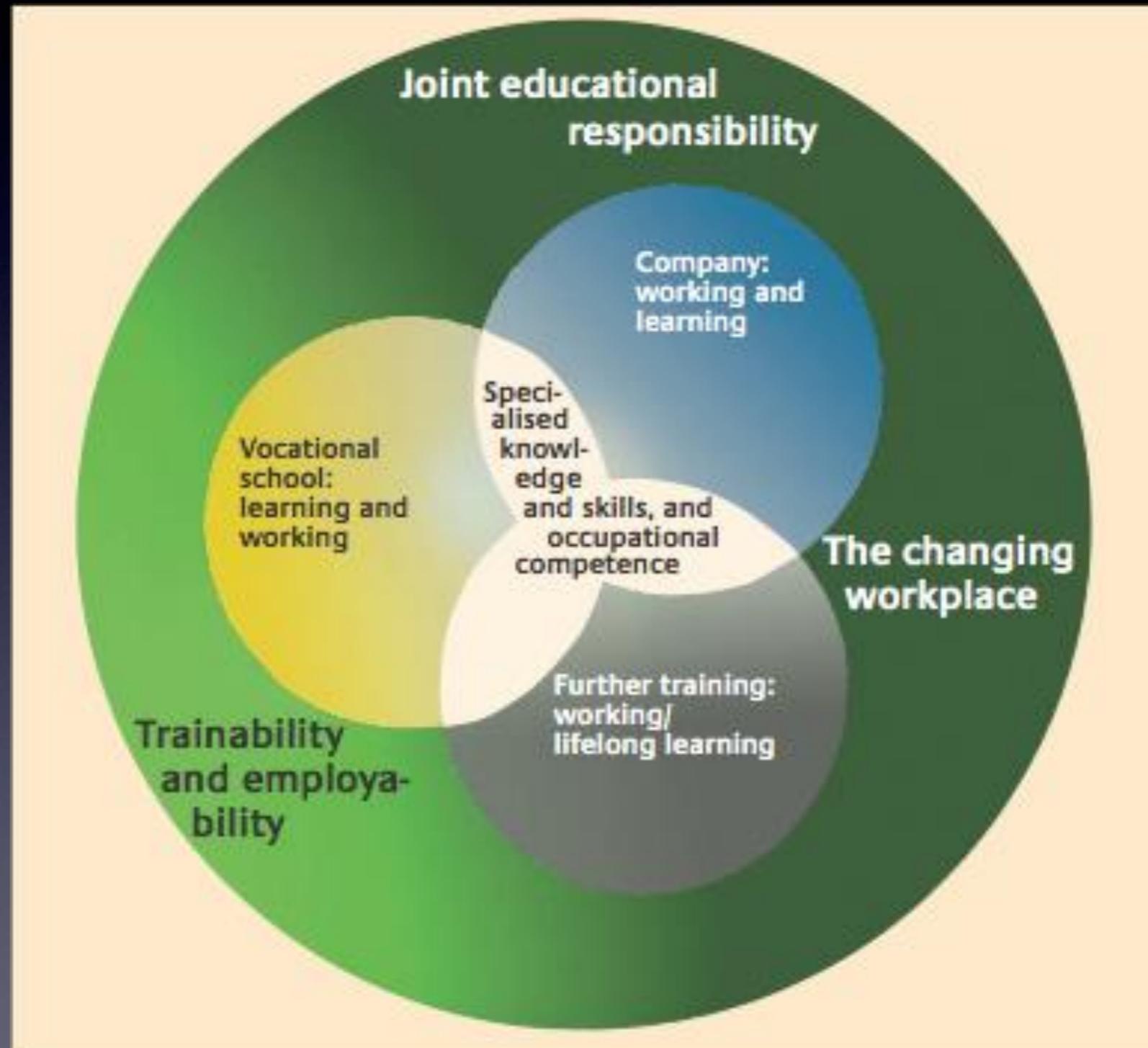
| | |
|------------------------|------------|
| trainees: | 60% |
| trainers: | 30% |
| mutual consent: | 10% |

When does dropout occur ?

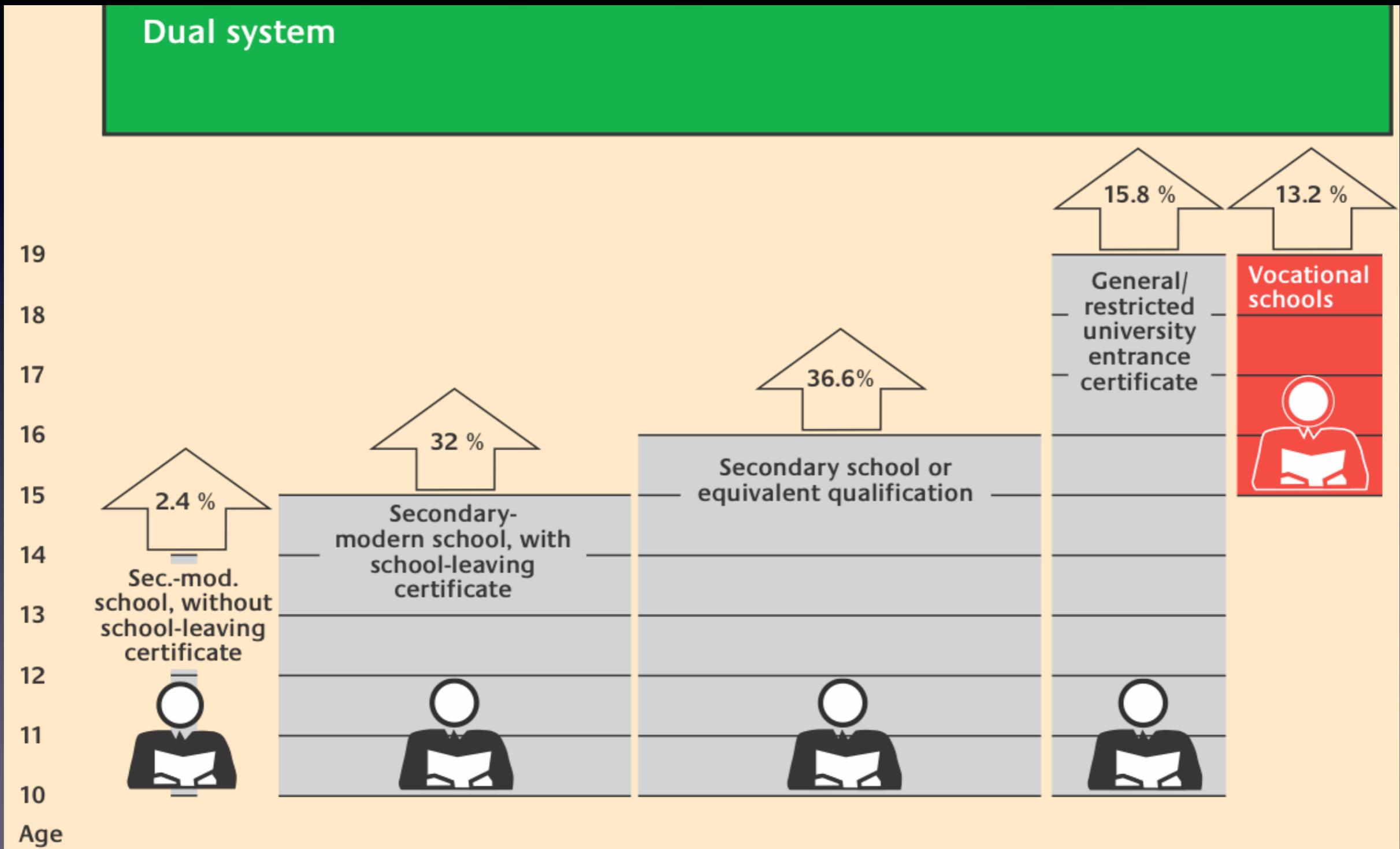


- **identification of dropout risk and counselling must take place very early**
- **preventive measures must happen in the 1st year**

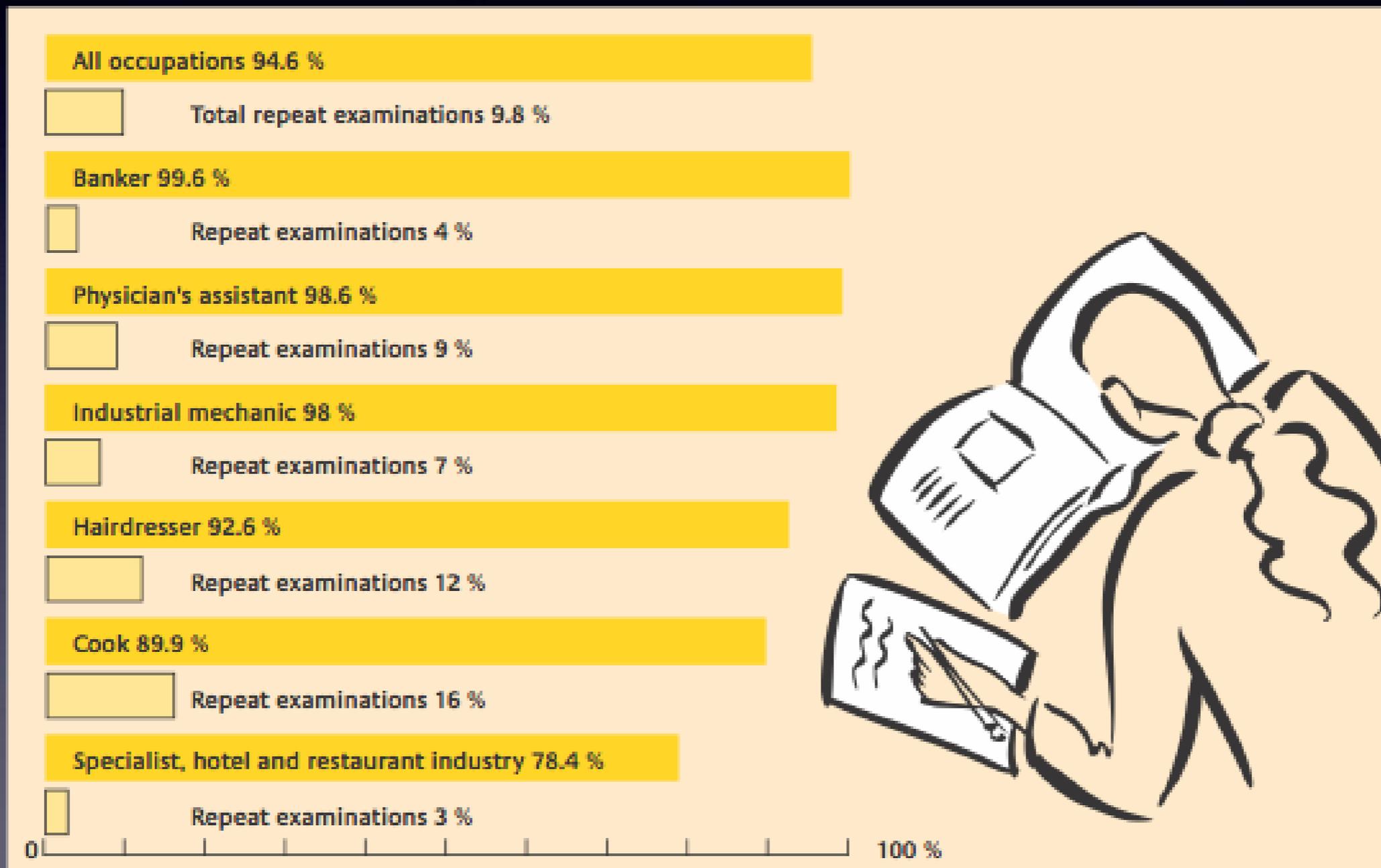
The dual training system



Trainees' previous education



Success rates in final examinations



Dual vocational training system

combines

the acquisition of know-how in a training company

with

the acquisition of theoretical knowledge in a vocational teaching and training institution

Dual vocational training system

- **cost for training companies**
- **investment**
- **dialogue between social partners and the government**
- **difficult to export**

smk72+

- a tool for the **detection of transferable competences** in vocational training
- a counselling tool for the **prevention of dropout**

smk72+

self-evaluation and external evaluations on:

- **social & methodological competences (71 items)**
- **personal competences (31 items)**
- **17 dimensions**
- **dropout risks and likely reasons**

smk72+

- **online survey**
- **real-time computation of results and feedback**
- **empirical basis for individual counselling**
- **very good criteria of validity**

methodological competences

- **analytical skills**
- **reflexivity**
- **flexibility**
- **goal-oriented behaviours**
- **working techniques**

social competences

- **autonomy**
- **communication skills**
- **co-operation**
- **leadership**
- **conflict resolution skills**
- **appropriate behaviours**
- **social responsibility**

personal competences

- **motivation**
- **curiosity**
- **sense of duty**
- **serenity, calm**
- **empathy**

| In professional situations I behave as follows: | | | | | | |
|--|-------------------------|-------------------------|------------------------------------|------------------------------------|-------------------------|-------------------------|
| 1 = totally disagree | 2 = disagree | 3 = somewhat disagree | | | | |
| 4 = somewhat agree | 5 = agree | 6 = totally agree | | | | |
| be interested | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input checked="" type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| be honest | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input checked="" type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| fulfill one's own duties | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input checked="" type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| be critical | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input checked="" type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| take others' views/interests into consideration | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input checked="" type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |

| Please indicate to what extent you agree or disagree with the following statements | | | | | | |
|--|-------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------|-------------------------|
| 1 = totally disagree | 2 = disagree | 3 = somewhat disagree | | | | |
| 4 = somewhat agree | 5 = agree | 6 = totally agree | | | | |
| I am particularly interested in tasks that I am not sure I can solve | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input checked="" type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| I like to come up with tasks that are difficult to solve | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input checked="" type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| I like tasks that challenge my abilities | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input checked="" type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| I appreciate tasks that allow me to use all of my abilities | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input checked="" type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| I prefer difficult tasks to easy ones | 1 <input type="radio"/> | 2 <input checked="" type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| I like tasks that challenge my skills | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input checked="" type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |

Do you agree with the following statements?

| | | | | |
|--|---------------------------|----------------------------------|--|-------------------------------------|
| I would choose the same vocational training again | yes <input type="radio"/> | rather yes <input type="radio"/> | rather no <input checked="" type="radio"/> | no <input type="radio"/> |
| I would again choose vocational training in the same company | yes <input type="radio"/> | rather yes <input type="radio"/> | rather no <input type="radio"/> | no <input checked="" type="radio"/> |
| I am happy with my choice of profession | yes <input type="radio"/> | rather yes <input type="radio"/> | rather no <input checked="" type="radio"/> | no <input type="radio"/> |
| I am happy with my choice of training company | yes <input type="radio"/> | rather yes <input type="radio"/> | rather no <input type="radio"/> | no <input checked="" type="radio"/> |

Please answer the following questions:

| | | | | |
|---|--------------------------------------|----------------------------------|---------------------------------|-------------------------------------|
| I would like to change my profession | yes <input checked="" type="radio"/> | rather yes <input type="radio"/> | rather no <input type="radio"/> | no <input type="radio"/> |
| I would like to change the training company | yes <input checked="" type="radio"/> | rather yes <input type="radio"/> | rather no <input type="radio"/> | no <input type="radio"/> |
| I am keen to complete my training | yes <input type="radio"/> | rather yes <input type="radio"/> | rather no <input type="radio"/> | no <input checked="" type="radio"/> |
| I am currently considering dropping out | yes <input checked="" type="radio"/> | rather yes <input type="radio"/> | rather no <input type="radio"/> | no <input type="radio"/> |

| If you are considering about dropping out, indicate to what extent the following reasons play a part? | | | | | | | | |
|---|----------------|---------------|--------|------------------------------------|------------------------------------|------------------------------------|-------------------------|-------------------------|
| 1 = yes | 2 = rather yes | 3 = rather no | 4 = no | 5 = not specified | | | | |
| insufficient or monotonous professional demands | | | | 1 <input type="radio"/> | 2 <input checked="" type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| excessive professional demands | | | | 1 <input checked="" type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| poor working conditions | | | | 1 <input type="radio"/> | 2 <input checked="" type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| poor or excessive working hours | | | | 1 <input type="radio"/> | 2 <input checked="" type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| unsatisfactory future prospects | | | | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input checked="" type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |

| If you are considering about dropping out, indicate to what extent the following reasons play a part? | | | | | | | | |
|---|----------------|---------------|--------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------|
| 1 = yes | 2 = rather yes | 3 = rather no | 4 = no | 5 = not specified | | | | |
| too many tasks unrelated to professional area | | | | 1 <input type="radio"/> | 2 <input checked="" type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| excessive health risks (eg allergies, psychological stress) | | | | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input checked="" type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| family problems | | | | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input checked="" type="radio"/> | 5 <input type="radio"/> |
| financial problems | | | | 1 <input type="radio"/> | 2 <input checked="" type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| conflict with in-house trainers/instructors/supervisors or during the internship | | | | 1 <input checked="" type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |

| If you are considering about dropping out, indicate to what extent the following reasons play a part? | | | | | | | |
|---|----------------|---------------|------------------------------------|-------------------------|-------------------------|------------------------------------|-------------------------|
| 1 = yes | 2 = rather yes | 3 = rather no | 4 = no | 5 = not specified | | | |
| I have chosen another profession | | | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input checked="" type="radio"/> | 5 <input type="radio"/> |
| I have got a study place | | | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input checked="" type="radio"/> | 5 <input type="radio"/> |
| other (please specify) | | | 1 <input checked="" type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| <input type="text" value="I just don't know what to do"/> | | | | | | | |

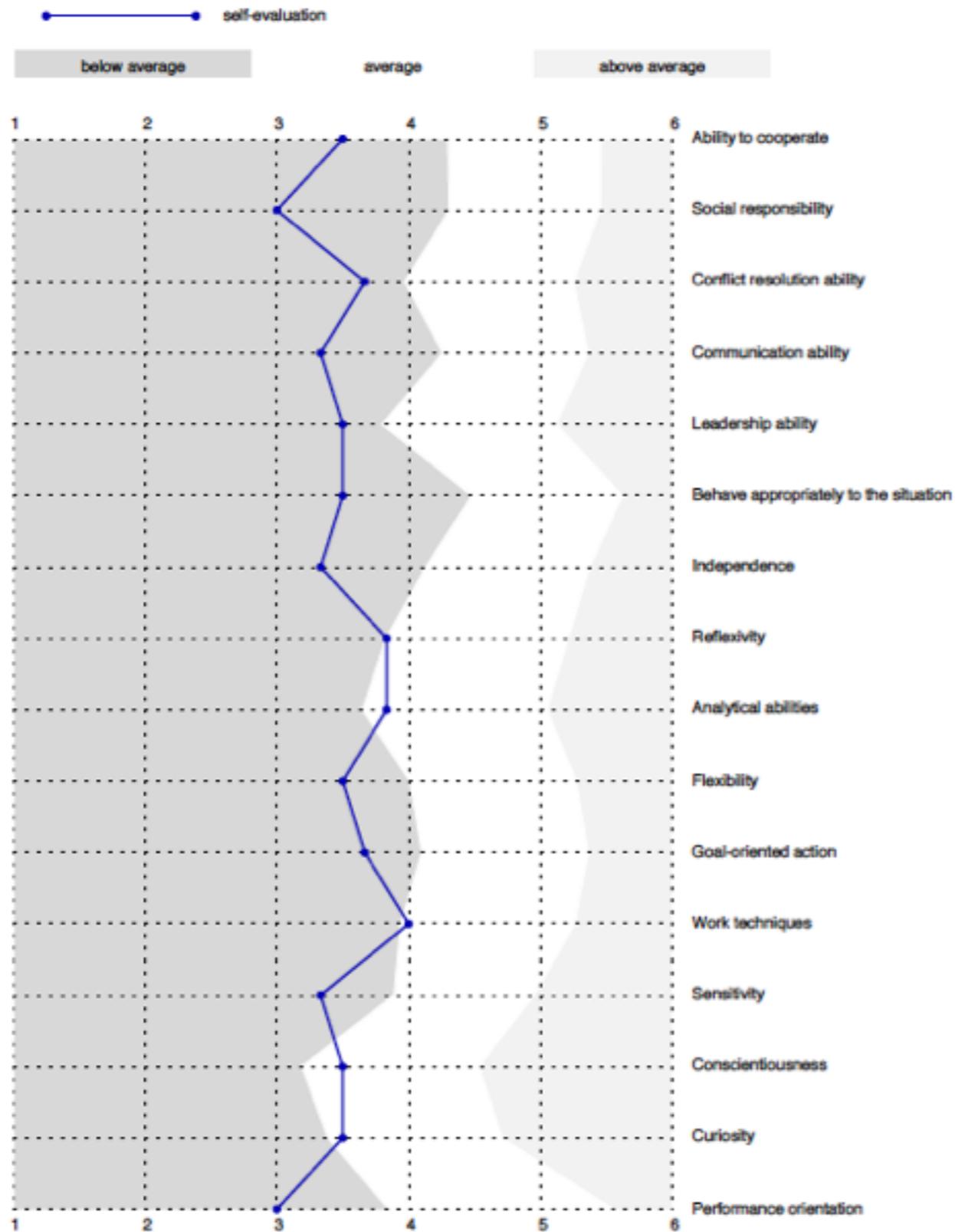
Please answer the following questions:

If you are considering dropping out, who would you contact before doing so? (please choose the most important person)?

- teacher
- in-house trainer/educator
- vocational counsellor
- counsellor with the professional association
- family member(s)
- friend(s)
- nobody
- other (please specify)

global overview: JEDEVEJU

1 = disagree totally 2 = disagree 3 = somewhat disagree
 4 = somewhat agree 5 = agree 6 = agree totally



Conclusions

- **talks with trainees with a high dropout risk confirm that a deficit in conflict resolution competences and a deficit in communication skills with trainers constitute a major problem**

Conclusions

- **bad marks and loss of interest in the profession**
are the most frequent causes for conflict in the
training company

**What is to
be done ?**

before

the beginning of training:

more guidance counselling:

- **systematic assessment of competences**
- **initiate proper reflection on suitability, aptitudes and self-evaluation**

before

the beginning of training:

more guidance counselling:

- **more and better targeted information**
- **practice-based internships**
- **socio-educational accompaniment**

before, during and after **the beginning of training:**

- **training of all the professionals involved in VET**
- **cooperation among training “places”**
- **collaboration between all the professionnals**
- **support and counselling for all the professionnals**
- **target high dropout professions**

Conclusions

- **multi-dimensional issue**
- **different people - different interpretations**
- **crucial to raise awareness of dropout problem**
- **lack of adequate tools to detect dropout risks and to counsel trainees at risk**
- **important to train VET professionals and to encourage them to network re dropout**

Conclusions

- **transferable competences, dropout risks and dropout reasons can be detected**
- **teachers, trainers and counsellors love working with the SMK+ tool**
- **trainees appreciate being able to discuss competences and do consulting with a “neutral” third party**

**some
empirical
data**

sample

from the Swiss partner

- **874 trainees, 78.6% male, 21.4% female**
- **aged from 15 to 30**
- **1st year: 45.5%; 2nd year: 30.4%; 3rd year: 15.1%**
- **covering most professions**

a few results:

- **NO dropout risk:** 72.8%
- **HIGH dropout risk:** 3.7%
- **LATENT dropout risk:** 23.5%

most frequent dropout reasons:

- **loss of interest in profession: 21.9%**
- **bad marks: 15.6%**
- **problems with the external trainer: 15.6%**
- **lack of motivation: 9.4%**
- **success unlikely: 6.3%**
- **personal problems: 6.3%**
- **reorientation towards another profession: 6.3%**
- **problems with the trainer at school: 3.1%**
- **...**

trainees with a HIGH dropout risk

versus

trainees with NO dropout risk

- **lower** competences on **15/17** competences
- **significant** differences on **8** competences

trainees with a LATENT dropout risk

versus

trainees with NO dropout risk

- **lower** competences on **15/17** competences
- **significant** differences on **3** competences

apprentis avec risque latent de décrochage

versus

apprentis sans risque de décrochage

- **compétences inférieures** sur **15/17** compétences,
- **différences significatives** sur **3** compétences

**Thank you
for
your attention**

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