A brief overview of the situation of the university dropouts and structural differences in the partner countries

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The main aim is to create an overview on the current situation in the partner countries based on national reports:

- University dropout
- Link between university and VET system
Integration of university dropout in VET system: transnational report

1) National **understanding of university drop-out**

2) **Approaches and strategies** to counsel university drop-out

3) **(Policies) and initiatives** to promote the integration of university students’ drop out into the VET system

4) Intersectoral **networks** in the field of drop out counselling

5) **Conclusions**
National understanding of university drop-out

(1) There is **no consensus** regarding dropout significance.

(2) There is a **lack of standardized system for measure dropout**.

(3) **Scarce importance of dropout and retention policies** in some university systems.

(4) There is a significant **and increasing percentage** of dropout students.

Importance of developing strategies and tools for identifying risk groups and designing intervention proposals suitable for different groups and contexts.
Approaches and strategies to counsel drop-out

Institutional strategies and initiatives to counsel university drop-out seem to be more frequent and thorough than the one developed at a national level:

a. **Psychopedagogical**: academic and vocational guidance and counselling, personal development plans, psychopedagogical counsel services and institutional plans for improving teaching and tutoring quality.

b. **Transition from secondary to tertiary education**: provision of information and guidance on academic options, itineraries or knowledge areas, the promotion of self-knowledge and the training of learning strategies.
The topic of drop-out and the integration in VET system is (in almost all the countries) missing in the public discourse and education policy.

The issue of students dropping out of university remains, for the moment, as a topic of interest for individual universities and the corresponding ministries in the countries.

Initiatives to promote integration of dropouts in labour market are more frequent in the countries analysed.

Measures to prevent dropout are commonly implemented in these countries.

Forums, agreements and cooperation networks of regional scope are starting to be designed.
Intersectoral networks in the field of dropout counselling

(1) There are some initiatives of collaboration between different agents in counselling dropout:
   a. to counsel shortage occupations
   b. to provide guidance and mentoring through personal and professional career projects

(2) In the countries analysed, there are hardly any cross-industry and cross-state projects.

(3) Some of examples of networks and collaboration between university and industry could be imported from connected contexts as adult education or lifelong learning.
Conclusions

(1) There is an important number of university dropouts at national level and the interest in this topic is higher than ever.

(2) There is little evidence on dropouts’ professional or academic paths.

(3) University dropout doesn’t mean an obstacle for entering in the professional life, but there are no evidences on their trajectories on VET programmes.

(4) Co-existence of a range of programmes or actions implemented in order to counsel dropout, but only few are directly addressing the VET inclusion.

(5) Development of instruments and approaches for the integration of university drop-outs are still in development.
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