



# CASES LIBRARY

DROP-OUT OR SUCCES ?





## GET INSPIRED BY...

## REAL LIFE STORIES ABOUT DROP-OUT & SUCCESS CASES OF STUDENTS IN VET EDUCATION



### 4 DROP OUT CASES

Take a look at different stories of students, who dropped-out from their studies and where teachers could not do anything against the drop-out.



### CONCLUSIONS

Read the main conclusions extracted from an analysis of these drop-out cases. Avoiding drop-out does not only depend on one person.



### 4 SUCCESS CASES

Take a look at different stories of students, who continued their studies after being at risk of dropping-out.



### CONCLUSIONS

Read the main conclusions extracted from an analysis of these success cases. A timely intervention is always a good approach.





# ANDREI

## KEY FACTS

**Age:** 28 years

**Gender:** Male

**Course:** Colegiul Silvic Bucovina, Campulung Moldovenesc

**Year of enrollment:** 2013

**Year of drop-out:** 2016

## PROBLEMATIC

**Behaviors** that could show that the student was at risk of dropping out:

1. Absenteeism
2. Relationship problems with colleagues and teachers
3. The parents did not set clear expectations about the student's education and did not monitor the student's academic progress.

**Time of occurrence:** 2015-2016

**Duration:** 2 years

**Results:** School dropout, lack of specialization, low income, dependence on social assistance and prolonged unemployment

## BEHAVIOUR ANALYSIS

**A (Antecedent):** Low grades, Increased absenteeism, Difficulty concentrating, Lack of motivation for learning

**B (Behavior):** Very impulsive, which led to involvement in conflicts and avoiding school.

**C (Consequence):** Lack of self-confidence that led to missed opportunities, Substance abuse, Economic and Family issues.

## HOW WAS THE END OF THE STORY?

UNSUCCESSFUL... The drop-out took place and nothing could be done to avoid it because:

- The student hid to his family that he had academic problems at school and was excluded.
- The non-involvement of families and lack of monitoring led to the removal of the student from school.
- The lack of communication between the family and the student led to subsequent conflict situations in the family, substance abuse, and the loss of employment opportunities



# VERENA

## KEY FACTS

**Age:** 21 years

**Gender:** Female

**Course:** Vocational education training (VET)  
“Hairdresser and Stylist” (prolonged form, 4 years)

**Year of enrollment:** 2020

**Year of drop-out:** 2024



## PROBLEMATIC

Behaviors that could show that the student was at risk of dropping-out

- High percentage of Absenteeism and physical/health problems
- Motivational problems to visit the education regularly
- Family issues and problems

**Place and time of occurrence:** 2022 - 2024

**Intensity:** Increases from year to year

**Duration:** 2 years

**Results:** Dropout in the last year of vocational education training, lack of the final qualification, missing a high amount of the education in these 2 years, less practical experience and slow performance, financial dependence on social assistance and her fiancé/future husband.

## BEHAVIOUR ANALYSIS

**A (Antecedent):** Increased Absenteeism, Physical problems / Illnesses, Low grades in school

**B (Behavior):** Lack of motivation to visit the education regularly, Avoiding education, High involvement in her personal, health and family issues

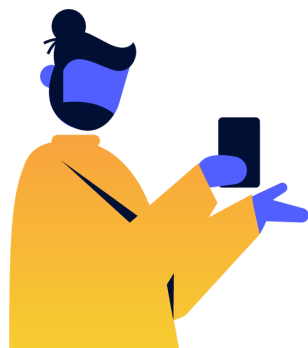
**C (Consequence):** Emotional problems. Insecurities / lack of self-confidence if it is possible for her to finish the education despite her physical and health problems

## HOW WAS THE END OF THE STORY?

The student / trainee decided to quit the education because of her increasing physical and health problems. She wanted to wait for surgery and rehabilitation afterwards. A lot of internal and external consulting took place to support her in the vocational training. Other education possibilities were discussed too, but she wanted to finish this form as “hairdresser and stylist”.

She was very talented and wanted to work later in this field as a hairdresser/stylist or makeup-artist despite her physical / health problems. That’s the reason why she originally wanted to continue the education. Additional family conflicts and the high responsibility for her younger brothers and sister had an impact for the dropout too

She had an early engagement with 19 years and the marriage was planned this year with 21



# ALEX

## KEY FACTS

**Age:** 16 years

**Gender:** Male

**Course:** VET Restaurateur course

**Year of enrollment:** 2021

**Year of drop-out:** 2023

## PROBLEMATIC

**Behaviors** that could show that the student was at risk of dropping out:

1. Low school attendance - often misses classes, especially before lunch. He shows up to lessons late or doesn't show up at all.
2. Discipline and behavior problems
3. Lack of motivation and interest in the learning process.

**Time of occurrence:** 2022-2023

**Duration:** 6 months

**Results:** School dropout

## BEHAVIOUR ANALYSIS

**A (Antecedent):** Social and family factors: problems in the family, lack of support from parents and unfavorable social conditions

**B (Behavior):** The student engages in negative activities, has conflicts with teachers and classmates, complains about learning material, exhibits aggressive behavior and violates school rules/e.g. often leaves the classroom without permission.

**C (Consequence):** Completely decommitted and uninformed about course content and inability to follow-up.

## HOW WAS THE END OF THE STORY?

Regardless of the efforts to prevent the student from dropping out, he continues to show even greater indifference to the learning process and does not attend the course, which leads to dropping out of the course.

He then had limited opportunities to generate income from work, as he was heavily relying on insecure, low-paying jobs. Lack of qualifications is a serious obstacle to finding a well-paid job.



# SLAVEYKO

## KEY FACTS

**Age:** 20 years

**Gender:** Male

**Course:** Vocational education training (VET) “Specialist in Tourism Units & Hospitality Businesses” – 2 years

**Year of enrollment:** Non-available

**Year of drop-out:** Mid-term of the second year



## PROBLEMATIC

**Behaviors** that could show that the student was at risk of dropping out:

1. High percentage of Absenteeism
2. Motivational problems to attend to in the classrooms
3. Financial problems

**Time of occurrence:** Mid-term of the second year and increases from year to year

**Duration:** 2 years

**Results:** Gradual decline in performance within the class, then there was Absenteeism and the final stage was the dropout of studies.

## BEHAVIOUR ANALYSIS

**A (Antecedent):** In the middle of the second year, the student began to experience financial difficulties and a lack of motivation to attend classes. These problems were already present, but intensified over time, leading to increased absenteeism.

**B (Behavior):** The student began to miss more classes, and when he did attend, he was disengaged and unmotivated. His attendance declined and his overall academic performance deteriorated.

**C (Consequence):** As absences increased, his grades dropped, and eventually the student dropped out before completing his second year.

## HOW WAS THE END OF THE STORY?

The student was facing financial problems. To solve them he started looking for a new job after the end of the internship. He found a job abroad and dropped out of his studies. There was a meeting with the head of studies to see possibilities of continuing with the studies, but it didn't work out.



## LEARNINGS ABOUT DROP-OUT CASES

### FINANCIAL CHALLENGES AS BARRIERS TO COMMITMENT

PROBLEM

SUGGESTION

### WORK OPPORTUNITIES VS. EDUCATION RETENTION

PROBLEM

SUGGESTION

### IMPORTANCE OF EARLY INTERVENTION

PROBLEM

SUGGESTION

### VALUING STUDENT PERSPECTIVES

PROBLEM

SUGGESTION



# MARIO

## KEY FACTS

**Age:** 22 years

**Gender:** Male

**Course:** Scoala Profesionala Stolniceni-Prajescu, Iasi

**Year of enrollment:** 2018

**Year of drop-out:** 2022

## PROBLEMATIC

Behaviors that could show that the student was at **risk of dropping out**:

1. Disinterest in school
2. Lack of interest in the completed specialization
3. The financial interest to get quick income

**Time of occurrence:** 2021

**Duration:** 1 year

**Result:** He dropped-out temporarily and was employed as a day laborer in France

## BEHAVIOUR ANALYSIS

**A (Antecedent):** Difficulty concentrating and completing tasks, Lack of motivation for learning, Low grades.

**B (Behavior):** Avoiding school, Showcasing the feeling of not belonging at school

**C (Consequence):** Long-term absenteeism from school to go to work and earn money.

## HOW WAS THE END OF THE STORY?

**SUCCESSFUL!** The factor that contributed to Mario finally staying in the course was...

- The desire to be paid better, according to his specialization.
- The possibility of obtaining a management position at his uncle's company if he returned to school.

He returned and completed the course satisfactorily.





# MYRTO

## KEY FACTS

**Age:** 22 years

**Gender:** Female

**Course:** Scoala Profesionala Stolniceni-Prajescu,  
Iasi

**Year of enrollment:** 2018

**Year of drop-out:** 2022

## PROBLEMATIC

**Behaviors** that could show that the student was at risk of dropping out

1. Disinterest in school
2. Lack of interest in the completed specialization
3. The financial interest to get quick income

**Time of occurrence:** 2021

**Duration:** 1 year

**Results:** school dropout, lack of specialization, lack of opportunities, employed as a day laborer in France

## BEHAVIOUR ANALYSIS

**A (Antecedent):** Difficulty concentrating and completing tasks, lack of motivation for learning, low grades

**B (Behavior):** Avoiding school and expressing a feeling of not belonging at school

**C (Consequence):** Absent from school to work and having more interest in earning more money than going to school.

## HOW WAS THE END OF THE STORY?

There were some factors that contributed to finally staying in the course:

The student returned to complete his studies and obtain the necessary specialization at his uncle's company in France.

The desire to be paid better, according to the specialization and the possibility of obtaining a management position at his uncle's company led him to return to school to complete his studies



# GEORGE



## KEY FACTS

**Age:** 21 years

**Gender:** Male

**Course:** Vocational education training as “Chef”

**Year of enrollment:** Non-available

**Year of drop-out:** Non-available

## PROBLEMATIC

**Behaviors** that could show that the student was at risk of dropping out:

1. High percentage of Absenteeism (non-justified)
2. High stress
3. Physical fatigue

**Time of occurrence:** Second year of studies

**Duration:** 1 year

**Results:** Dropout a couple of months after the practice period during the tourist season

## BEHAVIOUR ANALYSIS

**A (Antecedent):** Poor performance on tasks in the classroom

**B (Behavior):** Lack of motivation to attend and participate in the lessons and difficulty concentrating on educational tasks

**C (Consequence):** Tendency to avoid the tasks of teachers and absenteeism. High level of stress and restrained signs of depression

## HOW WAS THE END OF THE STORY?

The student's behaviour was identified by his teachers and his classmates. The student wished to continue his studies but due to financial issues he had to work and the job was very demanding, so it was difficult to keep up with both activities.

The student had individual counseling sessions with a teacher and the head of studies, who provided a solution through the following:

- Tuition will be paid in more instalments over a longer period to be more financially bearable.
- The student could attend morning or evening classes at his/her convenience, depending on his/her work schedule.



# CHRISTIAN

## KEY FACTS

**Age:** 15 years

**Gender:** Male

**Course:** Assistant coach at Secondary Sports School

**Year of enrollment:** 2022

**Year of drop-out:** 2023



## PROBLEMATIC

**Behaviors** that could show that the student was at risk of dropping out:

1. He attends school, but is not participative at all.
2. He expresses his mindset on the uselessness of studying and playing sports.
3. Social and family factors: problems in the family, divorced parents with conflicts and negative communication.

**Time of occurrence:** 2022

**Duration:** 1 year

**Results:** failing subjects and being at the edge of dropping out

## BEHAVIOUR ANALYSIS

**A (Antecedent):** Difficulty in following the lessons and study material. Feeling of being left out.

**B (Behavior):** Showing lack of motivation and interest in the learning process. Specifically, he looks for a cause for dissatisfaction in the coach's behavior, describing her as strict, constantly yelling and demanding.

**C (Consequence):** He starts getting low grades and there is likelihood that he will fail the course.

## HOW WAS THE END OF THE STORY?

The student receives appropriate support from teachers, pedagogues and specialists from the school. He is also included in the Mentoring Project, which uses a mentoring program where older students help younger students adjust to school. This approach creates a supportive community and helps him feel more secure and motivated.

In order to prevent him from dropping out, an interdisciplinary team worked with parents and institutions. He is also involved in educational events and programs organized by the community.

The joint efforts of teachers, families and the community enable him to stay in school and follow an educational path.



## LEARNINGS ABOUT SUCCESS CASES

**DETECTING AND ADDRESSING ANXIETY  
EARLY**



**FLEXIBILITY AS A KEY TO BALANCING  
WORK AND STUDY**



**PROMOTING OPEN DIALOGUE**



**SUPPORTING RETURN TO EDUCATION**





## BACKGROUND

The TeSTED Consortium is composed of different institutions in the field of VET education, who contacted teachers and pedagogists in each participating country and conducted interviews with them to discuss real life drop-out and success cases.

These stories were gathered and analyzed to provide insightful inputs on factors that led to drop-out and to remain in the course.

To protect the identity of students, stories were gathered in an anonymous ways and teachers never mentioned any real name of their students. The names here presented are therefore fictional.



**Co-funded by  
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