

Vocational education and training dropout from the perspective of professional socialization

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INTRODUCTION

Professional socialization in dual VET

- **Dual VET: a place for a professional socialization**
 - Progressive entry into the world of work
 - Professional model (on-the-job trainer)
- **Importance of professional socialization for the apprentices**
 - Practical part of the training
 - Status in a working collective, a culture, a community of practice
- **Professional socialization**
 - Work socialization (rules, norms, attitudes of the world of work)
 - Occupational socialization (language, codes of ethics, procedures of a specific job)

Dubar (1996); Lave & Wenger (2002);
Cohen-Scali (2003); Kergoat (2003) ;
Masdonati & al. (2007)

A RESEARCH PROJECT

Overview

Research questions

- How do young people explain and experience VET dropout?
- Which impacts does VET dropout have on young people's pathways?
- Which link exists between VET dropout and identity building?

Participants

- 46 young people who have dropout during their first year of contract in dual system
- 15 - 23 years old (M = 17,5), 30 adolescent, 16 emerging adults
- Sample by quotas: sex, professional sectors, compulsory school level

Content analysis

- Deductive procedure (1st research question)
- Inductive procedure (2nd et 3^{thd} research questions)

Lamamra & Masdonati
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A RESEARCH PROJECT

Specific questions

- **Link between dropout and work socialization**
- **Dropout as a work socialization's failure**
 - Dropout as non-integration of norms, standards and values of the world of work
 - Analysis of the main reasons of dropping out from the viewpoint of professional socialization
- **Dropout as a work socialization's refusal**
 - Dropout as unsuccessful socialization
 - Analysis of the apprentices refusal of norms, standards and values of the world of work

WORK SOCIALIZATION:

A dynamic process

- **Work socialization as a dynamic process**
 - Implicit or explicit norms of the world of work
 - The trainee/apprentices can accept or refuse these norms
- **Socialization through**
 - Biographical transaction
 - Relational transaction
- **Two different kinds of work socialization**
 - Socialization *for* work (« *pour* le travail »)
 - Socialization *by* work (« *par* le travail »)

Dubar (1996); Cohen-Scali (2003)

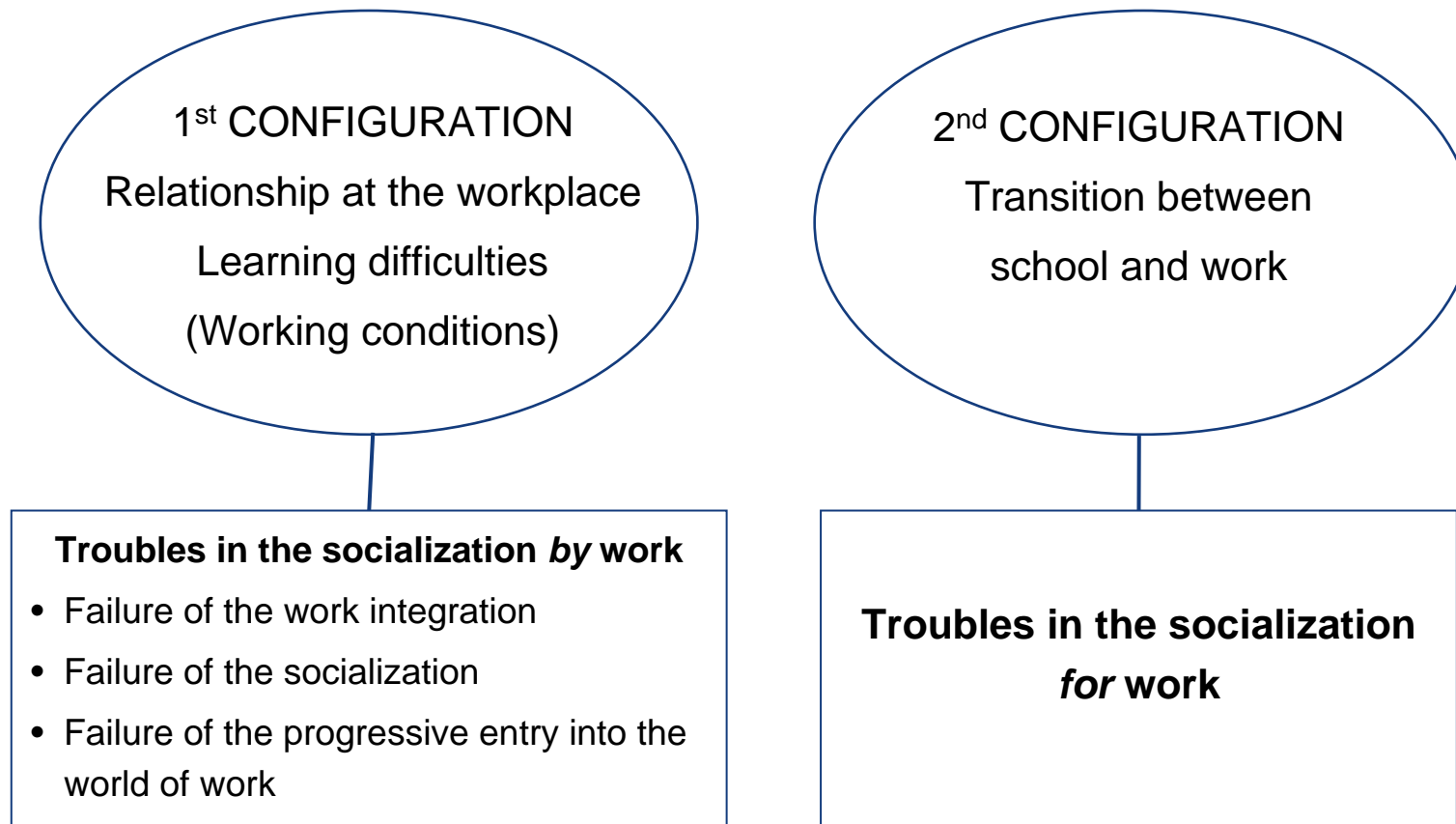
RESULTS

Main reasons for the dropout

- Bad relationships in the workplace (N = 23)
- Impossibility of learning the trade (N = 23)
- School-to-work transition's difficulties (transition) (N = 10)
- Hard working conditions (N = 8)
- External factors (N = 2)

RESULTS

Reasons of the dropout & work socialization



RESULTS

Case study

Kent*, 17 year old, tinsmith

- **Relational problems**

- Colleagues
- Boss

« J'avais des gars beaucoup plus âgés qui me donnaient des ordres, moi j'aimais pas ça »

- **Working conditions**

- Physical hardness
- Weather conditions

« Je sais ce que c'est un travail sur les chantiers. Mon père il travaille, depuis vingt ans sur les chantiers, puis il me dit: 'c'est la misère!' Donc moi j'allais pas me réjouir d'aller là-bas, quoi »

- **In front of the world of work's norms**

- Refusal of the work division
- Refusal of the hierarchy
- Refusal of his status

« Quand on est apprenti, ben on est juste [...] le larbin, quoi, on fait, on va pas dire l'esclave, mais on est le chien des gars qui bossent sur le chantier »

* Fictive name

RESULTS

Case study

Mary*, 16 year old, landscaper

- **Relational problems**

- Sexual harassment
- Mobbing
- Violence

« Il [mon contremaître] me fait: ‘on va finir cette terrasse, après je te fais l’amour sur la table et après midi, on recommence’ »

- **Working conditions**

- Physical hardness
- « Positive action »

« Mon patron [me disait]: ‘ je t’aurais plus engueulée, mais je l’ai pas fait parce que t’es une fille »

- **In front of the world of work’s norms**

- Refusal of the sexual division of the work
- Refusal of gender social roles
- Demand respect

« Je suis une apprentie, je veux juste être traitée comme une apprentie, puis en étant respectée [...]qu’on me foute la paix au niveau de toutes ces petites remarques [sexistes], tout ça »

* Fictive name

CONCLUSION

A new issue: the apprentice's status

- **The apprentice's status, complex and ambiguous**
 - a training person
 - a productive worker
- **Weak hierarchical position**
 - subordinate
 - exposed to various forms of violence
- **Isolated in the company**
- **Behind the status, a certain form of work socialization: the integration not of skills, but also of the standards of the work organization**

Chaix (1996); Moreau (2003);
Kergoat (2003) ; De Puy et al. (2006)

Thank you for your attention!

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BONUS INTRODUCTION

Issues about dropping out of VET

- Rates between 10 and 40% according to the region
- Influence of the socioeconomic status, the nationality and the way followed during compulsory school
- Main reasons: choice of the profession and/or of the company, working and training conditions
- Different point of views between the trainee and the in-the-job trainer
- Bad impacts on the well being and the psychological or physical health
- Different meanings and impacts regarding to the reason and the profession
- Young people who drop out follow different pathways

Eckmann-Saillant et al. (1994); Ferron et al. (1997);
Michaud (2001); Neuenschwander (1999); Schmid &
Stalder (2007); Stalder & Schmid (2006)

BONUS INTRODUCTION

Issues about dropping out of VET: qualitative input/contribution

- VET dropout as a process
- Various experiences of VET and different meanings of a dropout
- One dropout, several reasons
- Two main configurations of reasons
- Suffering and strategies
- The apprenticeship's status
- Identities issues
- What happens during the VET experience, which brings