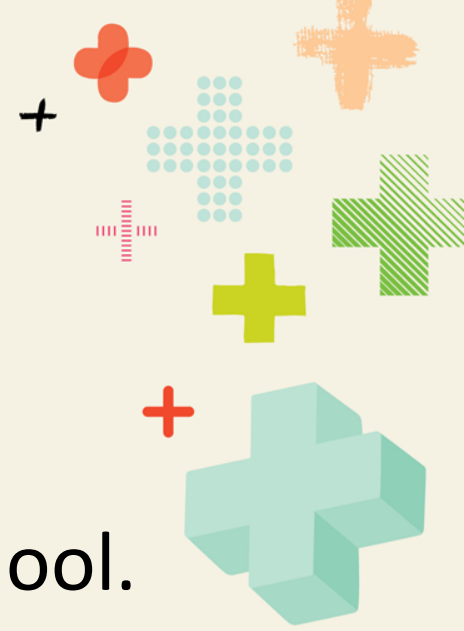


HIGHLIGHTS

Survey of Quebecers aged 18–34 who have dropped out, considered dropping out, or re-engaged with school.



February 12, 2018

Conducted with funding from :

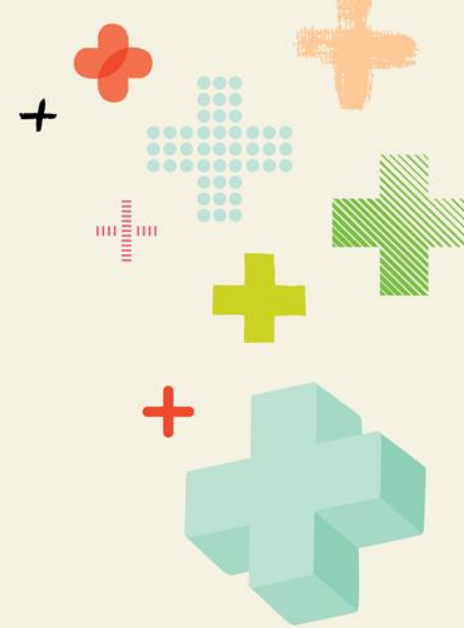


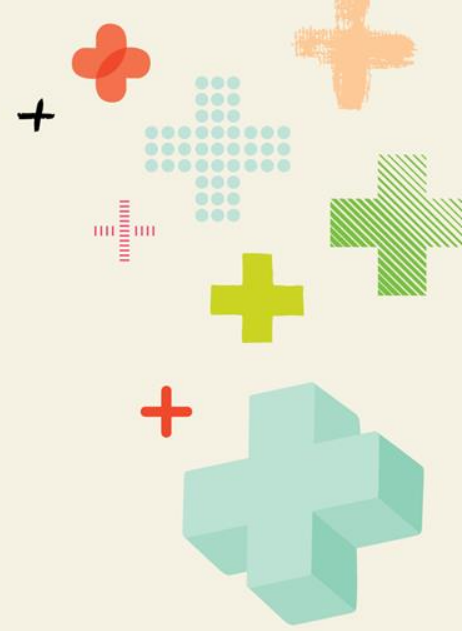
Desjardins
La Fondation

Methodology

Léger survey of 1009 Quebecers aged 18–34
who had experienced difficulty staying in school:

- “Dropouts” – did not stay in school until achieving a general secondary school diploma (SSD) or diploma of vocational studies (DVS) (n=141)
- “Re-engagers” – left school for a certain period but later returned (n=311)
- “Perseverers” – thought seriously of dropping out of their SSD or DVS programs but did not (n=557)

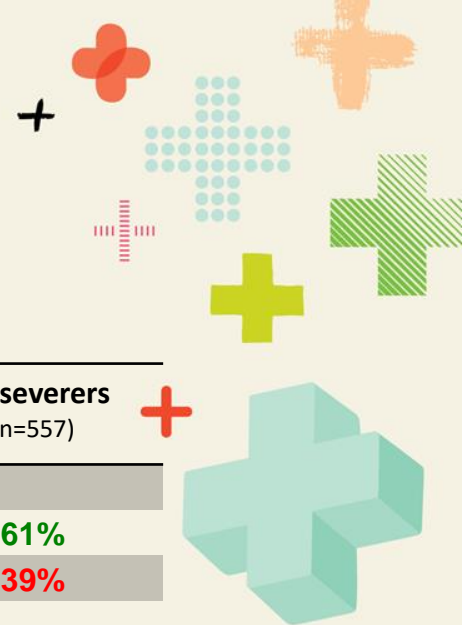




Principal survey results

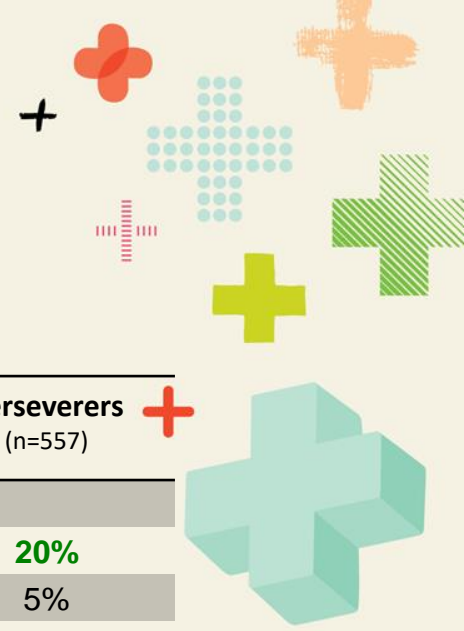
Note: Significant differences between sub-groups (segments) are indicated in the pivot tables by way of a colour code. **Green** numbers indicate a significantly higher result compared to other segments. **Red** numbers indicate a significantly lower result..

Profiles



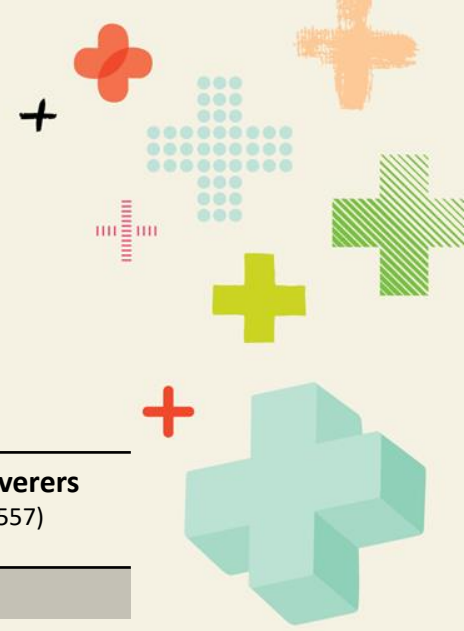
	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
SEX				
Male	56%	59%	54%	61%
Female	44%	41%	46%	39%
MOTHER TONGUE				
French	76%	86%	74%	74%
English	19%	12%	18%	20%
Other	6%	3%	8%	5%
LEVEL OF EDUCATION				
Secondary incomplete	14%	100%	0%	0%
General secondary (SSD)	16%	0%	25%	15%
Vocational (DVS)	18%	0%	27%	18%
Partial CEGEP	12%	0%	13%	14%
Completed CEGEP	16%	0%	16%	19%
Partial university	12%	0%	12%	15%
Completed university	13%	0%	7%	19%

Profiles



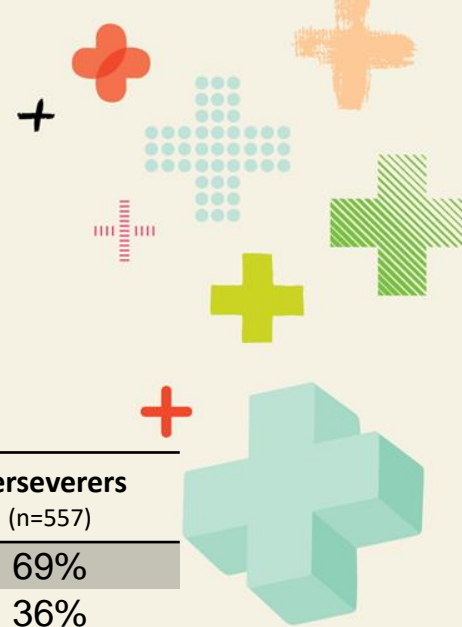
	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
OCCUPATION				
Office worker	17%	4%	16%	20%
Sales worker	5%	1%	8%	5%
Service worker	14%	18%	17%	12%
Technology worker	3%	0%	4%	2%
Professional	15%	3%	14%	18%
Manager or administrator	3%	0%	3%	3%
Business owner	1%	0%	1%	1%
Self employed	4%	6%	5%	4%
Student	21%	11%	19%	25%
Unemployed or seeking employment	8%	22%	8%	4%
Homemaker	6%	24%	4%	2%
Refused to answer	3%	12%	2%	2%

Profiles



	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
HOUSEHOLD INCOME				
\$19 999 or less	18%	38%	18%	14%
\$20 000 to \$39 999	26%	33%	26%	23%
\$40 000 to \$59 999	19%	13%	20%	19%
\$60 000 to \$79 999	12%	1%	15%	14%
\$80 000 to \$99 999	8%	3%	9%	9%
\$100 000 or higher	10%	2%	8%	13%
Preferred not to answer	7%	10%	4%	7%

Experience at school



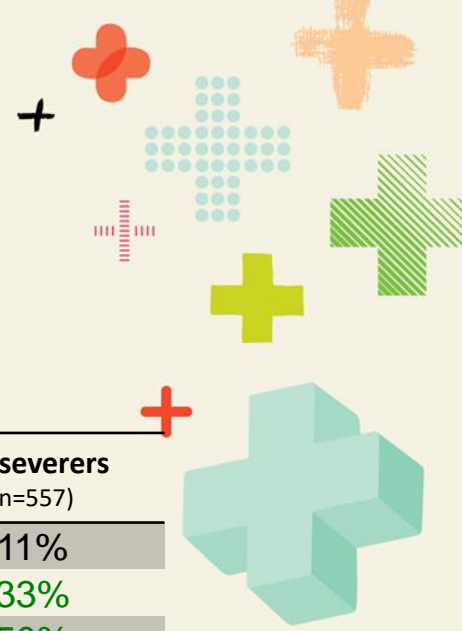
Q1./Q2. When you were in (...), did you like school?

	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
Q1... elementary	67%	59%	69%	69%
Q2... high school	36%	28%	39%	36%

Q3. To the best of your knowledge, at what age did you start thinking about dropping out?

	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
Before 9	3%	2%	2%	3%
Between 9 and 12	4%	3%	4%	4%
Between 13 and 14	22%	26%	22%	22%
Between 15 and 16	43%	38%	40%	46%
After 16	28%	31%	33%	25%

Experience at school



Q8. How were your grades at school?

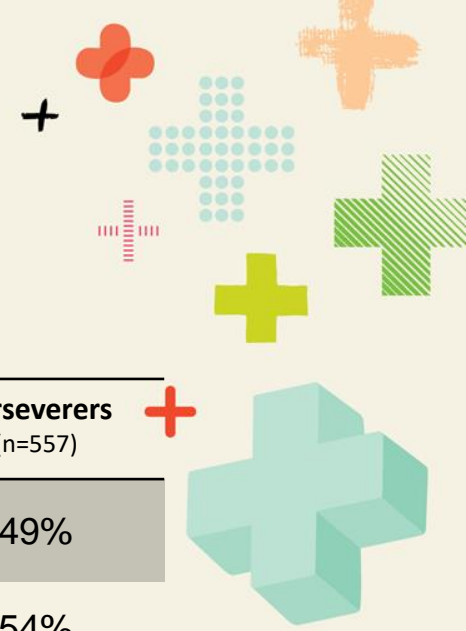
	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
Very good	11%	4%	13%	11%
Good	30%	18%	30%	33%
Average	47%	52%	39%	50%
Poor	10%	20%	13%	6%
Very poor	3%	5%	5%	1%

Q10. Did you get bored at school?

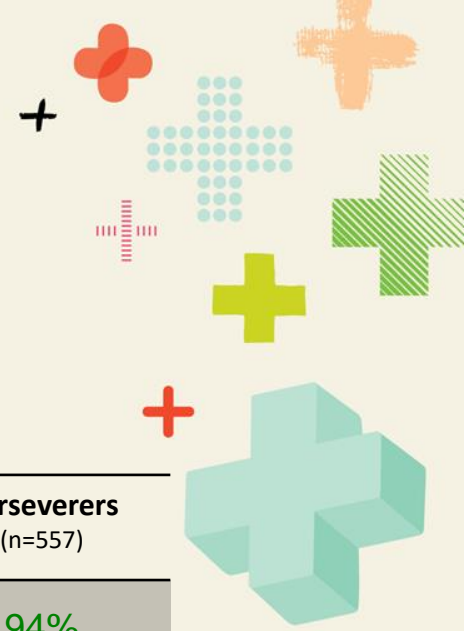
	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
ALL YESES	75%	70%	75%	75%
A lot	30%	32%	33%	29%
Somewhat	44%	38%	42%	47%
Not very much / not at all	25%	30%	24%	25%

Protective / Risk factors

	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
Q11. Extracurricular activities (often / sometimes)	47%	41%	46%	49%
Q12. Reading (often / sometimes)	55%	49%	61%	54%
Q13. Presence of books at home	82%	76%	79%	84%
Q14. Friends (many / a few)	87%	85%	90%	86%
Q16. Victim of bullying	52%	47%	49%	55%
Q17. Alcohol or drug use (often / occasionally)	43%	50%	47%	39%
Q18. Condition or syndrome (e.g., ADHD)	28%	40%	34%	22%

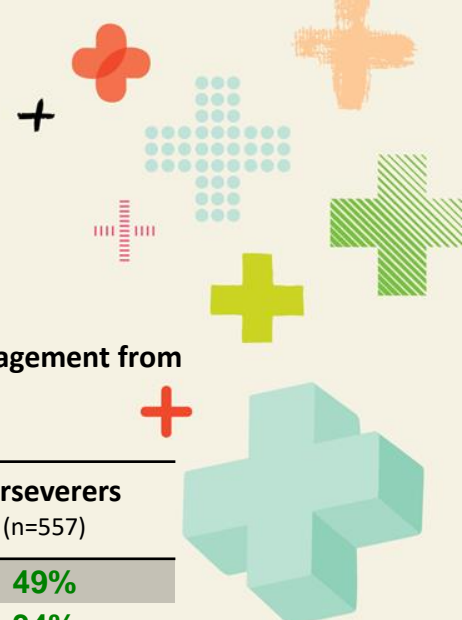


Parents and family



	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
Q19. Parents placed high value on school	93%	88%	92%	94%
Q20. Parents helped with homework	56%	57%	56%	56%
Q21. Parents sought out information, asked about school	66%	60%	62%	70%
Q22. Family conflicts	51%	55%	52%	49%

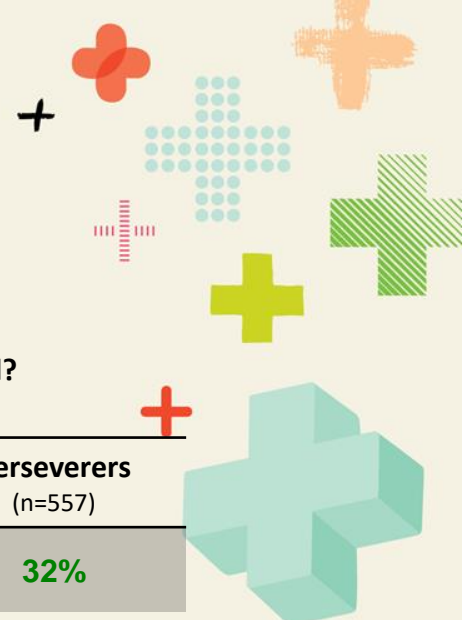
Encouragement



Q27. Still during the time you were seriously thinking of dropping out, did you get special help or encouragement from certain people?

	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
Your parents	44%	32%	40%	49%
A friend	29%	22%	24%	34%
A family member other than parents	21%	17%	17%	24%
A teacher	20%	11%	16%	25%
A psychosocial worker	16%	15%	17%	15%
A guidance councillor	14%	11%	14%	14%
Another significant adult	12%	5%	12%	14%
Another member of the school staff	9%	8%	9%	9%
The school administration	9%	4%	11%	9%
Other	1%	2%	1%	0%
NO HELP	22%	29%	28%	17%
Doesn't know / doesn't remember	6%	14%	6%	4%

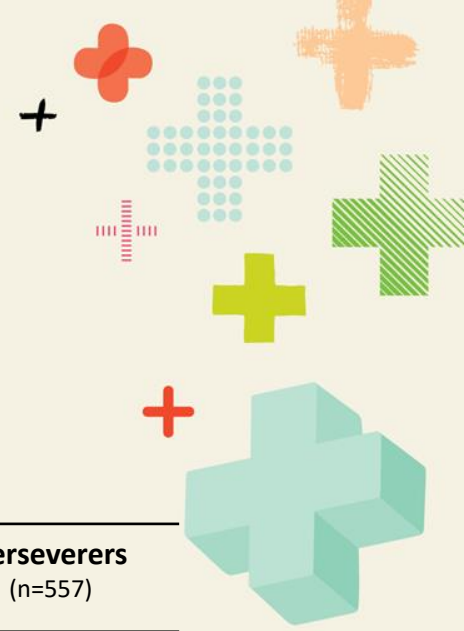
Plussees



Q27. Among the following actions, did any make a difference in your decision to stay in or return to school?

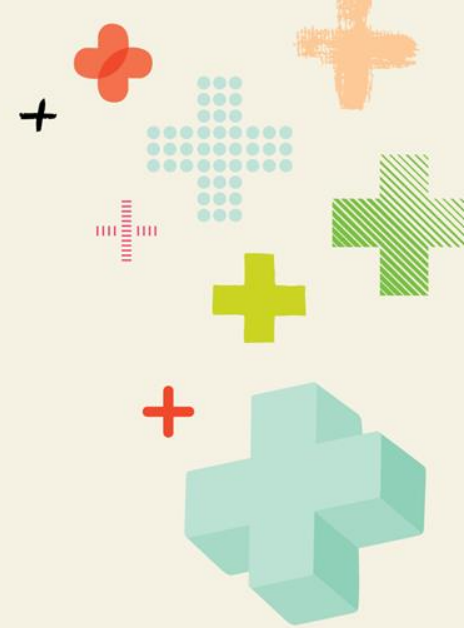
	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
Encouragement from a significant person	29%	-	22%	32%
Interest in a particular subject	23%	-	27%	21%
Work experience	18%	-	34%	10%
No longer being bullied	15%	-	14%	16%
New friends, new acquaintances	15%	-	10%	18%
Doing a sport	13%	-	7%	16%
New boyfriend / girlfriend	13%	-	13%	14%
Change in school	12%	-	17%	9%
Close relationship with an adult	12%	-	8%	13%
Change in family situation	11%	-	21%	7%
Reading	10%	-	8%	11%
Recreational activity	9%	-	3%	12%
A TV show	3%	-	1%	4%
None of the above	16%	-	19%	15%

Community



	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
Q28. Received services from community organizations	12%	14%	11%	13%
Q29. Had access to recreational facilities	75%	59%	80%	76%
Q30. Used the library (regularly/occasionally)	33%	25%	33%	35%

Social responsibility



Q35. Do you feel that Québec society does enough to encourage young people to stay in school?

	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
No	69%	76%	69%	67%

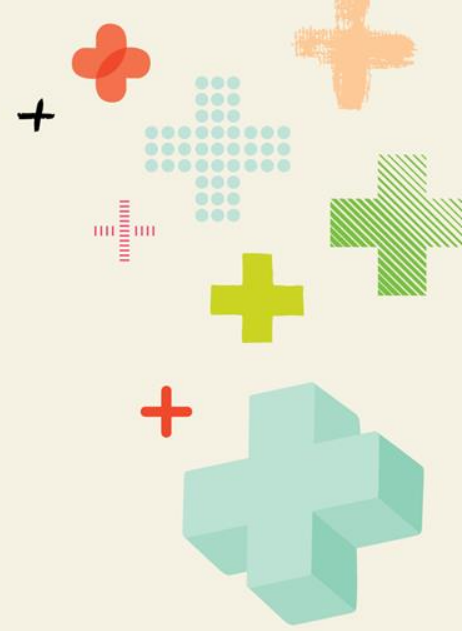
Q37. In your opinion, is staying in school an individual, societal, or shared responsibility?

	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
Individual	18%	24%	14%	18%
Societal	26%	20%	29%	26%
Shared	56%	56%	57%	56%

Contributors to school perseverance

Q38. In your opinion, do the following people or organizations have a responsibility to do something to encourage young people to stay in school?

	Total (n=1009)	Dropouts (n=141)	Re-engagers (n=311)	Perseverers (n=557)
Schools	93%	90%	92%	94%
Québec government	84%	77%	85%	85%
School daycare services	71%	69%	68%	73%
Municipalities	70%	66%	70%	71%
Employers	69%	59%	69%	71%
Community organizations	69%	61%	67%	73%
Media	68%	57%	64%	73%
Early childhood centres	66%	64%	67%	66%
Healthcare network	58%	51%	57%	61%



10 Key figures

29%

of youth surveyed said they started thinking about dropping out around the age of 13 or 14, or even younger.



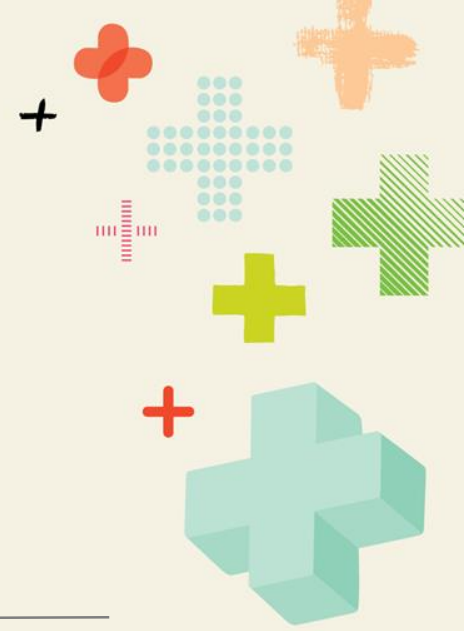
The survey showed that 43% of those surveyed – the largest segment – started thinking about dropping out at about 15 or 16, while 29% said they started thinking about it after the age of 16.

However, a significant number started thinking about it by 13 or 14 years old (22%), i.e., at the start of high school; and 7% started in elementary school (4% between 9 and 12, and 3% before the age of 9).

This finding highlights the importance of a youth's entourage being on the lookout for difficulties at school as early as possible.

47%

of youth surveyed mentioned getting “average” grades at school.



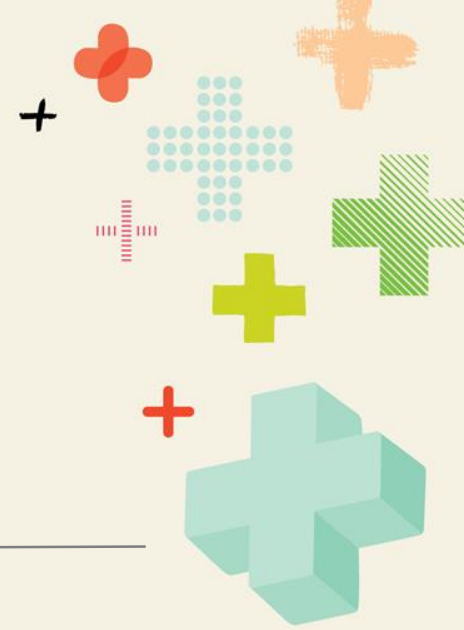
Only 13% said their grades were “poor” or “very poor,” a percentage that is higher among dropouts (25%) but still in the minority.

Overall, 41% of youth surveyed (22% of dropouts) stated that their grades were “good” or “very good.”

The very high percentage of youth who reported having “average” grades suggests that there is an especially critical zone in which students may have certain difficulties in terms of grades without necessarily failing.

75%

of youth surveyed stated that they were bored at school.



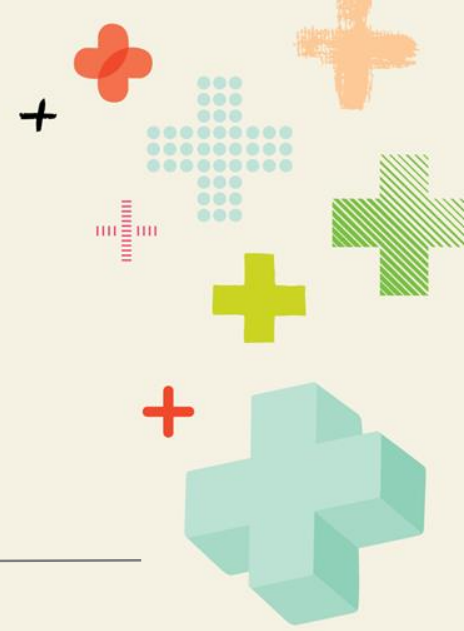
This finding indicates a lack of interest in school among survey participants and emphasizes the importance of acting on all factors that might affect a student's overall experience at school.

This issue affects a significant proportion of youth, both among girls (70%) and, to a slightly higher degree, among boys (78%).

The survey results also reveal a significant difference in youths' perception of their experience in elementary compared to high school. Overall, 67% said they liked school in elementary, while this percentage falls to 36% for high school.

25%

of youth surveyed indicated that they read “regularly” in their spare time.

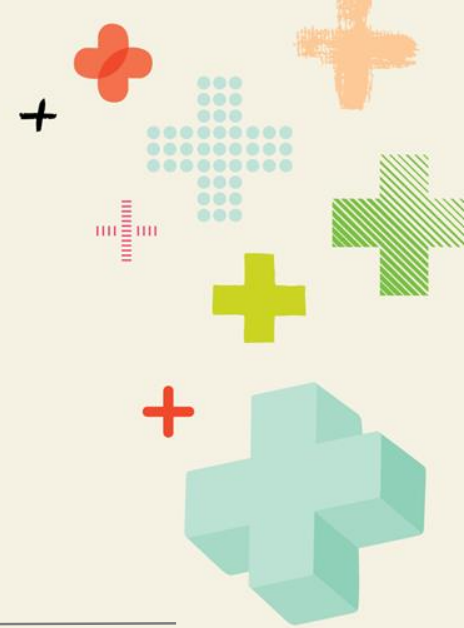


If we add youth who said they read “occasionally, the total percentage of survey participants with some semblance of reading habits was 55%. Given the proven impact of reading on perseverance at school, this finding confirms the importance of efforts to increase this number.

Here again, parents can have a significant influence by ensuring that their children have access to books from as young an age as possible. To this point, 82% of youth surveyed stated that there were books in the home. However, this percentage was lower among dropouts (76%).

93%

of youth surveyed stated that their parents placed a high value on school.



However, this proportion was lower among dropouts (88%). Compared to re-engagers (92%) and perseverers (94%), this finding once again highlights the importance of parents in positively influencing their children and preventing them from dropping out.

Two-thirds of youth surveyed (66%) also stated that their parents asked about and regularly monitored their situation at school, a proportion that is significantly higher among perseverers (70%), which also supports the impact of parental involvement as a protective factor in students staying in school.

32%

of perseverers surveyed stated that the encouragement they received made a difference in their decision to stay in school.



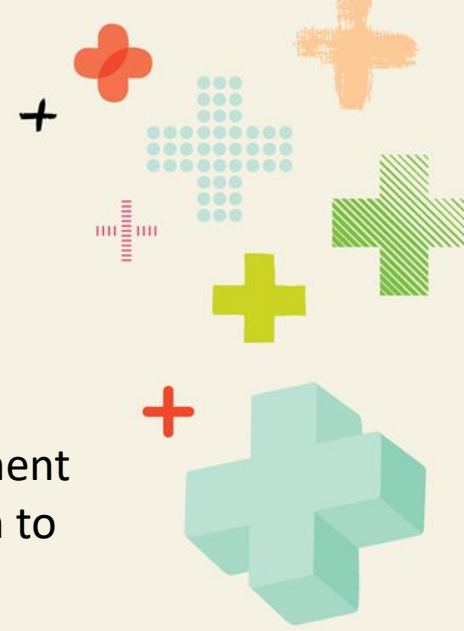
Of all the acts that made a difference for the survey participants who considered dropping out but did not, encouragement was at the top of the list.

This statistic confirms that when given at the right time, encouragement by family and friends can have a real effect on dropout prevention.

Indeed, a worrisome proportion of dropouts (29%) and re-engagers (28%) said they had never received any help or encouragement, particularly during the lead up to their dropping out, while this was only true of 17% of perseverers.

34%

of re-engagers surveyed stated that an employment experience made the difference in their decision to return to school.

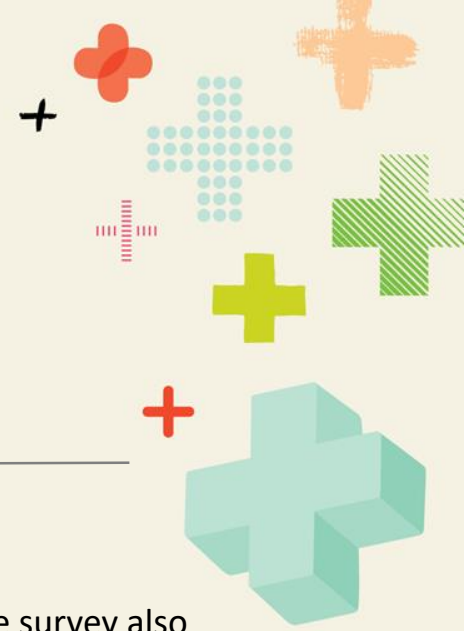


Among all of the acts that made a difference, work experience was at the top of the list.

This finding demonstrates the positive influence that the job market can have in helping dropouts discover their talents and getting them back on the road to a diploma.

75%

of youth surveyed said they had access to recreational facilities in their municipality.



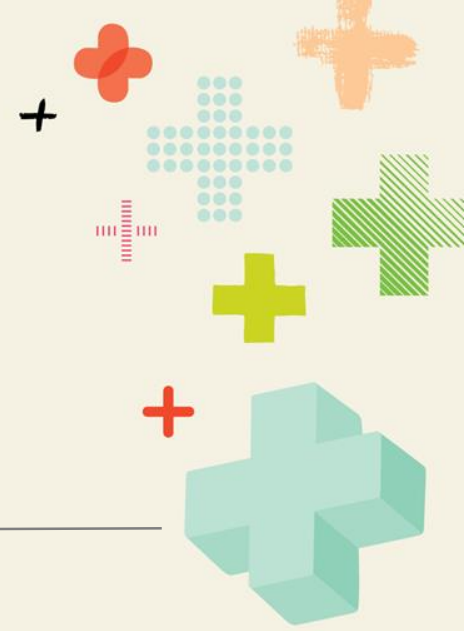
Recreation strengthens social ties and helps youth develop meaningful relationships. The survey also highlighted the significant difference between dropouts who had access to such facilities (59%) as compared to re-engagers (80%) and perseverers (76%).

Youth living in a municipality they described as “average in size” were more likely, all else being equal, to say they had access to such facilities (82%), compared to those who lived in a municipality described as small (76%) or large or very large (77%).

Communities can create environments that favour students staying in school by building facilities that encourage youth to form relationships and engage.

69%

of youth surveyed felt that society does not do enough to encourage students to stay in school.

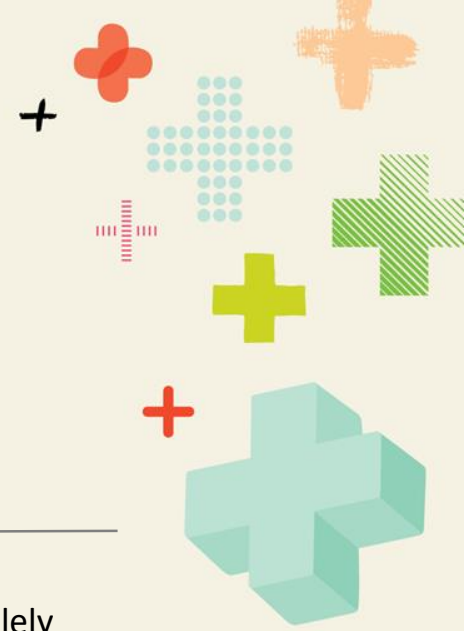


Survey participants were somewhat critical of the support they observed in the community, since a clear majority of them felt that society does not do enough to encourage students to stay in school.

They thus clearly indicated their desire to be supported and the fact that this issue should be a priority for our society.

82%

of youth surveyed felt that school perseverance is a societal responsibility.



Overall, 18% of youth surveyed stated that, in their opinion, school perseverance was a solely individual responsibility, while 26% felt that it was a societal responsibility, and 56%, a shared responsibility.

However, more dropouts felt it was a strictly individual responsibility (24%), which highlights the importance of reminding them that they have a whole community behind them and they are not alone in their ability to act.

According to survey participants, this societal responsibility falls to all social stakeholders. Whether it be schools (93%), the government (84%), daycares (71%), municipalities (70%), employers (69%), community organizations (69%), the media (68%), early childhood centres (66%), or the healthcare system (58%), all can be a plus in their success.



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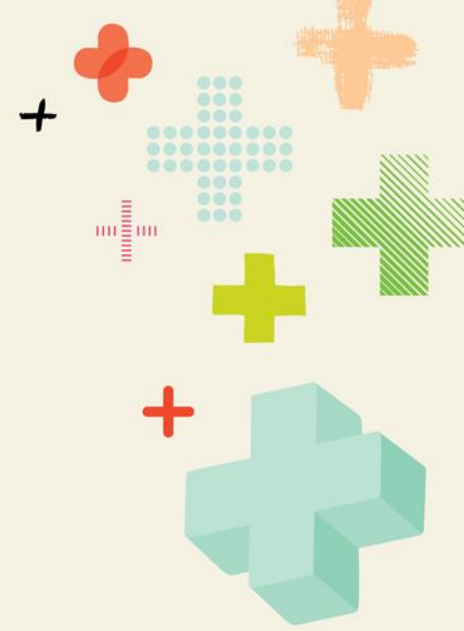
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Survey conducted by

Leger



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