

Orienta4YEL

Supporting educational and social inclusion of youth early leavers and youth at risk of early leaving through mechanisms of orientation and tutorial action

(604501-EPP-1-2018-1-ES-EPPKA3-IPI-SOC-IN)

SUMMARY REPORT

Quantitative Analysis

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Document information

Project Title	Supporting educational and social inclusion of youth early leavers and youth at risk of early leaving through mechanisms of orientation and tutorial action
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Abstract (for dissemination)	The purpose of this document is to provide a summary of the quantitative data that were collected through a questionnaire addressed to young people and educators between June and November 2019 by the Orienta4YEL partners. The document identifies the risk factors and support strategies linked to early leaving from the point of view of both young people (from the countries of Spain, Portugal and Romania) and educators/teachers/trainers (from the countries of Spain, Portugal, Romania and Germany).

WP2. Monitoring Early Leaving Summary Report. Quantitative analysis

Introduction

Orienta4YEL -Supporting educational and social inclusion of youth early leavers and youth at risk of early leaving through mechanisms of orientation and tutorial action- aims to develop, implement and evaluate innovative methods and practices to reduce the risk of early school leaving among children and young people aged 12 to 21.

During Phase I of the project, our objective is monitoring early leaving, identifying the critical factors and causes of it. Besides, to understand the situation in the five European countries involved in the project (Spain, Portugal, Germany, Romania, and the UK), identifying similarities and differences between countries.

After conducting a literature review for identifying critical factors of early leaving, we used a mixt-research approach to explore the views of young people, educators and members of school boards and administrations. We used quantitative and qualitative techniques to collect data in 7 to 10 institutions of each country. The data gathered will help inform an intervention plan for addressing Early Leaving in Europe.

In this document, we present a summary of the quantitative data collected between June and November 2019 by the Orienta4YEL partners. We identify the risk factors and strategies to prevent early leaving, as well as to re-engage into the educational system, from the point of view of young people and educators/trainers/trainers.

Procedure

The partners of Orienta4YEL developed five data collection tools to identify risk factors and support mechanisms for early school leaving. The data collection tools were two questionnaires, one for young people and another for educators /teachers / trainers; one individual interview for members of school leadership teams and administration; and two focus groups, one for teachers/trainers and the other for young people representatives. Every partner translated the final version of data collection tools to their official language.

All these data collection tools have the same structure. All of them include questions referring to: risks to early leaving, strategies to prevent early leaving, re-engagement strategies and final reflections.

In order to develop the data collection process, each partner should identify about 10 institutions in their territory, according to these criteria:

- Works with young people (aged 12-21) at risk of early leaving. That is, a) do not finish lower secondary education (compulsory secondary education); b) are at risk of not finishing lower secondary education (compulsory secondary education); c) finish lower secondary education

(compulsory secondary education) but do not make the transition to upper secondary education; d) make the transition to upper secondary education and are at risk of early leaving.

- Having education and training in: a) compulsory secondary education stage, b) baccalaureate, c) initial/basic VET programmes (level 1), or d) intermediate VET programmes (level 2).
- Effective leadership. Management of this young people group through training and the intervention in their institutions/organizations of specific intervention plans for aiming this proposal.

This report is focused specifically on data from the questionnaires addressed to young people and educators/teachers/trainers. The data collecting process was only possible in four countries of the five that are involved in the Orienta4YEL Project. Concretely the results of young people’s questionnaire are those from Spain, Portugal and Romania (Germany and United Kingdom have not reported data from young people) and the results of educators’ questionnaire are those from Spain, Portugal, Romania and Germany (United Kingdom has not reported data from educators/teachers/trainers).

Table 1 summarizes the sample of young people and educators/teachers/trainers that participated in this phase of the quantitative data collection.

Table 1. Sample of quantitative data collection

Country	Number of young people	Number of educators
Spain	874	121
Portugal	649	91
Romania	287	124
Germany	---	61
Total	1,810	397

Table 2 shows a brief contextualization of research in each participant country in this quantitative phase.

Table 2. Research context

Country	Research context
Spain	<p>Geographical context The research was carried out in the autonomous region of Catalonia, especially on the surrounding geographical area of Barcelona (Sta. Coloma, Terrassa, Sant Adrià del Besós, Hospitalet de Llobregat, El Prat del Llobregat, Martorell and Sant Vicenç dels Horts).</p> <p>Settings profile 10 high complexity Institutes and/or secondary schools where are implemented ESO studies (Compulsory Secondary Education), VET studies – PFI programmes (Basic VET programmes, level 1), CFGM (VET level 2) –, and Baccalaureate. All the Institutes are public educational institutions.</p> <p>Participants profile</p> <ul style="list-style-type: none"> ▪ Young people aged 12-18, who are involved in 1st-4th ESO, PFI (Basic VET), CFGM (VET level 2), and 1st Baccalaureate.

Country	Research context
	<ul style="list-style-type: none"> Teachers in general education (Compulsory Secondary Education), post-secondary education (Baccalaureate) and VET (level 1 and 2).
Portugal	<p>Geographical context The research was carried out in the Leiria region, in the territorial sub-region NUII and NUT III (Leiria, Batalha, Marinha Grande, Pombal, and Porto de Mós).</p> <p>Settings profile Seven schools offering Education and Training Courses/Professional Courses: two professional schools and five secondary schools, two of which belong to the public network.</p> <p>Participants profile</p> <ul style="list-style-type: none"> Young people aged between 14 and 21 years old, studying in professional courses. Teachers aged between 25 and 62 years old, working in professional courses.
Romania	<p>Geographical context The research was carried out in Bucharest, the capital city, and the surrounding geographical area.</p> <p>Settings profile 9 general and vocational secondary schools and high schools. All the Institutes are public educational institutions.</p> <p>Participants profile</p> <ul style="list-style-type: none"> Young people aged 12-20 at risk of early leaving. Teachers in general education and vocational schools.
Germany	<p>Geographical context The research was carried out in the federal state of Bremen and the surrounding geographical area.</p> <p>Settings profile Relevant institutions like schools, both general and vocational, educational institutions and representatives of the education policy.</p> <p>Participants profile</p> <ul style="list-style-type: none"> Teachers in general education and vocational schools (Secondary Education), educators/trainers in educational institutions.

As we have stated before, two questionnaires were developed: one for young people and another for educators/teachers/trainers. Whilst the core content was the same for both questionnaires, there were small differences between them to ensure the questionnaire adequately targeted the intended sample. For instance, whilst we asked the young people to identify what characteristics (relevant to Early Leaving) they would identify with, we asked the educators/teachers/trainers for the characteristics of the Early Leavers they usually worked with.

The questionnaires were designed for analysing the risks and support strategies linked to early leaving in line with the NEET (Not in Education, Employment, or Training) framework that was identified from the literature. Accordingly, the questionnaires were divided into three main sections: risk factors, support strategies, and re-engagement with education/training. The topics covered in these sections focus on school/college/training, social relationships, family circumstances, and personal challenges. The questions were designed to be answered mainly through a combination of Likert scales and

rankings. The body of the questionnaire is fronted by a set of questions asking for participants' demographic data.

The items of both questionnaires were organised into 18 questions for young people and 19 questions for educators/trainers about:

- *Young people and educators' backgrounds.* Identification of socio-demographic, scholar and labour variables to describe both profiles.
- *Risk factors* that have affected young people's choices that they made about their future (from the point of view of young people) and the risk of young people becoming early leavers (from the point of view of educators). Identification of risks related to school and/or college/training, social relationships, family circumstances and personal challenges.
- *Support areas and/or strategies* for helping young people's choices about the future, supporting early leavers and returning to education and training.

The data was organised for analysis using SPSS 20. Data has been analysed with univariate descriptive statistics. Likewise, it is highlighting that results are presented in a grouped way, not differentiating results by country so it is relevant to consider the possibility of identifying differences and specific characteristics in some topics in accordance with factors such as the percentage of participants, the characteristic of the specific context, etc. — it is necessary to do an specific quantitative report by country in order to evidence the main differences between countries.

Results of this quantitative report are complementary to the ones which were shown by the qualitative report of this project.

Results from YOUNG PEOPLE questionnaire

According to the structure of the questionnaire, we present the results grouped in three main themes: 1) young people’s profile, 2) risk factors that have affected young people’s choices, and 3) support areas to help returning to education and training.

1. Sample and socio-demographic profile

Youth survey has achieved a total sample of 1,810 youths from Spain (48.3%), Portugal (35.9%) and Romania (15.9%). Germany and United Kingdom have not reported data from young people.

Table 3. Sample by partner (young people)

	Sample	%
Spain	874	48.3
Portugal	649	35.9
Romania	287	15.9
Total	1810	100.0

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

The most frequent nationalities match with partners’ countries, but it should be stands out the 13.0% of young people are from different nationalities to that of the partner's ones.

Table 4. Nationality (young people)

	%
Spanish	37.3
Portuguese	33.4
Romanian	16.4
Other	13.0
Total	100.0

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

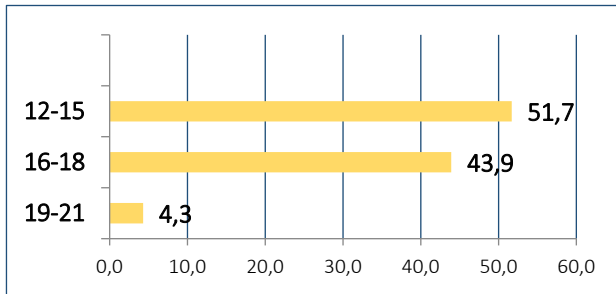
Table 5. First Language (young people)

	%
Spanish	40.2
Portuguese	34.0
Romanian	16.1
Other	9.8
Total	100.0

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

Young people’s average age is 15.23 years old (SD=2.002), so the youngsters that answer the questionnaire are between 12 and 15 years of age (51%) or between 16 and 18 years of age (43.9%), being the most representative groups. Males and females provide similar sample.

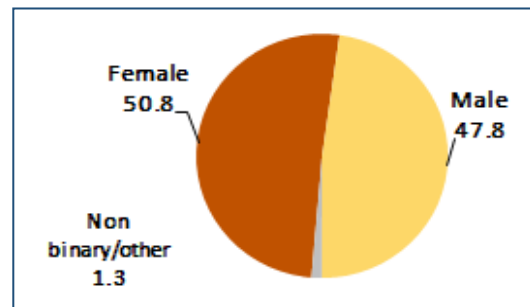
Figure 1. Young people age



$M = 15.23$; $SD = 2.002$

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)
Sample: 1,810

Figure 2. Young people gender

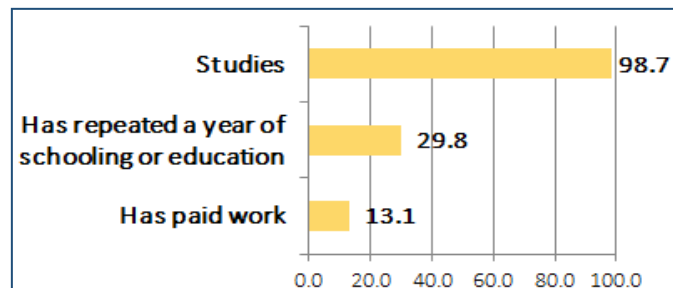


Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)
Sample: 1,810

2. School and labour profile

98.7% of young people of the sample are studying nowadays. 29.8% had repeated a year of schooling education. Only 13.1% has a paid work.

Figure 3. Young people school and labour profile

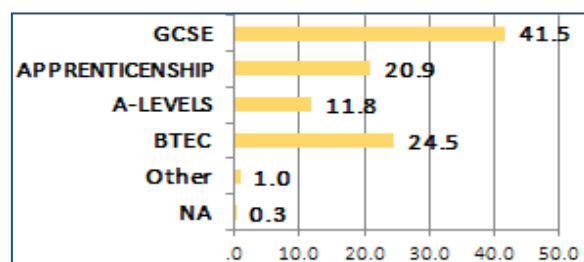


Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

MULTIPLE: a young person may accomplish more than one situation
Sample: 1,810

41.5% of young people of the sample study GCSE level (Compulsory Secondary Education) and 32.7% study next level (20.9% APPRENTICESHIP – VET level 1 –; 11.8% A-LEVELS – Bacalaureate –). The last group is formed by youngsters who are studying BTEC – Technological highschool; VET level 2 – (24.5%).

Figure 4. Young people study level



Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)
Sample: 1,810

3. Understanding the risks to early leaving

3.1. Personal and familial risk circumstances

Young people has been asked to state if they suit with some of the most frequent risks linked to the familial circumstances. Although **39% state that they live with parents or guardians**, 15.9% say to be living with single parent or carer, 13.3% is living with family members who are unemployed, and **13.2% state they are from a low-income family**.

Regarding the risks linked to more personal circumstances, 9.4% say to have a first language that is not national language. Less frequent is to be a young carer (6.6%), migrant (5.7%), or depending from family members (5.4%). **17.2% states not to suit with any of these risk circumstances**.

Table 6. Factors related to personal and familial circumstances affecting youth choices about future

	%
Living with parents or guardians	39.0
Lone-parent families	15.9
Families who are not in employment	13.3
Low-income families	13.2
Whose first language is not national language	9.4
Young carers	6.6
Are migrants	5.7
Depending from family members	5.4
Traveller/Roma/Gypsy families ¹	4.4
Been treated or treated by social services	4.4
Teenage or young parents	3.7
Black and minority ethnic groups	2.2
Families escaping domestic abuse	1.9
Special Educational Needs or Disabilities	1.8
Young refugees or asylum seekers	0.8
Other	2.5
None	17.2
Total	**

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

MULTIPLE: TOTAL SUMS MORE THAN 100%

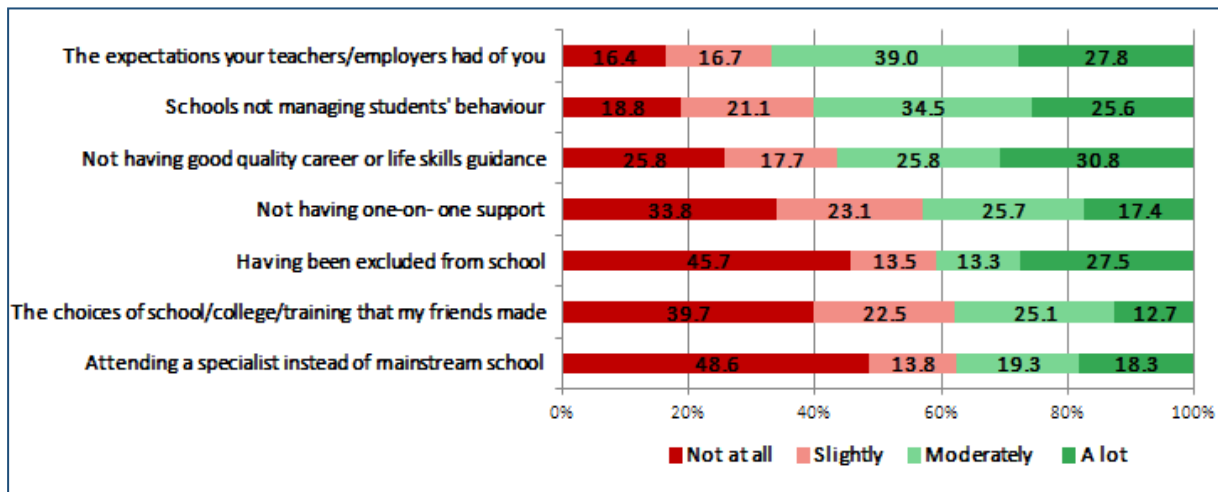
¹ Gypsy understood as traveller

3.2. Factors related to school and/or college/training that affected young people's choices about the future

The **most frequent issues** that young people of the sample consider **affected their choices** about the future are the **expectations of teachers/employers** (66.8% stated that it affected them moderately or a lot) as well as **when schools do not manage students' behaviour** (60.1%). **Not having good quality career or life skills guidance** (56.5%) is considered as the third issue that affected their future choices.

Not having one-on-one support (43%), having been excluded from school (40.8%), the choices of school/college/training that friends made (37.8%) or attending a specialist instead of mainstream school (37.5%) are issues that affected a less proportion of young people's future choices so around 60% state that these issues affected them slightly or not at all.

Figure 5. Factors related to school and/or college/training affecting youth choices about future



Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

Sample: 1,810

* 18-25% do not answer or state neutral. Not included in calculation.

When asking young people which is the **most important issue that affected choices** about the future, they state that the first one is **not having good quality career or life skills guidance** (25%). The second one is **not having one-on-one support** (25.4%); this issue is mentioned as the most important even in the rest of positions. The third one is the **expectations of teachers/employers about them** (17.3%). At 4th and 5th position other issues take relevance, as having been excluded from school (13.5%), attending a specialist instead of mainstream school (13.1%), and the choices of friends (18%).

Table 7. Most important issues related to school and/or college/training that affected choices about the future

	%*				
	1st	2nd	3rd	4th	5th
Attending a specialist instead of mainstream school	14.6	10.0	10.2	13.1	12.8
Not having one-on-one support	18.9	25.4	23.9	24.1	20.0
Schools not managing students' behaviour	9.1	11.0	9.6	9.0	8.0

The expectations your teachers/employers had of you	10.4	14.3	17.3	14.5	12.6
Having been excluded from school	15.5	14.6	12.5	13.5	15.1
Not having good quality career or life skills guidance	25.0	17.9	16.9	14.7	13.5
The choices of school/college/training that my friends made	6.5	6.9	9.7	11.0	18.0
Total	100.0	100.0	100.0	100.0	100.0

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

* 10% do not answer. Not included in calculation.

SHADED: indicates the most frequently mentioned.

3.3. Educational institutions support measures that affected young people's choices about the future

On young people experience, the **three main support ways of schools and college/training providers that affected their choices about the future** were **having easy access to the support needed, when needed** (72.2% stated it affected a lot or moderately), **learning important skills like numeracy, communication, and social skills** (71.1%) as well as **having regular help to improve tests or exams scores** (70.5%).

Being supported when making big changes, such as joining or leaving a school or job (69.3%) and having a mentor or other adult for feeling supported (68.3%), are measures very close in importance to the first ones. Other strategies such as moving to a school, which has a more trusting and inclusive environment (65.2%), and having professionals working with teachers to support students (e.g., psychologist, therapist, language specialist, doctor, social worker) (61.6%) have affected also a majority of young people.

Figure 6. Educational measures that affected young people choices about the future



Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

Sample: 1,810

18-25% do not answer or state neutral. Not included in calculation

The most of young people, who are currently in school, college or training, state that **having professionals working with teachers to support them is an available resource in their schools, training or college to help them** (51.9%). A similar percentage informs that **they have regular help to improve test/exams scores** (46.4%). About 40% of young people say that they have easy access to the support, when they need it (42.6%) and/or have a mentor or other adult they feel supported by (41.4%).

Young people also state, as other available resources in their schools, college or training, learning important skills like numeracy, communication, and social skills (38.5%) and/or moving to a school which has a more trusting and inclusive environment (36.8%).

Being supported when making big changes, like joining or leaving a school or job (31.8%) is the resource that a smaller number of young people state as being available in their schools, college or training.

It is worth highlighting that **only 11.2% of young students state that they do not have any resource at school.**

Table 8. Things being done by schools to help young people.
(For those currently in school, college or training)

	%
Having professionals working with teachers to support you	51.9
Having regular help to improve your test/exam scores	46.4
Having easy access to the support you need, when you need it	42.6
Having a mentor or other adult you feel supported you	41.4
Learning important skills like numeracy, communication, and social skills	38.5
Moving to a school which has a more trusting and inclusive environment	36.8
Being supported when making big changes, like joining or leaving a school or job	31.8
None	11.2
Other	1.5
NA	,2
Total	**

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

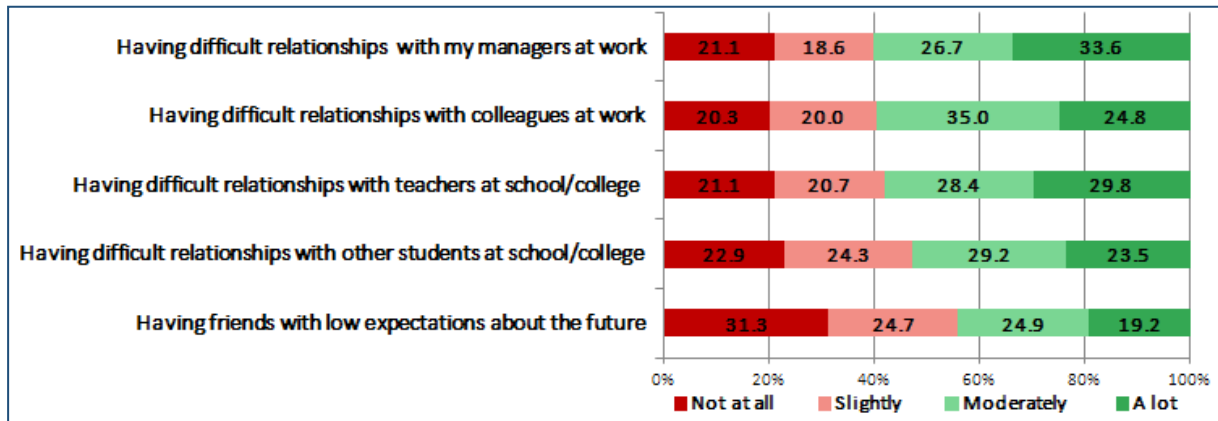
MULTIPLE: TOTAL SUMS MORE THAN 100%

3.4. General social relations situations that affected young people's choices about the future

Other type of factor that may influence young people's decisions about the future is related to social relations. Specifically, **having difficult relationships with managers at work** (60.3%), **having difficult relationships with colleagues at work** (59.7%) and **having difficult relationships with teachers at school/college** (58.2%). These are the social relations that affected a greater part of young people's choices for the future (about 60% state that these affected them a lot or moderately).

Having difficult relationships with other students at school/college (52.8%) or having friends with low expectations about the future (44.1%) are the social relations factor that a smaller number of young people state as affecting their future choices.

Figure 7. Factors related to general social relations affecting young people’s choices for the future



Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

Sample: 1,810

15-50% do not answer, neutral or it is not a suitable situation. Not included in calculation.

When young people try to identify the **most important factor**, they point out the **difficulties at work** as the most important one. The second one they state is the **difficulties with teachers**. The third one is **difficulties with peers**.

Table 9. Most important factors related to general social relations that affected choices about the future

	%		
	1st	2nd	3rd
Difficult relationships at work	52.5	46.1	31.3
Difficult relationships with school teachers	23.0	24.7	22.3
Difficult relationships with school peers	14.3	16.9	21.7
Low expectations from peer groups	10.2	12.3	24.6
Total	100.0	100.0	100.0

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

10% do not answer. Not included in calculation.

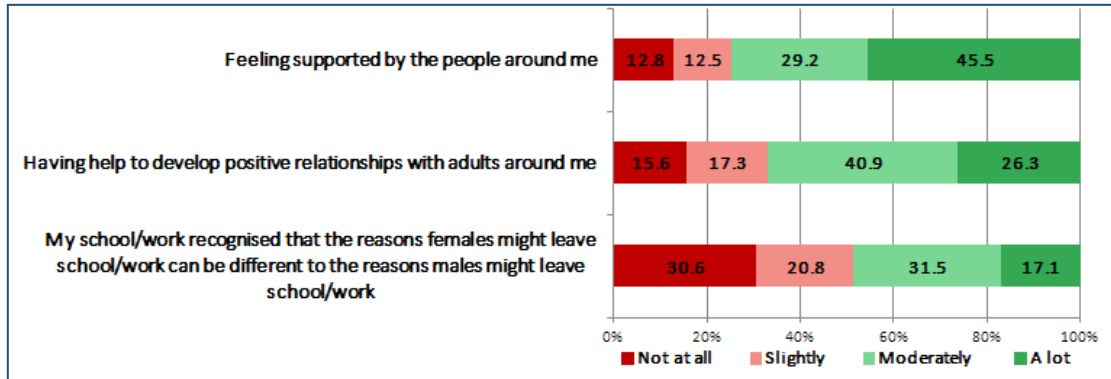
SHADED: indicates the most frequently mentioned.

3.5. Scholar social relationships measures that educative institutions do and affected young people’s choices about the future

On young people experience, **feeling supported by the people** is the educative institutions measure related to scholar social relations that most affected their choices of the future (74.7% state it affected them a lot or moderately). On second hand, **having help to develop positive relationships with adults** (67.1%). Finally, the **recognition of the institution about possible gender differences** on reasons to leave

school/work is identified by 48.6% of young people as an educative social relation measure that affected choices about their future.

Figure 8. Educational measures related to scholar social relation that affected young people’s choices about the future



Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

Sample: 1,810

15-50% do not answer, neutral or it is not a suitable situation. Not included in calculation

When asking young students which of these **strategies are being developed at their schools**, **feeling supported by the people around them** (50.7%) is the most mentioned one.

Far from this general support, 39% state that, at their school, they feel having help to develop positive relationships with key adults and 26% state that the institution targets the different barriers each gender faces (26.6%). **22.5% of young students state the school does not provide them any resource** related with scholar social relations.

Table 10. Things being done by schools to help young people.
(For those currently in school, college or training)

	%
Help young people to feel supported	50.7
Help to develop positive relationships with key adults	39.0
Target the different barriers each gender faces	26.6
None	22.5
Other	3.5
NA	,3
Total	**

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

MULTIPLE: TOTAL SUMS MORE THAN 100%

3.6. Factors related to school return

24.3% of young students state that they had left education or training before the end of the course/program. Most of them returned to school (21.3%).

Table 11. Leaving education or training before the end of the course/program and returned to the course

	%
Sometimes they left education or training before the end of the course/program	24.3
<i>Returned</i>	21.3
<i>Did not return</i>	2.9
They did not leave	75.7
NA	,1
Total	100

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

3.7. Factors related to family circumstances affecting youth future choices

When young people review a list of family circumstances, the majority considers that **needing family for emotional support affected their choices about the future** (64.6% state it affected them moderately or a lot).

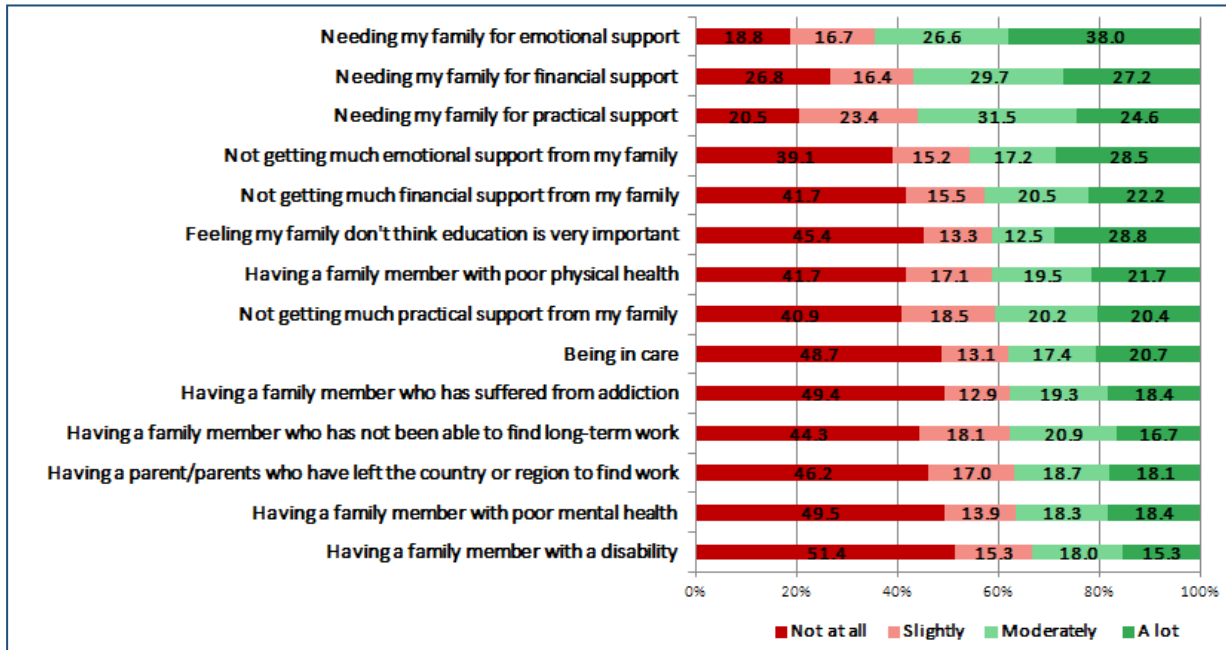
On second hand, they mention the need family for **financial support** (56.8%) and/or **practical support** (56.1%).

Between 40% and 45% consider that **not getting much emotional support (45.7%)**, not getting much financial support (42.7%), feeling that family don't think education is very important (41.4%), having a family member with poor physical health (41.2%), or not getting much practical support from them (40.6%), are circumstances that affect their decisions about their future.

Less mentioned is the fact of being in care (38.1%), addictions of family members (37.7%), having a family member who has not been able to find long-term work (37.6%), having a parent/parents who have left the country or region to find work (36.8%) and having a family member with poor mental health (36.7%).

Finally, 33.3% consider that having a family member with a disability is a family circumstance that affected their choices about the future.

Figure 9. Factors related to family circumstances affecting young people’s choices about the future



Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

Sample: 1,810

18-24% do not answer, neutral or it is not a suitable situation. Not included in calculation

Although there is a great variety of family circumstances, when young people are asked to rank them, **needing family for financial support is the first they think affected most their choices (20.8%)**. The second one is needing family for **practical support (17.9%)** and the third one is needing family for **emotional support (14%)**.

The 4th and 5th are having a parent/parents who have left the country or region to find work (10.3 and 10.1%).

Table 12. Most important family circumstances that affected your choices about the future

	%				
	1st	2nd	3rd	4th	5th
Needing my family for financial support	20.8	10.8	12.7	9.9	11.1
Needing my family for emotional support	16.3	12.1	14.0	8.4	8.8
Not getting much emotional support from my family	12.9	9.2	6.9	7.3	6.9
Needing my family for practical support	7.9	17.9	9.6	7.4	8.2
Having a parent/parents who have left the country or region to find work	7.0	8.6	7.5	10.3	10.1
Feeling my family don't think education is very important	6.8	6.9	7.6	8.6	5.8
Not getting much financial support from my family	5.3	5.7	7.0	5.1	5.7
Having a family member with poor physical health	5.2	6.4	7.1	7.2	6.0
Not getting much practical support from my family	4.3	6.1	7.2	7.2	7.2
Being in care ¹	3.8	2.7	4.1	6.6	7.4
Having a family member with poor mental health	2.8	3.5	4.4	6.5	4.7

	%				
	1st	2nd	3rd	4th	5th
Having a family member who has not been able to find long-term work	2.6	3.7	4.5	6.3	7.9
Having a family member who has suffered from addiction	2.2	2.8	3.8	4.6	5.9
Having a family member with a disability	2.1	3.7	3.7	4.5	4.5
Total	100.0	100.0	100.0	100.0	100.0

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

11-13% do not answer. Not included in calculation.

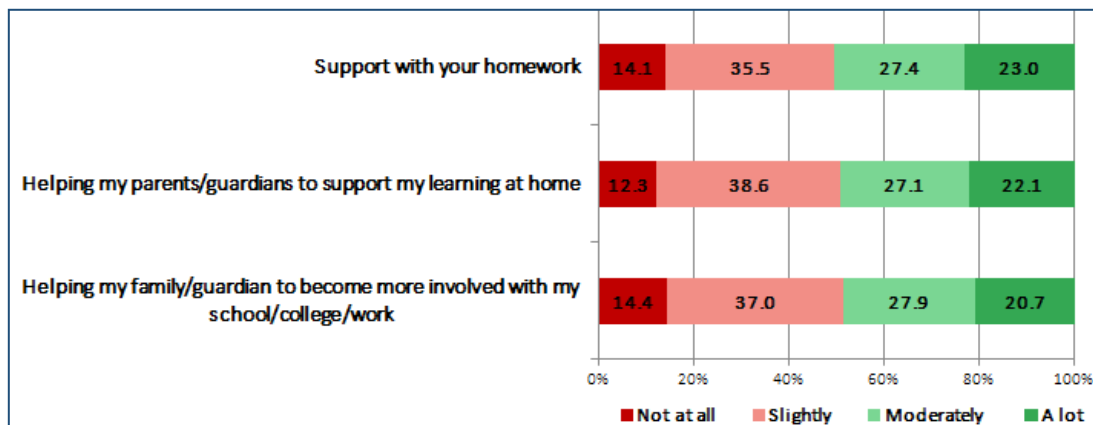
SHADED: indicates the most frequently mentioned.

3.8. Educational measures related to family circumstances that educative institutions do and affected young people’s choices about future

All the means of support that school may provide, which have been analysed, have affected a similar proportion of young students. They distinguish these supports between those they consider affected them and those that did not.

50.4% of young people state that having support with their homework at school affected their choices (27% considers it affected them moderately and 23% a lot). 49.2% have been affected in some degree by having help from their family/guardian to become more involved with schoolwork and 48.6% by having school help from their parents to support their learning at home.

Figure 10. Educational measures related to family support that affected young people’s choices about the future



Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

Sample: 1,810

23-25% do not answer, neutral or it is not a suitable situation. Not included in calculation

Regarding the information supplied for young students, between 30% and 40% of their schools provide some of these means of support. It means 39.6% of young students state their schools or training centres provide them with help with homework, a similar proportion helps families (or guardians) to become more involved with academic work (37.8%) and a few less help families to support the learning

process at home (33.1%). It must be considered that **32% state that their schools do not provide with none of these means of support.**

Table 13. Things being done by schools to help young people.
(For those currently in school, college or training)

	%
Support with your homework	39.6
Helping my family/guardian to become more involved with my school/college/work	37.8
Helping my family/guardians to support my learning at home	33.1
None	32.0
Other	3.5
NA	.3
Total	**

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)
MULTIPLE: TOTAL SUMS MORE THAN 100%

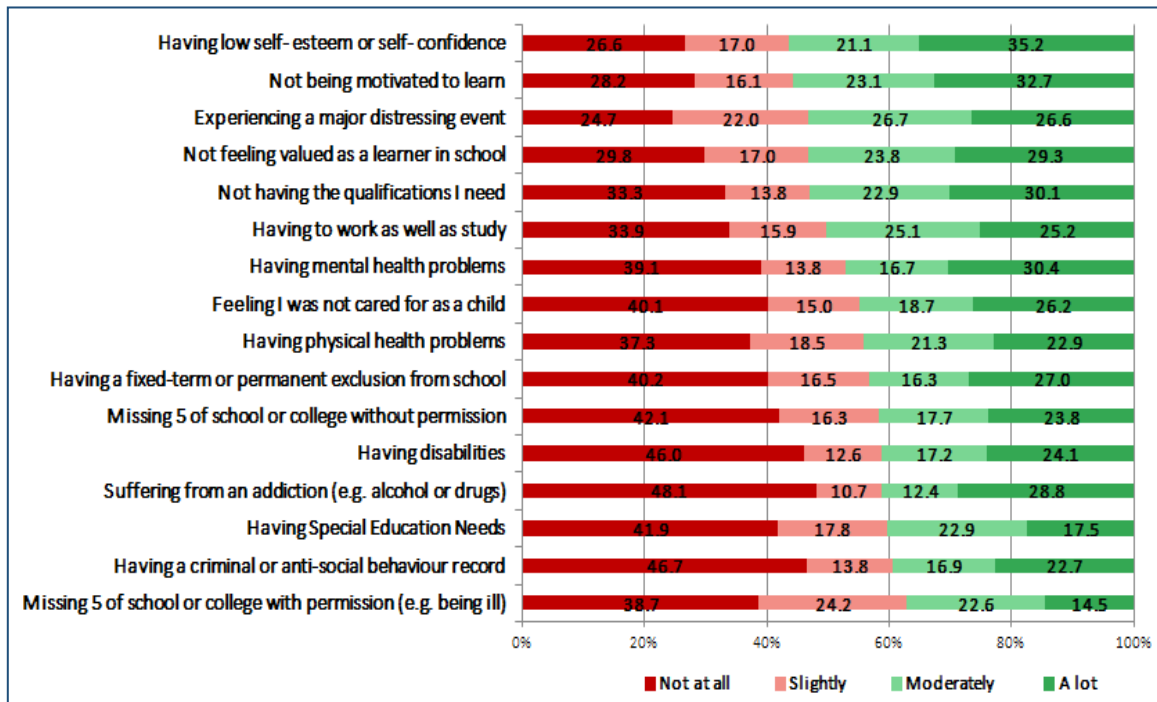
3.9. Factors related to personal challenges affecting youth future choices about the future

The personal challenges that affect a greater proportion of young people's decisions about their future are having **low self-esteem or self-confidence** (56.4%) and **not being motivated to learn** (55.7%). A similar proportion are affected by **experiencing a major distressing event** (53.3%), **not feeling valued as a learner in school** (53.1%), **not having the qualifications they need** (52.9%), or **having to work as well as study** (50.2%).

Having mental health problems (47.1%), feeling he/she was not cared for as a child (44.9%), having physical health problems (44.2%) and having a fixed-term or permanent exclusion from school (43.3%) affect a lower proportion.

Having missed 5 days of school or college without permission (41.6%), having disabilities (41.3%), suffering from an addiction (41.2%), having special education needs (40.4%), having a criminal or anti-social behaviour record (39.5%), or missing 5 days of school or college with permission (37.1%) affect approximately 40% of young people.

Figure 11. Factors related to personal challenges affecting young people’s choices about future



Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

Sample: 1,810

19-24% do not answer, neutral or it is not a suitable situation. Not included in calculation

When trying to clarify if one of these challenges are more relevant, **not feeling valued as a learner in school** is the one mentioned in the first position (25.9%). Second position and the other ones are similarly distributed. It is worth noting the importance of experiencing a major distressing event (12.1%, mentioned as the second most important one) and having low self- esteem or self- confidence (9.9%, mentioned as the third most important one).

Table 14. Most important personal challenges that affected young people’s choices about the future

	%				
	1st	2nd	3rd	4th	5th
Not feeling valued as a learner in school	25.9	11.5	11.5	11.6	11.3
Experiencing a major distressing event	11.5	12.1	8.8	8.3	8.8
Having to work as well as study	8.5	8.9	8.3	8.1	7.8
Having disabilities	7.8	7.5	6.3	6.3	5.8
Having mental health problems	6.8	8.9	7.5	4.4	4.9
Having low self- esteem or self- confidence	6.0	8.6	9.9	10.4	8.6
Having physical health problems	4.9	7.2	5.9	5.4	4.9
Not being motivated to learn	4.7	6.4	8.5	8.1	8.2
Suffering from an addiction (e.g. alcohol or drugs)	4.3	1.6	2.4	2.9	4.8
Having a fixed-term or permanent exclusion from school	4.0	4.6	5.4	6.3	5.3
Not having the qualifications I need	3.9	6.2	8.0	8.4	6.6
Having Special Education Needs	3.8	3.7	3.1	3.1	3.7

	%				
	1st	2nd	3rd	4th	5th
Missing a lot of school or college with permission (e.g. being ill)	3.3	4.3	4.5	4.5	4.7
Missing a lot of school or college without permission	2.1	4.3	4.7	4.7	5.5
Feeling I was not cared for as a child	1.4	2.2	2.8	3.9	5.3
Having a criminal or anti-social behaviour record	1.1	2.1	2.4	3.7	3.8
Total	100.0	100.0	100.0	100.0	100.0

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

10% do not answer. Not included in calculation.

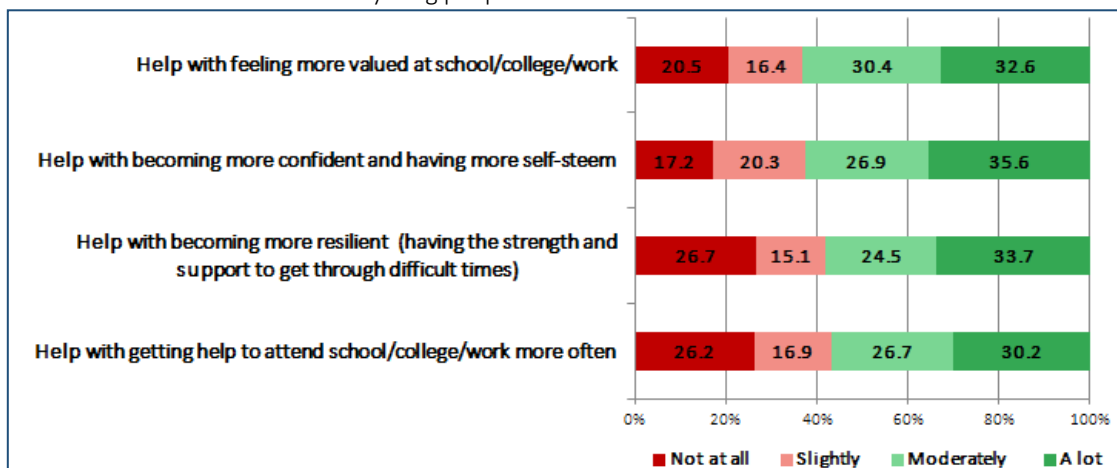
SHADED: indicates the most frequently mentioned.

3.10. Educational measures related to personal challenges that educative institutions do and affected young people’s choices about future

All educational measures related to personal challenges that educative institutions do may affect most of young people’s choices about the future. The most relevant ones are **help with feeling more valued at school/college/work** (63.1%) and **help with becoming more confident and having more self-esteem** (62.5%).

A similar proportion state that help with becoming more resilient (having the strength and support to get through difficult times) (58.1%) and/or help with getting help to attend school/college/work more often (56.9%) are also measures implemented by schools that affected their choices (a lot or moderately).

Figure 12. Educational measures related to personal challenges that educative institutions do and affected young people’s choices about future



Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

Sample: 1,810

20-25% do not answer, neutral or it is not a suitable situation. Not included in calculation

44.2% of young students state that, at their school, **they can get help to become more confident and having more self-esteem**. A similar proportion say they **can get help to become more resilient (having the strength and support to get through difficult times)** (42%).

37.1% of young students can get help to feel more valued at school/college/training (37.1%) and 31.9% reports that they can get help to attend more often at their school (31.9%).

It must be **considered that to 26.6% these resources are not available at their schools** so these cannot help with their personal challenges.

Table 15. Things being done by schools to help young people.
(For those currently in school, college or training)

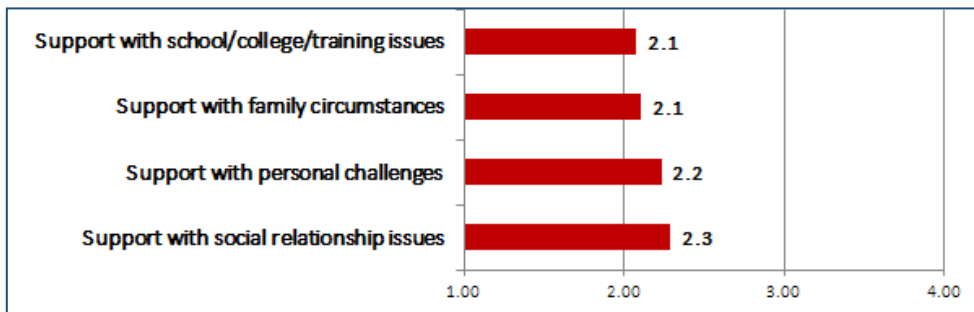
	%
Getting help to become more confident and having more self-esteem	44.2
Getting help to become more resilient (having the strength and support to get through difficult times)	42.0
Getting help to feel more valued at school/college/training	37.1
Getting help to attend school/college/training more often	31.9
None	26.6
Other	2.2
NA	.2
Total	**

Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)
MULTIPLE: TOTAL SUMS MORE THAN 100%

3.11. Type of factors: ranking of importance

In young people’s opinion, **the four types of factors that may affect their choices about future have a very similar ranking of importance**. Support with school issues and support with family circumstances are the two first ones ($M = 2.1$ on a 1-4 scale where 1 is the most important). These are followed by supporting with personal challenges ($M = 2.2$) and supporting with social relationships ($M = 2.3$).

Figure 13. Ranking of importance of type of factor that may affect youth choices about future



Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)
Sample: 1,810
Mean on a 1-4 scale where 1 is the most important and 4 the less important

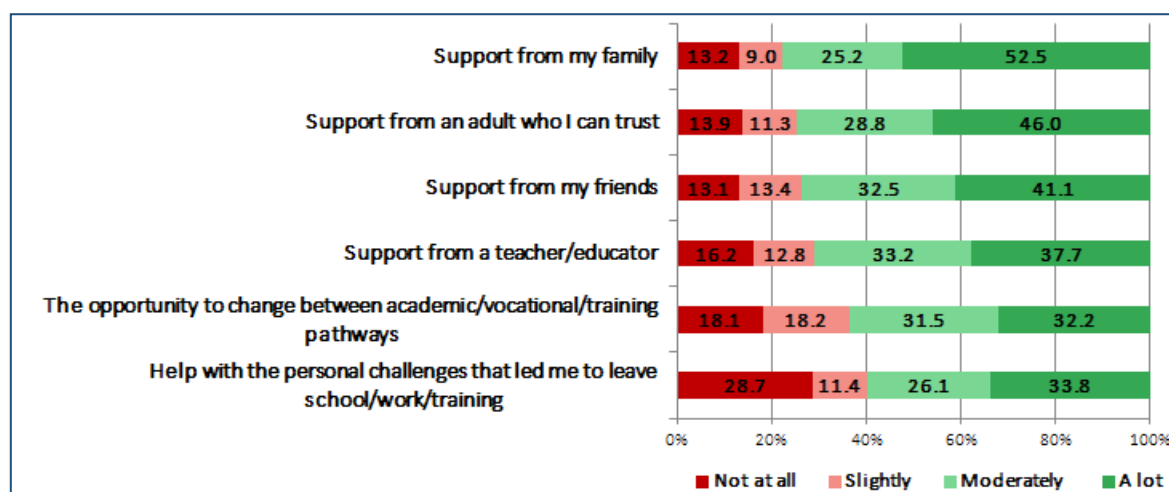
4. Re-engagement strategies to address early leaving

On young people's opinion, the support from their families (77.7%), from an adult they can trust (74.7%) and from friends (73.6%) are the three main means of support that they consider more relevant to help in case of need to return to study.

Not far from these three ones, 70.9% consider that the support of a teacher or educator is relevant.

On a third level of importance, young people rank the opportunity to change between academic/vocational/training pathways (63.7%) and help with the personal challenges that led them to leave school/work/training (59.9%).

Figure 14. Ranking of importance of support areas to help young people to return to school



Source: Orienta4YEL Youth Survey 2019. (Orienta4YEL partners)

Sample: 1,810

Mean on a 1-4 scale where 1 is the most important and 4 the less important

5. Conclusions

According to this data analysis, it can therefore be concluded that young people of this study think that the main factors that affected (or could affect) their choices about future are related to:

- Schools and their difficulties on managing student's behaviour (or the lack of managing it), expectations of teachers / employers, and the absence of good quality guidance and one-on-one support in the schools.
- Social relations situations, especially on having difficult relationships at educational and work environments.
- Family circumstances and their feelings of not getting much emotional and practical support on the one hand and, not getting much financial support (low-income family is one of the personal and familial risk circumstances of these young people), on the other hand.

- Low self-esteem, self-confidence and motivation to learn, many times as a consequence of not feeling valued as a learner at school and / or educational environments.

According to this, young people of this study highlight as **key educational measures** that educative institutions should address these risk factors:

- Facilitating the access to support needed or making easy the access to the support needed.
- Having a mentor or other adult for feeling supported. That is, feeling supported by the people.
- Having professionals working with teachers to support young people.
- Helping parents to support their learning at home and to become more involved with young people's school / college / work.
- Helping with feeling more valued at school, becoming more confident and having more self-esteem.

Finally, it is worth noting that for young people of this study the main support to help them in case of need to return to study and / or **the main re-engagement strategy to address early leaving is the support from families, adults they can trust and friends.**

Results from EDUCATORS /TEACHER / TRAINER questionnaire

According to the structure of the questionnaire, we present the results grouped in three main themes: 1) educators' profile, 2) Risk factors that have affected young people's choices, and 3) support areas to help returning to education and training.

1. Sample and socio-demographic profile

Educator / teacher / trainer (hereinafter educators) survey has achieved a **total sample of 397 professionals from Romania (31.2%), Spain (30.5%), Portugal (22.9%) and Germany (15.4%).**

Table 16. Sample by partner

	Sample	%
Romania	124	31.2
Spain	121	30.5
Portugal	91	22.9
Germany	61	15.4
Total	397	100.0

Source: Orienta4YEL Educator Survey 2019. (Orienta4YEL partners)

Table 17. Nationality

	%
Romania	31.7
Spain	30.4
Portugal	23.5
Germany	14.3
Total	100.0

Source: Orienta4YEL Educator Survey 2019.
(Orienta4YEL partners)

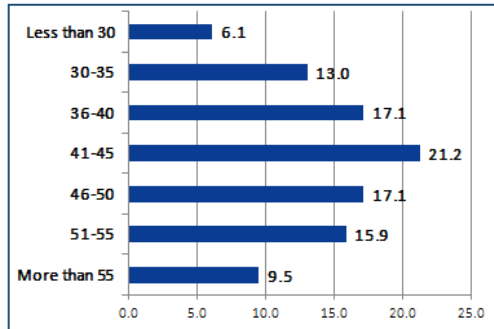
Table 18. First Language

	%
Romanian	31.4
Portuguese	21.9
Spanish	30.9
German	14.3
Other	1.5
Total	100.0

Source: Orienta4YEL Educator Survey 2019.
(Orienta4YEL partners)

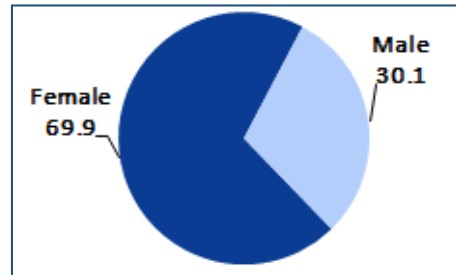
Educators average age is 43.67 years old but there are many different ages among educators ($SD = 8.002$). Educators that answer the questionnaire between 41 and 45 years of age (21.2%) is the most representative group. The other most representative groups are educators between 35 and 40 years of age (17.1%) and between 46 and 50 years of age (17.1%). **69.9% of educator's sample are females and 30.1% are males.**

Figure 15. Educators age



$M = 43.67$; $SD = 8.996$
 Source: Orienta4YEL Educator Survey 2019.
 (Orienta4YEL partners)
 Sample: 397

Figure 16. Educators gender

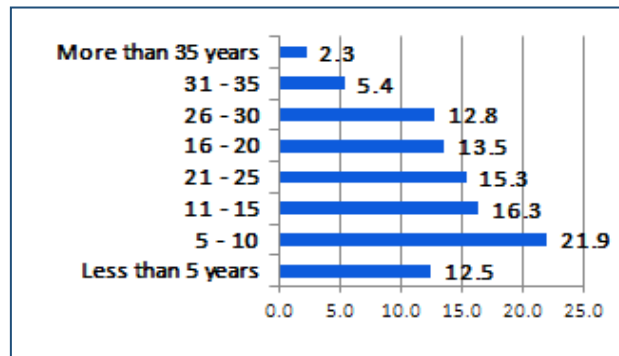


Source: Orienta4YEL Educator Survey 2019.
 (Orienta4YEL partners)
 Sample: 397

2. Academic and labour profile

Educators that participated in the survey had **16.51 years of experience as an educator/teacher/trainer by mean** but, as they grow older, they are very heterogeneous ($SD = 9.853$). **The greater part of them have worked as an educator/trainer between 5 and 10 years (21.9%).**

Figure 17. Years as educators or trainers



$M = 16.51$; $SD = 9.853$
 Source: Orienta4YEL Educator Survey 2019. (Orienta4YEL partners)
 Sample: 397

Most of educators work as a teacher or instructor (80.9%). Other jobs represented in the sample are tutors (9.6%) and principals (3.9%).

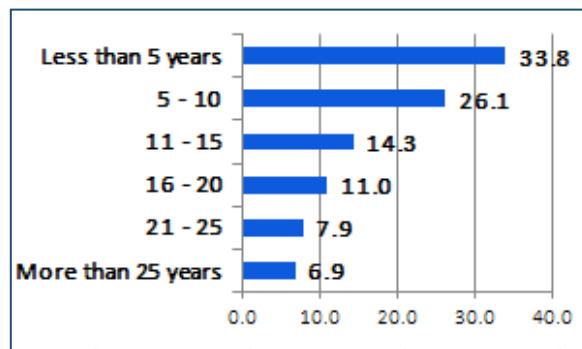
Table 19. Job title

	%
Teacher, instructor, trainer	80.9
Tutor	9.6
Director	3.9
Guidance counsellor, consultant	2.8
Integrator / social worker	1.8
Coordinator	1.8
Pedagogue	1.3
Psychologist	.8
Other	1.0
Total	**

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)
 MULTIPLE: TOTAL SUMS MORE THAN 100%

Educators have 10.68 years of experience in their current setting by mean but there are many differences among them ($SD = 9.155$). Most of them have worked less than 5 years in their current setting (33.8%). The second group is formed by those who have worked between 5 and 10 years (26.6%).

Figure 18. Years in the current setting

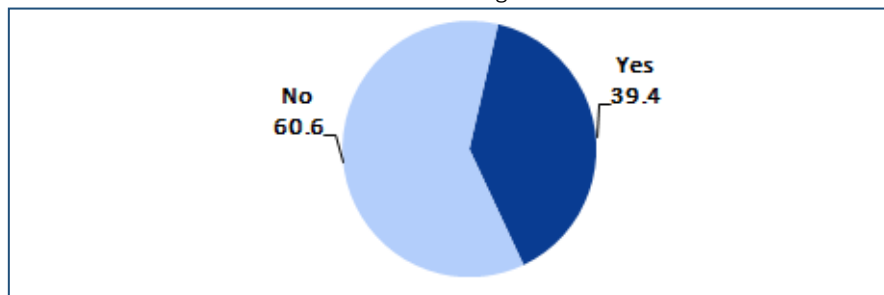


M: 10.68; SD: 9.155

Source: Orienta4YEL Educator Survey 2019. (Orienta4YEL partners)
 Sample: 397

39.4% of educators are currently working with young people who have previously disengaged with education or training.

Figure 19. Work with young people who have previously disengaged with education or training



Source: Orienta4YEL Educator Survey 2019. (Orienta4YEL partners)
 Sample: 397

3. Understanding the risks to early leaving

3.1. At-risk groups educators work with in their role of training/educating young people at risk of early leaving

Educators identify that **the risk profiles they are currently working with are young people from low-income families (82.6%)**. On second hand, around 60% work with **young people from families who are not in employment (65.5%), young people from lone-parent families (64.5%), or young people with disabilities or Special Educational Needs (62.1%)**.

40.4% of educators work with young people whose first language is not national language. 34.3% work with young people from families escaping domestic abuse.

Between 20% and 30% of educators state they are working with young people who are migrants (27.9%), young people from black and Minority Ethnic groups (25.3%), young people with addictions (23.5%), and young people from Traveller/Roma/Gypsy families (22.3%).

Table 20. At-risk groups educators are currently working with

	%
Low-income families	82.6
Families who are not in employment	65.5
Lone-parent families	64.5
Special Educational Needs or Disabilities	62.1
Whose first language is not national language	40.4
Families escaping domestic abuse	34.3
Are migrants	27.9
Black and minority ethnic groups	25.3
Addictions (e.g. alcohol or drugs)	23.5
Traveller/Roma/Gypsy families ¹	22.3
Children in care	16.6
Young refugees or asylum seekers	12.3
Teenage or young parents	11.8
Young dependents	10.7
Young carers	9.5
Other	2.8
None	1.0
Total	**

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

MULTIPLE: TOTAL SUMS MORE THAN 100%

¹ Gypsy understood as traveller.

3.2. Ranking of factors related to personal risk profile to become early leavers

When asking educators, the **most likely groups to become early leavers**, they highlight as 1st most likely group **young people from Traveller/Roma/Gypsy families** (18.6%), as 2nd most likely group **young people from low-income families** (18.6%), and as 3rd most likely group **young people from families not in employment** (15.1%). It is worth noting that 14% of educators state **young people with addictions** as another 1st most likely group to become early leavers.

Other most likely groups to become early leavers are young people from families escaping domestic abuse (11% of the sample note this group in 4th position and 13.3% in 5th position), and young people with Special Educational Needs or Disabilities (11% of the sample note this group in 5th position).

Table 21. Most likely groups to become early leavers

	%				
	1st	2nd	3rd	4th	5th
Traveller/Roma/Gypsy families	18.6	9.2	7.7	7.7	5.1
Families who are not in employment	17.6	17.6	15.1	9.0	10.5
Low-income families	15.3	18.6	11.2	11.3	8.7
Addictions (e.g. alcohol or drugs)	14.0	8.2	10.5	9.0	6.4
Families escaping domestic abuse	6.6	9.9	8.9	11.0	13.3
Teenage or young parents	5.6	5.4	4.6	4.9	5.1
Special Educational Needs or Disabilities	5.1	5.4	6.9	7.4	11.0
Whose first language is not national language	3.6	4.6	4.8	5.6	4.3
Black and Minority Ethnic groups	2.8	4.8	2.3	3.1	6.4
Young refugees or asylum seekers	2.8	1.8	2.6	5.9	5.4
Lone-parent families	2.6	4.6	9.9	9.7	7.1
Children in care	1.8	2.6	1.8	4.9	4.1
Young carers	1.3	3.8	5.6	4.3	5.6
Are migrants	1.3	2.3	5.4	4.1	4.1
Young dependents	.3	.5	2.3	1.8	1.8
Other	.8	.8	.5	.5	1.3
Total	100.0	100.0	100.0	100.0	100.0

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

* 1,3% do not answer. Not included in calculation.

SHADED: indicates the most frequently mentioned.

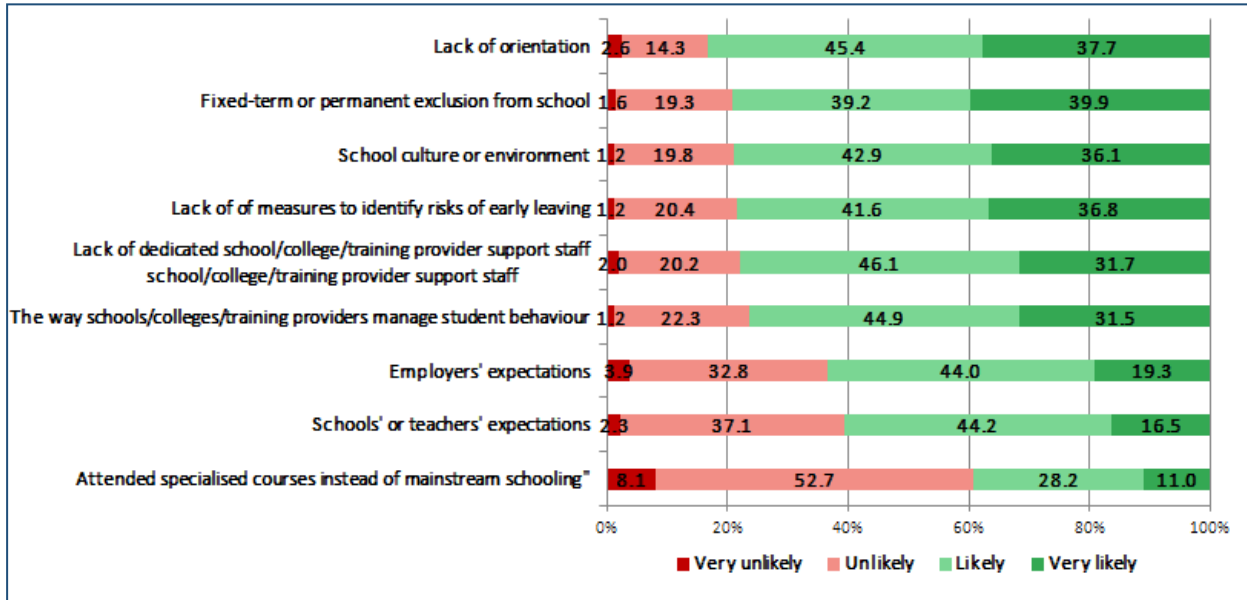
3.3. Educational issues to increase the risk of early leaving

On educators' experience, the **six main school/college/training issues to increase the risk of early leaving are: lack of orientation** (83.1% consider it likely), **fixed-term or permanent exclusion from school** (79.1%), **school culture or environment** (79.0%), **lack of measures to identify risks of early leaving** (78.4%), **the lack of dedicated school provider support staff** (77.8%), and **the way schools providers manage student behaviour** (76.5%).

Around 60% of educators consider that employers' expectations (63.3%) and schools' or teachers' expectations (60.6%) are issues that may increase the risk of early leaving.

To 39.2% of the sample, attending specialized courses instead of mainstream schooling is an issue that increases the risk of early leaving.

Figure 20. School/college/training issues that increase the risk of early leaving



Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

Sample: 397

12-35% do not answer, or state neutral, or not applicable. Not included in calculation

When educators make a ranking of these issues, the lack of dedicated school/college/training provider support staff (20.4%) and the school culture or environment (19.4%) are the most highlight in first positions. The lack of measures to identify risks of early leaving is highlighted in 2nd position (19.6%).

Other highlighted issues are the fixed-term or permanent exclusion from school (14% consider this in 3rd position and 23.6% in 5th position) and the way schools/colleges/training providers manage student behaviour (13.6% and 13.9% consider this in 4th and 5th position respectively).

Table 22. School issues most likely to result in early leaving.

	%				
	1st	2nd	3rd	4th	5th
Lack of dedicated school/college/training provider support staff	20.4	18.3	16.9	10.7	9.7
School culture or environment	19.4	12.1	13.8	13.3	9.4
Lack of measures to identify risks of early leaving	16.0	19.6	12.5	16.4	10.5
Fixed-term or permanent exclusion from school	13.2	12.7	14.0	12.3	23.6
Lack of guidance	10.1	5.9	7.3	8.4	9.7
Attended specialized courses instead of mainstream schooling	7.8	5.4	5.7	6.3	7.0

The way schools/colleges/training providers manage student behaviour	7.8	15.0	15.3	13.6	13.9
Employers' expectations	3.4	4.4	4.9	8.1	6.2
Schools' or teachers' expectations	2.1	6.5	9.6	11.0	10.2
Total	100.0	100.0	100.0	100.0	100.0

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

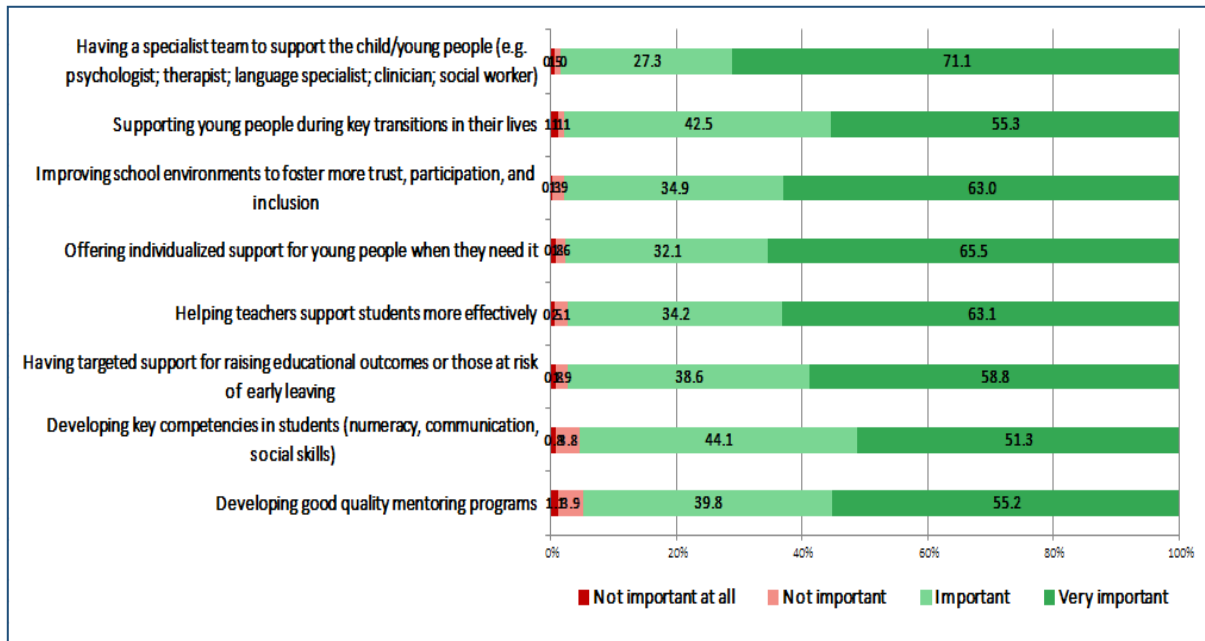
* 2.5-6% do not answer. Not included in calculation.

SHADED: indicates the most frequently mentioned.

3.4. School/college/training strategies to prevent early leaving

Almost all of the educators of the sample think that specified educational strategies to prevent early leaving are important: having a specialist team to support the child/young people (98.4% consider it important or very important); supporting young people during key transitions in their lives (97.9%); improving school environments to foster more trust, participation, and inclusion (97.9%); offering individualized support for young people when they need it (97.6%); helping teachers support students more effectively (97.3%); having targeted support for raising educational outcomes or those at risk of early leaving (97.3%); developing key competencies in students (95.4%); developing good quality mentoring programs (95.0%).

Figure 21. Importance of school/college/training strategies is to prevent early leaving



Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

Sample: 397

3-10% do not answer or unsure. Not included in calculation

Despite the importance of these strategies, **not all are implemented in the settings reported by educators**. The most popular strategies are having a specialist team to support the child/young people (76.0%) and offering individualized support for young people when they need it (68.2%).

Other strategies such as improving environments to foster more trust, participation, and inclusion or having targeted support for raising are also mentioned by a representative number of educators of the sample (60.3% and 54.4% respectively).

The lowest percentages are recorded for strategies for developing key competencies in students (numeracy, communication, social skills) (46.4%), supporting young people during key transitions in their lives (41.8%), helping teachers support students more effectively (29.7%) and developing good quality mentoring programs (28.5%).

It is worth noting that **only 3.1% reported that none of these strategies are implemented** in their current setting.

Table 23. School/college/training strategies implemented

	%
Having a specialist team to support the child/young people	76.0
Offering individualised support for young people when they need it	68.2
Improving school environments to foster more trust, participation, and inclusion	60.3
Having targeted support for raising	54.4
Developing key competencies in students (numeracy, communication, social skills)	46.7
Supporting young people during key transitions in their lives	41.8
Helping teachers support students more effectively	29.7
Developing good quality mentoring programs	28.5
None ¹	3.1
Other	1.0
Total	**

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

MULTIPLE: TOTAL SUMS MORE THAN 100%

1.8% do not answer. Not included in calculation

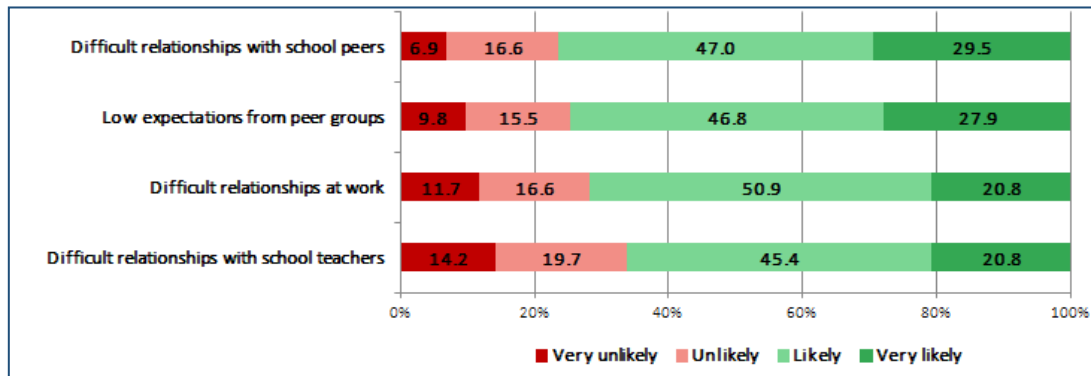
¹ Only 12 cases answer this option, so this data has not been analysed

3.5. Social relationships issues to increase the risk of early leaving

On educators' experience, **difficult relationships with school peers** (76.5% consider it likely to generate early leaving), or **low expectations from peer groups** (74.7%), or **difficult relationships at work** (71.7%) are the issues they think **are most likely to result in early leaving**.

On second hand, they mention the difficult relationships with school teachers (66.2% consider it likely to generate early leaving).

Figure 22. Social relationships issues that increase the risk of early leaving



Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

Sample: 397

12-33% do not answer, neutral or it is not applicable. Not included in calculation.

Educators consider that the first issue that is most likely to result in young people's early leaving is **difficult relationships with school peers** (30.1%). It is worth noting that **difficult relationships with school teachers** is considered by many educators the most important issue in second (30.7%) and third place (31.7%) position. Fewer number of educators mentioned the issues of low expectations from peer groups and difficult relationships at work.

Table 24. Social relations issues most likely to result in early leaving

	%		
	1st	2nd	3rd
Difficult relationships with school peers	30.1	39.8	22.7
Low expectations from peer groups	28.1	17.7	25.1
Difficult relationships at work	21.6	11.7	20.3
Difficult relationships with school teachers	20.3	30.7	31.7
Total	100.0	100.0	100.0

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL project)

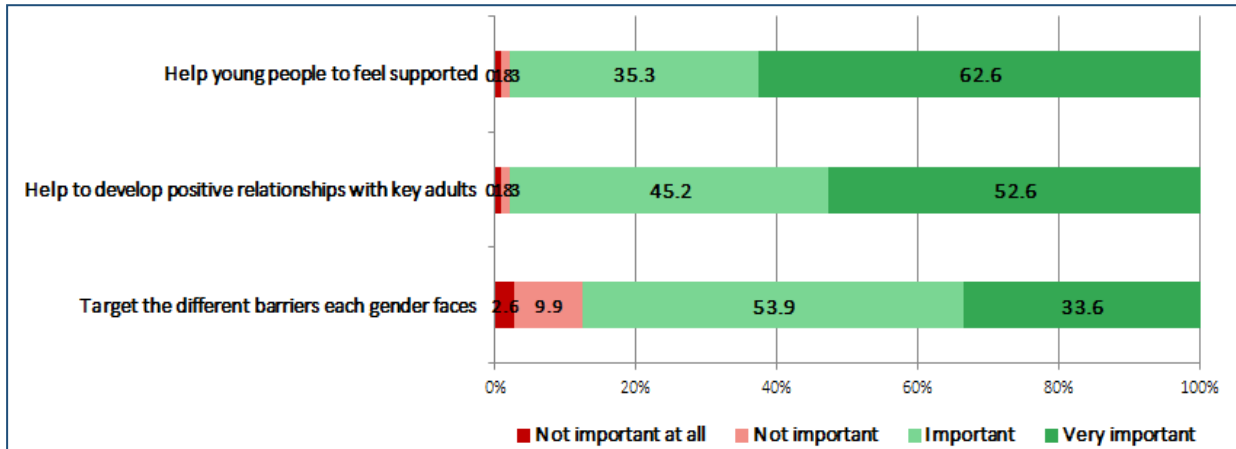
3%-5% do not answer. Not included in calculation.

SHADED: indicates the most frequently mentioned.

3.6. School/college/training strategies related to social relationships to prevent early leaving

Most educators consider that **helping to develop positive relationships with key adults** (97.9%) and **helping young people to feel supported** (97.9%) are important strategies to prevent early leaving. Likewise, most educators (although 10 points less than the main ones) also consider that **targeting the different barriers each gender faces** (87.5%) is another strategy that is necessary to prevent early leaving.

Figure 23. Importance of school/college/training strategies related to social relations to prevent early leaving



Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

Sample: 397

5-13% do not answer or unsure. Not included in calculation

The most widespread strategy to prevent early leaving related to social relationships is to help young people to feel supported (82.1%).

59.5% point as strategy to prevent early leaving helping to develop positive relationships with key adults. 37.2% report that, at their current setting, there are ways to target the different barriers each gender faces (37.2%).

It must be said that only 4.4% of educators report that none of these strategies are implemented in their current setting.

Table 25. School/college/training strategies related to personal challenges implemented

	%
Help young people to feel supported	82.1
Help to develop positive relationships with key adults	59.5
Target the different barriers each gender faces	37.2
None	4.4
Other	.8
Total	**

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

MULTIPLE: TOTAL SUMS MORE THAN 100%

1.8% do not answer. Not included in calculation

3.7. Family circumstances that increase early leaving

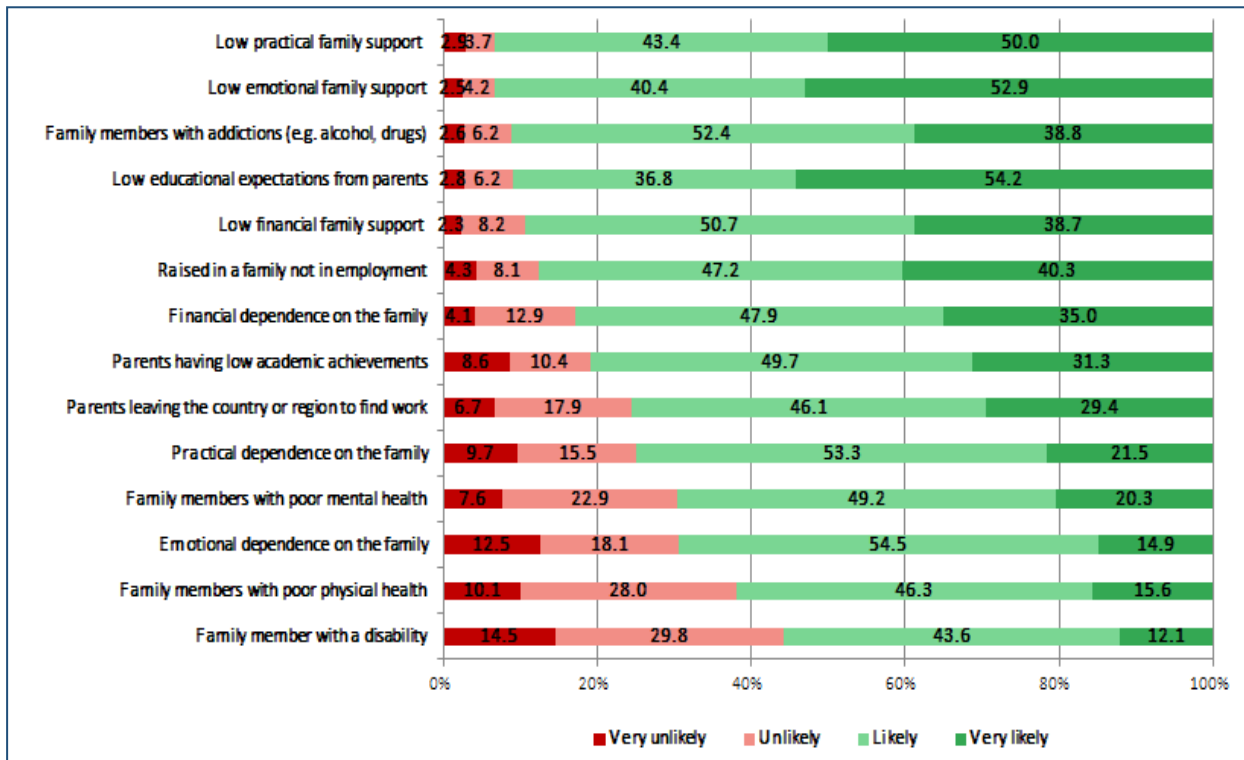
Practically all educators consider that the most significant family circumstances that increase early leaving among young people are both low practical and low emotional family support (93.4% for both issues), as well as family members with addictions (91.2%) and low educational expectations from parents (91.0%).

There is a general consensus that low financial family support (89.4%), raising in a family not in employment (87.5%), financial dependence on the family (82.9%), and/or parents having low academic achievements (81.0%) are issues that also increase young people’s probability of early leaving.

A second group of family circumstances that a great part of educators consider likely to increase early leaving are living with parents leaving the country or region to find work (75.5%), practical dependence on the family (74.8%), as well as family members with poor mental health (69.5%) and emotional dependence on the family (69.4%).

Finally, a smaller number of educators consider that living with family members with poor physical health (61.9%) or with a disability (55.7%) are circumstances that may increase early leaving.

Figure 24. Family circumstances that increase early leaving



Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

Sample: 397

9-27% do not answer, neutral or it is not an applicable. Not included in calculation

When asking educators to rank these circumstances **low educational expectations from parents arise in first position (25.7%)**. Far from this proportion, they mention in second position low emotional family support (18.7%).

12% of the sample mentioned low practical family support, family members with addictions, raising in a family not in employment and parents having low academic achievements as family circumstances that result in early leaving in 3rd, 4th or 5th.

Table 26. Family circumstances most likely to result in early leaving.

	%				
	1st	2nd	3rd	4th	5th
Low educational expectations from parents	25.7	10.9	13.2	11.0	8.6
Low emotional family support	17.4	18.7	13.5	10.2	7.2
Financial dependence on the family	10.4	5.5	4.2	5.7	7.2
Family members with addictions (e.g. alcohol, drugs)	8.1	7.5	10.1	11.0	11.5
Raised in a family not in employment	7.3	8.3	4.9	11.2	8.6
Parents leaving the country or region to find work	6.2	6.8	7.3	6.0	8.8
Parents having low academic achievements	5.2	5.2	9.4	7.8	10.5
Low practical family support	4.9	15.3	13.2	7.3	9.4
Low financial family support	4.9	7.8	12.5	9.7	5.9
Emotional dependence on the family	4.7	5.2	2.6	5.7	5.6
Practical dependence on the family	2.1	2.9	3.6	3.7	4.6
Family members with poor mental health	1.6	2.9	2.6	2.9	7.0
Family member with a disability	1.0	1.8	.8	1.3	2.7
Family members with poor physical health	.5	1.3	2.1	6.5	2.4
Total	100.0	100.0	100.0	100.0	100.0

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

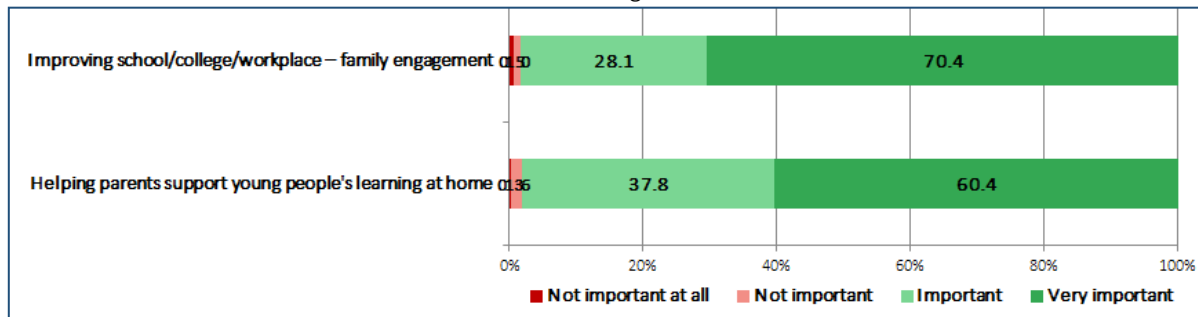
3-6% do not answer. Not included in calculation.

SHADED: indicates the most frequently mentioned.

3.8. School/college/training strategies related to family circumstances to prevent early leaving

Practically all educators consider that **helping parents support young people's learning at home** (98.1%) and **improving school/college/workplace – family engagement** (98.5%) are important school strategies related to family circumstances to prevent early leaving.

Figure 25. Importance of school/college/training strategies related to family circumstances to prevent early leaving



Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

Sample: 397

0-5% do not answer or unsure. Not included in calculation

Regarding the implementation of these strategies in educators' educational institutions, the most generalized one is **improving school/college/workplace - family engagement (88.7%)**. The second one is **helping parents support young people's learning at home (45.6%)**.

4.9% of educators report that none of these strategies are implemented in their current setting.

Table 27. School/college/training strategies related to family circumstances implemented

	%
Improving school/college/workplace - family engagement	88.7
Helping parents support young people's learning at home	45.6
None	4.9
Other	1.0
Total	**

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

MULTIPLE: TOTAL SUMS MORE THAN 100%

2.0% do not answer. Not included in calculation

3.9. Personal challenges that increase early leaving

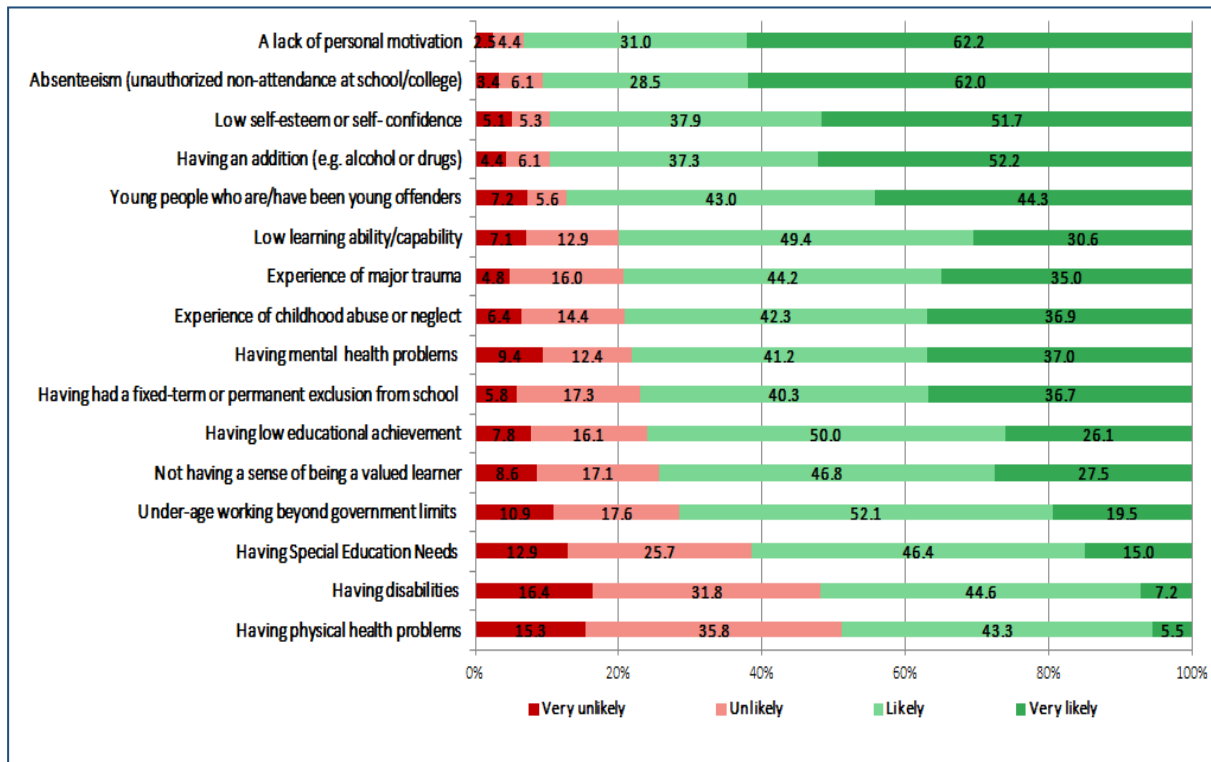
Most educators agree with noting **the lack of personal motivation (93.2%)**, **the absenteeism (90.5%) as well as the low self-esteem or self-confidence (89.6%) and addictions (89.5%) are young people's personal challenges that increase their risk of early leaving.**

Young people who are/have been young offenders (87.2%), having low learning capability (80.0%), having experienced a major trauma (79.3%), or experience a childhood abuse or neglect (79.2%) are a second group of personal challenges that a great part of educators report as likely to lead to early leaving.

A third group of personal challenges according to educators' agreement about its probability to affect early leaving are: having mental health problems (78.2%); having had a fixed-term or permanent exclusion from school (77.0%); having low educational achievement (76.1%); not having a sense of being a valued learner (74.3%); under-age working beyond government limits (71.5%).

Many educators consider that having Special Education Needs (61.4%), having disabilities (51.8%), or having physical health problems (48.9%) are personal challenges that may conclude with an early leaving situation. These personal challenges are not considered promoters by a great part of educators.

Figure 26. Personal challenges that increase early leaving



Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

Sample: 397

6-32% do not answer, neutral or it is not applicable. Not included in calculation

17.3% of the educators state **absenteeism** as the young people's personal challenge in the first level of importance as well as **addictions** and **a lack of personal motivation** (15.5% and 15.0% respectively state these issues in second position). **Low self-esteem or self-confidence** (11.7%) and **low learning ability/capability** (10.9%) are personal challenges that are stated in 3rd or 4th level of importance.

Table 28. Personal challenges most likely to result in early leaving

	%				
	1st	2nd	3rd	4th	5th
Absenteeism (unauthorized non-attendance at school/college)	17.3	16.0	13.5	6.2	5.3
Having an addiction (e.g. alcohol or drugs)	16.3	15.5	6.7	7.0	6.6
A lack of personal motivation	13.7	15.0	11.7	12.4	14.5
Young people who are/have been young offenders	13.7	7.0	3.4	4.1	4.0
Having had a fixed-term or permanent exclusion from school	6.2	5.4	7.3	7.0	6.1
Having low educational achievement	6.2	9.8	6.5	7.5	7.9
Having mental health problems	5.9	5.4	6.7	6.2	4.7
Under-age working beyond government limits	4.4	2.8	6.2	2.8	5.3
Low self-esteem or self-confidence	3.6	8.3	11.7	11.9	9.5
Having Special Education Needs	2.6	2.6	3.9	4.1	6.3
Low learning ability/capability	2.3	2.3	6.5	10.9	8.7

	%				
	1st	2nd	3rd	4th	5th
Experience of major trauma	1.8	1.8	2.3	3.9	5.0
Experience of childhood abuse or neglect	1.3	2.1	4.4	3.9	4.7
Not having a sense of being a valued learner	.8	1.3	4.4	4.7	6.1
Having disabilities	.8	1.0	1.6	1.3	2.6
Having physical health problems	.3	1.6	2.1	4.4	1.8
Being from contexts of domestic violence	2.8	2.1	1.3	1.6	.8
Total	100.0	100.0	100.0	100.0	100.0

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

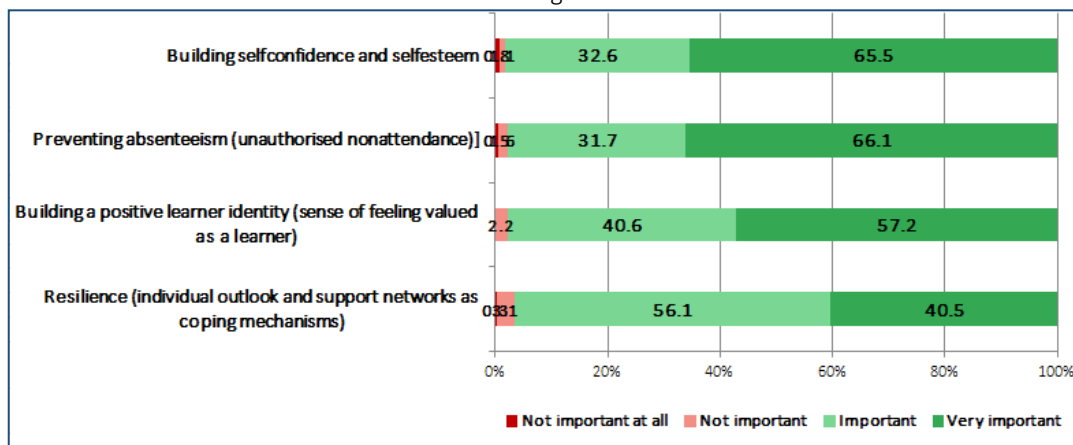
3-6% do not answer. Not included in calculation.

SHADED: indicates the most frequently mentioned.

3.10. School/college/training strategies related to personal challenges to prevent early leaving

All strategies related to personal challenges are considered important for almost all educators of the sample: building self-confidence and self-esteem (98.2% state it is very important or important), preventing absenteeism (97.9%), building a positive learner identity (sense of feeling valued as a learner) (97.8%) and resilience (individual outlook and support networks as coping mechanisms) (96.6%).

Figure 27. Importance of school/college/training strategies related to personal challenges to prevent early leaving



Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

Sample: 397

5-18% do not answer or unsure. Not included in calculation

75.9% of educators report **preventing absenteeism (unauthorised nonattendance) and/or building self-confidence and self-esteem (74.6%)** as the strategies that are currently implemented in their educational settings. One of every four educators said they are used to work on these strategies although these are not strategies that are used at their educational settings.

Otherwise, 62.1% state **building a positive learner identity as other strategy which is implemented at their educational settings**. Only 32.1% report some way to work on resilience.

Only 2.4% of educators report that none of these strategies are implemented in their current educational settings.

Table 29. School/college/training strategies related to personal challenges implemented

	%
Preventing absenteeism (unauthorised nonattendance)	75.9
Building self-confidence and self-esteem	74.6
Building a positive learner identity (sense of feeling valued as a learner)	62.1
Resilience (individual outlook and support networks as coping mechanisms)	32.1
None	2.3
Other	.3
Total	**

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

MULTIPLE: TOTAL SUMS MORE THAN 100%

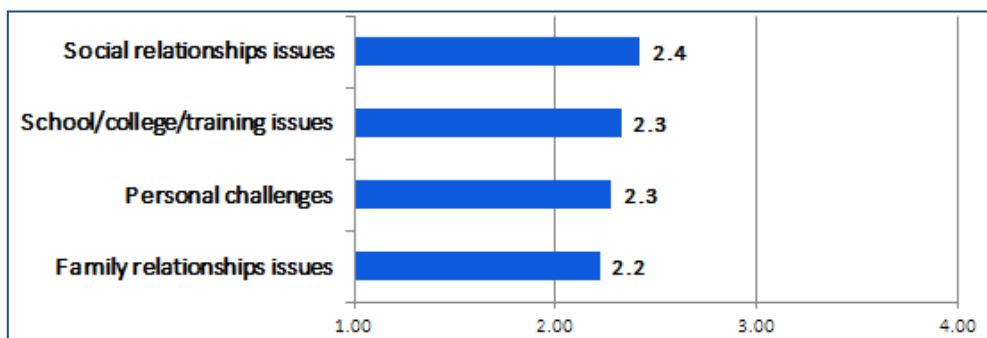
2.0% do not answer. Not included in calculation

3.11. Type of factors: ranking of importance

On educators' opinion, the four analysed types of factors that can affect early leaving are relevant so all of them rank a mean of 2.2 or more on a 1-4 scale of importance.

Social relationships issues ($M = 2.42$) are the most important ones, followed by school/college/training issues ($M = 2.32$). On third hand, although very close to these ones, educators state personal challenges ($M = 2.28$) and family relationships issues ($M = 2.22$) as important factors that affect early leaving.

Figure 28. Ranking of importance of type of factor that may affect youth choices about future



Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)

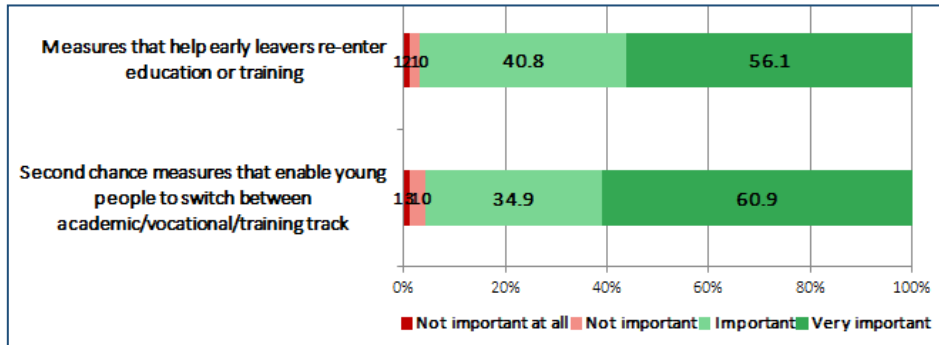
Sample: 397

Mean on a 1-4 scale where 1 is the most important and 4 the less important

4. Re-engagement strategies to address early leaving

On educators' opinion, having a second chance measures that enable young people to switch between academic/vocational/training track (95.8%) and measures that help early leavers re-enter education or training (96.9%) are important strategies to address early leaving.

Figure 29. Importance of re-engagement strategies to address early leaving



Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)
 Sample: 397
 9-10% do not answer or unsure. Not included in calculation

Within this framework, only 67.9% of educators state that at their educational settings there have been implemented measures that help early leavers to re-enter education or training. 51.3% inform that there are second chance measures that enable young people to switch between academic, vocational, and training track.

Table 30. Re-engagement strategies to address early leaving implement

	%
Measures that help early leavers re-enter education or training	67.9
Second chance measures that enable young people to switch between academic/vocational/training track	51.3
None	12.1
Other	1.5
Total	**

Source: Orienta4YEL Educators Survey 2019. (Orienta4YEL partners)
 MULTIPLE: TOTAL SUMS MORE THAN 100%
 2.0% do not answer. Not included in calculation

5. Conclusions

According to this data analysis, it can therefore be concluded that educators/trainers of this study think that the **ranking of factors that affected (or could affect) young people's possibilities of becoming early leavers** are related to:

- Young people's personal risk profile mainly related to their familial condition such as low-income families, who are not in employment, and condition of traveller/Roman/Gypsy families.
- Young people's difficult relationships at educational and work environments.
- Low emotional and practical family support and low educational expectations from parents.
- Young people's low self-esteem and self-confidence, lack of motivation, addictions and high level of absenteeism.
- Educational issues related to lack of orientation, the way schools provide manage student behaviour, exclusion from school, school culture or environment, lack of measures to identify risk of early leaving and lack of dedicated provider support staff.

According to this, educators of this study highlight as **key strategies to prevent early leaving measures**:

- Having a specialist team to support young people.
- Supporting young people during key transitions.
- Individualized support (one-on-one support).
- Helping teachers to support young people.
- Improving school environment to foster more trust, inclusion and participation through development of positive relationships, for example.
- Good quality mentoring programmes.
- Helping parents to support young people's learning at home and improving school family engagement.
- Building a positive learner identity (building self-esteem, self-confidence and resilience).
- Preventing absenteeism.

As **the main re-engagement strategy to address early leaving** that educator of this study note **is the second chance measures**.

Final conclusions

Results of this report show both young people and educators, who have been involved in this study, agree to most of the risk factors to early leaving and the strategies and / or educational support measures to prevent early leaving.

In regards with the risk factors, both highlight:

- Lack of motivation to learn and low self-esteem and self-confidence as the main risk factors related to personal challenges.
- Low practical and emotional family support and lack of financial support (both noting the low-income family conditions) as the main risk factors related to family circumstances.
- Difficult relationships at educational and work environments as the main risk factors related to social relationships.
- The way schools' providers manage student behaviour and lack of quality orientation and one-on-one support as the main risk factors related to educational / school issues.

In regards with strategies and / or educational measures to prevent early leaving, both highlight the need of:

- Having a specialist team to support young people and having professionals working with teachers to support young people.
- Improving school environment to foster more trust, inclusion and participation through the development of positive relationships.
- Having good quality mentoring programmes and the figure of a mentor for feeling supported as well as improving one-on-one support.
- Helping parents support young people's learning at home and become more involved with young people's school (family engagement).
- Building self-esteem and self-confidence as well as helping young people with feeling more valued at schools.

To conclude, it is worth noting that the main re-engagement strategy to address early leaving to young people is the support — from families, friends, schools and adults young people can trust. This kind of supports are materialized in second chance measures and / or second chance training programmes, which is the main re-engagement strategy to educators.