

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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Co-funded by the
Erasmus+ Programme
of the European Union



FINANCING:



Co-funded by the
Erasmus+ Programme
of the European Union

The Orienta4YEL Project: “Supporting educational and social inclusion of young early leavers and youth at risk of early leaving through mechanisms of orientation and tutorial action,” **coordinated by the Organizational Development Group** (EDO: <https://edo.uab.cat/es/node/5965>) of the Universitat Autònoma de Barcelona, has been subsidized by the European Commission within the framework of the Erasmus+ Programme Action 3 (604501-EPP-1-2018-1- ES-EPPKA3-IPI-SOC-IN). This publication reflects the views of its authors only, and the European Commission cannot be held responsible for the use that may be made of the information contained therein.

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1st edition: June 2022

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ISBN: 978-84-09-45596-6

Design, graphics, and layout: Estudio Sicilia (www.estudiosicilia.com)

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Introduction

Addressing early leaving from education and training (ELET) continues to be one of the main challenges in European policy, given that it is essential to young people's educational, social and workplace inclusion. Identified as one of the risk and vulnerability factors with the highest incidence in educational-training environments, its consequences translate to less inclusive and equitable societies, as well as fewer individual and social opportunities for young people at risk of ELET.

Supporting young people at risk of ELET in their educational, social and workplace inclusion is thus essential. To this end, more inclusive schools must be promoted, capable of developing retention mechanisms which guarantee the continuity of our young people on educational-training pathways, which are especially critical at the secondary education level (compulsory and post-compulsory), where young people have to choose their educational and professional future. Therefore, it seems clear that working for and on the retention and continuity of young people on educational-training pathways, as well as the achievement of results, is key.

Advancing in this perspective requires the joint work of all educational-training agents, at all levels, demanding their maximum collaboration, coordination and commitment. In addition, creating studies and innovative strategies that allow us to become familiar with each context and reality, guiding change and improvement processes that are identified as necessary for addressing ELET.

The UAB Organizational Development Group (EDO: <http://edo.uab.es>) has been developing a research line linked to aspects of educational inclusion, equity and social justice for decades. Some of its most significant contributions are the projects:

- **“El acceso y el éxito académico de colectivos vulnerables en entornos de riesgo en Latinoamérica”** (“Academic Access and Success of Vulnerable Groups in At-Risk Environments in Latin America”) (ACCEDES: <http://edo.uab.cat/accedes>), code DCI-ALA/2011/232, which provides a model, instrument and strategies for assisting vulnerable groups at the university.

- **“Iniciativas para el desarrollo educativo y sociocomunitario”** (“Initiatives for Educational and Socio-community Eevelopment”) (IDEAS: <http://edo.uab.cat/ideas>), code DCI-ALA/2014/351-291, focused on improving the stay rate of secondary school students in Costa Rica.
- **“Laboratorio de Políticas y Prácticas para el Desarrollo Social en la Educación Superior”** (“Policies and Practices Laboratory for Social Development in Higher Education”) (ACCESS4ALL), code 2015-1-ES01-KA203-015970, focused on promoting education and social inclusion of groups that are less represented in the contexts of higher education, together with less typical students.
- **“Creando el espacio y desarrollando contenidos para los centros juveniles del mañana”** (“Creating the space and developing content for the youth centres of tomorrow”) (YOUTH), code KA2-2016-1-RO01-KA205-024305, which provides professionals from youth centres and organizations with skills and abilities to work with young people.

This project finds itself within the framework of this line of research. **Orienta4YEL—“Apoyando la inclusión educativa y social de los jóvenes con riesgo de abandonar prematuramente a través de mecanismos de orientación y acción tutorial”** (“Supporting the Educational and Social Inclusion of Young People at Risk of Early Leaving Through Guidance Mechanisms and Tutorial Action”) (code 604501-EPP-1-2018-1-ES-EPPKA3-IPI-SOC-IN)—seeks to support the educational and social inclusion of young people at risk of early leaving of education and training through collaborative work with educational centres and through guidance and tutorial action mechanisms, beginning with the diagnosis of risk factors in each context. It also seeks to establish learning networks focused on early leaving and identifying aspects of effective leadership in educational institutions, seeking, at the same time, to promote more inclusive centres.

This work aims to be a synthesis of the Project and its most significant contributions, seeking to give an overview of everything carried out and achieved, while reporting on the mechanisms that enable access to accumulated knowledge. It is not only a matter of disseminating the Project and its findings, but also of encouraging and giving instruments to schools and agents to improve their intervention strategies for the subject in question.

The ultimate goal is to contribute to the development and support for the implementation of innovative methods and practices to promote inclusive education. The objective is to pave the way for a future alliance of educational institutions supporting inclusion through the creation and development of learning communities between different actors in the field of inclusive learning.

It would not have been possible to achieve all this without all the people who participated in the Project, the institutions that have given them support and the resources provided by the European Union. We thank all of them and we stress our continued interest in receiving the contributions that they consider appropriate or the questions they wish to raise.

Patricia Olmos Rueda and Joaquín Gairín Sallán
Leads on the Orienta4YEL Project
June, 2022

THE ERASMUS+ PROGRAMME AND ITS ACTION 3: Support for policy reform. Social inclusion and common values: the contribution in the field of education, training and youth

The KA3 “Support for policy reform”, part of the Erasmus + Programme of the European Commission, is a tool of the European Union to support transnational cooperation projects in the fields of social inclusion and common values and their contribution to the field of education, training and youth



The Erasmus+ programme, as specified on its website (https://ec.europa.eu/programmes/erasmus-plus/about_es and https://erasmus-plus.ec.europa.eu/sites/default/files/2021-11/2022-erasmusplus-programme-guide_en.pdf), is the EU program supporting education, training, youth, and sport in Europe for the period 2021–2027. Education, training, youth, and sport are key areas that contribute to citizens’ personal and professional development. Ultimately, high-quality and inclusive education and training as well as informal and non-formal learning equip young people and participants of all ages with the qualifications and skills necessary for meaningful participation in a democratic society, intercultural understanding and to successfully manage transitions in the labour market.

Building on the success of the Program in the period 2014-2020, Erasmus+ is intensifying its efforts to improve the opportunities it offers and to reach a larger number of participants and a wider range of organizations, focusing on its qualitative impact and contributing to creating more inclusive and cohesive societies that are more ecological and adapted to the digital world. The general objective of the Program is to support the educational, professional, and personal development of people in the fields of education, training, youth, and sport, both within Europe and outside its borders. This will contribute to sustainable growth, quality employment and social cohesion, in addition to driving innovation and strengthening European identity and active citizenship. Therefore, the Program will be a key instrument in developing a European Education Area and supporting European strategic cooperation in the field of education and training, with its corresponding sectoral agendas. In turn, it is essential to drive cooperation on youth policy within the framework of the EU Youth Strategy for the period 2019-2027 and develop the European dimension in sport.

Among its priority and cross-sectional lines of action are:

- **Inclusion and diversity.** The Erasmus+ Programme aspires to promote equal opportunities and access, inclusion, diversity and equity in all its actions.
- **Digital transformation.** The Erasmus+ Programme aims to support the effort to engage learners, educators, youth workers, young people and organizations in the process of digital transformation.
- **Environment and fight against climate change.** The Erasmus+ Programme will be a key instrument for the creation of knowledge, skills and attitudes in relation to climate change and to support sustainable development, both within the European Union and outside of it.
- **Participation in democratic life, common values, and civic engagement.** The Erasmus+ Programme addresses the limited participation of citizens in democratic processes and their lack of knowledge about the European Union and supports active citizenship and ethics in lifelong learning; it drives the development of social and intercultural competencies, critical thinking and media literacy.

The program is structured within the framework of three “key actions” and one additional action (Jean Monnet actions). They are managed in part and at a national level by the national agencies and in part at a European level by the EACEA, the European Education and Culture Executive Agency. The European Commission is responsible for Erasmus+ policies and oversees the overall implementation of the programme.

The Erasmus+ actions managed by the EACEA are the following:

- **Key action 1.** Movement of people
- **Key action 2.** Cooperation between organizations and institutions
- **Key action 3.** Support for policy development and cooperation
- **Jean Monnet Actions in the field of higher education;** in the other fields of education and training; Jean Monnet policy debate (higher education and other fields of education and training).

Actions under KA3 (Key Action 3) support political cooperation at the European Union level, thus contributing to the development of new policies that can drive modernization and reform, at European Union and systems level, in the fields of education, training, youth and sport.

Furthermore, within the framework of Key action 3 in which the Orienta4YEL Project (EACEA/10/2018 call for proposals) finds itself, this same action supported the development of transnational cooperation projects in the fields of education, training and youth through two lots—one for education and training (Lot 1) and another for young people (Lot 2)—with the following general objectives:

1. Disseminate and/or expanding best practices on inclusive learning, initiated particularly at the local level.
2. Develop and implementing innovative methods and practices to foster inclusive education and/or youth environments in specific contexts.

In this framework of reference, Orienta4YEL fits into the guideline of the development and implementation of innovative methods and practices to promote inclusive education and/or youth environments in specific contexts; more specifically within the framework of the above mentioned Lot 1, responding to its specific objective: Promoting inclusive education and training and fostering the education of disadvantaged learners, including through supporting teachers, and educators and leaders of educational institutions in dealing with diversity and reinforcing socio-economic diversity in the learning environment.

Universities associated with the projet



THE Orienta4YEL PROJECT AND ITS DEVELOPMENT

The European Project “Apoyando la inclusión educativa y social de los jóvenes con riesgo de abandonar prematuramente a través de mecanismos de orientación y acción tutorial” (“Supporting the Educational and Social Inclusion of Young People at Risk of Early Leaving Through Guidance Mechanisms and Tutorial Action”) (Orienta4YEL: <https://www.orienta4yel.eu/>) code “604501-EPP-1-2018-1-ES-EPPKA3-IPI-SOC-IN” has, like all broad transformation projects, a background, purposes and actions that we summarize below.

Philosophy, Background, and Challenges

On March 17, 2015, European education ministers and the European Commissioner for education, youth, culture, and sport in Paris, adopted the Declaration on promoting citizenship and the common values of freedom, tolerance, and non-discrimination through education . It called for mobilizing the education sector at European, national, regional, and local levels to promote inclusion and adoption of Europe’s fundamental values, and promoting education for disadvantaged children and young people through cooperation and coordination in education and training between the Member States and the EU up until 2020. The objectives of the Paris Declaration responded to one of the priorities of European cooperation in education and training until 2020 and of the EU Work Plan for Youth 2016-2018 adopted in 2015: Inclusive education, equality, equity, non-discrimination and the promotion of social and civic competencies.

In light of the above, it is clear that the need for education and training to support young people in vulnerable situations was an important priority and this is how Orienta4YEL understands it, placing this need at the centre of its challenges and objectives.

The approach to early leaving of education and training (ELET) is a challenge for European policy, as it is essential to young people’s educational, social and workplace inclusion. Numerous studies at different levels—local, regional, national, European—(European Union, 2016 -Education and Training Monitor, 2016-; Noorani, 2015; Olmos, 2011) show that the risk of social, educational, and labour exclusion is closely related to low educational levels and the risk of ELET, with this being a real vulnerability factor for this group of young people. A low educational level is related to a low level of mastery of the key competencies in terms of success in the workplace, economically and for functioning in society. Retention in educational and training pathways and achieving outcomes are, therefore, fundamental for inclusion in social,

educational, and labour contexts (Olmos, 2014; Olmos and Mas, 2013, 2014, 2017; Olmos, Mas and Salvà, 2020 ; Pallisera, Vilà, and Fullana, 2012; Rychen and Salganik, 2003; Tomaszewska-Pekala, Marchlik, and Wrona, 2015).

The aforementioned antecedents indicate the challenges for Orienta4YEL. The first one is to explore the reasons why young people end up being at risk of ELET. What options do young people consider when it comes to leaving or staying in education and training?

¹ European Education and Culture Executive Agency, Eurydice, Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-discrimination Through Education: Overview of Education Policy Developments in Europe following the Paris Declaration of 17 March 2015, Publications Office, 2016, <https://data.europa.eu/doi/10.2797/396908>

How can they be helped and encouraged to stay on educational and training pathways and thus reduce the risk of ELET?

The *Education and Training Monitor* Report (European Union, 2016)—and in successive Monitor Reports (European Union, editions 2017 to 2021)—shows how higher levels of educational achievement in the European Union are associated with better employment, active citizenship and individual well-being, contributing to an increase in the prosperity of society as a whole. Formal education and training, but also non-formal and informal learning and measures to support the transition from education to work, can be decisive factors for the integration of disadvantaged groups in society. Furthermore, in the communique on “Improving and Modernizing Education” adopted on December 7, 2016, the European Commission stressed that quality education for all is the basis of social cohesion and an open society, and that education can be one of the most effective ways to address socioeconomic inequalities and promote social inclusion.

These studies suggest that it is possible to improve the opportunities of these young people through education and training, although current research evidence has yet to agree on a definitive answer on where to focus. In other words, which factor in education and training must be the point of focus in order to minimize ELET rates, increase educational levels and improve the access of these young people to the labour market? This is the second challenge for Orienta4YEL.

Organizations such as Cedefop (2016) and authors such as Olmos and Mas (2017) identify among the most frequently cited factors that can influence the decision to leave education and training early: learning difficulties, well-being, academic performance, basic skills (more specifically social skills), school support, negative self-perception, professional identity, or lack of orientation, among others. Of all of them, Orienta4YEL focuses on orientation, since inadequate orientation (or a lack thereof) is one of the main reasons for desertion and leaving, the latter understood as an informed choice by the young person which impacts at the secondary educational level (lower and upper secondary education) more specifically. This educational stage is one of the most critical, in which young people have to decide their educational and professional future and have to make their transitions based on their decisions. Some of these young people—those who leave early or are at risk of doing so—choose not to complete their compulsory secondary education (lower level), others choose to complete compulsory secondary education but do not make the transition to upper secondary education (more specifically vocational education and training) and others choose to go on to upper secondary education, although they drop out once they enter.

Thus, the overarching question would be: What do these young people choose and why do they make this choice? The answer requires an understanding of the youth counselling process that is not widely applied today.

The orientation process must be understood as a complete process in which multiple factors and various actors (teachers, trainers, leaders of educational institutions, peers, etc.) intervene. This implies an orientation process focused on learning, personal and social, academic, and professional aspects that affect the learner's orientation (see, for example, understanding of educational options, aspirations, positive attitude towards learning, etc.).

It is necessary, therefore, to ask how young people see and value education and if they feel included in it, as well as to consider and understand the tutorial action role as part of this framework of the young person's orientation and guidance process; as the action that educational agents (teaching staff, tutor, heads of educational institutions) carry out to work on youth orientation and make the educational setting a more welcoming place that fosters the development of pro-educational orientation.

It is worth focusing the tutorial action on the personal aspects of young people that affect their orientation processes and exploring how other aspects can contribute to it. In this line of work, developing and implementing guidance mechanisms (understood as a process of orientation and guidance of the learner) and tutorial actions (understood as innovative methods and

practices to promote inclusive education and training and encourage the education of these disadvantaged young people) is the third challenge presented of this project.

However, tackling early leaving is not possible without the involvement of the various educational agents, the many sectors of formal and non-formal education and training, and the stakeholders who have worked together to promote educational success for all students. This is the fourth challenge of this project.

In response to these challenges, the work requires high-quality, inclusive education and skill building, a relevant and engaging curriculum, flexibility, inspiring teaching strategies, and adequate support, as well as effective leadership to promote collaborative and multidisciplinary practices to support young people in vulnerable situations.

This is, therefore, the frame of reference of the Orienta4YEL proposal, a proposal focused on promoting inclusive education and training and fostering the education of young people at risk of early leaving and exclusion, by supporting agents and institutions (teaching and training staff, leaders of educational institutions, etc.) in formal and non-formal education.

This proposal aims to develop, implement and evaluate innovative methods and practices focused on guidance mechanisms and tutorial actions to promote inclusive education for young people who leave formal and non-formal educational contexts early.

Poor orientation processes, or a lack of them altogether, are one of the main factors of early leaving in these educational stages that the studies identify. This proposal therefore works on the design, implementation and evaluation of orientation mechanisms and tutorial action, understood as good and innovative practices that will empower the target group of young people for this project (young people who drop out early or who are at risk of doing so) for their educational inclusion, their educational reintegration or their return to education.

These guidance mechanisms and tutorial actions are designed within the framework of reference for this project, where guidance is understood as a comprehensive process involving multiple factors and various actors involved (teachers, trainers, leaders of educational institutions, peers, etc.). In other words, the guidance mechanisms focus on learning, the personal, social, academic and professional aspects that affect the guidance of young students (see, for example, understanding of educational options, aspirations, positive attitude towards learning, etc.), and the tutorial action as part of this framework of the young person's orientation process.

Based on the Cedefop Toolkit (2016), the guidance and tutorial action mechanisms of this project work with and integrate a whole series of online intervention proposals with:



working on and with the tutor figure, as well as with the guidance teams (teachers/trainers and other professionals who work with disadvantaged young people who leave early or are at risk of abandoning educational institutions)



second chance measures (understood as alternative teaching-learning methods based on the practical development of key skills and competencies that young people need)



guidance activities to encourage young people to make decisions not to leave education early (tests, group sessions, provision of information and resources, use of different media, mentoring, etc.)



multidisciplinary tutorial action plans (formulated by the educational actors involved, with the support of the project's partners)



access to instruments, tools, resources, good practices, teaching methods, networks, multi-professional and collaborative teams, etc. to help educational actors (in particular teachers/trainers) to understand, address and work on early leaving of education and training



learning pathways according to the interests and learning styles of young people (individual plans designed with young people that help empower them and engage with them)

These intervention proposals guide the combination of guidance and tutorial actions, representative of the good practices and innovation suggested by this proposal, to promote the educational and social inclusion of young people at risk of exclusion due to early leaving and which are linked to:



the collection of information on the characteristics of the young people in this proposal (ELET risk factors, checking whether they are receiving support or not, their needs, etc.) in order to be able to offer personalized support;



coordinate and provide guidance and tutorial action mechanisms that allow an adequate response to the needs of young people within the framework of this proposal;



develop interventions/actions within the framework of guidance and tutorial action mechanisms;



assess the effectiveness of this proposal as a measure to tackle early leaving of education and training;



facilitate the exchange of information, as well as cooperation between all the educational agents involved through the constructing learning networks.

The proposed actions will be adapted to the needs of the different contexts (educational institutions of different territories/countries) where they will be implemented. In other words, this project will design an action proposal made up of multiple intervention proposals that allow it to be adapted according to the needs of each context, group of young people, actors, and educational institutions. We truly believe that this is the key innovation and contribution of this project.

Likewise, all the intervention proposals suggest best practices to promote inclusive education, as well as inclusive environments, and require the collaboration, flexibility and involvement of the entire community. In keeping with this, another innovative element of this project is the construction of institutional networks and learning communities of centres and organizations that work towards this objective.

Finally, the role of the leaders of educational institutions. Also considered as key to tackling early leaving and creating more inclusive educational environments, another innovation and best practice of this project stands out: the commitment of the leaders of educational institutions and the achievement of effective leadership. This project will provide guidance to leaders of educational institutions to support the implementation of intervention plans—such as this project—to address early leaving and create more inclusive educational environments.

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Objectives

Our project aims to develop, implement, and evaluate innovative methods and practices focused on mechanisms of orientation and tutorial actions to foster inclusive education of young people, who are at risk of being early leavers, in formal and non-formal educational contexts.

This aim clearly addresses one of the important features of the Erasmus+ Call for proposals (EACEA/10/2018): “developing and implementing innovative methods and practices to foster inclusive education and/or youth environments in specific contexts”.

This main aim is divided into five specific objectives:



To develop a data collection tool to identify risk factors and support mechanisms of early leaving.



To develop, implement and evaluate mechanisms of orientation and tutorial action with young people who are early leavers or at risk of early leaving.



To support educational stakeholders (teachers, trainers, educators, leaders of educational institutions, and other professionals) in dealing with young early leavers or with those who are at risk of early leaving through orientation and tutorial actions.



To establish learning networks on tackling early leaving through orientation mechanisms and tutorial actions.



To identify the aspects of effective leadership in educational institutions that foster educational and social inclusion of young people who are early leavers or those who are at risk of early leaving in the educational institutions.

Work methodology

The work methodology considers the following aspects that will guide the development of the different activities:



1 Adaptability. The work methodology is adapted to the geographical and cultural diversity of the countries involved, to the institutional differences of the participating entities (universities and educational institutions) and to the wide range of situations of the people and institutions benefiting from the project (young people, teaching and tutoring staff, management teams, guidance teams, etc.).



2 Collaboration and networking. The collaborative approach combines shared and individual responsibilities, coordinated in a network between the different institutions participating in Orienta4YEL.



3 Internal coordination. Through the general and specific coordination meetings, the aim is to share information, coordinate actions and goals, monitor progress and discuss and agree on methodological and process options.

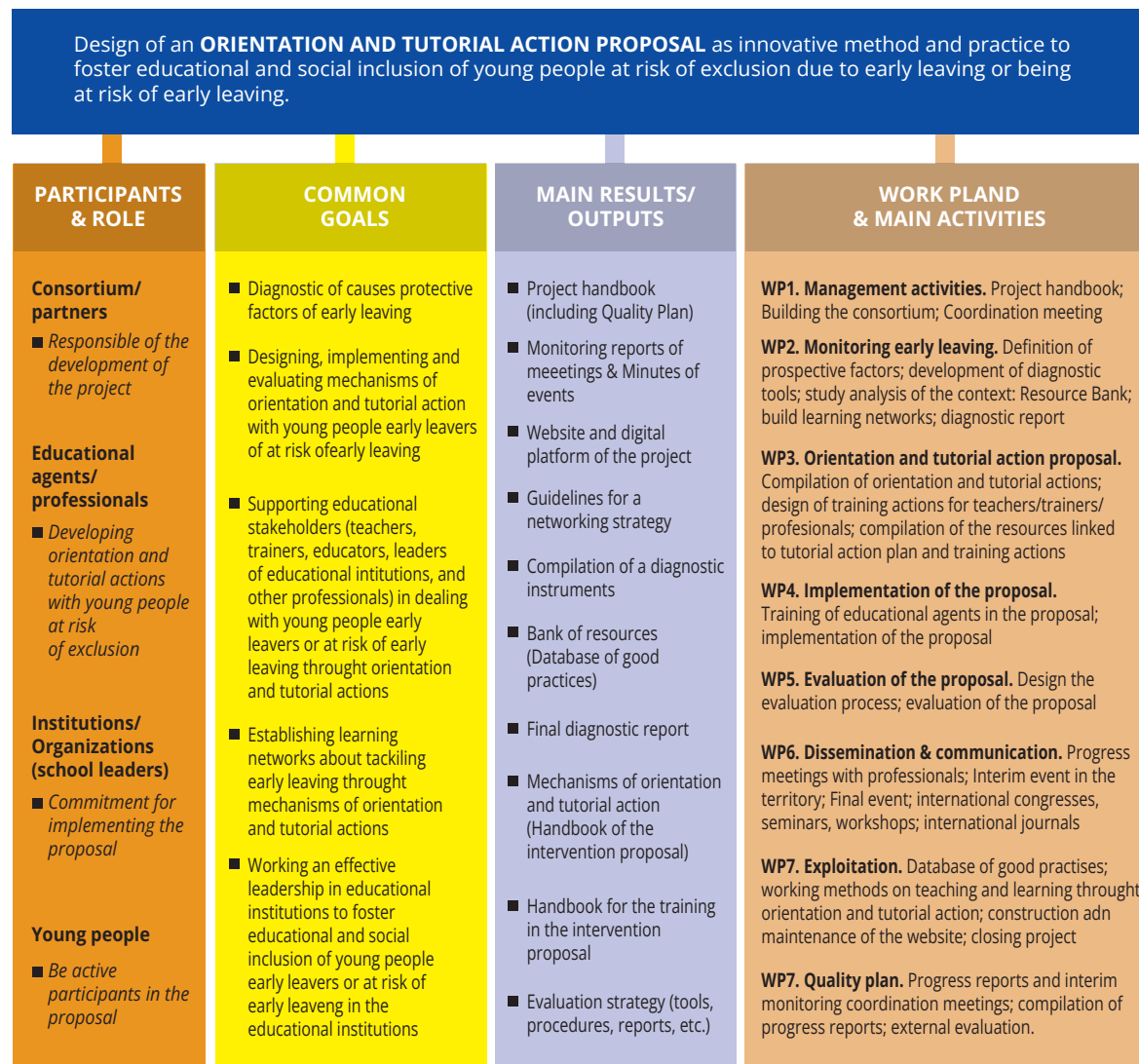


4 Communication and dissemination. Presentation of the progress, results, resources, and achievements of Orienta4YEL to the international community and also to those responsible for decision-making (policy makers) of educational policies to prevent early leaving of education and training.

Strategic Plan

The strategic plan for the Orienta4YEL project is characterized by the interrelation among its components, as the following figure summarizes.

Figure 1. Interrelation among componets



Actions phases

According to this strategic plan, Orienta4YEL has a specific action plan of four phases based on three key axes and linked to its operative objectives.

Orienta4YEL key axes are:

- **Informants and potential beneficiaries.** Who is the target group of this proposal and the educational stakeholders who are involved in working with this target group? The target group identifies young people aged 12-21 who: 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. That is, how youngsters are at risk of early leaving in: compulsory secondary education stage; initial/basic vocational education and training (VET) programs (level 1) i.e., young people who are learning under the umbrella of second chance methods or a second chance training programme; intermediate VET programs (level 2). The educational stakeholders involve teachers, trainers, tutors, counselling teams, other professionals and services, and leaders of educational institutions who manage this group of young people through training and the use of specific intervention plans in their institutions/organizations to carry out this proposal (effective leadership).
- **Action context.** Orienta4YEL is focused on high schools or secondary education centres (**formal education**) and non-formal educational institutions/organizations that work in collaboration with the formal ones (i.e., youth services and technicians in the municipalities). In this action context, the support of the Education Administration is important as an observing promoter for developing the proposal (e.g., this Administration could allow us to access centres, where the intervention is implemented), as well as transmit its impact (scaling up the proposal).
- **One specific issue/topic** focused on **mechanisms of orientation and tutorial action.** Orienta4YEL works on the design, implementation and evaluation of an innovative method based on mechanisms of orientation and tutorial action that empowers young people through the work and development of competencies/skills, among others, for their educational inclusion, their educational re-engagement, or their return to education. Working on their educational inclusion will impact on their social and work inclusion too.

Table 1. Orienta4YEL phases of development are:

Phase I	MONITORING EARLY LEAVING	<ul style="list-style-type: none"> ■ To diagnose the causes and protective factors of early leaving
<p><i>This first phase of the proposal is a need detection process for the design and coordination of adequate mechanisms of orientation and tutorial action to young people's needs. This first phase, through diagnostic instruments/tools, makes possible the collection of information about young people's leaving profile, causes/factors linked to early leaving, actions that are working or not working, agents, professionals and services, organizational context, role of school heads, etc.</i></p>		
Phase II	DESIGN OF AN ORIENTATION AND TUTORIAL ACTION PROPOSAL	<ul style="list-style-type: none"> ■ To design, implement and evaluate mechanisms of orientation and tutorial action with young early leavers or those at risk of early leaving. ■ To identify aspects of effective leadership in educational institutions to foster educational and social inclusion of young early leavers or those at risk of early leaving in the educational institutions.
<p><i>This second phase implies the design of an orientation and tutorial action proposal, which is integrated by a series of intervention proposals, linked to the different protective factors worked on in the first phase.</i></p>		
Phase III	IMPLEMENTATION OF THE PROPOSAL	<ul style="list-style-type: none"> ■ To design, implement and evaluate mechanisms of orientation and tutorial action with young early leavers or those at risk of early leaving. ■ To support educational stakeholders (teachers, trainers, educators, leaders of educational institutions, and other professionals) in dealing with young early leavers or with those at risk of early leaving through orientation and tutorial actions. ■ To establish learning networks on tackling early leaving through mechanisms of orientation and tutorial actions.
<p><i>The implementation of the Orienta4YEL proposal is run by the educational stakeholders in each one of the centres/institutions/organizations, with the support of the project working group, throughout the different countries of this application. Thus, the first step is a prior training process, run by Orienta4YEL working group, of all the educational stakeholders (teachers, trainers, tutors, leaders of educational institutions, other professionals, etc.), who will implement the proposal, enabling networks to be established among the various agents, professionals, centres, and services involved.</i></p>		

Phase IV

EVALUATION OF THE PROPOSAL

- To **design, implement and evaluate mechanisms** of orientation and tutorial action with young early leavers or those at risk of early leaving.
- To support educational stakeholders (teachers, trainers, educators, leaders of educational institutions, and other professionals) in dealing with young early leavers or with those at risk of early leaving through orientation and tutorial actions.

Orienta4YEL last phase is focused on the assessment of the proposal, prior design of evaluation tools that Orienta4YEL group work applies in each one of the contexts where the proposal has been implemented.

Actions Carried Out

Within the framework of Orienta4YEL, there have been multiple actions that, in the three and a half years of the project, have been carried out according to the development phases.

All of these are presented below, organized into different Work Packages and attending to the institutional managers (which are the Project's partner universities), the resulting products, and the countries in which they have been implemented.

Table 2. Actions carried out in the orienta4YEL framework

LIST OF ACTIVITIES	EXPECTED OUTPUTS	COUNTRY OF ACTIVITY
WORK PACKAGE 3 (Orientation and tutorial action proposal) - Lead partner UAB		
1. Design training actions (orientation and tutorial action proposal)	<ul style="list-style-type: none"> Tutorial action plan (compilation of orientation and tutorial actions) Design and construct the digital platform 	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
2. Design and construct the digital platform	<ul style="list-style-type: none"> Compilation of resources linked to training actions on the digital platform 	Spain (UAB) in collaboration with partners
3. First meeting with educational stakeholders	<ul style="list-style-type: none"> Monitoring report 	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
4. Resource bank	<ul style="list-style-type: none"> Good practices database 	Spain (UAB) in collaboration with partners
5. Learning networks	<ul style="list-style-type: none"> Networking strategy inter-institutions 	Spain (UAB) in collaboration with partners
WORK PACKAGE 4 (Implementation of the proposal) - Lead partner U. Bucharest		
1. Training of educational stakeholders	<ul style="list-style-type: none"> Hanbook 	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
2. Implementation of the proposal by the educational stakeholders (support by the partners)		Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
3. Second meeting with educational stakeholders	<ul style="list-style-type: none"> Monitoring report 	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen)

LIST OF ACTIVITIES	EXPECTED OUTPUTS	COUNTRY OF ACTIVITY
WORK PACKAGE 3 (Orientation and tutorial action proposal) - Lead partner UAB		
1. Design training actions (orientation and tutorial action proposal)	<ul style="list-style-type: none"> • Tutorial action plan (compilation of orientation and tutorial actions) • Design and construct the digital platform 	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
2. Design and construct the digital platform	<ul style="list-style-type: none"> • Compilation of resources linked to training actions on the digital platform 	Spain (UAB) in collaboration with partners
3. First meeting with educational stakeholders	<ul style="list-style-type: none"> • Monitoring report 	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
4. Resource bank	<ul style="list-style-type: none"> • Good practices database 	Spain (UAB) in collaboration with partners
5. Learning networks	<ul style="list-style-type: none"> • Networking strategy inter-institutions 	Spain (UAB) in collaboration with partners
WORK PACKAGE 4 (Implementation of the proposal) - Lead partner U. Bucharest		
1. Training of educational stakeholders	<ul style="list-style-type: none"> • Handbook 	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
2. Implementation of the proposal by the educational stakeholders (support by the partners)		Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
3. Second meeting with educational stakeholders	<ul style="list-style-type: none"> • Monitoring report 	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)

LIST OF ACTIVITIES	EXPECTED OUTPUTS	COUNTRY OF ACTIVITY
WORK PACKAGE 5 (Evaluation of the proposal) - Lead partner U. Bremen		
1. Design of the evaluation process/plan	• Evaluation tools and proposals	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
2. Evaluation of the proposal	• Evaluation report (result of interim evaluation reports)	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
3. Evaluation of the proposal	• Reporting of final evaluation of the implemented strategies	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
WORK PACKAGE 6 (Dissemination & Communication) - Lead partner U. Bucharest		
1. Interim event in the territory	• Interim event minutes	Spain (UAB) UK (U. Bath) Portugal (IPLeiria)
2. Final project event	• Final event minutes	Romania (U. Bucharest)
3. Conference attendance	• Conference papers	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)
4. Articles / papers	• Special issue	Spain (UAB) UK (U. Bath) Portugal (IPLeiria) Germany (U. Bremen) Romania (U. Bucharest)

LIST OF ACTIVITIES	EXPECTED OUTPUTS	COUNTRY OF ACTIVITY
WORK PACKAGE 7 (Exploitation) - Lead partner IPLeiria		
1. Document for closing the project	• Final project report	Spain (UAB) and IPLeiria in collaboration with the other partners
WORK PACKAGE 8 (Quality plan) - Lead partner U. Bucharest		
1. Compilation of progress reports	• Compilation of progress reports	IPLeiria in collaboration with the other partners
2. External assessment	• External monitoring reports	External organization of the consortium (Spain)
-Interim external evaluation		
-Final external evaluation		

Results

The results provided by Orienta4YEL, linked to each of the Project development phases and accessible on the project website (<https://www.orienta4yel.eu/>), have been:

- **GLOSSARY.** The glossary includes and presents the keywords, key terms and concepts related to the topics that Orienta4YEL addresses. Its design is structured according to core topics, specific topics and action topics that have been used in the framework of the project, seeking to facilitate how they may be best understood.
- **REPORTS.** Qualitative and quantitative diagnostic reports—elaborated from data that was collected through a questionnaire addressed to young people and educators between June and November 2019 by the Orienta4YEL partners—that identify the risk factors and support strategies linked to early leaving from the point of view of both young people and educators/teachers/trainers (from Spain, Portugal, Romania, Germany, and the UK).
- **DYNAMIC INFOGRAPHICS.** Infographics that synthesize the main results of the study conducted in Spain, Portugal, Romania, Germany and the UK for monitoring early leaving, identifying the critical factors and causes of it.
- **CONCEPTUAL FRAMEWORK.** for understanding the risk of early leaving that guides the group of diagnostic and evaluation tools, as well as the group or strategies for the action that have been designed, developed and evaluated by Orienta4YEL.
- **HANDBOOK of Strategies for action.** In the framework of the Orienta4YEL Project, the document “Orientation and Tutorial Action Proposal. Strategies for the Action” was developed, aiming to provide educational institutions and involved agents with a set of strategies and tutorial actions—which have been designed according to a previous diagnosis—to support them in their task of preventing young people’s risk of early leaving in each one of their specific contexts.
- **RESOURCES** that, beyond the Project’s own publications, bring together other publications, experiences, programs, initiatives to prevent and deal with early leaving of education and training launched in the different intervention contexts of Orienta4YEL. All this is presented together and is accessible on the Project’s website (<https://www.orienta4yel.eu/>).

Beyond the processes and products mentioned, the Orienta4YEL Project has also consolidated other “intangible assets” such as:

- Generating interaction and collaboration processes between European university institutions and secondary educational institutions interested in working on aspects associated with educational inclusion and equity in education through guidance strategies and tutorial action to deal with early leaving of education and training.
- Promoting guidance policies for prevention and intervention in issues of early leaving of education and training.
- Promoting criteria and methodologies that drive scientific development on policies and cultures of inclusion and educational equity as a starting point to prevent early leaving of education and training.
- Validating orientation and tutorial action strategies as a framework for action to deal with early leaving of education and training.

The hope is that the advances are sustainable over time and broaden the base of inclusive and equitable educational institutions, as well as policies that work to prevent early leaving of education and training and question their framework of reference, driving changes to strategies to address early leaving, as well as the need to introduce changes to the curriculum.

WORK PHASES Orienta4YEL

PHASE1: Monitoring early leaving. causes and protective factors of early leaving²

The design and coordination of appropriate guidance and tutorial action mechanisms, which respond to the needs of young people at risk of ELET, requires a prior process of detecting the causes and risk factors of early leaving among young people, as well as protective factors. Therefore, the objective for this first phase of Orienta4YEL work has been configured with this in mind:

- Through diagnostic instruments/tools, allows for the collection of information about young people's leaving profile, causes/factors linked to early leaving, actions that are working or not working, agents, professionals and services, organizational context, role of school leaders, etc., which could help inform an intervention plan for addressing Early Leaving in Europe.

Since Phase I of the project, the objective was to monitor early leaving, identifying the critical factors and causes of it. Besides understanding the situation in the five European countries involved in the project (Spain, Portugal, Germany, Romania, and the UK), identifying similarities and differences between countries, a mixed research approach was used to explore the views of young people, educators, and trainers.

After conducting a literature review for identifying critical factors and protective mechanisms of early leaving—which resulted in a long list—a series of quantitative and qualitative techniques to collect data in each country were used.

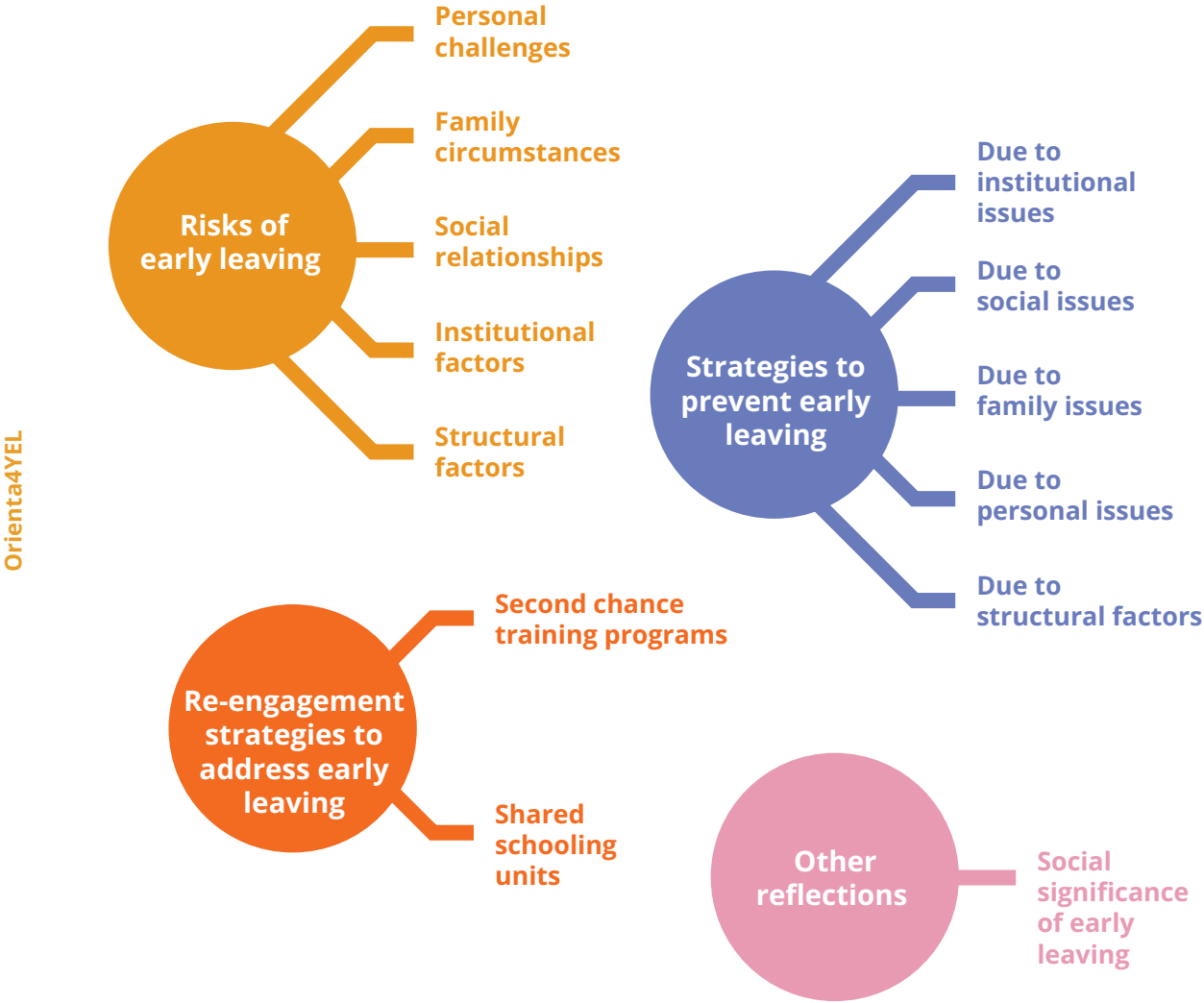
Specifically, five data collection tools to identify risk factors and support mechanisms for early school leaving were designed:

- Two questionnaires, one for young people and the other for teachers/trainers
- One individual interview for members of school leadership teams and administration
- Two focus groups, one for teachers/trainers and the other for young people.

The structure of the data collection tools was the same. All of them included questions referring to a series of categories and codes for analysing, as Table 3 shows.

² The details of the results reports from the first phase can be consulted at <https://www.orienta4yel.eu/reports>

Table 3. Categories and codes









Source: Olmos et al. (2019, p. 10)

The data collecting process was adapted in some countries. This adaptation process implied, for example, that

- each partner had to translate the final version of data collection tools to their official language
- each partner had to identify about 10 institutions in their territory, according to criteria such as:
 - Working with young people (aged 12-21) at risk of early leaving. That is to say: 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 programs (level 1), or d) intermediate VET programs (level 2).
 - Effective leadership. Management of this group of young people through training and intervention in their institutions/organizations of specific intervention plans for achieving this proposal.

Once the data collection tool was completed, it was implemented across the five countries involved in Orienta4YEL. Data collection tools were applied to a total of 2,204 young people, 634 educators/teachers/trainers and 80 members of the school leadership team and administration, as Table 4 shows.

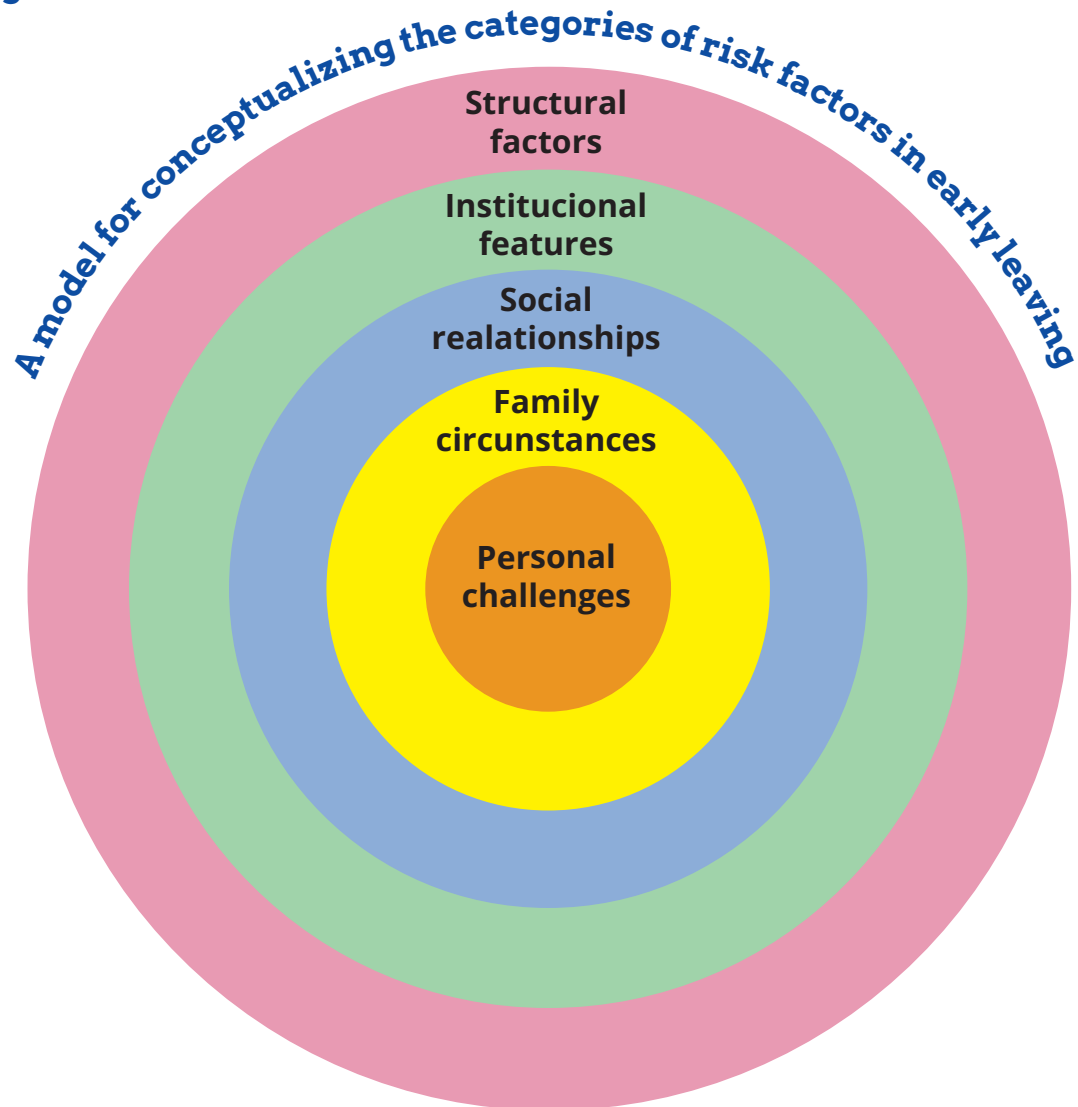
Table 4. Participants monitoring early leaving

 Data collection tool	 Members of the school leadership team and administration	 Educators: Teachers/trainers	 Young people
 Interviews and/or Focus group	80	237	394
 Questionnaires	---	397	1.810
TOTAL	80	634	2.204

Source: Olmos et al. (2019)

The analysis of the results derived from the implementation of the tool was carried out in accordance with the design of an analytical framework that allows for exploring and identifying the main ELET risk and protection factors of in five key dimensions—personal, family, social, institutional and structural—nested and interdependent, as shown in Figure 2.

Figure 2



Main Risk Factors

According to this dimensional analysis model, under a comparative analysis perspective between the five Orienta4YEL territories, the main risk factors identified in each of the dimensions were the following (Tables 5 to 9).

Table 5. Risk factors for personal challenges across countries

PERSONAL CHALLENGES	UK	Portugal	Germany	Spain	Romania
Lack of interest and motivation in school	●	●	●	●	●
Low self-esteem or self-confidence	●	●	●	●	●
Low educational achievement	●	●	●	●	●
Negative academic self-perception	●	●	●	●	●
Disengagement	●	●	●	●	●
Irregular school transition	●	●	●	●	●
Personal experience of mental health issues: stress, anxiety, etc.	●	●	●		●
Low expectations	●	●		●	●
The existence of a negative perception of their own performance	●	●	●	●	●
Special education needs/low learning abilities	●		●	●	
Early pregnancies and/or the existence of dependent children		●		●	●

Lack of life goals		●		●	●
Experiences of failure and poor school performance across different school levels			●	●	●

Source: Olmos et al. (2019, p. 14)

Table 6. Risk factors for personal circumstancesa cross countries

FAMILY CIRCUMSTANCES	UK	Portugal	Germany	Spain	Romania
Parental values: low family aspirations, parental expectations for young people	●	●	●	●	●
Low family support: lack of attention, educational support and affection	●	●	●	●	●
Lack of education or low parental educational achievement	●	●	●	●	●
Low socio-economic level/economic problems: living in an underprivileged context, dependence on government subsidies	●	●	●	●	●
Parental distrust of school or authorities	●	●		●	●
Having to support the family: caring for a family member, working to support the family	●	●		●	
Chaotic home lives	●	●		●	
Experience of alcohol/substance addiction in a family member	●	●	●		
Dysfunctional families		●		●	●

Source: Olmos et al. (2019, p. 18)

Table 7. Risks factors for social relationships across countries

SOCIAL RELATIONSHIPS	UK	Portugal	Germany	Spain	Romania
Difficult relationship in school: difficult relationships with teachers	●	●	●	●	●
Peer pressure/external influence: peer pressure to take drugs/alcohol/smoke, skip school	●	●	●	●	●
Difficult relationship with peers: bullying, poor friendship management skills, not having friends	●	●		●	●
Difficult relationship at work (VET studies)	●		●		
Peer group expectations: low peer group expectations for the future	●			●	●

Source: Olmos et al. (2019, p. 20-21)

Table 8. Risks factors for institutional factors across countries

INSTITUTIONAL FACTORS	UK	Portugal	Germany	Spain	Romania
School management of pupil behaviour: school environment unable to accommodate EL behaviour, school exclusion, the impact of disruptive students	●	●		●	●
Lack of professional/personal/academic guidance	●	●		●	●
School or education environment: classroom environment, large class size, infrastructure maintenance, lack of resources, classroom too overwhelming, not feeling safe in school, building is too warm or cold	●	●	●	●	●

Institutional rigidity: school rules, strict daily routines, schools not inclusive	●		●	●	●
Limited teacher resources or time	●			●	●
School/teachers' expectations	●			●	●
The role/impact of exclusion from taught lessons and absenteeism		●	●	●	
Syllabus and their development: too theoretical, a lot of content, inadequate teaching methods, difficulties to respond to the heterogeneity of learners, not adjusted to the real labour market		●	●	●	
School/teachers' expectations		●		●	●

Source: Olmos et al. (2019, p. 23))

Table 9. Risks factors for structural factors across countries

STRUCTURAL FACTORS	UK	Portugal	Germany	Spain	Romania
Educational Policy and system. Exam pressure and performance targets, raising compulsory ET to 18, performance pressure on teachers, change in the grading system, qualifications needed to facilitate employability, low government priority, the compulsory obligation of being at school until the age of 18 years old, the excessive number of students per class, the structure of the educational system and the lack of real alternatives it offers to young people at risk of early leaving or who are early leavers	●	●	●	●	●

Educational Administration. Lack of support, or wrong support, by the Educational Administration, lack of funding or time, support services cut, the curriculum not adjusted to the real labour market needs, unattractive and unappealing curricula.	●	●	●	●	●
Lack of training offerings and Transition from school to VET. Lack of training offerings connected to young people's interests, difficulties accessing programs that are an alternative to ESO before the age of 16, lack of real educational alternatives for young people who are at risk of early leaving or who are early leavers, unclear VET pathways, transition destination not sorted upon leaving school, flawed referral process, options pathways for GCSEs	●	●		●	●

Source: Olmos et al. (2019, p. 24-27)

Main Protection Factors

In the same dimensional analysis framework, the main protective factors against ELET identified in the five Orienta4YEL territories and in each of the dimensions refer to (Tables 10 to 14):

Table 10. Prevention strategies to confront personal issues across countries

PREVENTION STRATEGIES TO CONFRONT PERSONAL ISSUES	UK	Portugal	Germany	Spain	Romania
Supporting young peoples' emotional wellbeing and welfare: advocating for young people, solving problems quickly, individual recognition	●			●	●

Building self-confidence and self-esteem	●	●	●	●	●
Building resilience	●			●	●
Raising aspirations	●			●	●
Building students' sense of a positive learner identity: celebrate YP success	●		●	●	
Careers advice	●			●	●
Motivational strategies	●	●		●	●

Source: Olmos et al. (2019, pp. 34-35)

Table 11. Prevention strategies to confront family issues across countries

PREVENTION STRATEGIES TO CONFRONT FAMILY ISSUES	UK	Portugal	Germany	Spain	Romania
School-family engagement/participation: showing care strategies to parents, boundary-setting the same between school and home, sharing child's achievements between school and home, home visits, communication over child welfare, bedtime routines, class visits	●	●	●	●	●
Family counselling		●	●	●	●
Parental support in learning at home, parenting classes, parent coaching, parent school	●	●		●	●
Include families in the strategies implemented for school avoidance		●	●	●	●
Include families in the strategies implemented for school avoidance			●	●	

Source: Olmos et al. (2019, p. 33)

Table 12. Prevention strategies to confront social issues across countries

PREVENTION STRATEGIES TO CONFRONT SOCIAL ISSUES	UK	Portugal	Germany	Spain	Romania
Direct and regular contact with students: developing relationships of trust between teachers and young people	●	●	●	●	●
Student perceptions that they are supported: students feeling cared about by teachers, feeling cared about by the head teacher, high teacher expectations, keeping promises					
Having friends: friendship management strategies, conflict resolution, pro-schooling friendship culture	●	●	●		
Positive adult/tutor/mentor relationship	●			●	●
Encouraging and developing positive key adult relationships	●			●	●
Peer mentoring	●			●	●
Awareness of successful pathways which occurred with their peers		●		●	●
The sharing of experiences and appreciation of the school by individuals from the community and companies	●	●	●	●	●

Source: Olmos et al. (2019, p. 31)

Table 13. Prevention strategies to confront institutional issues across countries

PREVENTION STRATEGIES FOR INSTITUTIONAL ISSUES	UK	Portugal	Germany	Spain	Romania
Non-rigid school environment: flexibility, time out of class when needed, reduced timetables, elastic boundaries, choice about homework, a break between lessons, individual plans/curriculum adaptations	●	●		●	●
Career opportunities: work placements, work skills, workplace training in the first years of vocational education	●	●		●	●
Student guidance at transitional moments: a warm handover (taking young people to post-transition setting), university visits, strategic advertising of post-school pathways, taster days at follow-on settings	●			●	●
Improving classroom environment: increasing staff to student ratio, small class sizes, elective seating plan, comfortable chairs, ear defenders	●			●	●
Individualized support when needed	●		●	●	●
Positive behaviour management system: effective bullying strategy, effective family liaison in tackling bullying, patience with YP, consistent routines, managed moves	●			●	●
Teaching-learning methodologies: active learning, implement didactics adapted to heterogeneity		●	●	●	

The support of a specialized team with special pedagogical and psychological competences inside or outside of institutions	●	●	●	●	●
Tracking absences, faults and failure: contact with parents and other external services	●	●	●	●	●
Protocols to identify risks of early leaving	●	●	●	●	●

Source: Olmos et al. (2019, p. 29-30)

Table 14. Prevention strategies to confront institutional issues across countries

PREVENTION STRATEGIES TO CONFRONT STRUCTURAL FACTORS	UK	Portugal	Germany	Spain	Romania
Changes to the curriculum: Statutory work experience, forest school, remove post-16 maths and English as compulsory, curriculum related to employment, remove the religious component of teaching	●	●		●	
Funding for support mechanisms	●			●	●
Support for the whole family unit: funding moved to parents of children with SEND	●		●	●	
Scholarship system				●	●

Source: Olmos et al. (2019, p. 35-36)

Table 15. Re-engagement strategies to address early leaving

RE-ENGAGEMENT STRATEGIES OR COMPENSATORY FACTORS	UK	Portugal	Germany	Spain	Romania
(Re)engagement Programs or Initiatives/ Second chance measures	●	●	●	●	●
Signposting advice & Information to Early Leavers on options: helping students to find an adequate pathway	●	●		●	
(Support finding employment or training, including CV support	●			●	●
Short courses to re-engage or different training option	●	●			●
Links with other partners & services	●		●	●	●
Re-integration measures back into education and training: supporting friendship skills, future aspirations, confidence, resilience, pastoral support, supporting pathways	●			●	
Developing soft skills	●		●	●	●
Direct and personalized support strategies for alumni: dialogue, school support		●		●	●
Curriculum adaptation: reduce school workload, modify the schedule,		●	●	●	
Examples of successful pathways		●		●	●
Contact with the world of work		●	●	●	●
Change of class group		●		●	
Offer different types of training		●	●	●	●

Source: Olmos et al. (2019, pp. 37-38)

Main Conclusions

The main conclusions that can be established from the results presented regarding the approach to ELET from the risk and protective factors indicate that:

- The different categories of risk are interconnected. Personal and family factors correlate with institutional ones. Social relationship is considered a supplementary group of factors that could reinforce the personal factors. The structural factors are less commented on by the participants, probably because they do not have the chance to address them actively.
- 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 family condition such as low-income families, who are not part of the workforce, and condition of traveller/Romani/Gypsy families.
 - Young people's difficult relationships in 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 manage student behaviour, exclusion from school, school culture or environment, lack of measures to identify risk of early leaving and lack of dedicated support staff.
- For the participants, it is difficult to establish which is the most effective measure for preventing early leaving but, in all countries personal support is highlighted. Likewise, as key strategies to prevent early leaving measures, the following stand out:
 - 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.
 - ◆ High 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.
- Some members of the school leadership team and administration, as well as teachers/trainers of different countries express the need to start the implementation of preventive strategies as early as possible.
 - Integrated prevention strategies are to be developed.
 - Re-engagement strategies are mainly focusing on second chance measures that are characterized by a high VET orientation. This leads us to conclude that VET pathways are the best for connecting with the interests and motivations of young people who are at risk of early leaving or who are early leavers.

PHASE 2: Design of the Orienta4YEL proposal. Strategies for action

Once the main risk and protection factors against early leaving of education and training have been identified in all the five territories involved in the framework of the Orieta4YEL Project—and with the aim of supporting educational institutions in preventing the risk of early leaving of young people in each specific context—a **proposal for guidance and tutorial action** was developed (<https://www.orienta4yel.eu/statics/view/handbook>) during the second phase of the project, made up of a set of 13 prevention, intervention and compensation **strategies** aimed at schools for dealing with early school leaving, as shown in Figure 3.

Figure 3. Strategies for Action. Orienta4YEL Proposal



Source: <https://www.orienta4yel.eu/statics/view/handbook>

Strategies focus on supporting multiple risk factors linked to ELET (personal, family, institutional, social and relational; according to the dimensional analysis model that guides this project), with those focused on the design of personalized plans, mentoring, establishing links with the community, the guidance curriculum, support for educational transitions, or support in the construction and management of healthy relationships, being the ones prioritized by schools and agents for their application (Olmos Rueda & Gairín Sallán, 2021).

Each one of the strategies is developed in detail and is presented in a clear and accessible way in a file, making each of them, as well as their compendium, a useful resource and tool to be applied by the educational institutions and agents.

In each of the files, aspects are identified relating to the type of strategy, the risk factors to which they are directed, the level of action, the description, the beneficiaries, the intervening agents, the timing, the cost of the strategy, proposals for actions for its implementation, the necessary resources, other considerations to take into account in the framework of developing and implementing the strategy and, finally, complementary resources and references.

Next, as an example, one of the 13 files developed is presented; specifically the one linked to the first strategy focused on *individual or personalized plans*³.

³ You can interactively access the rest of the strategy sheets through:
<https://www.orienta4yel.eu/statics/view/handbook>

Table 16. Example of strategy. Strategy 1 – Individual planning

individual planning or personalized plans		
TYPE OF STRATEGY		
<input type="checkbox"/> Prevention	<input type="checkbox"/> Intervention	<input type="checkbox"/> Compensation
ADDRESSED RISK FACTOR		
<input type="checkbox"/> Personal challenges <ul style="list-style-type: none"> <input type="checkbox"/> Lack of motivation, interest, and expectations <input type="checkbox"/> Low self-esteem and self-perception <input type="checkbox"/> Low educational achievements 		

- ☐ Social Relations
 - ☐ Difficult relationship in school (with tutors, teachers, peers, etc.)
- ☐ Institutional factors
 - ☐ The school management of pupil behaviour
 - ☐ Absenteeism / Exclusion of teaching lessons
 - ☐ Lack of trust and support of the institution

STRATEGY LEVEL

- ☐ Individual level (psycho-pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Educational system level (educational system actions)

AIM

To give young people who are at risk of EL individualized educational responses (individual support) to have the opportunity to steer their own educational pathway and increase their engagement and motivation.

DESCRIPTION OF THE STRATEGY

Young people at risk of EL need individualized educational responses. Individual Planning refers to the idea of the tutor helping the young person to develop an individual learning and career plan that meets their specific needs and clearly setting out learning objectives relating to these needs. Individual planning should provide young people with tools to improve their sense of well-being and develop positive attitudes toward learning, education, and training, leading to improved understanding of education options, lower absenteeism, improved education outcomes. By identifying the specific barriers they face and the strategies they need as individuals, young people are encouraged to feel a sense of ownership over their future plans and to feel more in control of the actions needed to achieve them.

To this end, individual planning strategy has to ensure provision based on these young people's needs and has to address the additional support needs of the young person to break down barriers to learning.

Individual planning strategy requires young people's active involvement, with the support of a tutor, in developing their individual plan. If they are actively involved in developing their individual plan, this will give them skills to continue to plan and manage their careers in the future and contribute towards increasing their motivation, attendance and ultimately their success rates.

BENEFICIARIES

- ☐ **Young people** ☐ Teachers/Trainers ☐ Families ☐ Community ☐ ...

WHO IS IN CHARGE OF THE STRATEGY?

- ☐ **Tutor** ☐ Teachers/Trainers ☐ Support staff (e.g. Counsellor) ☐ Families
☐ Other professionals (internal or external to the institution):

IMPLEMENTATION TIMELINE (When the strategy is going to be implemented)

- ☐ **At the beginning/welcoming** ☐ **During the academic year**
☐ At the end of the academic year ☐ Transition between and
☐ Other (specify):

COST OF THE STRATEGY?

- ☐ Low ☐ **Medium** ☐ High

DEVELOPMENT OF THE STRATEGY (How can the strategy be achieved?)

An individualized approach can be achieved through establishing individual learning or career plans; ensuring needs-based learning support is provided; establishing individual health or well-being plans; implementing an effective case management approach to support students' needs.

1. Develop individual learning or career plans: *road map*
2. Assess the individual's existing skills and knowledge base: *individual balance (to help students identify existing skills and competences, and possibly how these pertain to the curriculum. This can help to boost the student's self-awareness, confidence, and self-esteem)*
3. Tailor the plan to the young people and ensure that the young person is committed to the plan: *contracts (can also be used as a way of setting out an individualized learning pathway and support plan which formalises the commitment from the young person)*
4. Conduct regular reviews of progress against the plan: *tracking sessions, case study approach (there should be periodic opportunities to provide one-to-one feedback on progress in relation to the plan and if necessary, to review the plan in line with this progress. These regular reviews help to ensure the young person is committed to the plan)*
5. Address other learning support needs: *working with the support staff, teaching staff, external experts when it is needed*

These activities should be developed within the framework of **individual tutorial sessions**. According to this, these require not only the active participation of young people, but also that of the tutor who has to guide, help and support the student during the process through active tutorial sessions, so it needs adequate planning throughout the academic year. This means an individual planning strategy needs to be incorporated into curriculum development as another academic activity (for instance, as has been said before, through individual tutorial sessions).

RESOURCES (What is needed?)

- | | |
|---|---|
| <input type="checkbox"/> Figure of the tutor / counsellor | <input type="checkbox"/> Materials / Tools: |
| <input type="checkbox"/> Adequate and comfortable space | <input type="checkbox"/> Interview guide |
| <input type="checkbox"/> Timetabling | <input type="checkbox"/> Tracking sheets |
| | <input type="checkbox"/> Contract |
| | <input type="checkbox"/> Case study sheet |
| | <input type="checkbox"/> Assessment (self-assessment) tools |
| | <input type="checkbox"/> Others (specify): |

OTHER CONSIDERATIONS

- Related protective factors:
 - Education achievement and attendance
 - Inclusive environment
 - Positive view of education and training
- Essential for personal challenges and compensatory factors
- To support young people with the personal challenges they face, we need to help them build a strong foundation of emotional well-being. With this, they are likelier to be capable of becoming more resilient, as well as strengthening their self-esteem and self-confidence.
- Fostering emotional well-being needs can be achieved by allowing young people to have ownership and autonomy over what they do, and how they do it. Removing barriers, which enable ownership and autonomy includes addressing each person's individual needs, such as providing transport and providing for material necessities
- By doing the above, twinned with targeted support mechanisms (linked to each person's individual needs and challenges), should help to raise young people's aspirations (given they'll have greater self-esteem and self-confidence), in turn helping them develop a more positive learner identity (which fosters resilience through young people being able to appreciate that learning is worthwhile, but hard work, and fraught with difficulties).

REFERENCES (related resources)

CEDEFOP. Toolkits. VET toolkit for tackling early leaving. Available on:

<https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervention-approaches/tailored-learning-pathways>

European Commission (2017). Tackling Early School Leaving. A collection of innovative and inspiring resources. Explore. Learn. Share. Luxembourg: Publications Office of the European Union. Available on:

https://www.erasmusplus.sk/uploads/publikacie/2017_compendia_early_school_leaving_geraldine_6174.pdf

Source: Olmos, P. et al. (2020, p. 5-7)

It should be noted that the strategic files that make up the proposal are intended to be a guideline for the process of action of educational institutions and agents to deal with early leaving, so they provide the opportunity (and the need) to have to adapt to each specific context of action.

In this sense, prior to its implementation process, the strategies and actions were presented in each of the territories in joint sessions between the university work teams and the promoter teams of the schools, to know the global meaning of the proposal and evaluate how to adapt it to each context. It is important to point out and understand that the constituent strategies of the proposal are neither exclusive nor exclusionary. Action strategies become a set of interrelated proposals, allowing them to be addressed and thought of in a combined and complementary way (Gairín & Olmos, 2021).

From these sessions, a specific action proposal was developed for each of the contexts in which to implement it, according to their needs and reality.

Once the specific proposals were prepared, each of these was sent to the schools involved, allowing for their revision, adaptation and/or final adjustment followed by their implementation, as explained in the following section of this booklet.

References

Gairín, J., & Olmos, P. (2021). "Estrategias para hacer frente al abandono escolar temprano en las organizaciones educativas" ("Strategies for Dealing With Early School Leaving in Educational Organizations"). In, L. Ortiz Jiménez et al. (coord.), *Organización educativa para todas las personas* ("Educational Organization for All"). Spain: Wolters Kluwer

Olmos, P. et al. (2020). *Orientation and Tutorial Action Proposal. Strategies for the Action* https://ddd.uab.cat/pub/infpro/2021/238996/WP3_Orienta4YEL_Intervention-Stratagies_SP.pdf

Olmos Rueda, P., & Gairín Sallán, J. (2021). "Estrategias de orientación y acción tutorial: herramientas que pueden evitar el abandono escolar temprano" ("Guidance Strategies and Tutorial Action: Tools That Can Prevent Early School Leaving"). UABDivulga. <https://www.uab.cat/web/news-detail/estrategias-de-orientacion-y-accion-tutorial-herramientas-que-pueden-evitar-el-abandon-escuela-temprano-1345680342040.html?noticiaid=1345839143753>

PHASE 3: Implementation of the proposal

As specified in the design phase of the Orienta4YEL proposal, the proposals or action strategies required adaptation and/or adjustment to each of the specific implementation contexts, according to their needs and reality.

This adaptation process had to be completed by each of the educational institutions and agents involved in the project; that is, by the promoting teams that, ultimately, would be the ones that would end up implementing the strategies.

To support this process, systematic files of the Orienta4YEL strategies were designed for each of the centres where they would proceed to be implemented, in which a detailed description of the strategy or strategies selected for its implementation was made, the implementation timetable and key elements for its monitoring and evaluation were specified, as presented in Tables 17 and 18 (template of the systematic files and a specific example, respectively).

**Table 17. Systematisation sheet
of Orienta4YEL strategies at the educational centres**

Identification EDUCATION CENTRE		
Work team at the centre		Support UAB team:
Target group		
Orienta4YEL Strategy or strategies	Main strategy or strategies	
	Complementary strategy or strategies	
Description of implemented strategy or strategies		
Schedule of implementation		
Evidence systematization. Activities and / or actions that are suggested to be developed to demonstrate the applied strategy or strategies		
Evaluation-Monitoring strategy (by PARTNER)		
Proposed monitoring and impact indicators		

Instruments / evidence used to extract information related to the proposed monitoring and impact indicators
Difficulties during the implementation
Generated and interesting documentation
<i>Work material used, result reports and dissemination activities carried out</i>

Table 18. Systematisation sheet of one specific educational centre
Educational Centre (Santa Coloma de Gramanet)

Working group		Working group:
Incidence group	3rd–4th ESO (Compulsory Secondary Education) ÈXIT (newly created group), with a total of 13-15 students	
Main Orienta4YEL Strategy/Strategies		E3. Motivational activities for learning or personal development activities to involve young people in learning E8. E8. Guidance curriculum
	<i>Complementary</i>	E1. Individual planning or personalized plans E11. Support in mid-term educational transitions and completion of key stage

Description of the work strategy/strategies implemented

Èxit Group

The Èxit (“success”) group is a newly created ESO group at the secondary school during the 2020–2021 academic year, made up of a total of 13 young people aged 15–16 years, from the 3rd and 4th educational levels of the ESO and selected based on certain characteristics, and managed by a teaching team of three COVID support professionals who work with a didactic-curricular methodology characterized by work by area and adapted to the characteristics and needs of the group. We also have an hour of Values, with the values/religion teacher, an hour of dynamism with the TIS, and two hours of work in the garden with the biology and natural sciences teacher.

The didactic core of the ÈXIT group is the HORT (GARDEN)—a space for work, collaboration, coexistence, reflection and study, which is also integrated into a global project Cuidem-nos (Take care of ourselves), which takes place each term in shorter projects.

The ÈXIT group integrates four of the strategies designed in the framework of Orienta4YEL (two main ones and two complementary).

On the one hand, the main strategies are:

➡ **E3. Motivational activities for learning or personal development activities to involve young people in learning.** This strategy allows the young people of the ÈXIT group:

- ***To participate in the community.*** The work by areas and the garden are activities that involve and motivate this group of young people to learn, while being activities that require the cooperative development of the group with the community.
- ***To develop activities that promote their personal and social development.*** The motivational activities—in this case the garden—provide a safe place where this group spends part of their learning time, sharing their problems, questions, and perspectives. They collaborate together and the teaching team has the opportunity to offer them the support they need.
- ***To build relationships of trust between peers and the teaching team.*** Having the group's teaching team demonstrate to the group that they believe in their abilities and support them to achieve their goals is a key success factor in education and training. The garden, a motivational activity that brings together academic staff and young people in an informal activity, can help them form a positive relationship with others. (At this point, in terms of creating cohesion between the students and with the teaching team, the all-day outings—in which the three teachers from the different areas have taken part—have also been important. in addition to the

➡ **E8. Guidance curriculum.** This strategy is materialized in its entirety in the make-up of the ÈXIT group itself as such, as well as the development of the Busca't la Vida project (professional guidance aimed at young people). Among the main actions that characterize the implementation of this strategy there are:

- **Supporting young people in acquiring career management skills with self-directed guidance.** Through the *Busca't la Vida* project, the option is put forth for young people to plan for prospective jobs.
- **Offering guidance during transition phases.** This is the case in this group, especially because they are at the end of an educational stage in which they have to make decisions: finish their ESO studies in a regular/ordinary group; get accredited in the ESO and continue their educational-vocational pathways (training cycles, PFI, upper secondary school education, etc.)
- **Creating flexible pathways in the Education System.** This is being carried out in the ÈXIT group through the curricular orientation by areas, the modular assessment they implement (assessment of basic skills, attitudes, academic knowledge, assistance, etc.), the establishment of positive students-teacher relationships, or the actual grouping that has been made of the young people in this group that would respond to specific measures of flexibility when developing the training program/curriculum and new opportunities to stay in the education system.
- **Guaranteeing that vocational training (FP) routes can lead to academic progression and be an actual academic and training alternative for these young people.** For this reason, both the group's Orientation team and teaching team are very clear on the fact that professional training (FP) is one of the most appropriate ways to respond to the group's needs, interests and motivations—being a learning alternative that helps guarantee they remain on an educational pathway.
- **Cooperative learning and peer tutoring.** Albeit indirectly, this action is contemplated in one of the orientation activities within the framework of the *Busca't la Vida* project. The idea is that students who are pursuing post-secondary studies can share their point of view with the young people in the ÈXIT program.

On the one hand, complementary strategies. Already integrated in the previous two to a certain degree:

- ➔ **E1. Individual planning or personalized plans.** Activity that is already carried out through individual follow-up actions, the periodic review of young people's progress, considering the adaptations required, direct communication with families, etc.
- ➔ **E11. Support in mid-term educational transitions and completion of key stage.** This strategy materializes in the Busca't la Vida project and with actions specific to the ÈXIT group itself, such as the assigning of a reference tutor figure, or creating a sense of academic progress by the young person him/herself.

Implementation schedule

Annual

The ÈXIT group has been implemented since the beginning of the 2020-2021 academic year.

Systematization of evidence. Activities and/or actions that are proposed for development in order to demonstrate the strategy/strategies applied

Within the framework of the ÈXIT group and as support for the development of the strategies that are being worked on, the following actions are suggested for the systematization of evidence:

- **Educational register (also useful for transition).** A return to individual notebooks is recommended, to be used as a logbook (a resource that the Institute's work team had already contemplated from the beginning). Some ideas that could guide the use of this notebook:
 - **Educational booklet aimed at organizing/recording/reflecting on students' learning.** The young person can write down the goals they wish to achieve and those they are already working on. It enables the student to document the steps he/she has taken and plan their learning path with the supervision and support of the teaching staff.
 - **Educational booklet that aims to enable young people to make decisions about their future training and professional career** (complementary evidence in the Busca't la Vida project). This notebook must be filled in independently, with the tutor or guidance figure, and should collect information on aspects linked to the planned transition to post-compulsory education.

- **Reflection/analysis project on the development of the Garden (*connection to the Garden*).**
As part of the group's training activities, a collective project (in pairs or in groups) focused on reflection and analysis (by the group of young people) of the impact that the Garden activity has had on their learning (theoretical, practical, in terms of attitude). Perhaps a reflection on the different "evolutionary" stages (the trajectory) of the garden. For example: *The garden has changed since its inception: how has it changed? What has improved? What needs to be improved? And us: How have we changed with the garden?*
The final product of this "project" (be it visual, audio-visual, written, combined) would in itself be evidence and also an instrument that allows impact indicators to be collected.

Evaluation-Monitoring Strategy (UAB)

Within the framework of this annual implementation, the UAB team proposes two evaluation points:

- **A midway evaluation.** This midway assessment (which could be done in April, just after Easter break) would allow for:
 - Monitoring the evolution of the strategy and, if appropriate, identifying elements that may need adaptation.
 - Monitoring the evolution of the strategy and, if appropriate, identifying elements that may need adaptation.
- **A final evaluation.** This final evaluation, combined with the collection of indicators from the intermediate evaluation, will make it possible to assess the implementation of the strategy itself and the impact it has had on the group of young people.

The evaluation device includes the instruments previously designed within the framework of the project itself and designed to be applied at the end of the strategy: Interview script addressed to mentor figures/agents involved and young participants. However, we value the incorporation of an intermediate monitoring instrument (adaptation of the interview script already prepared for both profiles), taking into account the monitoring and defined impact indicators, as well as the complementary nature of the data that can derive from the systematization of the evidence.

Proposed monitoring and impact indicators

The key analysis indicators that we should have in mind as part of this implementation (a fully reviewable proposal) are:

- Educational achievement (accredited or not).
- Incorporation in a regular/ordinary group to complete ESO.
- Continuity in the educational-vocational pathway (ESO, PFI, FP, upper secondary school education, others).
- Attendance / Absenteeism.
- Positive view of the education-training of young people.
- Positive vision of one's own future.
- Improvement of expectations and aspirations.
- Positive career options
- Positive self-perception linked to learning ability. Building of a positive identity towards learning.
- Emotional well-being.

Instruments/evidence used to extract information linked to the proposed monitoring and impact indicators

Through the evaluation device, these indicators will be taken into account for their analysis and assessment of the impact of the strategies applied, but also other instruments/evidence such as:

- Qualifications/assessment on each young person's individual academic process.
- Result of the basic skills tests.
- Attendance register.
- Educational booklet for each young person.
- Observation of the teaching staff who attend to the group during the development of the various activities.

Documentation generated and of interest

Work material used, results reports and dissemination activities carried out

Difficulties found in implementing the strategies

- We do not have teachers for these subjects. We try to incorporate them in the projects, for example now that we are studying biology, the artistic part is with “scientific drawings” of the cells and organelles. We also have in mind to create a mural in the garden if we can, during the third term. We have been doing physical education basically with group dynamics and team sports and it has gone well enough, but we do not have specific assessment tools. And in the tres quarts musical, we will do choreographies related to the theatre for a languages project and maybe also for chemistry (although this has not yet been determined). We want to work more on English in the language area this term since Catalan and Spanish acquisition has been prioritized thus far. With the type of students we have, and the reception classroom needs of some, you can't do everything.
- If we work by areas and not by subjects, prioritizing the acquisition of basic instrumental skills, and in the context of social and cultural marginalization in which the students find themselves, should the standard model of subjects be reproduced to respect the curriculum? Or can areas be prioritized while leaving parts of the curriculum untouched?

The process of preparing the files was carried out collaboratively between the university and the school, using the following steps:

- 1** Based on the specific needs identified in the first phase of diagnosis of risk and protective factors against early leaving⁴, a meeting between the university's work team and the school's promoting team to agree on the strategies and the implementation plan.
- 2** The university work team—based on the agreements reached in the previous meeting—proceeded to complete the systematic file, making an initial definition as close and complete as possible to the strategies to be worked on and the appropriateness of the actions, newly created or already implemented by the centre, within the framework of those strategies.
- 3** The promoter team from the school received the sheet with the proposal and proceeded to review it, add to it, adapt, and adjust it.
- 4** Final and consensual review of the systematic file.
- 5** Implementation of the agreed proposal.

The systematic files are presented as a useful resource for educational institutions and agents, since they allow not only for proceeding with the adaptation of strategies according to the reality and concrete context of action, but also:

- Making visible and recording the strategic actions that are carried out in the institutional framework of the school, by the people and the professional teams that comprise them.
- Guiding the implementation of strategies, as well as their monitoring and evaluation. The sheet allows for indicators and instruments to be established, as well as evidence of evaluation of the development and impact of the strategies, as it is presented in the following section that constitutes the final phase of the Orienta4YEL project.

⁴ Regarding this point, in contexts such as Spain, each school received an individualized and personalized diagnostic report, from which implementation strategies were proposed. Each report contained a presentation of the risk factors for early leaving identified as most common within the context, as well as the prevention and re-employment strategies that were considered most relevant in the context.

SNAPSHOT OF THE IMPLEMENTED STRATEGIES

Within the framework of the project, a total of 34 direct strategies were implemented in the five participating countries (as shown in Table 19) within the framework of which different actions were developed.

Table 19. Distribution of implemented strategies

STRATEGY	UK	Portugal	Germany	Spain	Romania
E1. Individual planning or Personalized Plans	●	●		●	●
E2. Blended Media Mentoring			●	●	●
E3. Bridge Building Motivation Activities to Learn	●			●	●
E4. Peer to peer learning and support					●
E5. Family support / School-Family engagement	●			●	
E6. Support for young people's learning outside of formal curriculum	●		●	●	
E7. Establishing links with the wider community				●	
E8. Curriculum Guidance	●	●		●	
E9. Responsive services or Responsive crisis resolution services for young people	●	●	●		
E10. Teacher-training: didactic strategies and practices for educational success		●		●	●
E11. Support for mid-term and end of key-stage educational transitions.	●	●	●	●	
E12. Promoting quality inclusive learning environments and alternative learning arrangements.					
E13. Support for mid-term and end of key-stage educational transitions.	●			●	
TOTAL	8	5	11	6	5

In contexts such as Spain, indirectly and complementary to the main strategies, a total of 7 strategies were implemented through the interweaving of specific actions that enabled the functioning of indicators specific to those complementary strategies in the main ones (see Table 20).

Table 20. Implemented complementary strategies (Spain)

MAIN STRATEGY <i>Educational Centre (EC)</i>	EC1	EC2	EC3	EC4	EC5	EC6
E1. Individual planning or Personalized Plans	●		●		●	
E2. Blended Media Mentoring					●	●
E3. Bridge Building Motivation Activities to Learn				●		
E5. Family support / School-Family engagement						●
E6. Support for young people's learning outside of formal curriculum	●					
E7. Establishing links with the wider community		●				
E8. Curriculum Guidance			●			
E9. Responsive services or Responsive crisis resolution services for young people						
E10. Teacher-training: didactic strategies and practices for educational success						
E11. Support for mid-term and end of key-stage educational transitions.			●		●	●
E13. Support for mid-term and end of key-stage educational transitions.					●	
COMPLEMENTARY STRATEGY						
E1. Individual planning or Personalized Plans		●		●		
E4. Peer to peer learning and support					●	●
E7. Establishing links with the wider community	●					●
E8. Curriculum Guidance		●				
E9. Responsive services or Responsive crisis resolution services for young people			●			
E11. Support for mid-term and end of key-stage educational transitions.				●		

PHASE 4: Evaluation of the proposal

Representing the last phase of the project, within the framework of Orienta4YEL, a device was designed to monitor and evaluate the process of implementing the strategies, with the aim of determining and assessing the impact of said strategies against early leaving of education and training in each of the implementation contexts and, at the same time, offering a joint vision of all the territories that constitute Orienta4YEL.

Therefore, with the objective of evaluating the impact of the implemented strategies, an evaluation device was constituted characterized by:

- Being made up of a script/set of questions that each territory adapted to the focus group/interview and/or questionnaire modality, depending on the specific situation of each school.
- Considering, for the set of questions, the two profiles and/or protagonist agents in the intervention. On the one hand, the young people and on the other, teachers/trainers/educators, social pedagogues, tutors, etc.
- The implementing of the evaluation device was adapted to the circumstances of each territory. Some, due to time restrictions and high workloads, only apply a summative evaluation at the end of the process. Others chose to complete this final summative evaluation with a formative evaluation process, followed up during the process.

The questions used for follow-up (formative evaluation) and final evaluation of the strategies by young people and educational agents were as follows (see Tables 21 and 22 respectively):

Table 21. Proposal of questions to be posed to young people

A. Proposal for questionnaire items and/or interview questions to be posed to young people	
■	What is your age?
■	What is your gender?
■	What is your first language?
■	In which action have you participated (name intervention/action [e.g., mentoring programme])? Do you think that your involvement in the action you mentioned could improve your school performance?
■	What is the main reason for success or failure?
■	Do you think that your involvement in the action you mentioned could impact on your school career positively?
■	What is the main reason for success or failure?
■	Do you think that your involvement in the action you mentioned could help you to achieve your personal goals?
■	What is the main reason for success or failure?
■	Would you participate in this or similar activities again?

Table 22. Proposal of questions to be applied with teachers/trainers/educators

<p>B. Proposal for questionnaire items and/or interview questions to be applied with teachers/trainers/educators, social pedagogues, tutors</p>
<p>DETAILS FOR THE CHOSEN STRATEGY</p> <ul style="list-style-type: none"> ■ Which strategy has been selected? ■ Description of the strategy. ■ Why did you select that strategy? ■ Which were the main objectives of the strategy?
<p>THE IMPLEMENTATION PROCESS</p> <ul style="list-style-type: none"> ■ Was the time period foreseen for the action appropriate to achieve the objectives? ■ Were there any activities during the action that were dispensable or should be revised? Which ones? ■ Which aspects have facilitated/hindered the implementation of the action? ■ Were you forced to change or adapt the strategy during the implementation? What did you change and why?
<p>IMPACTS OF THE ACTION</p> <ul style="list-style-type: none"> ■ Do you think the intervention has been successful? (in terms of which objectives?) ■ Has the EL risk level of young people been reduced according to your assessment? ■ Have high-risk students been prevented from dropping out? ■ Have young people's attitudes towards school and/or motivation to learn changed? ■ Were there any other effects that you observed during the implementation? ■ Which groups of young people have responded particularly positively to the intervention (e.g., by age, gender, cultural group)? ■ For which group did the action not work? Did young people drop out of the action?
<p>Closing Considerations</p> <ul style="list-style-type: none"> ■ Do you have any further (general) comments or observations on the implementation? Any recommendations for future measures to reduce risk factors or to prevent school dropouts?

The results derived from the implementation of the evaluation device were presented in the form of global reports by territory. In some cases, it was also decided to collect and present the information in a file format that would allow schools quick and agile access to the results and conclusions, as well as to suggest final guidelines on the strategies implemented to continue advancing in the work of tackling early leaving of education and training from prevention, intervention and, if appropriate, compensation. See below an example of the aforementioned file.

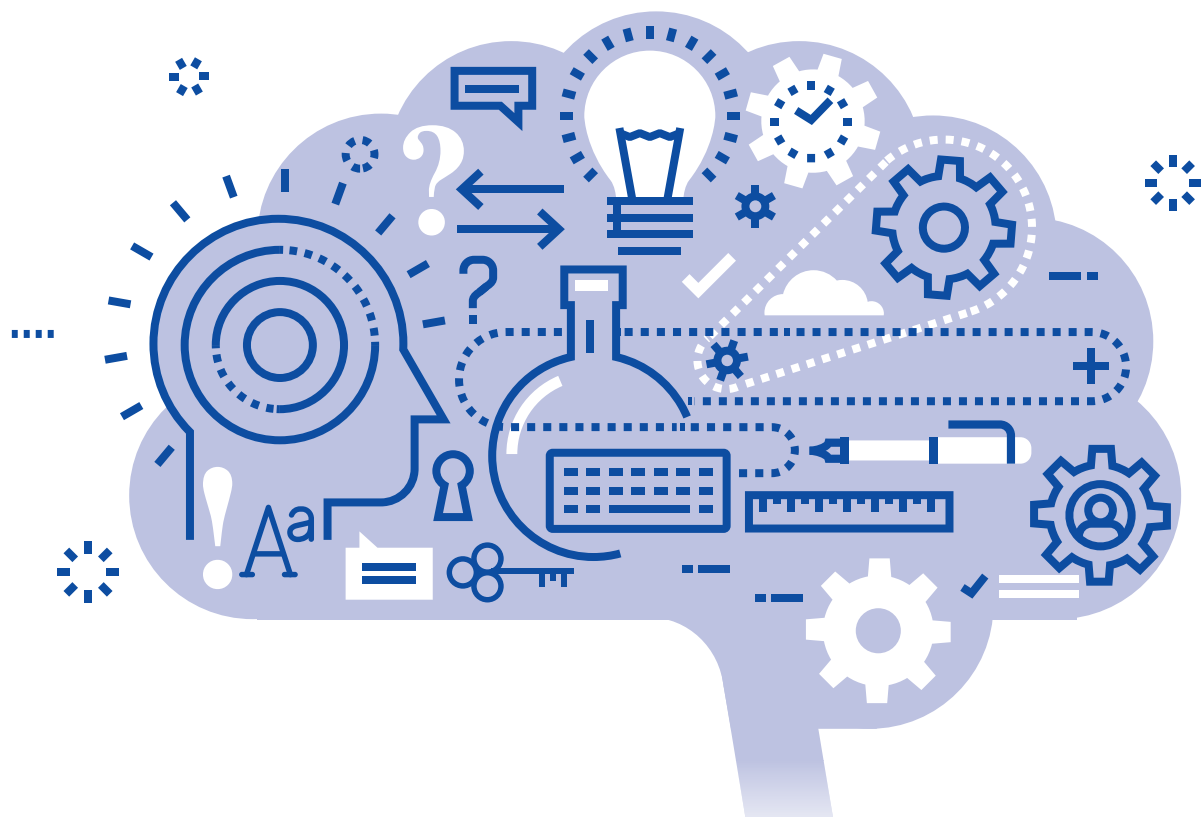


Table 23. Orienta4YEL strategy evaluation sheet at the centre⁵

Educational Centre (Sant Adrià del Besós)	
Evaluated Orienta4YEL Strategy/Strategies	Work was carried out on a main strategy, namely E13. Support in the construction and management of healthy relationships between peers , through the activity of social theatre. This will be the strategy that is the subject of this evaluation sheet.
Evaluation by the teaching team/professionals involved in the implementation	
<p>The objective pursued by the strategy was to improve relations between peers through social theatre given that a certain discrimination between genders and the use of other social stereotypes had been detected, making it difficult for the groups to function during training. We wanted to work on trust, communication, social skills, active listening, motivation, participation, group cohesion, self-confidence, self-perception, teamwork, empathy, etc. And, although they cannot present evidence of the impact of the action, there are signs that the experience has been positive for the group of people who have participated in terms of dialogue and in aspects such as self-esteem, the reaffirmation of one's personality and the ability to argue one's own ideas against others who present themselves differently. Other positive results observed have been a greater maturation of the students involved who, little by little, get involved and positively value the social theatre and the skills they develop there.</p> <p>A factor that has received positive consideration by and in the development of the strategy is the structure of the school's teaching staff, which has quite a few guidance counsellors who provide an important view on intervening with the person rather than on the curricular content. Furthermore, the evolution and positive results of the experience are associated in conjunction with the Tutor (who is conversant with the strategy and has appropriate teaching skills) and the chosen strategy. Additionally, it is also considered important to select the students and get them to be receptive to the proposed idea.</p> <p>An aspect that has stood out in the implementation of the dynamic has been the identification of a group of students with disruptive behaviours that harm the normal functioning of the groups. This group of students have been excluded from the implementation of the strategy, a decision that they now question whether was correct or not.</p> <p>Finally, aspects related to:</p> <ul style="list-style-type: none"> • The need to assess whether the time provided for planning is adequate or not. • The need to divide up the group of 21 students in order to be able to interact better. • The need to interact more with the families of disruptive students who, in some cases, reinforce the children's behaviour more than they support the teachers. 	

Evaluation of young people participants⁶

In general, the experience is valued in a very positive and useful way among the students who have been involved in it. They believe that it has helped them to improve many aspects such as: confidence, concentration, listening, empathy, teamwork, carrying out coordinated activities, thinking faster, communicating, bonding with peers, the classroom climate, the desire to continue studying, or the motivation and interest to continue in education pathways such as upper secondary school education, mainly, and training courses.

Also, the students who have not participated in the strategy comment that they decided to leave the experience because it did not interest them, they got tired, were bored, they did not like the theatre, because of shyness, embarrassment, etc.

⁵ The evaluations are derived from the interview held with two of the people who make up the team driving the strategy—member of the Dep. of Orientation and teacher-tutor figure of the specific group of the ESO where the strategy is applied—dated 31/05/2021.

⁶ The assessments are derived from the discussion group that was held with the group of young participants in the experience dated 31/05/2021, and in which a total of 10 students in the third year of ESO

Conclusions and Final Guidelines

Based on the assessments made, a positive perception and impact of the strategy is identified in relation to the objective it pursued. The students who participated identify improvements and, above all, better motivation and interest. However, the students who did not participate in the experience display a more immature profile and reiterate the behaviours that hinder an adequate dynamic and directly harm their learning and educational process.

Based on the analysis of the strategy, some final guidelines are derived that focus on the need to consider the inclusion of “disruptive” students in this dynamic, thus avoiding (again) the exclusion of the reference group. However, it is necessary to identify the risk factors of these students and try to work on them through the strategy, but in an integrated and collaborative way with the rest of their peers.

The visibility and promotion of the action, both internally and externally, is important and can contribute not only to becoming familiar with it, but also to changing and improving the possible educational and training value that the centre can have for other parties such as the families. Along these lines, linking this strategy/action with the environment could also be a key factor.

Main Results and Conclusions

The main results derived from the implementation of the evaluation device in all the territories involved in Orienta4YEL point to the following aspects:

- In general, the participation of young people in the proposed strategic actions has had a positive influence on improving their motivation, interest, confidence, and educational commitment. The evaluations in relation to the implementation of the strategies worked on have been positive.
- The actions are perceived as strategies capable of promoting a change in students' attitude towards school, motivating them to learn. A set of benefits is identified, highlighting the contribution to reducing the risk of school dropout, the teacher-student relationship, the individual well-being of students and interpersonal relationships.
- It is not yet possible to verify (due to lack of time and measuring instruments) demonstrable effects in strictly academic areas (although a slight improvement in results or, at least in motivation, is identified). Nevertheless, it is felt that, although the strategies implemented may work in the framework of the school itself, the great unknown and difficulty is in establishing what repercussions they might have beyond the education centres, especially in community and family contexts of such high complexity.

- In relation to the specific perceived impact of the implementation of the strategies, it is worth noting the positive impact that these have had on the educational community (students, teachers, and families), more specifically in aspects related to improving the most personal dimension of the students, linked to their emotional well-being:
 - Improved self-esteem and self-perception
 - A greater interest, on the part of the students, in attending the centre and an improvement in their motivation and interest in what they study, an aspect that is directly reflected in a greater involvement and willingness to continue studying and/or to remain on educational tracks. That is, the strategies have provided support in planning their educational transitions and achieving personal goals.
 - An improvement in the teacher-student relationship in the centre, stemming from a greater trust generated between them.
 - An improvement in the assessment of the school and its educational/training value by the families.
 - Recognition, by teachers, of the positive impact that tutorial action has on students and, by extension, on school life.
- Regarding the successful implementation of actions in contexts, teachers highlight the need for adequate spaces and interested teaching staff to stimulate student motivation. They also highlight the need to change pedagogical strategies and better adapt to the reality of students and their needs and expectations. The participants suggest that these aspects can, on the one hand, be addressed through networking between schools, companies, municipalities and other entities and, on the other hand, through a pedagogical approach that favours the implementation of new methodologies (for example, project work) and promote greater school inclusion. Teachers value the dynamic training aspect, proposing a greater investment in actions of this nature in the future.

- There is sufficient evidence to conclude that personalized actions and cooperative work have a positive impact on the prevention of early school leaving, given that, to date, the cases of dropout that have occurred are rather marginal and for family reasons rather than educational/training. In this sense, the various proposals have meant that students' school attendance is regular, that their vision of the future and their expectations are positive, as well as aspirations and career options, and that they have a positive regard for learning.
- The participation of families in education reinforces the involvement of students in their studies. At the same time, it contributes to making school an important part of their life—the young person feels more a part of it and places the value on it that it deserves. Although it is difficult to promote the participation in education of families who are not used to doing so, it is worth insisting on it to make them aware of how important it is for student learning.

Among the main conclusions drawn from the most significant results in the set of territories, we find that a successful intervention on early leaving requires an inclusive and holistic approach. The need for tutorial action which is integrated into the usual dynamics of the centre's project must be highlighted. An overall tutorial action needs to be designed, implemented, and analysed at the centre level. Young people must be supported within an institutional culture that enables and supports shared goals and where a holistic approach to their needs is taken. Recognizing and responding to the emotional, social, physical and mental health needs of young people, as well as their educational and academic needs, is a key aspect in addressing early leaving.

Among the key actions that allow us to work towards this direction are:

- **The importance of the tutor figure and networking of educational agents.** The role and approach of educational agents and people working with young people at risk of early leaving is paramount. This must be characterized by the capacity, ability, and experience to develop relationships of trust and prioritize the needs and interests of young people. Showing interest in their lives and problems; being flexible to their specific challenges and motivations and modifying their spaces and programs to be adaptable is essential to enabling commitment of young people to education or their re-entry into educational-training pathways.

- **The importance of networking.** It is essential to know the reality of the school itself, accept it and show openness to the immediate environment. Although it may be somewhat complex, the challenge is to advance in working as a network between the school and the other institutions and socio-educational entities in the immediate environment. It is therefore important that the teaching staff at the school and the external support professionals find and share coordination spaces and times to design and develop actions to deal with early school leaving.
- **Assisting young people in their social, emotional, and physical well-being.** A key component when addressing early leaving is ensuring that the social, emotional, and physical needs of young people are dealt with and provided for. The tutor/educator figure must work on this relational aspect and take into account that when the needs of a young person have not been recognized or met for some time, it is likely that time will need to be invested in dealing with the “trauma” and/or building trust before that educational and employment goals can be successfully addressed.
- **Planning at the centre level.** This can help to define the priority areas of tutorial action, while making these tutorial actions more extensive at the overall school level, involving all educational stages or levels. Thus, greater emphasis is placed on aspects such as:
 - Reinforcing guidance and tutorial action in training programs.
 - Influencing the communication and information channels for the tutorial action and the strategies implemented at the centre. For example, informative training guides on the matter would be useful.
 - The work of raising awareness, on the part of the teaching staff, of the need to integrate the tutoring function in their teaching work and to collaboratively develop and carry out quality tutorial action at the centre.
- **Flexibility of the educational environment and the program to adapt the program.** In addition to flexibility in terms of the attitude and approach of the tutor/educator figure, the flexibility of the structure, program and learning provision are also essential. Any blanket approach to tackling early leaving, which treats all young people in the same way without attending to their needs, will continue to be an ineffective practice and a risk factor against tackling early leaving.

- **Personalized support to conceptualize and understand tangible steps for a future path.** One-on-one support in conceptualizing and understanding the steps they might take in future education, skill building, and work helps people at risk of early leaving feel greater confidence and resilience. This personalized support is key in any action against abandonment.
- **Adequate resources available to provide continuity of support.** Guaranteeing sufficient resources, in particular the funds and human resources necessary to guarantee the continuity of support and the time and space necessary for actions to be carried out—especially preventive, but also intervention and compensation—in the face of early leaving, relationships of trust between educators and young people, as well as in the institutions that support them, is key and fundamental. If the necessary resources (especially human) were available, these strategies could be applied to the entire student body (and not just a selected few), with the entire student group receiving the benefits (already noted above) generated by these strategies. Therefore, the importance of resources, an institutional culture and, especially, an educational policy that prioritizes the individual and holistic needs of young people to ensure that they can achieve their work and educational goals and participate in society is highlighted.
- **Personalized support to conceptualize and understand tangible steps for a future path.** One-on-one support in conceptualizing and understanding the steps they might take in future education, skill building, and work helps people at risk of early leaving feel greater confidence and resilience. This personalized support is key in any action against abandonment.
- **The role of families.** It is essential that the families of the students can collaborate with the school to reaffirm the idea of an educational community and consolidate co-responsibility for their education.

Finally, in relation to the opinions of the participating schools on the relevance of Orienta4YEL and the implementation of projects of this type in the future, it can be concluded that, in general, the Orienta4YEL project enabled them to better understand the issue of early school leaving in the institutions of which they are a part. This knowledge also made it possible to support educational institutions and agents, both in their operation and through actions based on associative work that's considered fruitful and valuable. This was thought of as an added value, since it was carried out through in-depth knowledge of the real contexts/situations, which was

the basis for defining the operational strategies. The perception of this type of project is good input to reduce early school leaving and promote operational networks between different educational institutions.

DOCUMENTATION OF INTEREST

The most relevant sources of information about the Project, its development and results are identified in this section. Also, other aspects of interest generated as a result of this are collected (see meetings, conferences, congresses, etc.).

Website for the Orienta4YEL Project

The Project website (<https://www.orienta4yel.eu/>) highlights its most significant aspects and its development, in Spanish, English, Portuguese, Romanian, and German. The website collects everything related to the project in relation to its description, objectives, method, processes, and results—glossaries, reports and infographics, a handbook—as well as significant information on the resource bank related to tackling early leaving and the scientific and dissemination events carried out within the framework of the project.



PUBLICATIONS

Below are some of the publications generated throughout the project that synthesize significant aspects of it, such as the theoretical foundations, practical sessions, reflections, and debates in relation to its specific theme.



Title: Mejorar la persistencia y disminuir el abandono escolar. Causas, consecuencias y estrategias de intervención (Improving Persistence and Decreasing Early School Leaving. Causes, Consequences and Intervention Strategies)

Authors: Joaquín Gairín Sallán and Patricia Olmos Rueda (Edts.)

Year of publication: 2022

Publisher: Narcea

Number of pages: ----

Print ISBN: 978-84-277-2966-7

Online ISBN: 978-84-277-2967-4

Language: Spanish

Title: Special Issue: "Understanding and Intervening on the Risks to Early School Leaving in Europe"

Coordinators: Ceri Brown, Patricia Olmos Rueda, Ioannis Costas Batlle, Joaquín Gairín Sallán

Year of publication: 2021

Journal: Journal of Education and Work

Publisher: Taylor & Francis Group

Print ISSN: 1363-9080

Online ISSN: 1469-9435

Language: English

Available at: <https://www.tandfonline.com/>



Comparing early leaving across Spain and England: variation and commonality across two nations of high and low relative early leaving rates

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ABSTRACT

This paper applies a conceptual framework of five key categories (personal challenges, social relationships, family circumstances, institutional features of school/work, and structural factors) to consider the comparative contexts of risks to Early Leaving (EL) in key regions within Spain with a high national level of EL and England, a nation with low relative EL. The two-country comparison draws from 77 interviews and focus groups with 309 educational stakeholders across 21 settings involved in the European Commission funded project [Orienta4VEL]. Key findings are elicited in highlighting the points of convergence and dissonance within data patterns. Notwithstanding the high level of interaction between them, the most significant risk categories identified were 'personal challenges' linked to 'family circumstances' for Spain and 'structural factors' for England. Key differences can be partly attributed to the different vulnerability groups of at-risk (of EL) young people, as well as differences in the geographical and socio-cultural regions. There is, however, convergence in findings with respect to the key structural factors seen to be barriers to EL, specifically with respect to the impact of socio-economic disadvantage and challenges raised with regard to the educational system and educational policies, as well as the role of young people's relationships.

ARTICLE HISTORY

Received 19 January 2021
Accepted 3 September 2021

KEYWORDS

Early school leaving; NEETs; education; disadvantage; risk factors; comparative study

Title: "Comparing Early Leaving Across Spain and England: Variation and Commonality Across Two Nations of High and Low Relative Early Leaving Rates"

Authors: Ceri Brown, Anna Díaz-Vicario, Ioannis Costas Batlle & José Luis Muñoz Moreno

Year of publication: 2021

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Publisher: Taylor & Francis Group

Print ISSN: 1363-9080

Online ISSN: 1469-9435

Language: English

DOI: <https://doi.org/10.1080/13639080.2021.1983526>

Title: "'Failures' in a Failing Education System: Comparing Structural and Institutional Risk Factors to Early Leaving in England and Portugal"

Authors: Nicola Savvides, Sandrina Milano, Catarina Mangas, Carla Freire & Sara Lopes

Year of publication: 2021

Journal: Journal of Education and Work

Publisher: Taylor & Francis Group

Print ISSN: 1363-9080

Online ISSN: 1469-9435

Language: English

DOI: <https://doi.org/10.1080/13639080.2021.2002831>

'Failures' in a failing education system: comparing structural and institutional risk factors to early leaving in England and Portugal

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ABSTRACT

In this paper, we draw on a conceptual framework of five key categories of risk to Early Leaving (EL) to analyse and compare 'Structural Factors' (SF) and 'Institutional Factors' (IF) of risk in a region in England and in Portugal. We draw on data from an EU-funded project, which explored risks and support strategies to EL across five European countries. Our two-country comparison involved analysis of 58 semi-structured interviews and focus groups with 209 educational stakeholders across 18 educational settings. We discuss key similarities and differences across the data, reflecting on plausible factors these are attributed to. SF was the most discussed risk category in England but not in Portugal, albeit largely for the same reason: that they are difficult to address, relating to rigid and entrenched educational systems and policies, socio-economic disadvantage and inequalities. Educators were cognisant of how SF hinders educational institutions and stakeholders from addressing EL, given the lack of freedom and flexibility they engender. Young people focused more on how the IF of schooling are impacting EL. We explore the implications of our findings for EL risk and offer recommendations that will be of interest to a range of educational stakeholders, including policymakers, educators and employers.

ARTICLE HISTORY

Received 19 January 2021
Accepted 2 November 2021

KEYWORDS

Comparative and international education; education policy; early leaving; early school leaving; NEET

Understanding and intervening in the personal challenges and social relationships risk categories to early leaving

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ABSTRACT

Early leaving studies demonstrate it is possible to improve young people's opportunities through education and training. The current research evidence has yet to agree a definitive answer as to where the primary policy focus to improve their life chances should be. That is, which risk factors are the most impactful for minimising early school leaving rates. This paper reports on the qualitative findings from the Orienta4YEL project – conducted via interviews and focus groups administered to 711 educational agents in five countries – Spain, Portugal, Romania, Germany and UK. The goal of the study was to contribute to the development of initiatives addressed to early leaving through orientation and tutorial action – as key points of intervention by schools, colleges and training providers. The analysis indicates that the categories of young peoples' personal challenges and social relationships are key mediators of the broader risk categories (family, institutional and structural) and therefore an opportune focus to target intervention. The close interconnection found between the micro categories of risk (social relationships/family/institutional) and in their impact upon the personal challenges that young people face, highlights the importance of individual support and underscores the affordances of orientation and tutorial actions, as key mechanisms to tackle early leaving.

KEYWORDS

Early leaving, support strategies, tutorial action, orientation

Title: “Understanding And Intervening in the Personal Challenges and Social Relationships Risk Categories to Early Leaving”

Authors: Patricia Olmos & Joaquín Gairín

Year of publication: 2021

Journal: Journal of Education and Work

Publisher: Taylor & Francis Group

Print ISSN: 1363-9080

Online ISSN: 1469-9435

Language: English

DOI: <https://doi.org/10.1080/13639080.2021.1997016>

Title: “Estrategias de orientación y acción tutorial: herramientas que pueden evitar el abandono escolar temprano”
 (“Guidance Strategies and Tutorial Action: Tools That Can Prevent Early School Leaving”)

Authors: Patricia Olmos & Joaquín Gairín

Year of publication: 2021

Published by: UAB Divulga

Language: Spanish & Catalan

Available at: <https://www.uab.cat/web/detalle-noticia/estrategias-de-orientacion-y-accion-tutorial-herramientas-que-pueden-evitar-el-abandono-escolar-temprano-1345680342040.html?noticiaid=1345839143753>





Authors: Joaquín Gairín (symposium coordinator)

Year of publication: 2021

Book: Organización educativa para todas las personas: Ideas, reflexiones, experiencias, investigaciones, para ayudar a cada colectivo escolar a tomar sus propias decisiones para crear modelo organizativo de éxito (Educational Organization for All People: Ideas, Reflections, Experiences, Research to Help Each Educational Group Make Their Own Decisions in Creating a Successful Organizational Model).

Publisher: Wolters Kluwer

Number of pages: 304

Digital ISBN: 978-84-123699-8-4

Language: Spanish

Available at: <https://tienda.ebiblox.com/p/509/organizacion-educativa-para-todas-las-personas>

Title: Simposio "El reto del abandono escolar temprano en organizaciones educativas inclusivas" (Symposium: "The Challenge of Early School Leaving in Inclusive Educational Organizations")

Through the Resources section (<https://www.orienta4yel.eu/resources>) and Publications (<https://www.orienta4yel.eu/resources/publications>) sections of the project website, other linked publications are accessible to the Orienta4YEL work theme and generated within the framework of the project through participation in different events (congresses, conferences, training sessions, etc.)

EVENTS

Various events have been held within the framework of the project. Here are some examples of the different events it has been linked to:

- **General coordination.** Meetings held throughout the project by the Orienta4YEL work team. These work and follow-up meetings were affected by the pandemic situation, so during the 2020-2022 period, many were held in virtual format.
- **Meeting with local partners.** Meetings held, in each of the Orienta4YEL territories, between each of the partners and their associated stakeholders (educational institutions). As in the general coordination events, the vast majority of these meetings will be held virtually due to the pandemic situation.
- **Local seminars.** Local dissemination meetings, in each of the territories, to disseminate to a wider public the results derived from the interventions carried out within the strategic framework of Orienta4YEL. All these local seminars were held virtually, affected by the pandemic situation

GENERAL COORDINATION



Kick-off Meeting
30-01-2019



Interim coordination meeting | Bath
28-11-2019



O4YEL coordination meeting
20-09-2021
Venue: Online



Interim coordination meeting | Bremen
24-03-2022



Final meeting | Bucharest
26-05-2022



Orienta4YEL Final Conference:

Tackling Early School Leaving through 'orientation' and 'tutorial actions': Findings from the Orienta4YEL project

27-05-2022

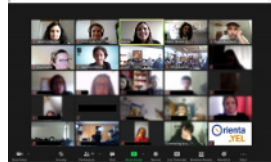
Available at: <https://www.youtube.com/watch?v=FhxATU0hTwA>

Meetings with Local Partners

Spain | Second meeting with local partners

10-03-2020

Venue: Universitat Autònoma de Barcelona



Portugal | Monitoring Orienta4YEL strategies for tackling early leaving

Meeting with Portuguese local partners on inclusive quality learning environments and alternative learning modalities

12-05-2021

Venue: Online Event - Portugal

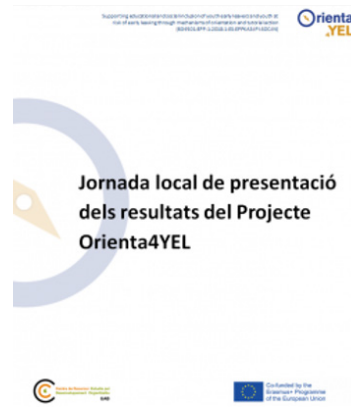
UK | Monthly drop-in meeting with educators

14-05-2021

Venue: Online Event – UK



Local Seminars



Local seminar at UAB (Spain, online) | Strategies to promote the inclusion of young people who are at risk of early leaving

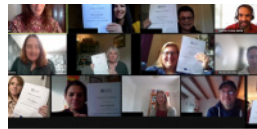
07-07-2021

Venue: Online Event – Spain

UK | Final stakeholder event

08-12-2021

Venue: Online Event – UK



Seminar | Refletir sobre o Abandono Escolar Precoce no Ensino Profissional (Reflection on Early School Leaving in Vocational Education)

02-02-2022

Venue: Online | Portugal

The Project **“Apoyando la inclusión educativa y social de los jóvenes con riesgo de abandonar prematuramente a través de mecanismos de orientación y acción tutorial”** (“Supporting the Educational and Social inclusion of Young People at Risk of Leaving Prematurely Through Guidance Mechanisms and Tutorial Action”) (Orienta4YEL: <https://www.orienta4yel.eu/>) seeks to support the educational and social inclusion of young people at risk of leaving education and training early through collaborative work with schools and through guidance mechanisms and tutorial action that start by diagnosing the risk factors in each context, the establishment of learning networks focused on early leaving and the identification of aspects of effective leadership in educational institutions, while at the same time seeking the promotion of more inclusive centres. It is thus related to the guideline of the development and implementation of innovative methods and practices to promote inclusive education and/or youth environments in specific contexts; more specifically within the framework of the specific objective of promoting inclusive education and training and fostering the education of disadvantaged learners, including through supporting teachers, and educators and leaders of educational institutions in dealing with diversity and reinforcing socio-economic diversity in the learning environment.

This work aims to be a synthesis of the Project and its most significant contributions, seeking to give an overview of everything carried out and achieved, while reporting on the mechanisms that enable access to accumulated knowledge. It is not only a matter of disseminating the Project and its products, but also of encouraging and providing instruments, in the form of intervention strategies, to educational institutions and agents to improve their processes to deal with early leaving of education, training—the theme addressed within the framework of Orienta4YEL.

The ultimate goal is to contribute to the challenge of combatting early leaving.

Thus the document can and should be seen, as a general approach to the improvements that can be made in the strategic actions to improve the prevention and intervention processes against early leaving, in favour of an inclusive, equitable and quality education. It is advisable to expand on the aspects of interest, starting from the documentation generated and referenced within the text.

Download this document here: <https://ddd.uab.cat/record/267081>



Co-funded by the
Erasmus+ Programme
of the European Union



