

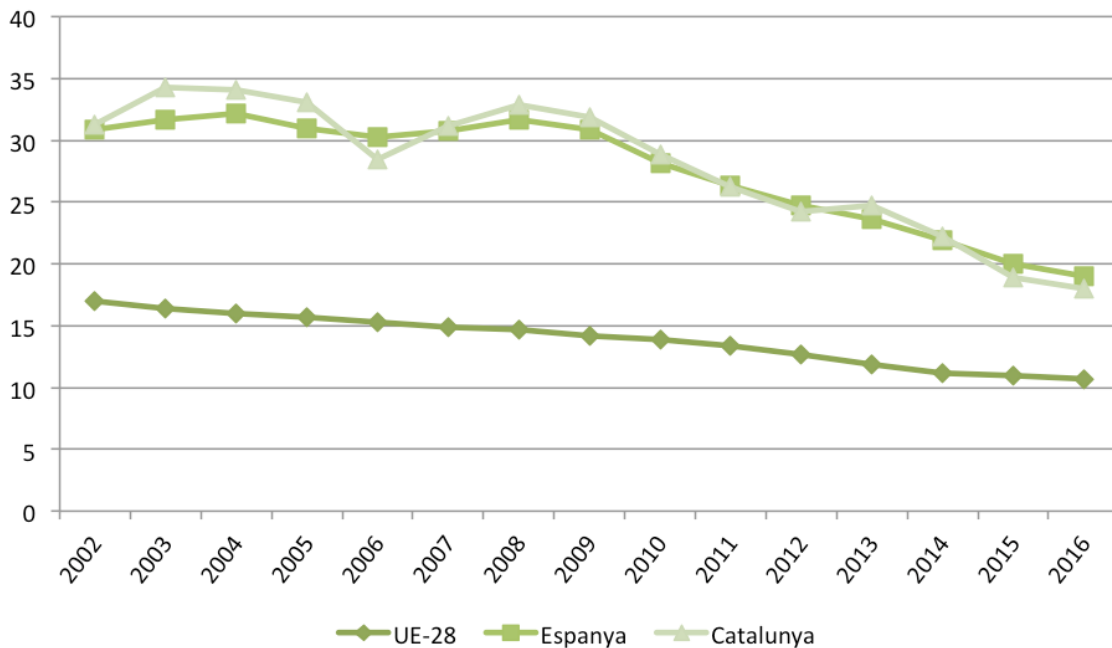
Research report. Identification of needs. Alliance3
University of Vic-University of Central Catalonia
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1. INTRODUCTION

Early School Leaving (ESL)

The problem of Early School Leaving (ESL) has historically been very relevant throughout Spain. Thus, according to Eurostat (2020), in 2015 Spain was the country in the EU-27 with the highest number of ESL, with 24% of the population between 18 and 24 years old not continuing with post-compulsory education, ahead of Malta (22.9%), Romania (19.5%), Italy (17.5%), Hungary (12%), France (10.1%) or Denmark (9,7%). The lowest ESL rates were found in Croatia (3.6%), Slovenia (6.4%) or Poland (7.2%). This historical trend has recently been decreasing. For example, at the beginning of the 21st century the rate of ESL in Spain was over 30% and was already the highest in the EU-15. With data from 2018 (retrieved from the Spanish National Statistics Institute, INE, 2019), currently the rate has fallen to 17.9% but remains the highest in Europe. Undoubtedly, this has been and is still one of the great challenges for Spain to grant equity in education and equal opportunities, as can be seen in the following graph.

Graph 1. Percentage of ESL in youth (18-24) at European, Spanish and Catalan level, 2002-2016 (Eurostat, 2020).

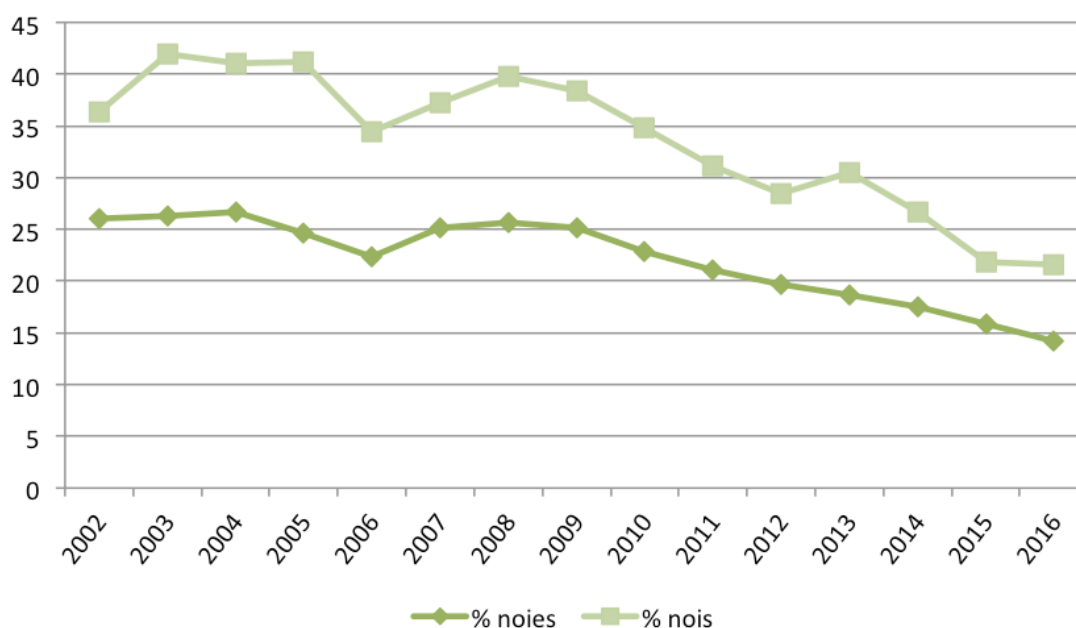


In a deep data analysis, it can clearly be seen how ESL is a social educational phenomenon very much marked by the axes of social class, gender and origin. Thus, with data restricted to Catalonia and according to the Living Conditions Survey (Tarabini and Curran, 2018), we can observe that depending on the educational level of the parents (low: no studies or primary; medium: compulsory secondary or post-compulsory education; high: university education), the ESL rates are very disparate. Thus, if the mother's educational level is low, the average ESL rate of her children is 42.1%. If the

level is medium, the percentage drops to 10.5%. Finally, if the level is high, it drops to 3.1%. If we analyse the father's level of education, the data are similar: low level: 39.5%; medium: 13.6%; high: 5.5%. Thus, the social class axis, specified in the parental education level indicator, is very forceful: depending on the social class, the children of parents with a low level of education are up to 13 times more likely to suffer from ESL than those with a high level of education. This is a very forceful piece of data that frames the bulk of the ESL problem in the most disadvantaged groups in terms of level of studies and income.

We can also analyse the phenomenon from a gender perspective. In the Spanish context with data from 2018 (INE, 2019), it can be observed that ESL affected 27.2% of boys between 18 and 24 years old, and only 19.8% of girls in the same age span. Its great difference in impact according to gender is another constant in the ESL phenomenon. In Catalonia, this constant between 6-7 to 10 points can be observed over the last few years.

Graph 2. Percentage of ESL in youth (18-24) at European, Spanish and Catalan level, 2002-2016 by gender in Catalonia (Eurostat, 2020).



Thus, based on Tarabini and Curran (2018), if the social class axis is added to the gender axis, some forceful data are found that circumscribe the ESL phenomenon fundamentally to groups of boys with working class parents having unskilled, low, medium or technical jobs. In the low qualification type mother, 28.7% of girls abandon formal education before obtaining some post-compulsory degree, compared to 42% of the boys. In the level of medium qualification, the gap is enormous since 17% of girls suffer from ESL compared to 51.2% of boys. In mothers working as professional

technicians, the gap is also very large, being 9.4% of ESL in girls and 24.2% in boys. Finally, for mothers in managing positions, ESL average in girls is 3.5% and 5.6 % in boys. If we look at the father's employment scale, the results are similar, but with an even higher incidence in families with fathers in unskilled or low skilled jobs. In that case, 26.8% of girls suffer from ESL as opposed to 60.7% of boys. The last figure sets off all the alarms.

Finally, origin is the third axis of inequality that helps us understand what lies beneath this abstract figure of 17.9% ESL in Spain. With data only on Catalonia (Tarabini and Curran, 2018), we can see that, while 11% of girls and 26.7% of boys with Spanish parents experience ESL, it rises to a rate of 37.9% of girls and 57.3% of boys with parents of foreign origin. This allows us to define the profile of youth suffering from ESL in Spain and in Catalonia: more boys than girls; mostly with working class parents having low or medium professional qualifications and low level of studies; and finally, double incidence on students with parents of foreign origin.

If we specify these data in the region of Osona¹ (Barcelona), we can see that, according to the report of the Socio-economic Observatory of Osona (Álamo, Castañé & Casas, 2019), the percentage of low compulsory secondary education (ESO) graduation in the 2017-18 academic year was 95.1%. In absolute numbers, this indicates that around 300 students in the region did not graduate from ESO and therefore, for the time being, they cannot pursue higher education, neither vocational (professional training) nor academic (high school). Thus, the first contingent of youth behind this figure comprises those who are out of the possibilities of following post-compulsory education by absenteeism or school failure. A second contingent is that of youth who begin professional training (vocational) or baccalaureate (academic) and abandon these studies and/or do not finish them in the set time. For the time being, the data do not allow us to discriminate between these two possibilities. In Osona, this total figure rises up to more than 50% of students enrolled (2018). This may mean having around 700 youth in either of the two situations: abandoning post-compulsory education or completing them in more time than expected.

This is, very succinctly and from a quantitative point of view, the reality of ESL in Spain, Catalonia and Osona. These data help us to frame the results of the field work to detect which project needs, methodological changes, training, accompaniment... arise from it.

¹ A region north of Barcelona with 160,000 inhabitants whose capital is Vic.

2. FIELD WORK

2.1. Field work carried out

In this section we present the field work carried out in February and March 2020. Specifically, in this section we describe the context and choice of study, and the correlation of data collection techniques with the study participants.

As regards to context and choice, the study has been carried out in five different institutions in Osona, all linked in one way or another to ESL. Below (Table 1), we present the selected institutions and describe the main features linking them to ESL that justify their choice.

Table 1. Services and institutions selected for the study

Institution ²	Description
INS	High School (INS) with Open Classroom. The Open Classroom is an education resource that can benefit students in 3 rd and 4 th year of ESO (15-16 years old, upper compulsory secondary education) who present significant difficulties in their learning, low level of self-esteem and lack of motivation in their studies as well as students who require a more mechanical and manipulative learning methodology. It combines school hours with learning a trade in a local company.
OJ	Juvenile Occupation (OJ) is a project aimed at young adults who have dropped out of vocational training or who, once graduated from ESO, have become disconnected from the educational system and need support in the transition to the labour world and an improvement in their training to enable their insertion.
OPE	The Economic Promotion Office (OPE) is a municipal service aimed at all citizens who are working or unemployed. Some of the activities organized in OPE oriented towards youth between 12 and 18 years include: advice and support in the job search process, individualized attention and group sessions to publicise existing resources (job portals, job boards, labour intermediation companies, other local services...), training sessions to improve employability (motivation, self-knowledge, job search techniques...), among others. All these activities are also carried out in high schools (as a preventive action) and in the counselling for young people over 16 who want to enter the labour world and not continue with further education.
PFI	The Training and Insertion Programmes (PFI), voluntary and with a duration of one academic year, are designed for youth between 16 and 21 years who have abandoned compulsory secondary education and are not studying in the education system or taking part in any training

² For confidentiality and data privacy reasons, the name of the different institutions are not specified.

	action. The PFI objective is to provide them, on the one hand, with the possibility of re-joining the educational system (in vocational training) and, on the other hand, with the learning and skills required to access the labour market.
UEC	The Shared Schooling Units (UEC) is a specific curriculum diversification program for students between 14 and 16 years who tend to be absent from school, show school rejection, have features of school maladjustment, risk marginalization and/or present behavioural problems. Exceptionally, some students will be able to follow part of their secondary education at the UEC, where they will be offered specific activities adapted to their needs. Schooling in these units will involve shared schooling with the high school where the student is enrolled, to which he still belongs as regards to the academic and administrative issues.

As regards to data collection and participants, below (Table 2) is presented the correlation between data collection techniques and study participants (teachers, educators/technicians, families and youth).

Table 2. Correlation between data collection techniques and study participants.

Participant	Number	Institution	Technique
Teachers		INS	Discussion group
	1	UEC	Interview
Technicians - educators	1	PFI	Interview
	2	OPE	Discussion group
Families		INS	Discussion group
Youth		INS	Discussion group
	8	PFI	Discussion group
	8	OJ	Discussion group

3. ANALYSIS MODEL

The analysis model and the study results are presented based on the themes (dimensions) stipulated in the interviews and discussion groups³, and on each study participant (teachers, educators-technicians, families and youth). Before presenting the results below, we will display the dimensions of analysis used and their descriptors (Table 3):

Table 3. Dimensions of analysis and descriptors – teachers.

Dimensions	Descriptors

³ The topics can be found in the document: “The completion of each Intellectual Output (O1 and O2)”

- Difficulties	What difficulties do they consider youth have in their school life?
- Early School Leaving	What elements associated to ESL do they express?
- Characteristics	What characteristics do they observe in youth with an ESL profile?
- Accompaniment	How do they describe the accompaniment to youth?
- Initiatives	What non-systematized initiatives do they carry out associated with ESL?
- Tools	What systematized initiatives do they carry out associated with ESL?
- Knowledge acquired outside school	What use of knowledge acquired outside school do youth make in the school context?
- Extra-curricular activities	What extracurricular activities do teachers conduct in an ESL setting?
- Curricular	-----
- Parents	How do they describe the family profile?
- Collaboration with parents	How is collaboration made with families and what is their participation?
- Family	-----
- Associations	Which associations are involved in the context of ESL?
- Community	Which institutions are involved in the context of ESL?
- Collaboration with associations	How do they collaborate with associations linked to the ESL context?
- School and out-of-school activities	What activities linked to the community do they develop?
- Training	What shortcomings do they detect in their training on the field of ESL?
- Professional development	What elements are related to current professional development?

Table 4. Dimensions of analysis and descriptors – educators and technicians.

Dimensions	Descriptors
- Difficulties	What difficulties do they consider youth have in their school life?
- Characteristics	What characteristics do they observe in youth with an ESL profile?
- Accompaniment	How do they describe the accompaniment to youth?
- Tools	What systematized initiatives do they carry out associated with ESL?
- Usages of knowledge acquired in and outside school	What use of knowledge acquired outside school do youth make in the school context?
- Collaboration with the school	How do they collaborate with the school or the educational services?
- Collaboration with school families	How do they collaborate with the youth families?
- Training	What shortcomings do they detect in their training on the field of ESL?
- Professional development	What aspects can improve their professional development?

Table 4. Dimensions of analysis and descriptors – families.

Dimensions	Descriptors
- Difficulties	What difficulties do they consider their children have in their school life?
- School	How do they describe the school?
- Characteristics	What characteristics do they use to describe their children?
- Accompaniment	How should the accompaniment to their sons and daughters be?
- Academic success	What do they understand as school success?
- Comprehension of academic system	How do they perceive the education system?
- School activities	What school activities do they participate in?
- Teachers	How is their relationship with teachers?
- Principals	How is their relationship with the school management?
- Communication	How is their communication with the school agents?
- Collaboration with schools	How do they collaborate in the school?
- Learning outside the school	In what way do they consider that learning outside of school can be useful in school life?
- Extracurricular activities	What activities do their children do outside of school?
- Community	What associative activities does the family participate in?
- Needs families	What needs do they detect in the accompaniment of their children?

Table 5. Dimensions of analysis and descriptors – youth.

Dimensions	Descriptors
- Difficulties	What difficulties do they express linked to the schooling process?
- Accompaniment	What do they think about the school accompaniment they have received?
- School success	What do they consider to be school success?
- Understanding of the school system	What do they understand to be their school experience?
- Involvement in school	How do they regard their participation and attitude towards school?
- Relation teachers-parents	What relationship do their families have with the school?
- Collaboration with schools	How have their families participated in the school? How do they consider that their families have accompanied them in the school tasks?
- Learning outside the school	In what way do they consider that learning outside of school can be useful in school life?
- Extracurricular activities	What extracurricular activities do they do?
- Community	What activities do they do in the community?
- Professional project	What is their professional intention? What do they want to do in the future?
- Orientation	How do they plan to meet their professional expectations?

4. RESULTS

As follows are presented the results according to the different dimensions previously described and the data collected from the different participants in the study.

4.1. Results of the teacher discussion on ESL

Table 6. Results of teacher discussion on ESL.

Dimensions	Institution	Comments
Difficulties	INS	-
	UEC	<ul style="list-style-type: none"> - They cannot keep up with the rhythm of conventional classrooms. - They may not understand the school tasks. - They have no work habits.
Early School Leaving		-
	UEC	<ul style="list-style-type: none"> - From 2nd to 4th ESO, they are referred to the UEC if they do not follow the school rhythm and show behavioural problems. - It is not the youth who leave high school, but the system that does not allow them to continue. - "In the UEC, they do not have to reach the school threshold to obtain the school graduate, instead they have to reach social, effort and attitude basics..." - They have no control over how many young people finally get the school graduate.
Characteristics	INS	-
	UEC	<ul style="list-style-type: none"> - They are youth who do not follow the subjects. - They present a significant school failure (in various subjects and disciplines). - Disruptive behaviour or serious behavioural problems. - Very low educational level. - Most of them are boys "because society does not understand aggressions coming from girls in the same way". - They easily confront teachers. - Youth with many school sanctions. - Some have mental health problems, with or without a diagnosis. - Some commit acts of vandalism and crime. - Many of them use and are addicted to drugs or smoking. - They develop a "street life". - They lack the affectivity of family, school and society. They feel rejected. - They have low self-esteem.
Accompaniment	INS	-
	UEC	<ul style="list-style-type: none"> - In order to accompany youth, they must be willing to be accompanied. - They don't expel youth from the centre unlike high school. - Teachers are social educators. - The institutions counts on 4 educators plus the management team for 22 young people.

		<ul style="list-style-type: none"> - Individualized attention is provided. - A modification of the programming is made to meet the youth needs. - They accompany youth beyond the age of 16 (although the service is until 16), when they no longer belong to the centre, for example for job orientation. - The accompaniment carried out depends on the student's willingness to obtain the ESO graduation. - They aim to get youth to obtain the school graduate, but above all to acquire social skills.
Initiatives	INS	-
	UEC	<ul style="list-style-type: none"> - Rules are made more flexible according to the circumstances. - The school schedule (9 to 13h) is adapted. - First thing in the morning there is always a welcome space to chat, play table football, sit on the couch... - The following hours are devoted to more instrumental lessons. - At playtime, they go out into the street (they do not have a courtyard). - After the break they hold more practical and manual workshops. - They work in small groups. - They carry out a curricular modification and create work material adapted to the group and the students.
Tools	INS	-
	UEC	<ul style="list-style-type: none"> - The spaces in the centre are open. - They don't have conventional classrooms, but spaces with big tables. - They have a carpenter's workshop and a kitchen. - Outside the centre they carry out agricultural and gardening activities. - Some activities are described as a reward, for instance, having a barbecue with the youth.
Knowledge acquired outside school	INS	-
	UEC	<ul style="list-style-type: none"> - The learning that youth do outside the centre is inevitably reflected in the UEC. Examples: "if a youth has a fight with his mother, we will notice it here", if a youth comes with a scooter asking to fix it, surely that scooter will have been stolen".
Extra-curricular activities	INS	-
	UEC	<ul style="list-style-type: none"> - These youth do not normally engage in extracurricular activities because they are not wanted due to their behaviour and conduct. Many times, they are not even given the opportunity. - They are referred to youth information points so that they can find out about possible extracurricular activities.
Curricular	INS	-
	UEC	- -----
Parents	INS	-
	UEC	<ul style="list-style-type: none"> - They characterize as being dysfunctional families. - They receive families who are desperate because they don't know what to do with their child at home.

		<ul style="list-style-type: none"> - They receive families who don't trust the service because they feel not enough "iron fist" is being used. - They receive families who delegate all responsibility to the school. - They receive families who contradict each other and are inconsistent. For example, they complain on their child consuming marijuana when they consume it themselves. - They receive families who are abused by their own children. - They receive families who do not want custody of their children, or do not want their children to live with them. - The collaboration of families in the centre depends on many different circumstances.
Collaboration with parents	INS	-
	UEC	<ul style="list-style-type: none"> - To use the service, families must accept it. - Youth are only warned when strictly necessary, so as not to further stigmatize them. - They meet with families when these families are available. - Families have the personal telephone number of the school director. - In certain periods, they visit their families at home, with the intention of improving their bond.
Family	INS	-
	UEC	-
Associations	INS	-
	UEC	- The institution does not collaborate with other associations.
Community	INS	-
	UEC	<ul style="list-style-type: none"> - Their relationship with the community is mainly with institutional services: Children and Youth Mental Health Centre (CSMIJ), Social Services, Psychopedagogical Counselling Team (EAP), Justice, Police... - Sometimes they receive friends of the youth or friends of the youth's families. - Some youth are referred to Youth Guarantee or PFI programs.
Collaboration with associations	INS	-
	UEC	- The institution does not collaborate with other associations.
School and out-of-school activities	INS	-
	UEC	- They do not carry out activities of this nature.
Training	INS	-
	UEC	<ul style="list-style-type: none"> - The education system must not only teach, but also educate. - A bond must be created with the students. - Communication with youth must be improved. - Affectivity must be enhanced. - Rules must be created to protect students, not just teachers. - Workshop teachers (with experience in some manipulative field) should be fostered. - Improve the expertise of boys and girls (there are more boys than girls, so families are afraid that their daughters spend time with these profile of boys). - Review the charging of young minors (they commit crimes, and nothing happens to them).

		<ul style="list-style-type: none"> - Improve attention to youth in spite of the changes that may be occurring in the centre (staff leaves, change of space, change of students...). - "I'm bored with training because they live in very beautiful worlds or because they make you say 'family' every two sentences when we have worked with families all our lives". "This is the training that has always been given. You are going to be taught lessons by people who have not worked with these youth for years". - They should promote practical training that can be applied to youth. - "One learns by working, by creating spaces for debate and learning about experiences".
Professional development	INS	-
	UEC	<ul style="list-style-type: none"> - It is argued that they should perhaps enter the service earlier, because the timespan limitation (3rd or 4th year of ESO) does not provide the necessary time for accompaniment. - She stresses on the lack of human resources. - She considers that the skills of the educators working in the centre should be used (the educators are asked if they have any specific skill that can be turned into a workshop in the UEC).

4.2. Results of the educators – technicians discussion on ESL

Table 7. Results of the educators – technicians discussion on ESL.

Dimensions	Institution	Comments
Difficulties	OPE	<ul style="list-style-type: none"> - They are demotivated in the classroom. They don't want to study. - Repeating a course demotivates students.
	PFI	<ul style="list-style-type: none"> - Lack of habits (punctuality, attendance, getting them to work when they are in the classroom). - They have been lacking habits since primary education, not just in secondary education. - Large ratios in high school classrooms do not help these youth. They do not feel included. - They carry a stigma from high school. - She teaches them a formative part (language, mathematics, self-knowledge).
Characteristics	OPE	<ul style="list-style-type: none"> - They must be over 16 and it must be obvious whether that they will drop out of the ESO and will not obtain their school graduation or that they shouldn't obtain the school graduation. - Youth from all sorts, but especially from socially-at-risk unstructured families. - El 35% of absentees are repeating students. - El 40% of absentees are students associated with social services.

		<ul style="list-style-type: none"> - El 44% of absentees are youth of immigrant origin. - With socially-at-risk and unstructured families. - They think that whether they obtain the school graduation or not, they will get to work anyway. - The cases of absenteeism in secondary education most times begin in early childhood or primary school.
	PFI	<ul style="list-style-type: none"> - They don't like attending classes, and the project work in PFI unknowingly grabs them and they hold to the program. - They haven't completed ESO education. - These youth suffer from many personal lacks and a heavy life experience since childhood. - They come with a hard experience from high school ("as long as you don't bother, do whatever you want"). They have experienced deeply internalized hard situations that don't help them to go forward. - Repeating students are normally demotivated. - Stage of adolescence. - They are young people with a lot of background, but they are misplaced and, most times, nobody had ever paid them much attention. - They feel rejected. - Lack of effort and habits, they easily give up. - The want to work and earn money.
Accompaniment	OPE	<ul style="list-style-type: none"> - They associate OPE with the education area of the city council. There exists a lot of coordination between both services, especially when accompanying youth. - They are coordinated with the youth tutors in the secondary schools. - They offer the schools a range of workshops (OPE and education) on labour and academic guidance. - The municipality does not have a youth information point. The function of the information point service is assumed by the city council technical on education and the OPE institution. All technicians share the same space, and the fact of sharing a physical space makes common projects arise. If school issues arise, the youth is referred to education, but he can also be addressed to the OPE institution. It becomes a transversal work. All services addressed to youth work as a network (they share the same office).
	PFI	<ul style="list-style-type: none"> - They count on the tutor figure (secondary school teacher of educational guidance), who is very close to the youth. This figure allows for more individual guidance of the students. The students get a lot of complicity with the tutor. They work with him/her on basic skills and group mentoring. Based on the interest of the students, the tutor connects different learnings (for example, by watching a film, they learn language skills, group cohesion, discussion...). When students are being taught by the technician, the tutor is always close by. When the students finish the course, the tutor follows up along the following year, after six months (December) and after one year (June). Before, in case of absenteeism, tutors visited the youth's homes. - Groups of 15 to 17 students.

		<ul style="list-style-type: none"> - They join a classroom of peers. They realize they are not alone in this. They see that even if they have failed at 4th grade of ESO, others have failed in 2nd grade. - Young people are given different options. The different PFI families allow for different aspects to be worked on.
Tools	OPE	<ul style="list-style-type: none"> - Absence plan in P3. Some assistants who know the language of the families in the centre join the classroom supporting in communication between teachers and students, as well as between teachers and families. This helps to generate confidence in the school among families. This welcoming has an influence in the experience they will later have in the school. - They count on a reference expert on youth employment. - “Neighbourhood work” project: Sessions on guidance and self-knowledge are conducted. They organize courses to become a leisure monitor together with an internship and a job on the field. It serves as a test on trades, training and taking courses. It is not useful for them to obtain the school graduate, but they get access to a totally different context and that motivates them. - “New opportunities” project: When the reference person notices that a student is ready to work, she contacts the OPE to manage the available job offers. They develop a part of personal growth and a part of professionalization. - In the same building are settled the PFI, the “New opportunities” program, the adult school and the youth employment referral person. It is a new opportunities space, with resources to obtain the school graduate, language courses, practice entrance exams to access certain skill training... so that the person can find the whole circuit in the same space. At the same time, being an integral space enables proper coordination between all the agents. It started in November 2019. - Work club: It consists of a computer room where people can go to look for a job or organize their CV. Sessions in a mentoring or work club format are held. This space hosts people of all ages. Some training is conducted in the adult school. - Absence and school dropout plan. This plan sets out the accompaniment of transitions and the measures taken at the centre. - School camps: a group of students (most from the Open Classroom) from different centres (depending on the ratio). They complete a 4-day school camp in social and solidarity economy associations. They do internships and work with them. It provides them with a work experience. - Stands with information about the service are presented in at high schools. - Individualized plans are organized for each situation and when appropriate. - Unified extracurricular activities: a joint offer of activities shared by all the associations of parents of students (AMPAS). Each school offers its extracurricular activities, but

		<p>with an overall view. The offer is coherent and varied. A youth from one centre can go to another centre to do extracurricular activities. They consider this project enables youth and families to create stronger bonds with the school.</p> <ul style="list-style-type: none"> - The recently incorporated youth, aged over 16, are placed in a 4th year ESO class, for them to make friends, to be in an inclusive environment, to learn Catalan, and are then later linked to a PFI. Many times, they do not have time to obtain the school graduate (those who do obtain it come from Latin American countries). From then onwards, they can continue with their education. Thus, they can receive formal training and make sure they don't have to access the labour market without knowing Catalan. - They use a virtual program that facilitates the coordination between school, social services, health services, EAP and education technician.
	PFI	<ul style="list-style-type: none"> - The PFI includes different modalities. PIP modality: it is the same type of service but within high school. They provide the same training / structure as in the centre, but it is managed by the high school. Labour Transition Plan (PTT) modality: it is composed by the tutor (who works on secondary education basic skills, mentoring and labour risk prevention) and a technical teacher (who runs the professionalizing part, she can be a teacher in the department or not, her profile is that of a professional in the field). FIAP modality (in extinction). In the role of a tutor, she used to perform municipal tasks, collecting youth from the streets. Modality of authorised people (in private centres, private management). - The main tool in PFI is mentoring: accompaniment, communication with families, habits, effort, collaboration, teamwork... - They collaborate with the environment: internships in companies, training in a labour environment, participation in community projects and experiences with companies and professionals, with social entities, food bank, the Red Cross, Wine Route... Networking is open, they can work in many contexts.
Usages of knowledge acquired in and outside school	OPE	<ul style="list-style-type: none"> - Youth who leave school also stop attending the service. - The learning they acquire here is mainly job oriented.
	PFI	<ul style="list-style-type: none"> - After PFI, the youth can follow two paths: working (because they have worked in the internship company...) or obtaining the achievement certificate (they can later take the entrance exam and complete an educational cycle). - Most of the students who reach the PFI choose to continue with their studies. - In the PTT modality we work outside the classroom. Thus, the youth learn other situations and ways of living outside the classroom.
Collaboration with the school	OPE	<ul style="list-style-type: none"> - The tutors in the high school contact the OPE to share cases and the OPE gives feedback to the teacher on the encounter with the student.

		<ul style="list-style-type: none"> - When calls are published, for example on youth guarantee projects, information is sent to the teachers. - There is a personal relationship, because that is how they think they can give a response to people. - Relationship with the Open Classroom exists. The youth are met and can be referred to the OPE. Tutors in the Open Classroom also know that there may be offers in the OPE or that they can organize internships in the Open Classroom. - The message given to the centres is that they should make their requests and they will do their best to meet them. They adapt to the demands.
	PFI	<ul style="list-style-type: none"> - The relationship of the PTT with high schools is that the youth use the high school facilities (workshops), but they are not students of the centre. - A relationship is established between the tasks that different PTTs perform, for example, a PFI from the carpentry group and a PFI from the mechanics unit craft a different piece of the same object. - PIPs and the authorised modality are regarded as one more training in the high school (they follow the same didactic structure as any other training in the high school). - They work on high school content, but the youth do not notice it. For instance, while they are crafting a bird's nest box, they're practicing maths. They are learning, with their own hands, doing teamwork and collaborating with the environment.
Collaboration with school families	OPE	<ul style="list-style-type: none"> - Youth used to be referred to the OPE, but now families are given an appointment before. This change has resulted in higher service attendance. - There are families with economic pressures that force the youth to work because they need money in the family. - They hold an orientation conference for families on decision making after ESO, to show them what their children can do after ESO and certain attitudes they should show to accompany these youth. The services that the office offers are also explained to the families.
	PFI	<ul style="list-style-type: none"> - Youth with absentee families (families who work long hours or who work in times when they cannot accompany their children). This makes them unable to follow habits such as getting up to attend high school. - Broken families. - Families who want their children to have a PFI attend the service but say they don't hold an authoritative relationship with their children. - Some attending families have to be insisted upon. Sometimes it is the father, mother, sister, aunt, grandmother... - In the service, families are regarded to be very important. The service considers that if the student listens to the same speech here and in his family, he will succeed. The goal with families is to work as one.
Training	OPE	<ul style="list-style-type: none"> - They feel they lack the tools to properly analyse the school dropout situation. They lose the cases of youth who go to other municipalities to study or live. If they do not attend the

		<p>service on their own initiative, the OPE can no longer follow up.</p> <ul style="list-style-type: none"> - They admit that the work with families having secondary education children has not yet been properly addressed.
	PFI	<ul style="list-style-type: none"> - They need training about guidance. - They need to improve on the students' school knowledge, on being aware of the skills students have after finishing Primary education. - The need training to help accompanying youth to acquire habits. - They confess they do not have the tools to solve aggression situations when those occur (when physical integrity is in danger).
Professional development	OPE	<ul style="list-style-type: none"> - They consider it is necessary to improve coordination between services that do not belong to the same municipality.
	PFI	<ul style="list-style-type: none"> - There is a lack of resources to tackle school absenteeism. Children who are absent in primary education are also absent in secondary education. - Coordination among services: contact with psychologists (they consider many situations include a mental health issue), family assistants (many of these youth attend social services) and connection with EAP (most EAP know how these youth have been growing up, but this service is no longer available in post-compulsory education). Some students are taking medication for mental health and the services do not know. - They consider that a street educator would be necessary. - They feel they lack the power to refer the most disruptive youth who no longer attend the service or those having with mental health problems who don't attend the service any more either. Thus, maybe they could return to the classes. They also lack support for youth with mental health or substance abuse problems. - They feel that sometimes they lack support from families.

4.3. Results of the families discussion on ESL

Table 8. Results of the families discussion on ESL.

Dimensions	Institution	Comments
Difficulties	INS	-
School	INS	-
Characteristics	INS	-
Accompaniment	INS	-
Academic success	INS	-
Comprehension of academic system	INS	-
School activities	INS	-
Teachers	INS	-
Principals	INS	-

Communication	INS	-
Collaboration with schools	INS	-
Learning outside the school	INS	-
Extracurricular activities	INS	-
Community	INS	-
Needs	INS	-
Families	INS	-
Professional project	INS	-
Orientation	INS	-

4.4. Results of the young people discussion on ESL

Table 9. Results of the young people discussion on ESL.

Dimensions	Institution	Comments
Difficulties	INS	
	OJ	<ul style="list-style-type: none"> - They describe their difficulties with following the subject they talk about. - They say they found it hard to understand the content, but when the teacher explained it to them it was easier. - They comment that with teachers attending 30 students it was complicated and that it didn't enable individualized learning (no personal attention). - In some cases, they express difficulties depending on the teacher. - Some say they didn't like high school, because they were not interested in studying. One claims he wanted to learn things, but not those taught in high school. - In general, they do not see themselves as having school difficulties, but describe a system that does not welcome and meet their needs and interests (they perceive a lack of empathy from certain teachers in a number of occasions). - A student who attended the UEC observes that this institution teaches a more practical and useful knowledge.
	PFI	<ul style="list-style-type: none"> - They felt that the ease of learning sometimes depended on how the teacher saw you or his/her teaching style. - The book-paper methodology made them disconnect, as opposed to more practical methodologies or group work. - They felt demotivated when kicked out of class. - They admit liking certain teachers, but they did not find the subject interesting or motivating. - They consider the dumb student to be the one who fails all the subjects. - They consider that they did not obtain the ESO graduation because they did not want to, not because they couldn't. If they had made an effort and had felt motivated, they are convinced they would have obtained it.

		<ul style="list-style-type: none"> - Some comment that not understanding the language is a reason for disconnection. They comment that in their home country they followed the classes better in their own language. Not understanding the language has made them lose motivation, the desire to follow the classes and do their homework. - A student comments that the large ratios make it difficult for the teachers to provide with personalized attention. - They say they had problems expressing their difficulties to the teachers. They tended to explain their problems or limitations to the teachers they felt most confident with. - They express that no difficulty is found where there is motivation.
Accompaniment	INS	
	OJ	<ul style="list-style-type: none"> - One student claims that he obtained his ESO graduation because he had a private teacher. He states that the school practices did not help him pass the ESO, but that it was the private teacher who did. - Another student comments he could pass the ESO because he attended the Open Classroom and that enabled him to obtain the ESO graduation. - He adds up that he was helped in the ESO but then when he studied an education cycle he did not count on that help and that is why he didn't obtain the module. - The say that the psychopedagogue at the centre was helping them. - Another youth comments he had an individual tutor to help him understand the subjects. - In general, the youth felt accompanied during in the ESO period, but they specify that as they were growing older, they lost some of this accompaniment. - They comment that when they asked for help, they had it. - One comments that, if they are helped a lot in ESO, then they get accustomed to being helped, and when they finish ESO they miss that aid. - The youth shares the view that teachers did not always understand them and sometimes the way of dealing with them was not the most appropriate. They felt that teachers could improve by learning to put themselves in the shoes of others. Some youth comments that, if the teachers' attitude had been different in certain occasions, they would also have reacted differently. - They relate certain subjects to theory (language, mathematics) and see them as boring, while other more practical subjects (physical education, technology...) as more fun.
	PFI	<ul style="list-style-type: none"> - They felt more or less accompanied depending on the teacher. - They identify three types of teachers: those who were asked a question and helped all students; those who were asked a question and acted the same way with the whole class; those who made a difference depending on the student asking.

		<ul style="list-style-type: none"> - One student claims that certain teachers discriminate students with an immigrant origin. He believes they were warned and monitored more. They also comment that teachers tend to include and exclude certain students. They think that teachers have “favourite pupils”. - When teachers do not listen to them or don’t explain something well, they stop asking questions. - The youth make a good evaluation of the PFI. They say they feel more accompanied. They feel that there is more trust and empathy with the PFI tutor. They feel the tutor shows interest, insists and is vigilant. Besides, if necessary, she stays beyond school hours to accompany the students. They also say she is a constant person. - They comment that without this tutoring role they most probably would still be in the same situation as before (when they were studying ESO).
School success	INS	
	OJ	<ul style="list-style-type: none"> - They feel that being successful in high school is important because it gives options, even though these options may not seem interesting (they especially highlight the fact that they can go to work). The options available include going to high school, to work or to study an education cycle. - They say that it is not very useful to have different titles, because in the end you can only work in one place. They consider that those who get the ESO are as if they didn’t have it, because they do the same things as those who don’t have it. Those who do not have it, work in the same place as those who do have passed the ESO.
	PFI	<ul style="list-style-type: none"> - This profile of youth has not obtained the ESO graduate. - Students consider it is important to succeed in school. - They consider popular success is not much use. They think that if you’re the most popular, but have failed in all subjects, when people see you in the street will say: “Here comes the dumb.” - A student states that to him success means to set a goal and reach it, to overcome oneself. That if he wants to do something, he does it and that’s it. And when he reaches it, he must set a new goal and work hard to get it. - They express that, to be successful (obtaining the ESO graduate), they would have had to change patterns, such as treating the teacher well.
Understanding of the school system	INS	
	OJ	<ul style="list-style-type: none"> - They believe that in school they learnt to read, and if they know how to read, they can do things in life. To learn things for the future and to open doors. Learning for life. - They also observe that high school is useful to learn and acquire the basic knowledge (mathematics, language...). - They say that nowadays you can learn a lot of things on the Internet and that is why high school is no longer useful for learning. - Some students say that they are studying to earn good money in a future job. - Learning from mistakes.

		<ul style="list-style-type: none"> - They explain that school also teaches how to deal with people and how to achieve a goal. - Having the basic studies to move around the world. Basic training in everything in general (knowing how to write, knowing where the countries are...).
	PFI	<ul style="list-style-type: none"> - They consider high school is useful to obtain a title and acquire knowledge. - Finishing ESO is good for finding a job. - They express that experience in high school can improve knowledge.
Involvement in school	INS	
	OJ	<ul style="list-style-type: none"> - They all say they didn't do their homework. Some did their homework when they arrived at the school and others asked their classmates. The reasons for not doing their homework were diverse: because they were not compulsory, because they did not have time, because if they did not understand the instructions there was no point in doing them, because there are other more interesting distractions (technologies)... - The students who did not even understand the exam or what they had to do, spent their time bothering the teacher so as not to get bored. Thus, no class was given, and the students had a good time, let alone the teacher.
	PFI	<ul style="list-style-type: none"> - The students mention that if they could go back, they would change their attitude, they would be more willing and motivated. They would not repeat the same experience.
Relation teachers-parents	INS	
	OJ	<ul style="list-style-type: none"> - Most youth said that their relatives did not help them or helped them little with their homework. - Some say their parents didn't care if they didn't do their homework. - One mentions that since he was alone at home no one helped him, although he admitted that he didn't feel like it either. - Although the youth generally express that their families did not help them with their homework, they feel that it was important for them to be helped. The accompaniment of the family helped them not to give up, to insist on doing the work and the understand the schoolwork.
	PFI	<ul style="list-style-type: none"> - Some students comment that not having accompaniment from home does not generate motivation either. When the family does not react when they get good or bad grades, in the end they are no longer interested in the process they are following at the school. - One student says his family pressed him to do his homework and study, but he didn't listen. - They say that their homework has usually been done alone, without family aid. They only helped them when they asked for help, but they consider themselves too grown up to have their relatives do their homework with them. They believe that if they were there helping with their homework, then high school would be meaningless.

		<ul style="list-style-type: none"> - Most said their parents were following the teachers' instructions. One student remembers his parents say that the teacher never lies. - Two students comment that the teachers speak to the families in a language that the families do not understand. The family only understands four words and interprets that their child has gotten into trouble.
Collaboration with schools	INS	
	OJ	<ul style="list-style-type: none"> - One youth says that his father went to high school six times in a year, but he didn't know what he talked about with the teacher. - Many youth claim that their parents went to the high school only to retrieve the mobile phones that the teachers had requisitioned for X reasons. - In most cases, families have not been to their high school very often.
	PFI	<ul style="list-style-type: none"> - Collaboration with families is associated to meetings with families. A student mentions that his mother sometimes didn't go to high school meetings because she already had friends who went and explained to her what was said. - Many said that if mothers when to school it was because they had done something wrong. - Some students said that their parents were also going to mentoring sessions with their tutor only to be informed that they would be failing subjects.
Learning outside the school	INS	
	OJ	<ul style="list-style-type: none"> - They consider that outside of school they learn many things: to play football; to be an entrepreneur; to talk to girls; where money can come from and not; to become a man; to be a street person, so that if someone bothers you, you can too. - They claim that street life teaches them to be smarter and more skilled. They say that at school they learn to be "good kids", but from being such good kids, in the street they look dumb. They say that on the street they have learned to deal with the people in high school. - A student considers the knowledge produced in the street (and not in high school) to be more important and valid because it will help him earn money.
	PFI	<ul style="list-style-type: none"> - One student explains that he has used maths to calculate money. He uses it to do the maths, for the sales or when goes shopping. - Another student says that English has helped him talk to tourists. - They comment that the subject of social studies has helped them to find their way around, to get to know other cultures, to know where they are, to know places and the stories of other countries. - They believe that school teaches things to move around the world. They express that it is important to study for one's life, to know how to go forward, to value time... They understand that studying is not just obtaining a title, but also knowing how to explain things. If they ever have a child and asks them

		<p>something, to know how to solve it and not having to ask for help.</p> <ul style="list-style-type: none"> - They believe that the activities (informal and unstructured) they do outside the school have taught them to relate with others, to talk, to have empathy, to respect... The youth who is working says that working has helped him to think fast and organize himself.
Extracurricular activities	INS	-
	OJ	<ul style="list-style-type: none"> - Some (3) practice sports: one plays football with his friends, another plays football on a team and the other goes to a gym run by a relative. The rest do not engage in extracurricular activities. - A student explains that in his free time he goes to the mosque to pray. - Six of the eight youth explain that they party and consume (tobacco, alcohol or other). Those who do not do so are either not interested or want to take care of themselves. - On holidays, they say they do things with friends.
	PFI	<ul style="list-style-type: none"> - A student plays football on a team, but most play with friends. - Most do not do extracurricular activities. - One played basketball and another one, karate. - One comments that as an extracurricular student he attended assisted study, he says that they didn't help him with his homework but gave him more, and so he quit. - They explain they party on the weekend and go bowling. - One student works on weekends. - On holidays they spend time with their family, one comments that he sleeps all he cannot sleep during the course, they go party, to the pool, to the beach...
Community	INS	
	OJ	<ul style="list-style-type: none"> - They do not specify doing anything with the community, if community means associations, entities or other institutions, only the one who does to pray at the mosque.
	PFI	<ul style="list-style-type: none"> - They do not specify doing anything with the community, if community means associations, entities or other institutions.
Professional project	INS	
	OJ	<ul style="list-style-type: none"> - All of them plan to work, they have no interest in studying further. - Many plan to become their own bosses, having their own business and earn good money (many of them). - Two of them do not know what they want to do in the future (19 and 17 years old). - One comments that if he doesn't get a job, he can go into marijuana sales. - One comments that if he can't start his own business, he will have failed in his life. - On projects for the future, they comment on aspects such as fraud, money laundering, drug trafficking... - They're clear on where they don't want to work. - In general, they project their professional future into making money regardless of whether they like the job or not.

	PFI	<ul style="list-style-type: none"> - Most youth want to focus on the labour domain (commerce, mechanics...). - One student hesitates between continuing to study what he wants (mechanics) or study to be commissioned by a family business (car cleaning). - Some youth know that they want to continue studying, even though they do not know with what aim (what to work on), but they see the importance to continue studying, they feel it is necessary for their future.
Orientation	INS	-
	OJ	<ul style="list-style-type: none"> - Some youth project that they will reach their goals if they start working soon or from contacts in friends and family. They do not exactly define which path they should follow to achieve their goals. They do welding because now the metal industry is well paid and it's a way of making money.
	PFI	<ul style="list-style-type: none"> - Most feel that to achieve their goals they must study more and show more effort.

5. RESULTS DISCUSSION

In this section we briefly compare the results obtained regarding: the characteristics and difficulties that can lead to the early school leaving in youth; accompaniment, initiatives and tools carried out to guide youth; the students' understanding of the system and of the academic success; existing interrelations between the school context and the personal or social context; training for teachers, educators and technicians; and future perspectives for the youth.

First, regarding **the characteristics and difficulties that may condition the youth's experience in compulsory secondary education**, we observe certain similarities in the perception of the different participants in the study. Mainly, based on the teachers, technicians and students' observations, we found that demotivation is the main difficulty for the youth. Specifically, the youth in an ESL situation do not feel motivated to attend class and continue with the subjects. However, the different participants place the source of demotivation on different aspects. While professionals attribute the source of demotivation to a lack of habits, routines or to the (lack of) structure of the youth families, the youth tend to attribute it to their relationship with the teaching staff or to the methodology used in class (theoretical or practical lessons). Regarding their relationship with the teaching staff, the youth differentiate between the relationship of the teacher with students and their relationship with the teaching staff:

- In the relationship teachers had with them, the youth indicated that, at times, it had not been as personalized and adequate as they required. They express that classroom ratios did not allow for the personalization of attention and learning

adjusted to their needs. And it is in this lack of personalization of school accompaniment that the youth find the lack of interest and motivation towards schooling. For example, not being able to solve doubts at the time they needed to or in the way that was understandable to them, they perceived it as a circuit that linked a lack of understanding of the school subject with another lack of understanding, to the point of not understanding what was being dealt with in class.

- In the youth's relationship with teachers and their lessons, they feel that they could have shown more interest and motivation, but they did not feel like it at the time. They assume that they could have passed the secondary education stage successfully with a different attitude. They also consider that being unmotivated in secondary education and not successfully completing this stage of education today has led them to be popularly considered as "dumb". In that respect, students consider that there is not difficulty if there is motivation.

Another characteristic of the youth, identified by both teachers and technicians, is that those who fail at the compulsory secondary education stage are usually students who have been showing warning signs (absenteeism, lack of punctuality, social labels, etc.).

Second, with regards to **the accompaniment, initiatives and tools used to guide young people**, we observe that the institutions that accompany the youth after the compulsory secondary education stage have a different structure than most schools. Some examples of these differences are:

- The expulsion of the student from the centre is the last resort, when all other options of conflict resolution have been applied.
- Visits by professionals to the youth homes are a resource for accompanying and improving the relationship with the youth and their families.
- Professionals work for guidance and accompaniment outside school hours.
- Professionals monitor the youth in the transition or later referral to other services, institutions, companies, etc.
- The participant institutions value the development of social and citizenship skills more than the development of more instrumental skills.
- Mentoring, individualized attention and personalization of learning are the key elements for the guidance and success of the youth.
- Institutions make groups, timetables and space more flexible to promote the youth learning (small groups, individual mentoring, spaces and activities focused on the labour domain, etc.).

- The participating institutions set an extensive network and coordination with other institutions also devoted to youth issues.

The youth consider that personalized attention, adaptation, non-discriminatory links with teachers and the flexibility of school spaces presented in the list above are key elements for them to continue their studies successfully.

Third, in relation to **students' understanding of the education system and academic success**, the results show that for the youth it is important to succeed in high school for a number of reasons. Some of them are commented as follows:

- They acquire life-long learning that helps them to develop in their personal and social context. For example, they say that knowing how to read allows them to search for information on the Internet, knowing mathematics helps them in buying and comparing prices, knowing English helps them to be able to talk to English-speaking people, knowing social sciences helps them to know a little more about the world they live in, etc.
- They count on more academic and professional opportunities, such as continuing their studies or accessing the labour market.
- It implies that other social agents, people, friends or relatives do not consider them "dumb".
- It may mean that in the future they will have more purchasing power.

Although the youth feel that passing the ESO is important, they also perceive that obtaining different (post-compulsory) qualifications is not useful for their personal and professional development, as in the end they can only be working in one place. They also consider that the professional opportunities of those who obtain the ESO graduation and those who do not are the same, since in both cases they may end up working in the same place and under the same conditions. Finally, the youth express that they can currently acquire a lot of knowledge through the Internet and that this is more adapted to their interests and motivations. This situation makes them consider that high school is not the only learning space.

Fourth, as regards to the **interrelations between the school context and the personal or social context**, all participants in the study agree that the youth establish a close link between school experiences and experiences outside the school context:

- Professionals observe, on the one hand, that everything that the youth experience outside the school context is reflected in the classroom and in the

school, especially in their attitudes and relationships. On the other hand, they consider that developing projects and educational activities outside the school context allows students to use and apply school knowledge in environments other than high school.

- Similarly, the youth also link such learning contexts. For example, the youth feel that relating to other students and teachers in the school context has enabled them to establish good relationships outside high school. And that their experience outside high school allows them to experiment with relationships and to acquire more skills useful for the school environment. Another example is that those who work consider that the organizational and planning skills they experience at work can be applied in the educational context.

Fifth, in relation to **training of teachers, educators and technicians**, these agents point to the need of training in:

- Improving the bond, affectivity and communication with the student.
- Improving the attention to the youth despite the changes occurring in the centre (staff leaves, change of space, change of students, etc.).
- Creating rules that (also) protect students and (not only) teachers.
- Promoting practical training that can be done with the youth (manipulative learning, learning by doing, creating, experimenting, etc.).
- Improving the capacity to analyse the dropout situation.
- Improving mechanisms to face school absenteeism.
- Coordinating and jointly training the different actors working with the youth (social services, mental health, justice services, etc.).
- Enhancing work with families.
- Acting against aggressions (when physical integrity is in danger).

Sixth and last, regarding **the future prospects for the youth**, two different profiles of youth are identified, those who intend to continue studying and those who aspire accessing the labour world:

- The youth who intend to continue studying show interest in studying to specialize in a professional field and have the chance to work on what they are interested in. These youth plan to study according to the career path they want to take.
- The youth who aim at joining the labour market as soon as possible aspire to have a high level of purchasing power, regardless of where they work. They are

interested in the purchasing power and not in whether or not the work they might do motivates them.

Although we identified these two profiles of young people, we also observed that they both share perspective that in order to achieve their goal (be it to study or work) they must continue to be involved, strive and work on a daily basis to achieve it.

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