



unExpressed  
talent

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# Social inclusion and valorisation of young people: the Unexpressed Talent research

*Quantitative and qualitative analysis on reducing youth discomfort  
and early school leaving in 7 European Member States*



## **Social inclusion and valorisation of young people: the Unexpressed Talent research**

### **Quantitative and qualitative analysis on reducing youth discomfort and early school leaving in 7 European Member States**

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#### **Disclaimer**

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## EXECUTIVE SUMMARY

The Unexpressed Talent project (UT, hereinafter), financed by the Erasmus + programme, involves 9 partners from France, Italy, Croatia, Slovenia, Spain, Portugal and Belgium, which have joined forces to analyse youth discomfort and develop non-formal educational tools and pathways for personal and social empowerment of youth.

Coherently with UT's goals, the partnership has carried out a research report, which represents the study phase conducted in all the 7 involved EU countries. The research aims at analysing the main factors influencing youth discomfort and early school leaving (ESL, hereinafter).

The research is the preliminary step that intends to offer useful information and findings at EU and national levels in order to better highlight the relations between students and their educational paths as well as to focus on the contexts that hinder or facilitate inclusion and personal development.

The report is the result of the analysis conducted partly as desk research and a qualitative field research, involving students, youth and stakeholders in all the involved countries. It is broken down into three main parts.

In Chapter one, the report offers an overview of the European context by summarizing the main statistical data on education, ESL and risk of exclusion in the European Union, and reviewing the available literature and EU official documents and guidelines.

This first step confirms the complexity of the phenomenon of youth discomfort. As of today, many programmes still tackle the problem focusing mainly on school and the prevention of school dropout; nonetheless evidence from different sources shows that ESL is part of a wider issue, linked to unemployment at a later stage, of social marginalization and exclusion, as well as poverty.

Indeed, many different factors contribute to the phenomenon of ESL which embodies a wide spectrum of reasons from personal or family problems, to learning difficulties, or difficult socioeconomic situations.

Eurostat data show the differences of "youth condition" among European countries and in the countries of the project, such as the average age of people leaving the parental household (26.2 y.o. at EU28 average) between 23.7 (France) and 31.0 (Croatia).

Socio-economic indicators such as employment, unemployment and school dropout rates (lowest in Croatia, highest in Spain), indicate the same heterogeneity, influenced by local contexts and policies. This variegated situation has an impact also on life perception and satisfaction amongst European youths.

### ***A European approach...***

*... Research matters as an information base to better highlight the relations between students and their educational paths as well as focus on the contexts that hinder or facilitate inclusion and personal development...*

### ***The desk research and the European statistics***

*... understanding the general context is important to tackle the complexity of the phenomenon of youth discomfort ...*

*... the differences of "youth condition" among European countries and in the countries of the project are wide...*

According to a Eurostat survey, in a scale from 1 to 10, the EU28 youth rating about “overall life satisfaction” is 7.6, but ranges from, 7.0 in Italy (below the average with Spain, Croatia and Portugal) to 7.8 in Belgium, which, with France and Slovenia, are above the EU average but still below the higher figures of Northern European countries.

Starting from the European scenario, Chapter 2 and Chapter 3 of the report describe the main results of the qualitative analysis which has been carried out as a field research, involving several aspects of the lives of individuals (psychological, cultural, economic and social) as well as different institutions in a quadruple helix approach, involving young people 15-24 y.o., schools and institutions as well as Civil Society Organisations (CSOs).

The analysis is the result of the information collected through structured questionnaires from a sample of students and young people and from key stakeholders from all 7 different countries involved in education pathways (i.e. teachers, institutions, civil society associations). The different categories of respondents allow to obtain external (but qualified) viewpoints, useful for the involvement of project beneficiaries in the next phases of the project.

The youth sample counts globally about 1.300 respondents (students and young people aged between 15 and 24, living in the involved countries). The sample can be considered coherent with the purpose of our research, even if national results are influenced by the different categories of involved schools and the results of a specific national sample cannot be considered statistically representative of the general situation of the country.

Furthermore, a relevant number of interviews (121 teachers, 119 Institutions and 127 CSOs) have been conducted among relevant stakeholders and described in Chapter 3, which also provides some case studies.

In the second part of the report - Chapter 4 to 10 - we provide the country data of the field investigation, highlighting specific national results also in terms of strengths and weaknesses. Country reports give meaningful inputs to each partner to better understand the main problems in their own area of operations as well as the differences with the situation of the other countries, and indicate further investigation areas. Some data can also be used to understand the reasons for the national differences and to capitalise on the most significant practices of the different countries.

Relevant in many European countries, the research has tackled in depth the inclusion of foreign or migrant youth and differences among native-born, foreign-born and migrant-background youth. The sample shows that

## **The field investigation**

*The field research has been conducted collected through structured questionnaires from a sample of students and young people and from key stakeholders involved in education pathways ...*

## **A cross-country comparison**

*... understand the differences between different country samples may help to find better solutions to local issues...*

**Native-born, foreign-born and migrant-background youth**

in many cases foreign-born and migrant-background students present a lower school performance and a higher dropout rates compared to their native-born schoolmates. At the same time, foreign-born students are less engaged in extracurricular activities and not properly informed about the events and the initiatives taking place in the area where they live.

The research sample confirms that belonging to a different nationality or an ethnic minority can be an obstacle to socio-economic inclusion, but it can also represent a stimulus for a more effective training and professional career, when the social network around the person (family, teachers, extra-school activities, institutions) is opportunely involved and cooperates. From a social point of view, the research shows that the problems of integration with class groups are rarely related to discrimination factors between foreign born/migration background and native born students.

A male-female divide? Another interesting result emerges from the gender analysis. The female component of the respondents, even when achieving better results at school than the male one, shows a slightly weaker self-perception in terms of talents and skills. As probably already known from empirical experience, the trainers should keep in consideration this fact and act accordingly when interacting with gender-mixed groups.

The sample survey and the interviews to the stakeholders indicate that extra-school activities and the involvement of civil society organisations may help youth to develop skills (above all, soft and life skills) and competences that can produce an impact also on the formal education and professional career.

The national comparisons of the research show a direct and positive correlation between a higher level of engagement in extracurricular activities and the level of school results, with a lower intensity of ESL. In the UT sample the examples range from the best cases of Slovenia and Croatia to the higher rate of dropouts in Portugal, Belgium and Spain.

According to the prevalent opinion of the respondents, the involvement of civil society organisations in schools is not very frequent as it should be. The majority of the respondents think that extra-school activities are important levers to prevent school drop-out and to reduce youth discomfort. Nonetheless, the research shows that a number of teachers don't think that extracurricular activities play a positive role in the prevention of ESL phenomenon. Moreover, many schools of the UT sample that have significant problems with ESL (above all technical/vocational schools), have not developed a set of measures to tackle the problem.

*foreign-born students  
are less engaged in  
extracurricular activities  
and not properly  
informed...*

*but the right social  
network represents a  
stimulus for a more  
effective training ...*

*Girls show a slightly  
weaker self-perception  
in terms of talents and  
skills*

**Extra-school activities:  
are they relevant to  
reduce ESL?**

*...a direct and positive  
correlation between a  
higher level of  
engagement in  
extracurricular activities  
and the level of school  
results...*

Young respondents, especially foreign-born students, show enthusiasm and a high demand for support in the expression of their personal talents.

In this respect, both the foreign and the native-born components of the UT sample show a considerable difficulty to access info on and to participate in specific extracurricular activities (sport association, gyms, cultural association, etc.), possibly for economic reasons.

The research makes clear that the more the level of cooperation among different levels (school, institutions and CSOs) is well conceived and coordinated, the better the results in order to avoid, anticipate and compensate ESL.

However, the research also shows that the current level of cooperation between schools, local communities, parents and pupils is not yet sufficient to achieve good results and it should be strongly fostered in all countries.

Furthermore, no common tools are really available for teachers and workers in CSOs or institutions to efficiently communicate among them and to open a discussion on ESL-related problems and possible ways to prevent and intervene together. Specific activities to be developed together with CSOs inside school should be considered as a priority.

The main findings:

1. The role of guidance services in choosing the education pathways are quite limited, and most students choose alone or with the support of the family.
2. ESL is understood by teachers as an individual event to deal with on a case-by-case basis, and not as a part of a more complex problem affecting many youths.
3. There is a lack of effective institutional and systemic measures to tackle ESL in schools.
4. In the countries with the lowest level of ESL, teachers are more involved in the personal life and problems of the students (cases of Slovenia and Croatia).
5. Foreign-born students are less engaged in extracurricular activities and declare that they are not properly informed about the events and the initiatives taking place in the area where they live.
6. Different professionals have contrasting views on the main causes of ESL. Teachers, differently from CSOs operators think that ESL has mainly to do with the "wrong school choice" of the students while CSOs identify the causes in social or family background. Teachers also think that extracurricular activities

*On the sunny side, young people seem to believe in their own talents... ..but they feel discriminated and do not express them*

## **Conclusions**

*...the current level of cooperation between schools, local communities, parents and pupils is not yet sufficient to achieve good results...*

*Lack of school guidance and a holistic approach, insufficient attention to migrant students, and contrasting views on the causes of ESL are among the main findings....*



and civic engagement led by CSOs have negligible positive effects on preventing ESL.

The main findings allow to recommend the following for the next steps of the project:

- reinforcement of the role of guidance services, connecting it to the local communities (associations etc.) and the stakeholders working in extracurricular activities.
- higher level of exchanges, roundtables and meetings between social workers, professionals from different associations and teachers in school in order to discuss about the best measures to be adopted to the single cases and in general.
- endow schools with specific knowledge, skills and instruments to better assess the problems and understand the causes of ESL before they happen, allowing other professionals with work experience with young people at risk of ESL to cooperate with the schools and share knowledge.
- create formal or informal systems of “second-chance” schemes that can allow associations and schools to share specific training pathways for people that left their studies before obtaining a diploma.
- Encourage the volunteer involvement of teachers (when possible) in out-of-school activities of the students may raise up the level of mutual trust and act as a tool to reduce discomfort and possibly ESL.

### The Way Forward

...cooperation between  
formal and non-formal  
education,  
enhancement of  
educators' skills....

## INTRODUCTION

Unexpressed Talent is a European project financed by the Erasmus Plus Programme (Strategic Partnerships for Youth) involving 9 partners from 7 EU countries, namely France, Belgium, Italy, Spain, Portugal, Slovenia, Croatia.

The main goal of the project is to target problems and to find solutions aimed at decreasing social and educational exclusion of young people in school age (14-24 y.o.) as well as young NEET (15-25 y.o.): this should be achieved by improving their active participation in civil society and by increasing their personal accountability. The rationale of the project draws both on Europe 2020 strategy goals (specifically, the reduction of dropouts below 10%) and the Erasmus Plus program whose overall objective is boosting skills and competences of young people in order to improve their employability. The core idea comes from the assumption that reducing social uneasiness of young people at risk could be reached thanks to their inclusion in civil society, generating a positive impact on their transversal skills and leading them to become aware of their unexpressed talents, all resulting in a better level of integration in the broad sense.

Specifically, UT project focuses on the problems of Early School Leaving' (ESL) whose definition at EU level can be summarized as follows "those young people who leave education and training with only lower

secondary education or less, and who are no longer in education and training". According to a statistical definition, European ESL rates are measured as the percentage of 18-24 year olds having only lower secondary education or less and who are no longer in education or training. Even if many Member States adopt different definitions (and measures), this research will refer to the EU official one. Considering ESL as a part of a wider problem, the project investigates the issues connected to "Youth Uneasiness" that, according to Europa2020 strategy goals and Erasmus Plus programme, can be defined as "a risk of social and educational exclusion of young people in school age (14-24 y.o.) as well as young NEET (15-25 y.o.)".

The first action implemented by the project is represented by the research phase, aimed at studying youth uneasiness and discomfort phenomena and their linkages with the socio-economic environment (i.e. social exclusion, lack of stimulus, poverty environment, problematic families, etc.).

This research report includes the results of a cross-country analysis at European level, comparing all the involved countries and highlighting some key aspects concerning youth social inclusion and dropout prevention.

Details of the findings are illustrated and discussed in the following chapters as well as the methodology the research was carried on

## PART 1

# EUROPEAN SURVEY MAIN RESULTS

# 1. CONTEXT ANALYSIS

## 1.1. GENERAL EUROPEAN TRENDS

According to the European Commission<sup>1</sup>, “early school leaving is linked to unemployment, social exclusion, and poverty”. Indeed, there are many different factors leading young people to give up education and training prematurely: personal or family problems, learning difficulties, or fragile socio-economic situation, among other factors. The way the education system is set up as well as the environment where pupils grow and where they frequent specific schools are also important factors. Since there is not a single reason for early school leaving (ESL, hereinafter), comprehensive answers are not easy to be found. The final report of the “Thematic Working Group on Early School Leaving”<sup>2</sup> highlights some key aspects for successful policies against ESL. These guidelines are targeting several aspects of the problem, from governance to data collection and monitoring, up to concrete actions of prevention, intervention as well as compensation.

In this way, ESL should be considered as a part of a wider problem – which can be defined “youth uneasiness” – which involves several aspects of the life of the individuals (psychological, cultural, economic, social, etc.) and which is also linked to the level of involvement of several institutions (family, school, public administrations at local, regional and national level, Civil Society Organisations, etc.).

This research tries to draw on the problem of “youth uneasiness” at European level, providing both quantitative and qualitative data which could be useful for the sound management of all the stakeholders (family, school, CSOs, etc.) dealing with youth.

### Box 1.1. Key policy messages against Early School Leaving

1. Ensure long-term political and financial commitment to reducing ESL and keep it high on the political agenda.
2. Ensure children and young people are at the centre of all policies aimed at reducing ESL. Ensure their voices are taken into account when developing and implementing such policies.
3. Develop and implement a sustainable national strategy to reduce ESL. This strategy should address all levels of education and training as well as encompass the right mixture of preventative, intervention and compensation measures.
4. Invest in the knowledge base of ESL, through regular and timely collection of accurate data and information. Ensure that the data and information on ESL is accessible and used effectively in policy development. Ensure that the monitoring and evaluation of ESL measures steers policy development.
5. Ensure policy development and implementation is based on strong and long-term cooperation between national, regional/ local authorities and stakeholders, as well as between different policies, e.g. establishing a coordinating body.
6. Remove obstacles within the school education system that may hinder young people in completing upper secondary education. Ensure smooth transition between different levels of education. Ensure access to high

<sup>1</sup> [http://ec.europa.eu/education/policy/school/early-school-leavers\\_en.htm](http://ec.europa.eu/education/policy/school/early-school-leavers_en.htm)

<sup>2</sup> [http://ec.europa.eu/education/policy/strategic-framework/doc/esl-group-report\\_en.pdf](http://ec.europa.eu/education/policy/strategic-framework/doc/esl-group-report_en.pdf)

quality education throughout life (including early childhood education and care), and the provision of high quality Vocational Education and Training (VET).

7. Support schools to develop conducive and supportive learning environments that focus on the needs of individual pupils. Promote a curriculum that is relevant and engaging.

8. Promote and support multi-professional teams in schools to address ESL.

9. Support cooperation between schools, local communities, parents and pupils in school development and in initiatives to reduce ESL. Promote strong commitment from all stakeholders in efforts to reduce ESL at local levels, including local businesses.

10. Promote a better understanding of ESL in initial education and continuous professional development for all school staff, especially teachers. Enable staff to provide differentiated learning support for pupils in an inclusive and individualised way.

11. Strengthen guidance to ensure young people are aware of the different study options and employment prospects available to them. Ensure counselling systems provide young people with both emotional and practical support.

12. Reinforce accessibility to second chance schemes for all young people. Make second chance schemes distinctive and ensure they provide a positive learning experience. Support teachers who work in second chance schemes in their specific role.

Source: European Commission, Final report of the Thematic Working Group on ESL



## 1.2. STATISTICAL DATA ON YOUTH CONDITION

Educational and occupational indicators can provide interesting information about the condition of young people in Europe: the differences of “youth condition” among European countries are quite relevant, as we can observe from the data provided by Eurostat.

In the tables below the data are updated till 2014 (and sometimes 2013) as the last available statistical information at the times the research was conceived and written. Updates of the data to 2015 are generally available in the National database and at Eurostat even if not for all the indicators. \

The first evidence of the European heterogeneity comes from the estimated average age of young people leaving parental household (Tab.1.1). Mediterranean countries maintain a stronger relationship amidst parents and offspring/children compared to what is detected in Northern European countries. For instance, Sweden is the country with the lowest average age for leaving the household (20.8). Other Northern European countries are under the EU average (26.2 years): for example, Denmark (21.2), Finland (21.9) and Netherlands (23.6). On the other hand, Southern European and some Balkan countries show a higher-than-EU average age when leaving the household: in, Italy, Malta, and Croatia the average age comes after the 30<sup>th</sup> birthday. This situation, influenced by cultural, social and economic factors, may have concrete impacts both on the labour market and on the educational system. When referring only to the countries involved in the UT sample research, we can observe that the range is comprehensive of the lowest average age of France (23.0 y.o.) and the highest one of Croatia (29.0 y.o.).

One of Europe 2020 Strategy targets is the reduction of the rates of ESL below 10%. As of today the average level in Europe is 11.1%, 12.7% for males and 9.5% for females. If we observe the details for each member State (see Tab.1.2), Croatia (2.7%) and Slovenia (4.4%) present lower values and are already below the 2020 target. On the opposite, higher rates of ESL are recorded in Southern countries, as Italy (15.0%), Portugal (17.4%) and Spain (21.9%).

**Tab 1.1. Estimated average age of young people leaving the parental household, year 2014**

Country	Total	Males	Females
Sweden	20.8	21.0	20.6
Denmark	21.2	21.6	20.8
Finland	21.9	22.7	21.1
Netherlands	23.6	24.5	22.8
France	23.7	24.5	23.0
Germany	23.8	24.7	22.9
Estonia	24.2	25.1	23.2
United Kingdom	24.3	25.1	23.5
Belgium	25.1	25.9	24.2
Austria	25.4	26.6	24.2
Ireland	25.8	26.6	25.1
Lithuania	26.1	27.0	25.1
<i>EU 28</i>	<i>26.2</i>	<i>27.2</i>	<i>25.1</i>
Czech Republic	26.7	27.9	25.4
Luxembourg	26.7	27.6	25.9
Hungary	27.7	29.1	26.4
Latvia	28.0	29.0	26.9
Poland	28.3	29.4	27.2
Cyprus	28.4	29.6	27.4
Romania	28.5	30.6	26.2
Slovenia	28.6	29.7	27.4
Portugal	28.8	29.7	28.0
Bulgaria	29.1	31.4	26.8
Spain	29.1	29.9	28.2
Greece	29.3	30.6	28.0
Italy	30.1	31.2	28.9
Malta	30.6	31.4	29.8
Slovakia	30.8	32.2	29.3
Croatia	31.0	32.9	29.0

Source: Fondazione Leone Moressa elaboration on Eurostat data

**Tab 1.2. Early leavers from education and training by sex, year 2014**

(% of 18-24y pop. with lower secondary education and not in further education or training)

Country	Total	Males	Females	EU2020 target
Croatia	2.7	3.1	2.3	4.0
Slovenia	4.4	6.0	2.7	5.0
Poland	5.4	7.3	3.3	4.5
Czech Republic	5.5	5.8	5.2	5.5
Lithuania	5.9	7.0	4.6	9.0
Luxembourg	6.1	8.3	3.7	10.0
Slovakia	6.7	6.9	6.6	6.0
Sweden	6.7	7.3	6.0	10.0
Cyprus	6.8	11.2	2.9	10.0
Ireland	6.9	8.0	5.7	8.0
Austria	7.0	7.6	6.5	9.5
Denmark	7.7	9.3	6.0	10.0
France	8.5	9.5	7.4	9.5
Latvia	8.5	11.7	5.1	13.4
Netherlands	8.6	10.3	6.8	8.0
Greece	9.0	11.5	6.6	9.7
Germany	9.5	10.0	8.9	10.0
Finland	9.5	11.9	7.2	8.0
Belgium	9.8	11.8	7.7	9.5
EU 28	11.1	12.7	9.5	10.0
Estonia	11.4	15.3	7.5	9.5
Hungary	11.4	12.5	10.3	10.0
United Kingdom	11.8	12.8	10.7	:
Bulgaria	12.9	12.8	12.9	11.0
Italy	15.0	17.7	12.2	16.0
Portugal	17.4	20.7	14.1	10.0
Romania	18.1	19.5	16.7	11.3
Malta	20.4	22.3	18.3	10.0
Spain	21.9	25.6	18.1	15.0

Source: Fondazione Leone Moressa elaboration on Eurostat data

The specific features of different national educational systems has direct consequences on the educational attainment of the population in Europe. In table 1.3, the 25-64 y.o. population, at EU 28 level, shows that a percentage of 76.0% meets the requirement of tertiary educational attainment. Eastern European countries present the highest values: Lithuania (93.3%), Czech Rep (93.2%) and Estonia (91.2%) are the most performant. Even Northern countries show higher levels: e.g. Germany (86.9%) and Sweden (83.7%). Once again, Mediterranean countries present the lower rates. For instance, Italy (59.3%), Spain (56.6%) and Portugal (43.3%). Amidst the UT project partners, the best result is represented by the data of Slovenia with 85.7%.

The statistical data of the single countries can help to better understand the general context in which the field research has been conducted.

**Tab 1.3. Upper secondary or tertiary educational attainment, age group 25-64, year 2014**

Country	Rate
Lithuania	93.3
Czech Republic	93.2
Estonia	91.2
Slovakia	91.0
Poland	90.5
Latvia	89.5
Germany	86.9
Finland	86.5
Slovenia	85.7
Austria	83.9
Sweden	83.7
Hungary	83.1
Croatia	82.9
Luxembourg	82.0
Bulgaria	81.1
Denmark	79.6
United Kingdom	79.2
Ireland	78.8
Cyprus	77.6
France	77.4
<b>EU 28</b>	<b>76.0</b>
Netherlands	76.0
Belgium	73.6
Romania	72.8
Greece	68.4
Italy	59.3
Spain	56.6
Portugal	43.3
Malta	42.2

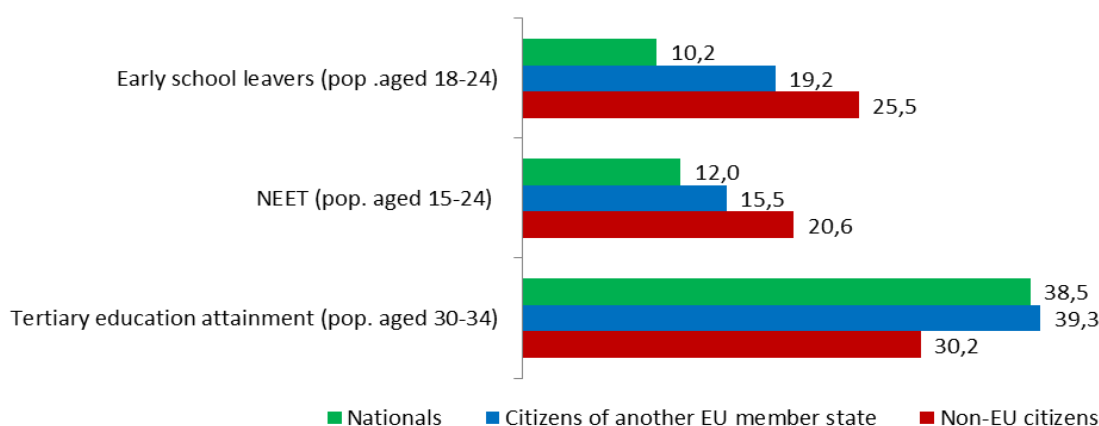
Source: Fondazione Leone Moressa elaboration on Eurostat data

With regards to school attainment and uneasiness in the European Union, a strong divide between non-EU citizens and citizens of each country is highlighted in fig. 1.1.

In particular, the proportion of young non-EU citizens affected by ESL is more than twice that the one of nationals. Young non-EU citizens show also a greater risk of being both out of the education system and not in employment (NEET).

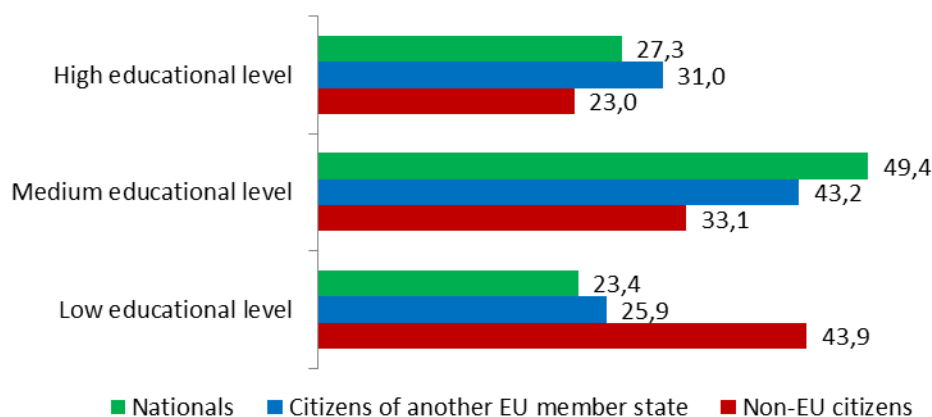
Education is an important factor contributing to the integration of migrants in the European society. It not only provides the skills to be successful in the labour market, but also contributes to migrants' active participation by communicating the culture and values of the societies they settle in.

**Fig 1.1. Educational indicators in the EU by citizenship, 2014**



Source: Fondazione Leone Moressa elaboration on Eurostat data

**Fig 1.2. EU pop. by educational attainment level and citizenship, 2014 (pop. aged 18-64)**



Source: Fondazione Leone Moressa elaboration on Eurostat data

Another important indicator is represented by the percentage of people at risk of poverty or social exclusion. The first evidence is that the countries with higher rates of risk for the overall population also show higher rates for the sample of young people (16-24 y.o.) as well as children (<16 years old). The highest values (compared to the total population) are recorded in Bulgaria (48.0%) and Romania



(40.4%), but also Italy, Spain and Portugal indicate data that are quite over the EU average (24.5%). People at risk of poverty or social exclusion by age, year 2013 are shown in table 1.4.

**Tab 1.4. People at risk of poverty or social exclusion by age, year 2013**

Country	Total pop.	Pop. 16-24y	Pop. <16y
Bulgaria	48.0	48.1	51.5
Romania	40.4	47.5	48.3
Greece	35.7	48.6	37.6
Latvia	35.1	38.7	37.0
Hungary	33.5	41.3	42.7
Lithuania	30.8	32.2	34.8
Croatia	29.9	32.2	29.2
Ireland	29.5	38.8	33.6
Italy	28.4	36.1	31.4
Cyprus	27.8	32.6	27.1
Portugal	27.5	34.2	30.8
Spain	27.3	36.9	31.9
Poland	25.8	31.6	29.1
United Kingdom	24.8	32.5	32.2
<b>EU 28</b>	<b>24.5</b>	<b>31.6</b>	<b>27.3</b>
Malta	24.0	24.1	32.3
Estonia	23.5	26.8	22.0
Belgium	20.8	24.2	21.5
Slovenia	20.4	20.1	17.4
Germany	20.3	24.6	19.1
Slovakia	19.8	24.1	24.9
Luxembourg	19.0	24.0	25.4
Denmark	18.9	39.8	15.8
Austria	18.8	18.1	24.2
France	18.1	27.5	20.8
Sweden	16.4	30.6	15.4
Finland	16.0	24.7	12.8
Netherlands	15.9	25.7	17.0
Czech Republic	14.6	19.1	15.8

Source: Fondazione Leone Moressa elaboration on Eurostat data

Eurostat implements a periodic survey to assess the satisfaction level among EU population<sup>3</sup>. From the last available survey (2013), we summarised the average rating in EU countries among young people in Tab.1.5. On a 1-10 scale, the European average of young people feeling of “overall life satisfaction” is 7.6. The highest results are recorded in Central and Northern Europe, such as Austria

<sup>3</sup> According to Eurostat, “Life satisfaction” is measured on an 11 point scale which ranges from 0 (“not satisfied at all”) to 10 (“fully satisfied”). For better understanding and interpretation and to facilitate analyses, which identify drivers for low and high satisfaction, answer categories were grouped into low, medium and high. Subjective measures such as life satisfaction and meaning of life today are considered as reliable measures backed by international studies and guidelines. Subjective measures have also turned out to be relatively consistent with objective indicators which function as external validators.

(8.4), Finland (8.2) and Denmark (8.1). Lower rates are recorded in Southern Europe: Greece and Italy (7.0), Cyprus (6.9) and Bulgaria (5.8). Observing some key aspects, young Greeks are particularly unsatisfied by their financial situation (4.6) as well as by the lack of job opportunities (5.9). As of the partner countries belonging the UT research sample, the highest achievements can be recorded in Belgium (7.8) whilst the lowest rates refer to Italy (7.0).

**Tab 1.5. Average rating of satisfaction, 16-24y population (year 2013 – rating 1-10)**

Country	Overall life	Financial	Job	Living
Austria	8.4	7.6	8.2	8.5
Finland	8.2	7.5	8.0	7.8
Denmark	8.1	7.1	8.4	8.4
Poland	8.1	6.0	7.0	7.4
Romania	8.0	6.3	6.7	7.7
Netherlands	7.9	7.5	7.6	7.8
Sweden	7.9	7.4	7.3	7.5
Belgium	7.8	7.1	7.6	7.7
Lithuania	7.8	6.5	7.0	7.8
Luxembourg	7.8	6.9	7.9	8.0
Slovenia	7.8	6.2	7.8	7.9
Czech Republic	7.7	5.8	7.1	7.3
Ireland	7.7	5.2	6.8	7.8
Germany	7.6	6.4	7.3	7.6
France	7.6	6.6	7.1	7.8
Malta	7.6	5.9	7.6	6.8
Slovakia	7.6	5.5	6.9	6.9
<b>EU 28</b>	<b>7.6</b>	<b>6.2</b>	<b>7.2</b>	<b>7.3</b>
Croatia	7.5	5.3	6.7	6.5
Portugal	7.5	5.4	7.1	6.5
United Kingdom	7.5	5.6	7.0	7.6
Spain	7.4	6.1	7.0	7.1
Latvia	7.3	5.2	7.3	7.3
Estonia	7.2	5.8	7.2	6.9
Hungary	7.1	5.4	7.1	6.5
Greece	7.0	4.6	5.9	6.2
Italy	7.0	6.0	6.8	6.1
Cyprus	6.9	5.6	7.1	5.8
Bulgaria	5.8	3.8	5.6	5.4

Source: Fondazione Leone Moressa elaboration on Eurostat data

Finally, an important source of statistical data is represented by the presence of the so called NEET representing the parts of the population who are not in employment nor even in education.

During 2014, the situation according to Eurostat is described in Tab.1.6: the project partners' countries in this case are those showing the higher rate of NEET among the foreign born population ranking from the lowest level of 24.8 of Belgium up to 38.5 of Slovenia (the EU average is 23.0). Even among the native born, the presence of NEET ranges from 12.0 of Slovenia up to 25.2 of Italy (14.7 is the European average).

**Tab 1.6. Young people (15-29 y. o.) neither in employment nor in education in percentage on the overall population of the same age (foreign and native components), 2014**

	Foreign born	Native born	Total
<b>Belgium</b>	<b>24.8</b>	<b>12.8</b>	<b>14.1</b>
Bulgaria	nd	24.0	24.0
Czech Republic	13.4	12.1	12.1
Denmark	11.5	6.8	7.3
Germany	18.2	7.4	8.7
Estonia	20.5	13.2	13.8
Ireland	17.3	18.2	18.1
Greece	36.6	25.7	26.7
<b>Spain</b>	<b>33.2</b>	<b>18.8</b>	<b>20.7</b>
<b>France</b>	<b>25.9</b>	<b>13.5</b>	<b>14.2</b>
<b>Croatia</b>	<b>nd</b>	<b>21.7</b>	<b>21.8</b>
<b>Italy</b>	<b>34.7</b>	<b>25.2</b>	<b>26.2</b>
Cyprus	17.2	19.9	19.5
Latvia	25.8	14.7	15.2
Lithuania	nd	12.9	12.9
Luxembourg	9.1	4.7	6.5
Hungary	nd	16.4	16.4
Malta	20.1	11.5	11.8
Netherlands	17.3	7.0	7.6
Austria	18.3	7.6	9.3
Poland	nd	15.5	15.5
Portugal	18.2	14.5	14.6
Romania	nd	19.9	19.9
<b>Slovenia</b>	<b>38.5</b>	<b>12.0</b>	<b>13.0</b>
Slovakia	nd	18.2	18.2
Finland	18.8	11.5	11.8
Sweden	14.6	7.2	7.8
United Kingdom	14.4	13.3	13.4
<b>European Union (28)</b>	<b>23.0</b>	<b>14.7</b>	<b>15.4</b>

Source: Fondazione Leone Moressa elaboration on Eurostat data

This statistical overview is useful to provide the basis and the context about the specific national research described in the following chapters of the UT research. Although this picture does not allow to draw general assumptions on youth in Europe, it helps however to highlight some key points:

- ◆ Differences among EU countries. Even if we often refer to “youth” in Europe would be more correct to talk about “*Europes*”, keeping in mind the strong differences between national (and also regional) contexts.
- ◆ Links between youth indicators and socio-economic contexts. In each country, cultural, social and economic backgrounds are strictly connected, contributing to determine the context in which young people (and not only) live.

- ◆ Gender and ethnic approach. We should consider gender and ethnic differences, also inside the same national sample. In the EU context we can find many differences on gender equality and migrants integration, which also influence youth indicators.

### 1.3. EXAMPLES OF GOOD PRACTICES IN EUROPE

The European Commission thematic working group (TWG) on Early School Leaving (ESL) identified some examples of measures and programmes implemented by Member States in order to fight ESL. The knowledge and exchange of these practices can stimulate local and national authorities in the implementation or test of new models and tools. In this paper, we have selected one example for each field (from governance to intervention), inclusive of a wide range of countries and actors.

#### Box 1.2. Examples of good practices in Europe

Country	Field / Practice
 Austria	<b>Governance.</b> In 2012, a national strategy against ESL was adopted. It aims to inter-connect measures at the structural level (reforms and improvements within the school education system); measures at the level of the specific school (initiatives on school quality and improvements of teaching and learning environments); and measures to support students at risk (youth coaching as a new nationwide measure to support students at risk).
 Netherlands	<b>Coordination of policies.</b> A special unit within the Ministry of Education manages the national programme for reducing ESL. Six 'account managers' have been assigned responsibility for ESL across a number of regions. They negotiate agreements with the regional representatives, monitor progress and also provide assistance and support for their regional, local and school level actors. In addition, they also facilitate the exchange of experiences with other regions or schools and hold regular meetings with key people from within the region.
 Portugal	<b>Cross-sectoral cooperation.</b> There is a nationwide network of 'Commissions for the Protection of at Risk Children and Youth', managed by the municipalities. Each commission is composed of a small executive team that usually includes staff from the municipality, social security services, local NGOs and teachers. This team works in direct contact with a larger team also representing health services, education, security, parents and local associations.
 Estonia	<b>Data collection.</b> The Estonian Educational Information System (EEIS) is a national register that consolidates information on the education system, including information on educational institutions, pupils, teachers, graduation documents and curricula. Local governments can use EEIS to access information on the pupils in their territory, and on those who have moved to a school located in the territory of another local government. Pupils and teachers can view the education-related information on them. The register tracks each student's education career.
 Germany	<b>Prevention – educational orientation.</b> The new structure of the school education system in Berlin, introducing an integrated secondary school (ISS), is expected to provide more individualised support and learning. It also introduces heterogeneous learning groups, all-day schools and work-based learning. One of the key aims of ISS is to mitigate against ESL.
 Belgium	<b>Prevention – involving young people in school decision making.</b> The government has decided to finance specific training for pupils who are elected by their peers to be class delegates/representatives. They can act as mediators to tackle problems inside their own class group, between different class groups, their peers and the staff of the school such as educators, teachers, and headmasters.





Spain

**Intervention – targeted programmes.** The Community of Madrid educational program “4th ESO + Empresa” aims at joining the business and institutional world with the educational one. Young people participate voluntarily and complete the curriculum of 4th Compulsory Secondary Education (ESO) with experience in the business world. They are sensitized with technological, economic and professional environment, implement knowledge acquired in the classroom and improve autonomy in a real context.

The program, launched during 2007-2008, has allowed about 25,000 students in 4th year of ESO have had the opportunity to make educational placements in enterprises and public or private institutions Region. The monitoring program requires the involvement of a tutor for every 20 students and a business tutor for the development of the activities.

Throughout the course 2013-2014 a total of 9,381 students participated in educational stays in 4,114 companies or institutions of the Community of Madrid, with the participation of 223 schools (143 secondary education institutes and 80 subsidized private schools). This represents an increase of 43% over the total students participating in the previous year.



Denmark

**Intervention – Guidance.** 52 municipal Youth Guidance Centres help young people continue or complete their chosen education programme. The main target groups are pupils in primary and lower secondary school and young people under the age of 25 who are not involved in education, training or employment. The Youth Guidance Centres support young people during their studies and in their transition to the labour market. In compulsory education, each pupil is required to prepare an education plan in partnership with a youth guidance counsellor.



Bulgaria

**Intervention - measures at family and community level.** Amalipe, an NGO working with Roma, created several Community Development Centres. Community centres help set up and develop parent clubs with the participation of Roma parents. The aim is to work with local communities to improve education, hygiene and health education, understanding the risks associated with early marriages and births. Roma parents are encouraged to participate in discussions on topics such as healthcare, education, social issues, employment, the upbringing of children and parental competence and skills development.



France

**Compensation.** ‘Microlycées’ operate in some secondary schools (lycées), where they have a dedicated space. They prepare students who have not attended school for at least six months for the Baccalaureate. Students are typically between 16 and 25 years old and although the reasons why they have dropped out of education vary, they all need to rebuild self-esteem and seek for their own learning patterns. With its focus on mentoring, it also helps students to identify their aims, understand their development needs and cope with their problems.

The support work provided to students is very intense (regular meetings with individual students, follow-up of absenteeism, common room for teachers and students, no separate teachers’ room).



Hungary

**Compensation – support to teachers.** In the Dobbanto programme, teachers receive specific training before the start of the programme, and receive regular training and support. This includes a monthly visit by a ‘change mentor’ to facilitate reflective thinking and the process of change, and to identify alternative solutions to problems the team is struggling with.

School leaders are encouraged to engage in a process of self-reflection and are supported in developing their own leadership practices by ‘edu-coaches’ with business skills and extensive experience in different aspects of education.

Source: European Commission, Final report of the Thematic Working Group on ESL

## 2. STUDY ON SOCIAL INCLUSION OF YOUNG PEOPLE

### 2.1. GOALS AND METHODOLOGY OF THE RESEARCH

This research has targeted mainly youth uneasiness and discomfort phenomena as well as their linkages with the socio-economic environment in which they emerge. The research phase has been coordinated by Fondazione Leone Moressa (FLM, hereinafter), an Italian Research Centre specialised in social and economic analysis.

In the preparation phase of the research, a series of multiple-choice questionnaires have been discussed, elaborated and agreed among the project's partners with the aim of creating the main instruments of analysis. The questionnaires targeted three different groups, namely

- (a) students and NEET (15-24 y.o.)
- (b) teachers in schools
- (c) representatives of CSOs dealing with young people at risk.

The form and the content of the questionnaires were provided in standard form for every project's partner and the questions contained have been translated in each partner's national language in order to make them understandable to the respondents. The methodology has allowed FLM to process the different data coming from different national questionnaires on a common statistical basis. No specific requirements were asked to the partners in order to select the sample of respondents which varies significantly from one country to another (e.g. in some countries the questionnaires were distributed in schools in others the respondents were young at risk already dropped out etc.).

Given these assumptions, it is important to underline that the single national samples, as well as the aggregated sample of the research, only serves for the purposes of this qualitative research and by no means is it representative of the ESL 's situation of the single countries nor of the EU's.

Moreover, the methodology designed to achieve the overall project objectives can be described as an effective mix of different methods:

- ◆ Context analysis. Considering the differences between the different EU countries and project partners, the research has started from European, national and local key observations about educational attainment, early school leavers (ESL) and young NEETs in situation of social exclusion.
- ◆ Sample survey. Coordinated by FLM, each national partner involved local schools and education stakeholders (teachers, institutions, civil society associations, etc.) in order to obtain a representative sample of young people (the target has been set in at least 200 young people per country of 15-24 years old).
- ◆ Qualitative analysis. In order to define the main factors affecting school dropouts and uneasiness of young people, the project partners have involved key stakeholders dealing with youth problems. National targets included: 10 teachers; 20 Civil Society Organisations (CSOs hereinafter), 20 public and private institutions in youth sector.

- ◆ Case studies. Each country provided information on one current or past experience (implemented by schools, CSOs youth organizations or public bodies) considered as a successful case of prevention or capable to contrast youth discomfort.

Among the questionnaires addressed to the youth (see Annex 1), questions were divided into three groups:

- (a) educational path and professional training
- (b) participation and active citizenship
- (c) values and talents.

The first group of questions was aimed at observing school choices and results, in order to analyse the decisional process and the success rate of the respondents. Among active citizenship, the respondents were asked to describe their level of social integration and engagement. Finally, a specific section is dedicated to their values and talents: besides the skills acquired at school, it is important to assess other skills (including soft skills) useful for their professional future.

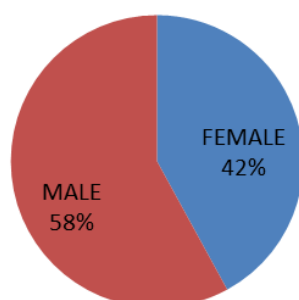
Finally, the results of the research have generated a set of indicators that represents the base to detect the risks of social exclusion and school dropout. The deriving instrument (alert toolkit) has been conceived for being used by teachers, families and students, as well as local authorities and CSO to detect risk alerts and to prevent ESL as well as to activate protection measures and concrete actions to avoid social/civic exclusion.

## 2.2. SAMPLE DESCRIPTION

The results of the following tables and charts are comprehensive of the entire cross-country sample totalizing a number of 1,294 respondents (students, pupils, NEET, young people under 24, with average age of 18.5 y. o.).

Fig. 2.1 shows the divide of the sample between females and males with a preponderance of the latter and a percentage of 58% vs 42%. As we will see in almost all the following chapters of the research a big part of the sample was interviewed in Technical and Vocational Institutes with a preponderance of the male component.

**Fig . 2.1. – Sample characteristics (male/female)**

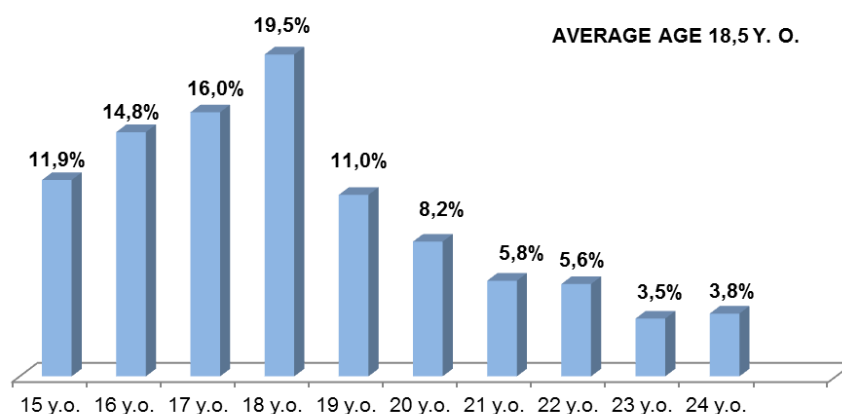


Source: Fondazione Leone Moressa elaboration on sample survey

With regards to the age of the respondents the focus of the research has been mainly on the under 18 y. o. component which represents the 62.2% of the total sample.

In Fig.n.2.2. we can note that about 20% of the sample is made by respondents between 19 and 20 y. o., whilst the remainder of 21-24 y.o. represents a minority of 18.7% of the whole sample. The average age of the respondents is 18.5 y. o.

**Fig . 2.2. – Main sample characteristics (age groups)**



Source: Fondazione Leone Moressa elaboration on sample survey

From the "nationality" viewpoint, the sample is divided mainly in: "native-born" (nationals of the country), "foreign-born" (young people who migrated to the host country), "migrant background" (second or third generations of foreign-born parents).

The majority of respondents, about 70%, are native citizens of the country of residence, whilst the remaining 30% are divided almost equally between those who were born abroad and those who have migrant parents but were born and grown up in the host country. The citizenship of the specific country of residence has not been considered as a relevant element for the purposes of this research.

The first aspect of interest for the purpose of our research is the usage of the native language, which seems to be widely practiced both by the component of foreign-born respondents (32%) and by the group of those with a migrant background (21%). This means that, despite a long period of permanence in the host country, young people belonging to these two groups are still prevalently speaking their parents' mother tongue.

Although this appears as a limitation in terms of integration in the residence country, it can also be read as an element of strength due to the additional competence of the knowledge of a second language adding up to their knowledge, competences and, sometimes, talents.

Since the research is conducted not only among students in high school but also among young people up to 24 y. o. and NEETs, the sample includes 15.7% of unemployed and 5.3% of workers.

Among students we can observe that the largest part of the European sample has already obtained a high-middle school diploma<sup>4</sup> (56.7%). There is anyway a consistent group of respondents who have finished high schools (27.9%) and have responded to questions regarding their past experience as students in high school.

A smaller percentage of the sample has already achieved a University degree (6.6%) whilst, on the other end of the spectrum, 7.2% of the respondents do not possess any diploma and lack therefore recognition of formal education.

**Tab 2.1 Sample characteristics**

<b>Origins</b>	
Native born	70.4%
Migrant background	15.8% - 21% <i>mainly speaks the foreign language</i>
Foreign born	13.8% - 32% <i>mainly speaks the foreign language</i>
<b>Current status</b>	
Students	79.0%
Workers	5.3%
Unemployed	15.7%

<sup>4</sup> Due to the different education systems in the partners countries, we have opted to call "high-middle school" the period of schooling lasting from elementary school till the following 3 years of schooling (8 years of schooling), while high-school is represented by the following period during at least 4 years of school depending on the type of school and the country. In sum, if a student start his/her education pathway at 6 y. o. and regularly passes all classes, he/she will finish "high-middle school" at the age of 13 y.o. and "high-school" at the age of 17-18 y.o.



Last degree obtained	
No Diploma	7.2%
High-middle school (at least 8 years of schooling)	56.7%
High school (at least 12 years of schooling)	27.9%
Bachelor/University degree (over 12 years of schooling)	6.6%
Master or post degree specialization	1.6%

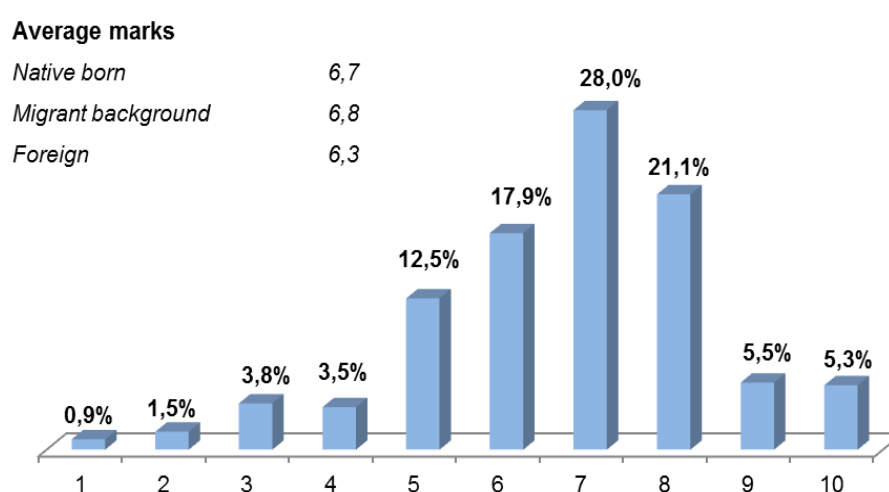
Source: Fondazione Leone Moressa elaboration on sample survey

## 2.3. TRAINING AND PROFESSIONAL CAREER OF EUROPEAN YOUTH

The first question submitted to the European sample of young students has been a self-evaluation of their own performances at school. This seems to have led to a sort of misperception of their potential compared to the effective results achieved: as we will see later on, a big part of the sample had to repeat at least one class while their self-evaluation totalizes scores quite above the satisfactory level (6). Only the foreign-born students tend to estimate their school performance a little bit less satisfactory (6.3) compared to the responses of the native born (with 6.7 score) and second-generation students (6.8 average score). It is likely that the pupils' need for a higher self-esteem drives most of the interviewed students to overestimate their results at school. It is also true that the 22.2% of the sample judged their performance as "insufficient", i. e. ranking from 0 to 5.

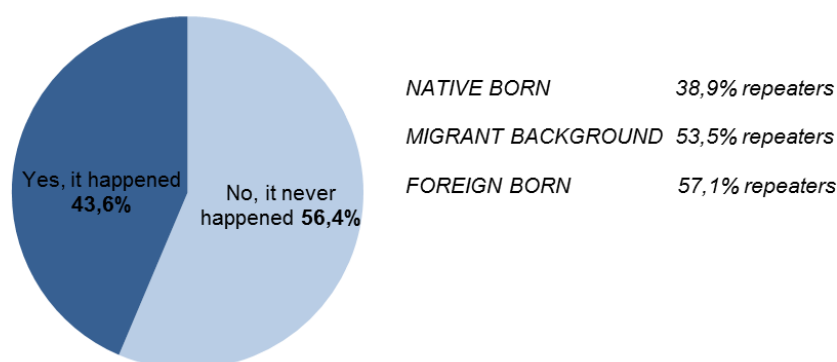
The following question (see fig. n. 2.4 "In your student life, did it ever happen that you had to repeat a year of school?") investigated the frequency of repeating classes. In this case 43.6% of the entire sample, answered: "yes, I did repeat a class", thus showing a serious situation that may easily lead to Early School Leaving (ESL) in absence of specific and innovative support measures.

**Fig .2.3. On a scale from 1 to 10, how would you judge your results at school?**



Source: Fondazione Leone Moressa elaboration on sample survey

Fig 2.4. In your student life, did it ever happen that you had to repeat a year of school?



Source: Fondazione Leone Moressa elaboration on sample survey

As we will see in the section dedicated to the National case studies (see Part 2 of the research), the intensity of respondents declaring that they have repeated at least one year of schooling varies a lot. In fact, many of the respondents belong to sample of young people living in disadvantaged areas and often facing vast social exclusion. The sample we used in this research is then well calibrated for the purposes of this report but in no way it is representative of the general situation in EU nor of the single states involved in the setup of this work.

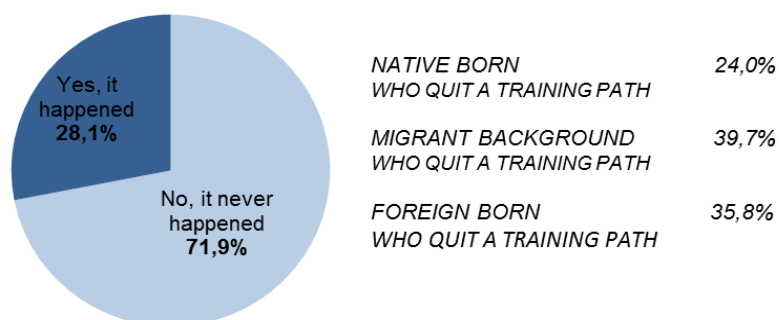
Among the respondents we note that the lowest level of students who had to repeat classes are native-born pupils (39.9%) whilst higher levels (more than half of respondents!) are recorded in the migrant-background students (53.5%) and the highest for foreign- born students (57.1%). This trend somehow reflects the general trend that has been detected in the Eurostat surveys discussed in the first part of the research report.

According to the European Commission, *"the better integration of newly arrived migrant children is essential to reduce the risk of ESL"*. The results of this research indicate that second-generation pupils indeed should be a main target of specific policies aimed at lowering the risk of ESL.

The data of UT research confirm, in nothing else, a greater difficulty for foreign students to successfully complete their education pathways in a foreign country. Hence, the tendency to have a major incidence of ESL among specific categories of migrant and migrant-background students. Other factors contributing to the increase of the risk of ESL will be mentioned in the research in the next chapters

As we can see from fig n. 2.3, the percentage of respondents who already had an experience of dropout seems to be positive in 28% of the cases. This shows, in our specific sample, a high level of instability of many of the training pathways, these young people have undertaken.

**Fig 2.5. In your training life, did it ever happen that you left a training path?**

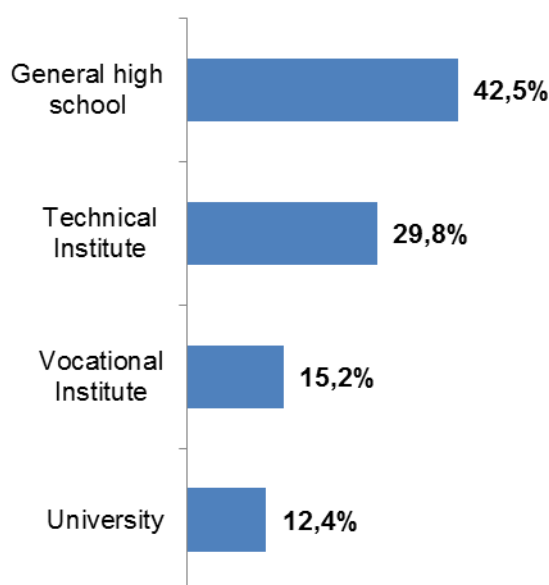


Source: Fondazione Leone Moressa elaboration on sample survey

Moreover, Figure n. 2.4 shows that the higher rate of instability is highly affecting the migrant-background component as well as the foreign-born students. In fact, data show that a relative lower percentage of native-born respondents (24%) are early school leavers. On the contrary, the percentage of the other two categories shows higher rates, (39.7% and 35.8% for migrant background and foreign born respectively).

Therefore, it appears quite evident that the condition of “foreigner in a host country” has a greater impact on the increased risk of ESL with a major frequency in the case of migrant-background students compared to foreign born. As of the type of schools the interviewed students had left, at the first place we find the secondary general education, with 42.5% of the respondents.

**Fig 2.6. Which school did you leave?**



Source: Fondazione Leone Moressa elaboration on sample survey

In our research, General High Schools are the first place for frequency of ESL (42.5%), followed by the Technical Institutes with 29.8% of dropout respondents. Also, vocational institutes show a 15.2% of related frequency, while University ESL's rate doesn't seem to be very representative since the interviewed sample is under 24 y. o. (too soon to register a realistic University dropout rate).

Such a chart, as well as fig. n.2.5, shows that the main "mistake" in choosing the right training pathways is concentrated in the General High School which, in turn, is left by students that tend to complete their education in other schools as Technical or Vocational Institutes or, in some cases they might become NEET.

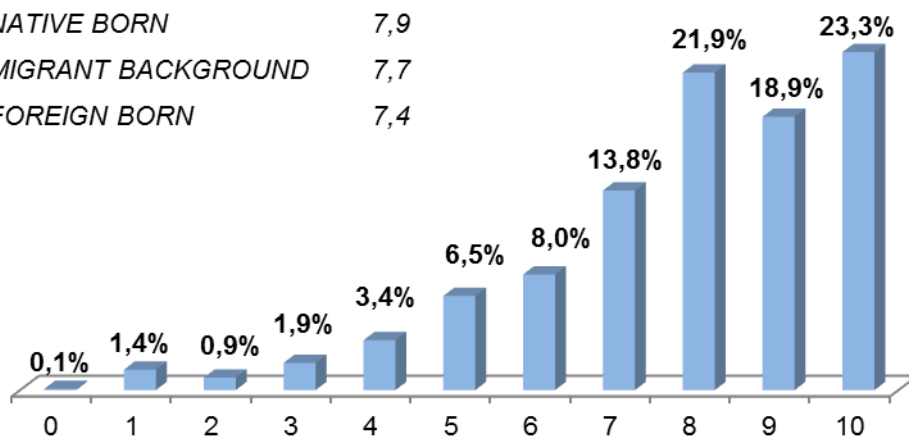
If we compare these data with the results of "Adult perception" interview (see next chapter), there is an evident perceptual contrast due to the fact that adult teachers indicate the highest level of dropouts in Technical and Vocational schools rather than General High Schools. This can potentially be explained by the fact that the respondents who already experienced ESL mainly declared their provenience from General High School whilst the majority of teachers that perceive a problem in terms of drop-out mainly are from Technical and Vocational schools.

However, according to the majority of respondents, integration in the class group does not seem to be a serious problem, then we can declare that according to this research integration is not perceived to be the main reason for dropping out.

**Fig 2.7. On a scale from 1 to 10, how do you feel integrated in your class group?**

#### **AVERAGE MARKS**

<i>NATIVE BORN</i>	7,9
<i>MIGRANT BACKGROUND</i>	7,7
<i>FOREIGN BORN</i>	7,4

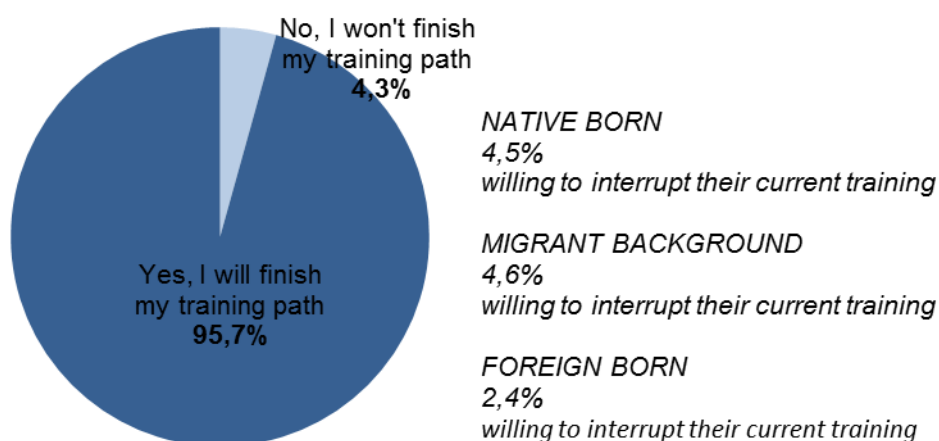


Source: Fondazione Leone Moressa elaboration on sample survey

A small difference can be noted among native and foreign-born students with a 7.9 scores of native born against 7.4 of foreign born. This indicates that the problems related to ESL, motivated by the lack of acceptance/integration in the new class, seem to be extremely rare, as confirmed later also in the adult perception report. Nonetheless, 14.2% of respondents declared that their feeling of integration is quite below their expectations (scores from 0 to 5). The conclusion then is that it

is(anyway) important to support this group of people with specific programmes aimed at their integration in order not to increase a feeling of discomfort that would potentially lead to ESL.

**Fig 2.8. Are you going to finish the training you are undertaking right now?**



Source: Fondazione Leone Moressa elaboration on sample survey

With regards to the self-perception of their own school results, when asked whether respondents intend to finish the current training, the overwhelming answer is "yes" (95.7% of the sample). Nonetheless, 4.3% declared their intention to interrupt their present training pathway, which is not a negligible percentage. What is peculiar in this circumstances is that the frequency of the students who expressly declared their will to interrupt their studies are concentrated in the categories of migrant background and in the native born category rather than in the foreign born (only 2.4%).

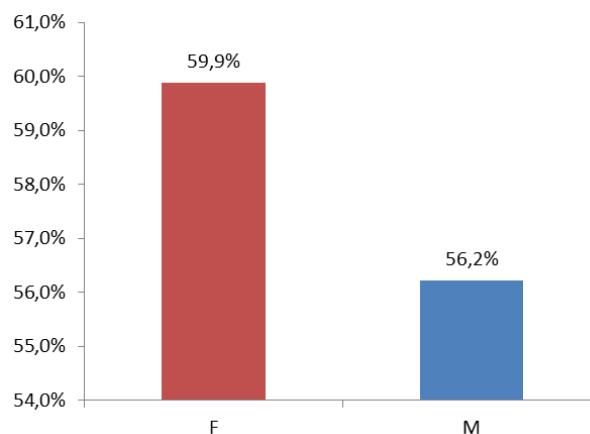
As it happens in many empirical experiences, it seems that foreign born students who came to live in the host country are more motivated to take the challenge of finishing their training path rather than those who were born from migrants in the host country.

## 2.4. THE SAMPLE BY GENDER: THE MALE/FEMALE DIVIDE

Although gender was not among the priority issues of the research, the results of the questionnaires revealed some interesting data showing a certain degree of differences between the sample of male and female respondents.

The first results highlight that the rate of respondents that repeated a year of school is bigger among male students. Nonetheless the male component of the sample show a better perception of their own results at school (see Fig 2.17.).

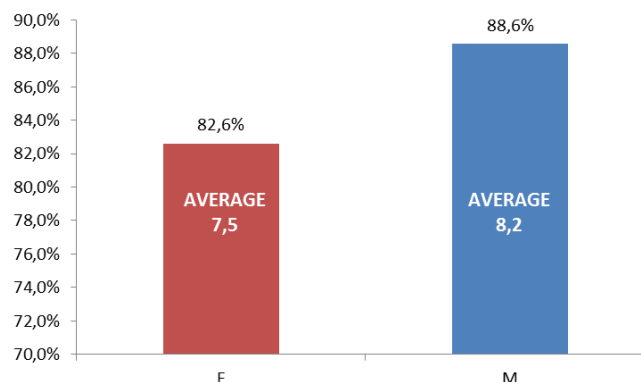
**Fig 2.17. About your educational training, have you ever had to repeat a grade? *Rate of NO answers***



Source: Fondazione Leone Moressa elaboration on sample survey

As of their feeling of integration among their classmate group, the average rate is 8.2 for the male respondents and 7.5 for the female ones (Fig 2.18).

**Fig 2.18. On a scale of 1 to 10, how much do/did you feel to be part of your classmates' group? *Rate of positive (6 or more) answers***

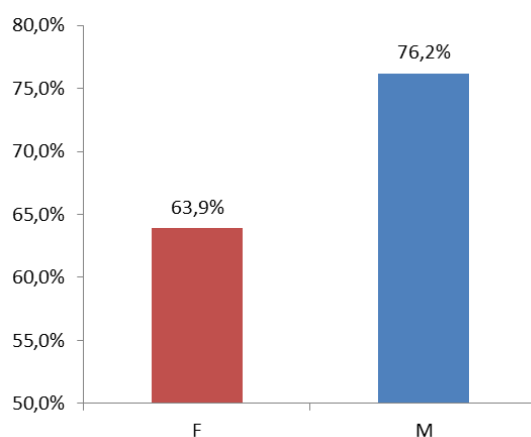


Source: Fondazione Leone Moressa elaboration on sample survey



Another interesting difference concerns the type of activities attended during the free time. The 76,2% of the male sample declared to attend regularly some activity (Fig 2.19) whilst the percentage of female answering yes is limited to a 63,9%.

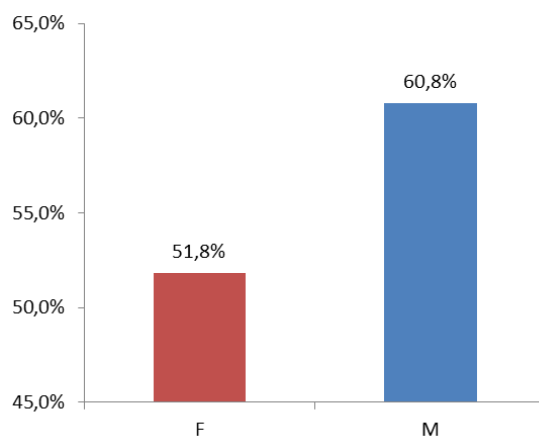
**Fig 2.19. Do you usually attend other activities in your spare time? Rate of YES answers**



Source: Fondazione Leone Moressa elaboration on sample survey

A similar trend can be detected regarding their feeling of being properly informed about initiatives and events: 60,8% of male respondents consider to be well informed about local initiatives and events whilst the female component answered "yes" only in the 51,8% of the cases.

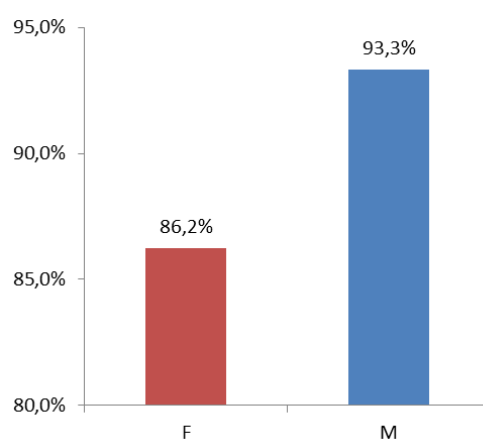
**Fig 2.20. Do you think you are properly informed about initiatives/events taking place in your town/neighbourhood? Rate of YES answers**



Source: Fondazione Leone Moressa elaboration on sample survey

Similarly, the self-perception about skills and talents, crucial for the UT project, shows a certain degree of a gender divide. The rate of positive answers is generally high, but the difference between “boys and girls” is quite interesting: 93,3% of male respondents vs. 86,2% of female.

**Fig 2.21 In addition to skills acquired at school, do you think you have other skills/talents? Rate of YES answers**



Source: Fondazione Leone Moressa elaboration on sample survey

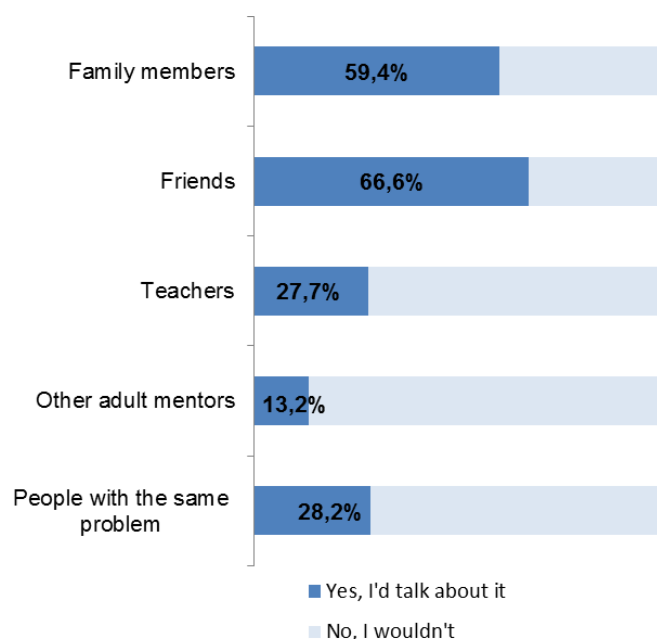
This brief analysis shows that a gender divide is still existing among young people in the involved countries. Although it is not possible to assume these results as a model, we can observe that the average perception of their own school results and social lives is higher among male respondents than among female ones. This aspect should be taken into consideration by school professionals, institutions and civil society organisation and a specific gender approach should be included in projects and activities.

## 2.5. YOUTH DISCOMFORT AND SUPPORT

When asked about their feeling of discomfort, the sample of young people tends to give specific indications about the persons they'd like or prefer not to talk to. Not surprisingly, the main figures of reference when they need to discuss about a personal problem or a sensation of discomfort, are family and friends, followed also by teachers that, especially in countries with lower rates of dropouts as Slovenia and Croatia, seem to have an important counselling role.

Probably, the big differences that we can note at national level (see chapter 4) can be explained with the different organizations of the institutional schooling system of the specific country and the specific role is given to the teachers.

**Fig 2.9. Percentage of respondents who would they talk about personal problems with...**



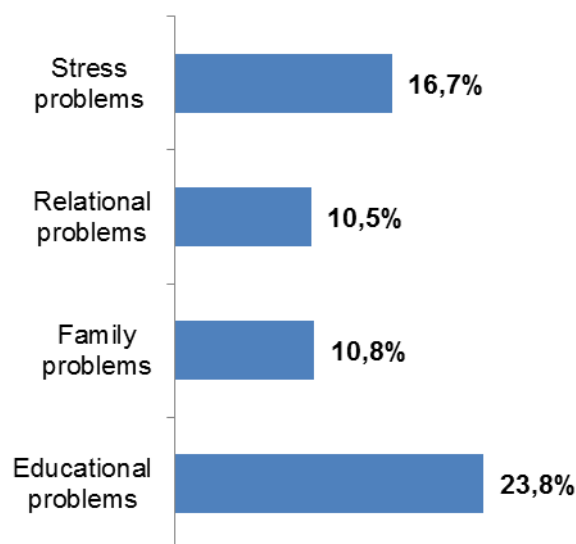
Source: Fondazione Leone Moressa elaboration on sample survey

What is relevant in our research is the fact that, apart from these figures (family and teachers), there hardly are other adult mentors in life of our sample of respondents who can play a significant role in case they need advice, support or help. This "lack of guidance" is troubling and probably shows the insufficient presence of specific services, psychological support and CSOs that could support and foster confidence and trust of young people in schools. With regard to this situation, national differences are relevant, as we will see in the country's focus, and reflect the characteristics of the society and the communities surrounding the respondents.

In general, the results of the research suggest that it is desirable that a greater number of "institutional" figures and teachers had a greater role of orientation and guidance for the people at risk of ESL.

National results also show similar differences (see chapter 4) that can be noted when investigating the reasons why many students have received support because of their discomfort or social exclusion.

**Fig 2.10. Percentage of respondents in schools that received support for...**



Source: Fondazione Leone Moressa elaboration on sample survey

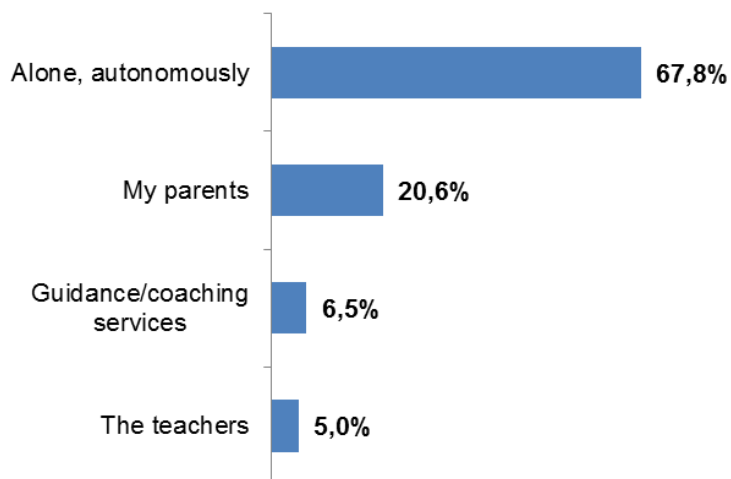
The most important reason for receiving support is linked to educational problems: during their schooling, many students have undergone a period of crisis conducive to a visible lowering of their performance or motivation, therefore this seems to be the most required kind of support (private lessons, meetings of orientation and guidance, group meetings, etc.).

What is a little bit surprising in this case is the consistent number of students that received assistance because of stress-related causes (mostly in Italy as the national survey shows) reaching an aggregated level of 16.7%. It is interesting also to notice that over 10% of respondents have received support for problems related to their social life (relational problems) and to the family or background -related issues. .

Family problems are indicated as one of the major causes of ESL by teachers, institutions and also CSOs, therefore we can note some discrepancy with the observation that the type of support related to family issues seems to be so low, at least in our research sample. In this specific case, it must be said that family problems must be officially certificated and only described as such; hence probably the erroneous perception coming from respondents asked about the type of support they have received.

The following chart (fig. n. 2.11) is intended to show the process of selection of the training path of the interviewed students. It is quite significant that the overwhelming majority of respondents simply declared that they have chosen their school career independently and with no external support of any kind.

**Fig 2.11. Usually, who suggested, you the training that you have chosen?**



Source: Fondazione Leone Moressa elaboration on sample survey

A mere (20.6%) declared that they have consulted with their families, while the role of guidance and coaching service (6.5%) and the teachers (5.0%) seem to be of very low or no relevance at all.

Such an answer, irrespective of its likelihood, gives us clear overview of the fact that most students do not feel supported in their educational choices, which are entirely delegated to their autonomous decisions or to the rank of a “family matter”.

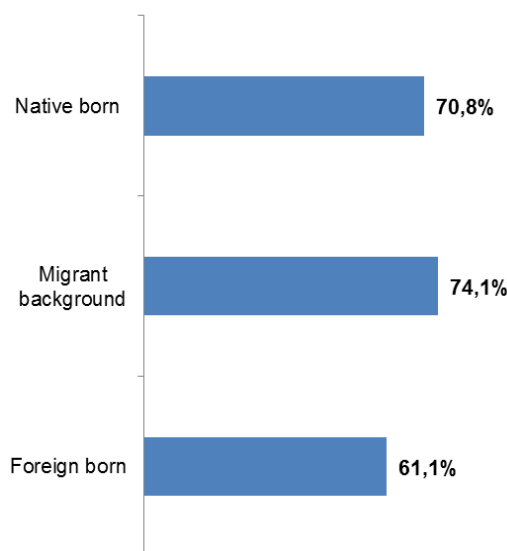
If we combine these results with the perception of the teachers regarding the main motivations for ESL (see next chapter), we can note that one of the main response is related to the fact that the students did not choose the right school or the right training path. It is possible then, that with more involvement of the coaching and counselling services (as well as some wider networking of, families and institutional operators) such problems be overcome.

## 2.6. PARTICIPATION AND ACTIVE CITIZENSHIP

Another interesting chart (see fig. n. 2.12) shows that only foreign-born respondents have a minor frequency attending extra-curricular activities. Nonetheless, the percentage reaches a rate of 61.1% meaning that the remaining 40% are not engaged in other “out-of-school” activities.

The highest level of participation in extracurricular activities is referred to the group of students with a migrant background, with a rate of 74.1%.

**Fig 2.12. Percentage of respondents usually attending extracurricular activities**



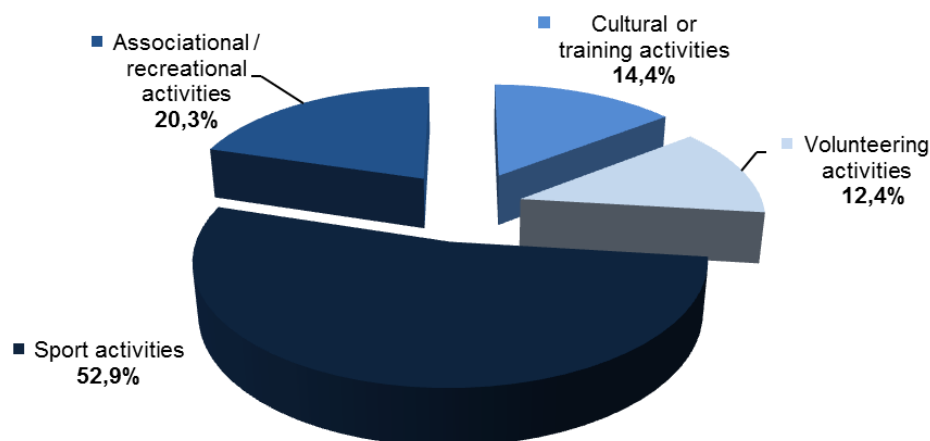
Source: Fondazione Leone Moressa elaboration on sample survey

When investigating the type of extra-curricular activity, the majority of responses (52.9%) indicates that they are engaged in sports activities, still the major catalyst for the development of social opportunities outside the school.

The second type of extra-curricular activities (fig. 2.13) preferred by the sample group are those connected to recreational and leisure, while engagement in cultural and volunteering are limited to 14.4% and 12.4% respectively.

While it is understandable that youngsters tend to be involved in sports activities, it is also desirable that the role of other associations be further fostered maybe through specific campaigns aimed at raising awareness or with young-targeted proposals and initiatives.

**Fig 2.13. Type of extracurricular activity**



Source: Fondazione Leone Moressa elaboration on sample survey

Coherently with the lack of extra-curricular activities, tab n. 2.3 shows a poor perception (above all in the case of foreign-born respondents) of information on the initiatives/events in the area where the respondents live: in fact, only 43.7% of the foreign-born group says that they feel properly informed in comparison with a 60.0% of native born. Moreover, one fourth of the foreign born declare that they would like to have more information in order to participate in other extracurricular activities.

Clearly there is plenty of room for improving the current system.

**Tab 2.2. Do you think you are properly informed with respect to the initiatives / events in your city?**

	Native born	Migrant background	Foreign born
Yes, I am properly informed	60.0%	59.3%	43.7%
No, but I would like to	21.8%	17.1%	24.7%
No, and I'm not interested	18.2%	23.6%	31.6%
	100.0%	100.0%	100.0%

Source: Fondazione Leone Moressa elaboration on sample survey

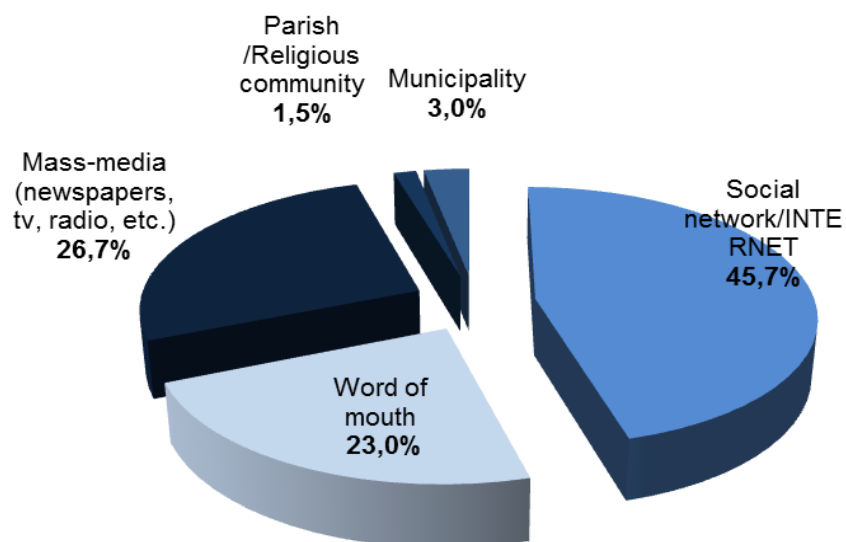
When asked about the channels used to get information, about half of the sample answered that they use social networks or, more generally, the internet.

The second most used form for exchanging info is the traditional word-of-mouth system, which is quite understandable in a group of young people attending the same school and sometimes even the same class.



Nonetheless, we can note as a negative factor the poor role that Institutions (as Local Authorities or Local Communities) play in the communication of events and initiatives directed to students and young people in general. A part from the data available through internet, it seems that no role is played by official info-centres.

**Fig 2.14. Which channels do you mainly use get information?**



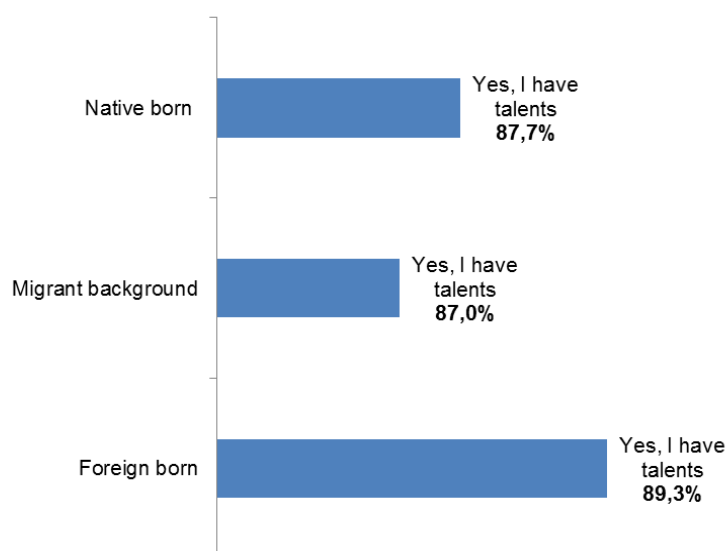
Source: Fondazione Leone Moressa elaboration on sample survey

## 2.7. VALORISATION OF YOUTH (UNEXPRESSED) TALENTS

When asked about their ambitions, feelings and perceptions, the vast majority of respondents feels they have talents as well as “unexpressed talents” that they would like to nurture or to express.

The higher percentage of positive answers comes from the foreign-born component with a rate of 89.3% “yes, I have talents”, compared to a slightly lower rate of the native born sample (87.7%). In other terms, the teenagers normally show enthusiasm when asked about some abilities that they would like to express.

**Fig 2.15. In addition to the skills acquired at school, do you think you have other skills / talents?**



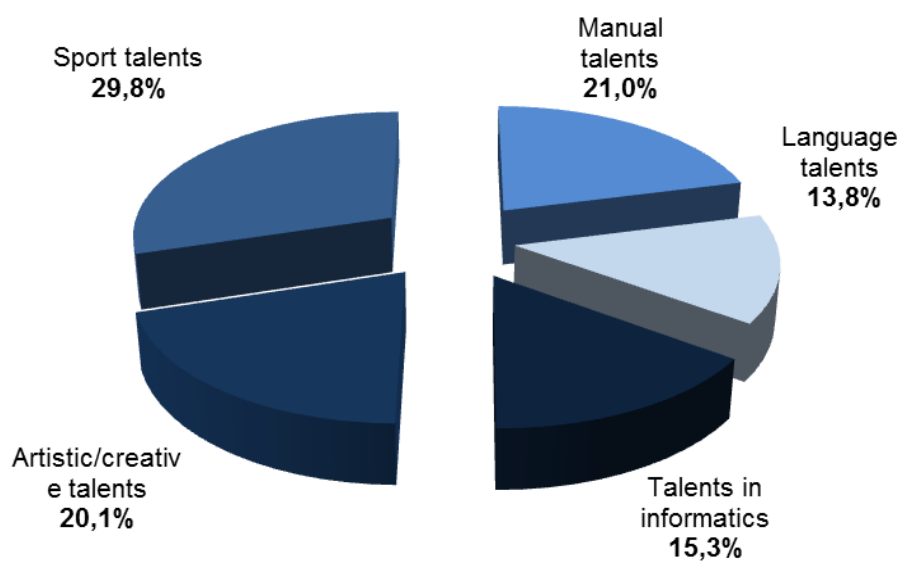
Source: Fondazione Leone Moressa elaboration on sample survey

More in detail, the kind of talents that youngsters perceive to possess are almost equally distributed among artistic talents (20.1%), sports talents (29.8%), manual talents (21.0%), linguistic skills (13.8%) and talents in ICT (15.3%).

Hence, if we compare the activities performed in reality in the precedent pages, the extracurricular activities which are mainly concentrated in sports and recreational activities, a concrete need more involvement in other fields seems to be necessary.

In such circumstances, the so-called third-sector (CSOs, NGOs) may play a major role in guiding young people to experiment manual activities, cultural and creative events and so on.

Fig 2.16. What kind of talents/skills do you think you have?



Source: Fondazione Leone Moressa elaboration on sample survey

### 3. QUALITATIVE ANALYSIS – STAKEHOLDERS

The following table (3.1) is representative of the different categories of respondents per each country and in total.

The number of teachers that have been interviewed in the partners' countries are 121 whilst CSOs are 127 and local institutions are 119 reflecting a homogeneous distribution of the questionnaires. Some difference can be seen amidst countries with Spain and Italy showing a bigger sample and Belgium and France a quite lower result in terms of research.

**Tab 3.1 - The sample of stakeholders**

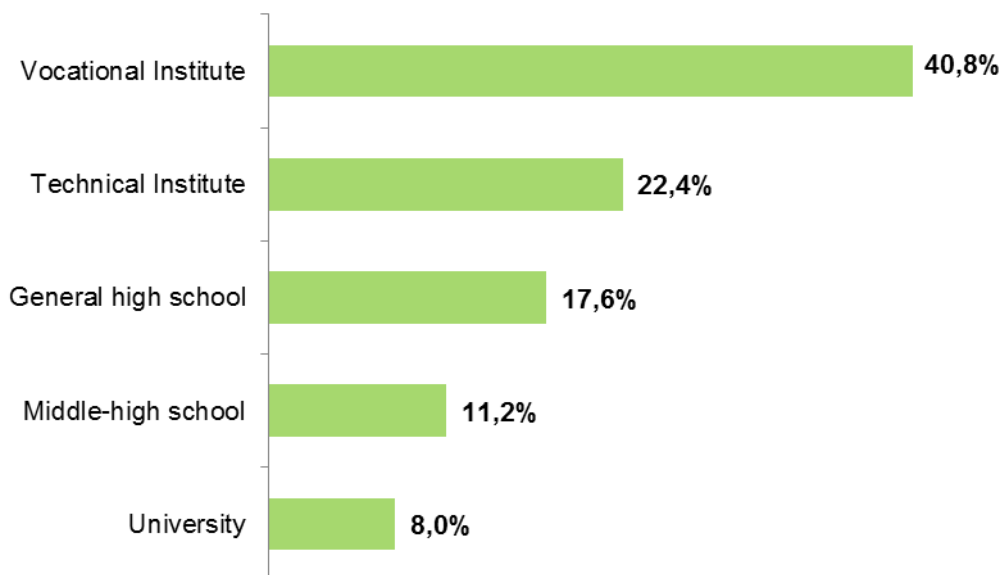
	TEACHERS	CSOs	LOCAL INSTITUTIONS
Belgium	8	16	15
Spain	25	20	21
France	11	4	1
Croatia	27	21	20
Italy	28	23	21
Portugal	11	24	18
Slovenia	10	18	22
<b>TOTAL</b>	<b>121</b>	<b>127</b>	<b>119</b>

#### 3.1. THE ROLE OF TEACHERS

The first sample is represented by the teachers in schools who are regarded as the most direct operators interacting with students and having the “pulse” of how the situation evolves in the students' daily life.

About 40% of the total sample is represented by teachers working in Vocational Institutes, immediately followed by the teachers in Technical Institutes (22.4%). Only a relatively smaller number of teachers are working in General High-Schools or in Middle-High Schools where the level of dropouts seems to be drastically lower.

**Fig 3.1. Type of Institute where the teachers are working**



Source: Fondazione Leone Moressa elaboration on sample survey

The majority of teachers stated that during their career they have not experienced a high level of ESL (52.1% answered "sometimes").

However, about 40% of the sample described the phenomenon of ESL as something happening with a frequency that is higher or much higher than expected (31.1% answered "often" and 6.7% "very often").

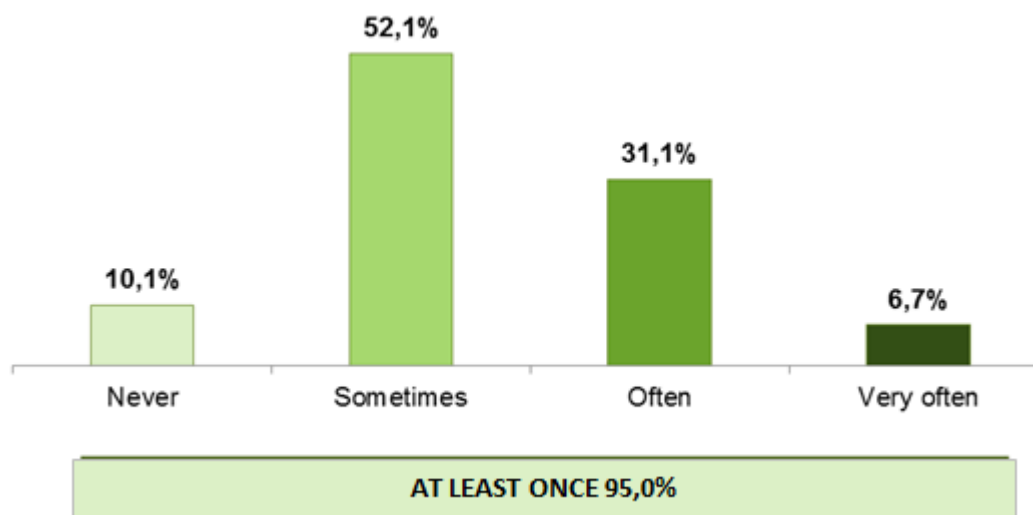
Among those who have practically no experience of ESL are those teachers that are relatively new to this profession or are teaching in middle-high school where dropouts are a rare event.

Another interesting factor is the relative frequency of recorded ESL per different type of school or training Institution. In fig. 3.3 we can observe that the highest rates of ESL seem to be concentrated in Vocational and Technical Institutes where almost half of the answers are on the "often/very often".

In general, high schools, according to teachers' responses, the situation tends to be less problematic even if, as we have seen in the answers of students, most dropouts in our sample seem to come precisely from this type of school.

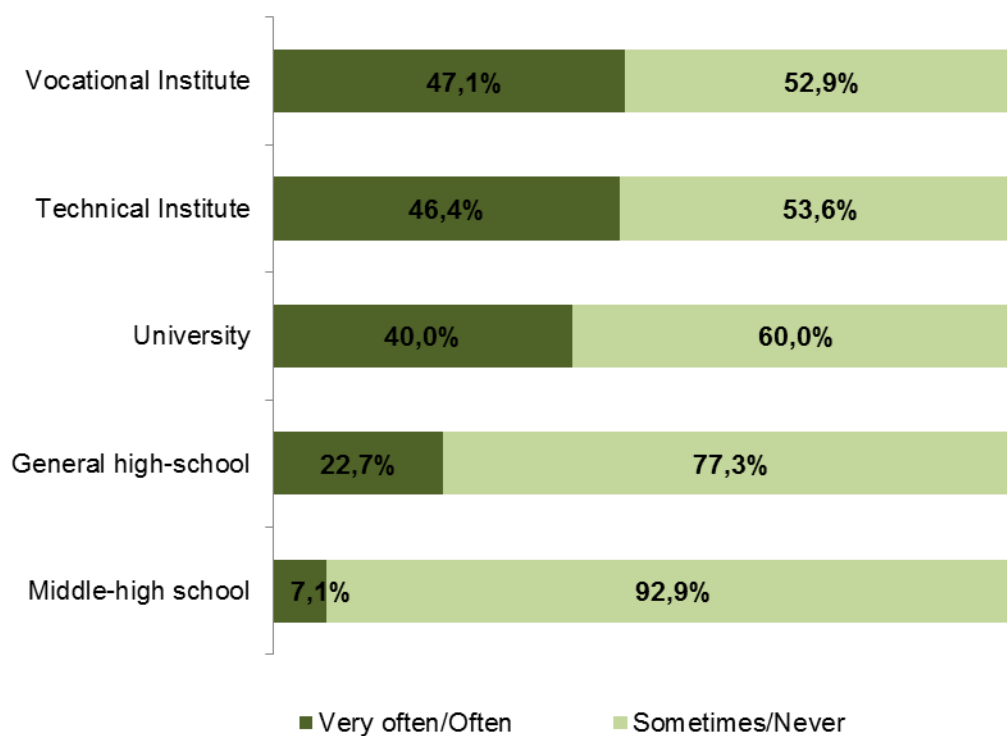
Even if general high school appears to be the first choice of students that later decide to attend a Vocational or Technical Institute (as shown in fig. 3.4), the problem of ESL seems to persist inside these institutes and it is perceived by teachers as a phenomenon that must be fought with higher levels of commitment.

Fig 3.2. How frequently did you witness early school leaving (ESL)?



Source: Fondazione Leone Moressa elaboration on sample survey

Fig 3.3. ESL frequency per different type of school



Source: Fondazione Leone Moressa elaboration on sample survey

According to the teachers, among the main reasons that lead to ESL, a determinant factor is played by student and their personal motivations (difficulties of age, specific personal situations, lack of interests, etc. are among the main causes).

According to the teachers, another important factor is linked to the single family situations both in terms of specific problems or general lack of interest of the families in the students' performance, curriculum or commitment. For this reason, a reinforcement of both the psychological assistance to the pupils and better and stronger relations with the children's family are key factors to fight the risk of ESL.

The teachers indicate the "wrong choices" of the students as another main factor leading to ESL e.g. the fact that they chose a school and a training pathway which is not well tailored to their will and potential. Hence the decision, during the schooling, to change studies or, in the worst case, to definitely interrupt them.

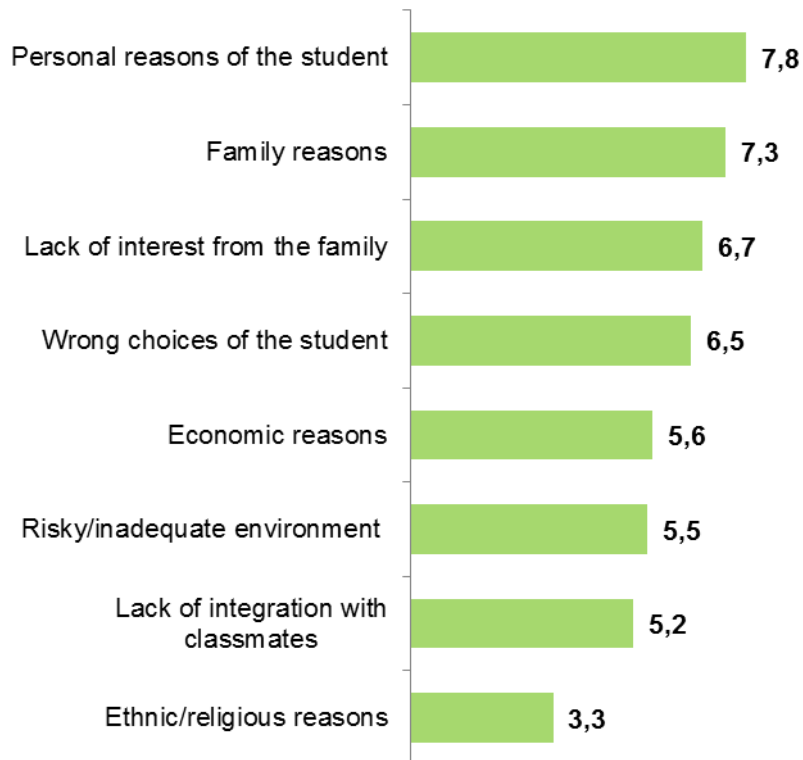
Among the interviewed categories, only teachers give extreme importance to the "wrong schooling choice" of the students, whilst other respondents in institutions and associations don't think this is as important. In any case, all categories agree on the lack of guidance before the students make their choices which lead, in many cases, to poor performance and finally ESL.

Last but not least, economic reasons and the environment where the students are raised represent serious factors that may contribute to ESL.

In general, the research highlights a certain attempt to propose alternative solutions to students who are about to leave school before finishing it (63.9% of the answers), even though one third of the respondents does not seem to be concerned. In other terms, they do not think that institutional activities may reduce the phenomenon.

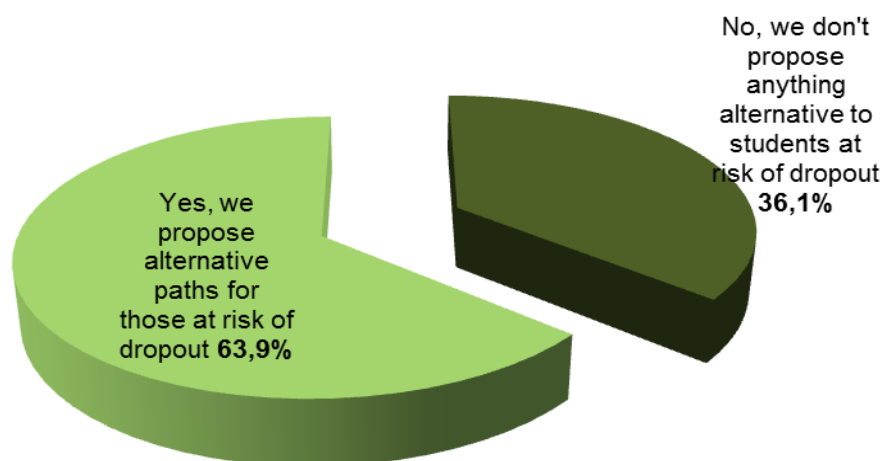
The fig. n. 3.5 and 3.6 show that there is still a long way to go to see early school leaving not as an individual phenomenon affecting individual cases but as a phenomenon of general interest that requires an institutional and organized reaction with shared corrective measures.

Fig 3.4. Importance of different factors causing ESL



Source: Fondazione Leone Moressa elaboration on sample survey

Fig 3.5. Is your school active in proposing alternative solutions to students at risk of ESL?



Source: Fondazione Leone Moressa elaboration on sample survey

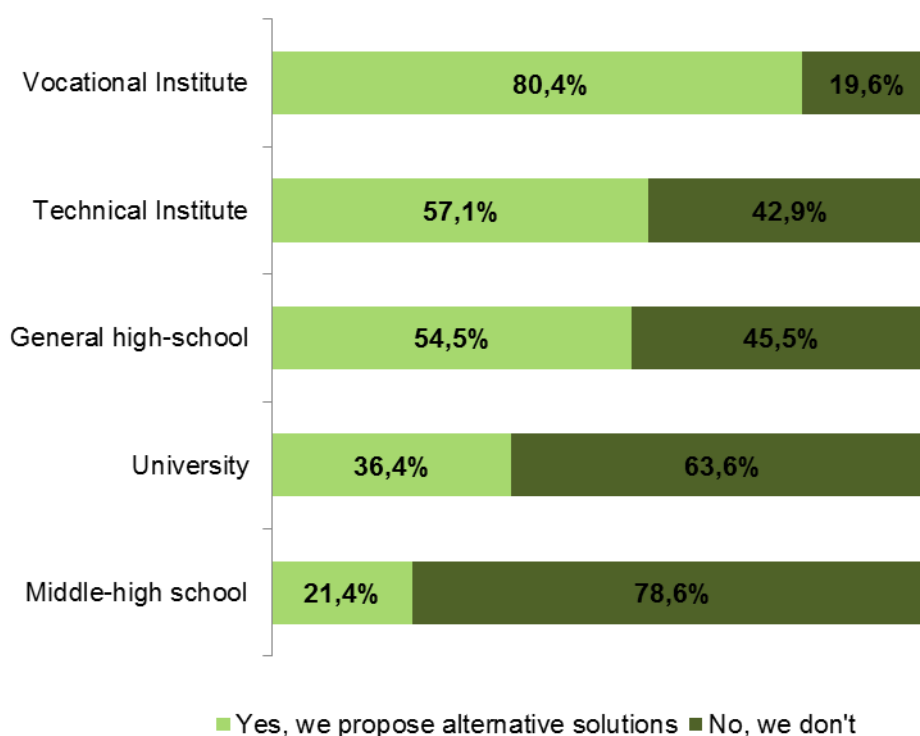


Compared to the perceived frequencies of ESL as resulting by “ESL frequency per different type of school”, in fig. n. 3.3 we can notice that the main problem in terms of lack of actions to counter ESL refers to Technical Institutes rather than Vocational Schools: in fact, 46.4% of teachers indicate ESL as a major problem, but only 57.1% declare that their school provides concrete actions against ESL (see fig. n. 3.6).

In comparison with Vocational schools, the same proportion shows that 80.4% of respondents declare that their Institutes are taking action against ESL. In other terms the main gap and need for more incisive intervention seem to be concentrated in Technical schools.

A similar result can be seen in general high schools, even though the problem of ESL is not considered as serious as in other types of Institutes.

**Fig 3.6. Involvement and activities in order to prevent ESL per different type of school**

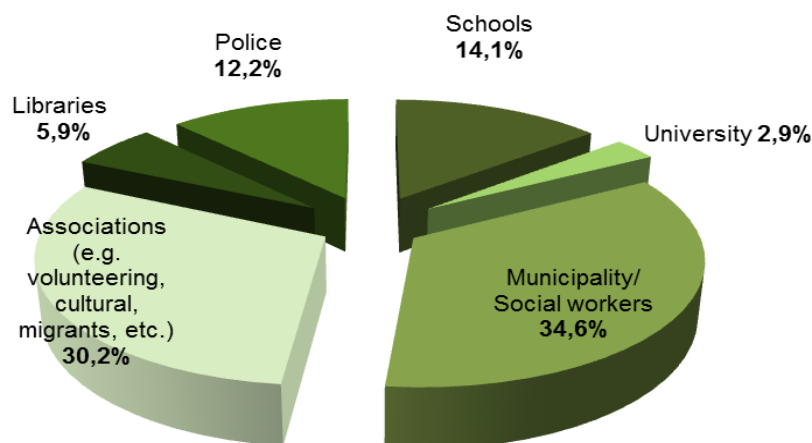


Source: Fondazione Leone Moressa elaboration on sample survey

As we can see from fig. n. 3.7, in terms of cooperation with other organizations, the majority of the teachers' sample indicated other associations as volunteering, migrant and cultural associations as partners in the fight against ESL (30.2%) while others declared they are cooperating with Municipalities and social workers (34.6%).

The cooperation among different schools does not seem to be significant, representing a mere 14.1% of the total responses.

**Fig 3.7. With which organisations is your school cooperating to prevent ESL and youth discomfort?**



Source: Fondazione Leone Moressa elaboration on sample survey

When asked about the factors that may help reducing the scale and frequency of ESL, a general consensus is shown on the idea of fostering cooperation between schools and families". Coherently with the previous results shown (see fig. n. 3.4), the role of the families seems to be a key factor in determining the higher or lower level of ESL.

An increased activity of networking between families and students should be provided by the psychology and guidance services that, according to fig. 3.8, are among the main services to be reinforced in order lower the risk of social exclusion and ESL.

In the teachers' opinion, "engaging in volunteer work" does not represent an effective way to combat ESL. This partially contrasts with the previous results of fig. n. 3.7 showing that associations and CSOs in general are some of the main stakeholders cooperating with schools with the aim of reducing ESL.

It is quite possible that a "lack of awareness" on the role that the associations may play in counteracting ESL is at the base of such a "poor response" from the teachers.

In this case, more cooperation with CSOs on common interventions directed above all to Technical Institutes seems to be necessary for the purpose of identifying at least some common and complementary methods of work with the teachers in schools, as well as providing them with specific education instruments to fight ESL.

**Fig 3.8. For each of the following factors, on a scale from 1 to 10, which is the best way to lower the risk of social exclusion and ESL?**



Source: Fondazione Leone Moressa elaboration on sample survey

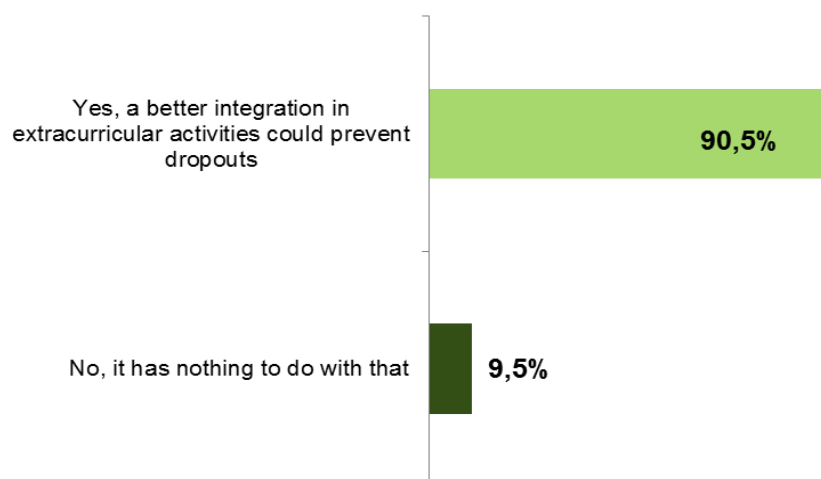
The results above also indicate that even in the opinion of teachers, extra-curricular activities may play a fundamental role in the prevention of ESL.

Since the problems that a student may face are not limited to his/her attendance in school, there is a wide consensus that a better level of integration with the activities carried out in the external environment may have an indirect benefit to the level of school performance, thus reducing the likelihood of ESL.

The possibility to give students an adequate level of recognition/reward (for example by recognizing learning outcomes and credits) for their volunteering activities seems to be considered a factor that may increase their performance at a general level and their self-esteem.

Nonetheless, only 9.5% of the respondents think that integrating extracurricular activities into school can reduce ESL, as shown in fig n. 3.9.

Fig 3.9. Do you think that a better integration in extra-curricular activities could prevent early school leaving?

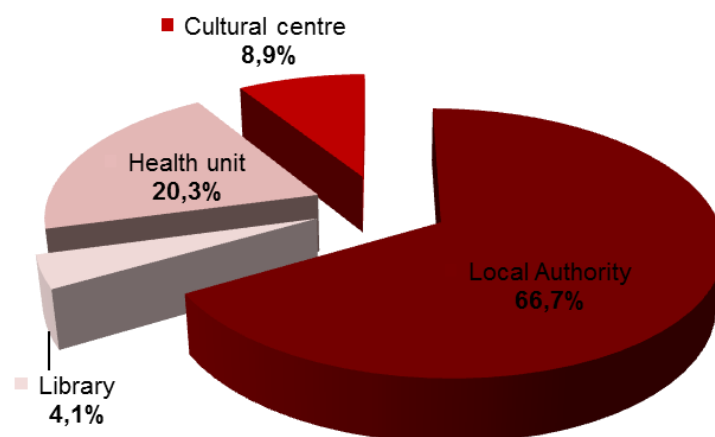


Source: Fondazione Leone Moressa elaboration on sample survey

### 3.2. THE ROLE OF LOCAL INSTITUTIONS

Two-thirds of the interviews carried out with the institutional part of sample have respondents working for Local Authorities. 20% of the sample is employed in Healthcare Services, while the rest works in Cultural Centres and Libraries.

Fig 3.10. Type of Institution in which the respondents are working



Source: Fondazione Leone Moressa elaboration on sample survey

The majority of respondents deals with student problems and young people (87.0%), out of this category 66.7% deals with young people at risk.

The sample therefore is quite representative of respondents who are highly qualified in terms of knowledge of the problems that affect young people and that may lead to ESL.

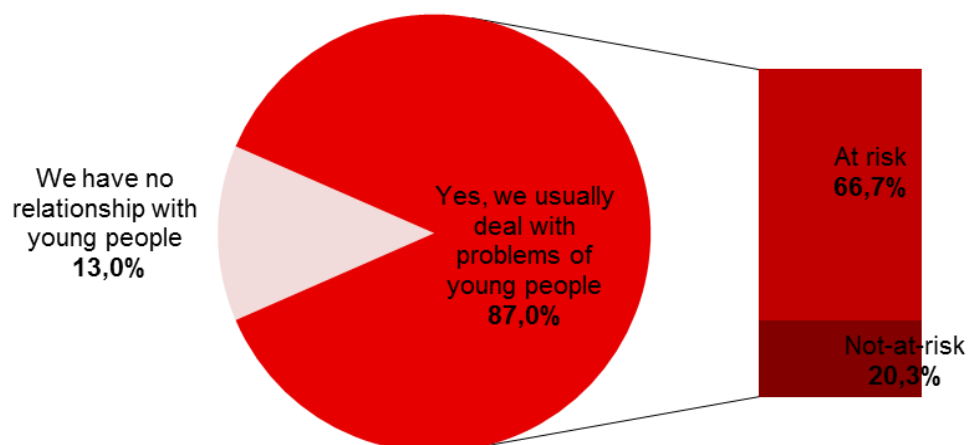
In the following charts from fig. n. 3.11 till n. 3.16 the differences between this group compared to the teachers' responses will be analysed.

When compared to the response of teachers, the first notable discrepancy that we note among the "institutional workers" is referred to the fact that the "wrong choices of the student" is not considered as a very relevant factor in the dynamics of ESL. Instead, a large consensus is found when describing the sometime disruptive role that families may have on the student's decision of ESL. Both family problems and lack of interests that the families may show in the education of their sons and daughters are potential factor that may lead to a vicious circle resulting in school dropout.

Another important factor of discomfort conducive to ESL is indicated in economic problems, which are also connected with specific situation of the family.

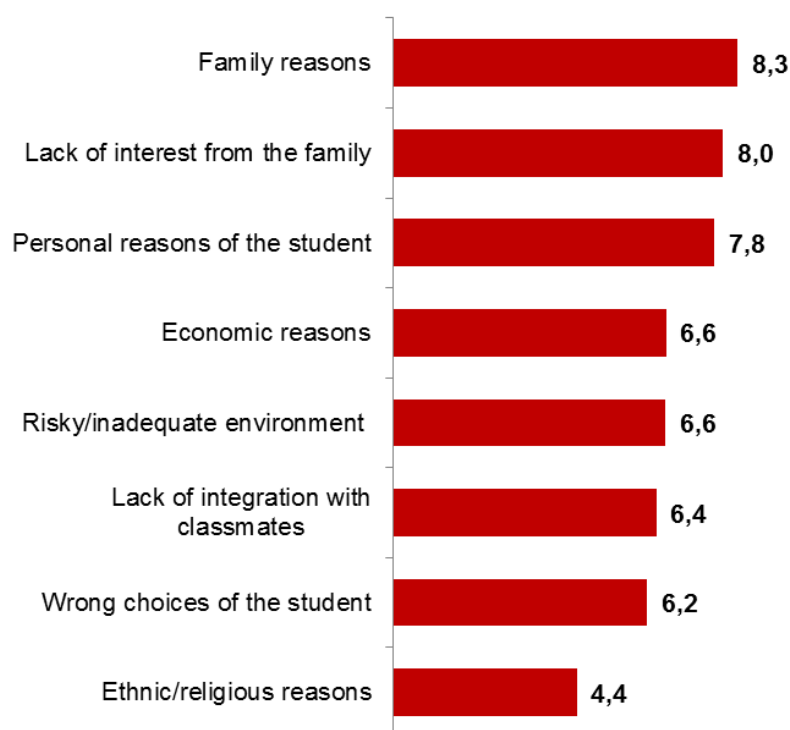
All respondents declare that the lack of integration with classmates, as well as ethnic and religious differences, have a minor impact on the causes that might lead to ESL and should then be regarded as exceptional situations.

Fig 3.11. Does your organization normally have relationships with young people?



Source: Fondazione Leone Moressa elaboration on sample survey

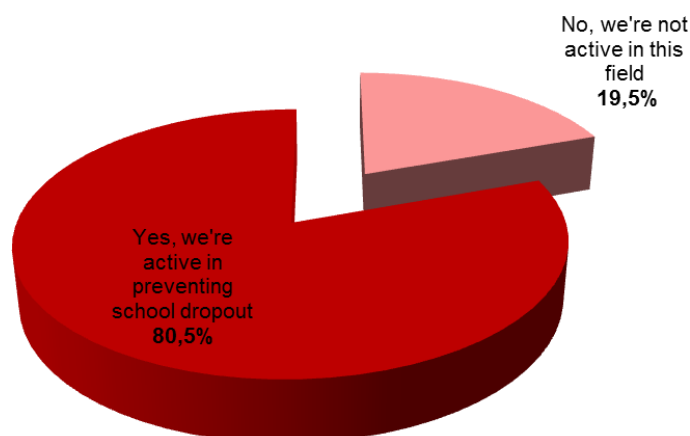
Fig 3.12. For each of the following factors, on a scale from 1 to 10, which one has a major impact on ESL?



Source: Fondazione Leone Moressa elaboration on sample survey

Although the majority of respondents are dealing with young people at risk, a part of the sample is not actively working on preventing ESL. We have considered the opinion of this minority part of the sample quite interesting to provide an external perception on the problem.

**Fig 3.13. Is your organization active in finding solutions to fight ESL?**



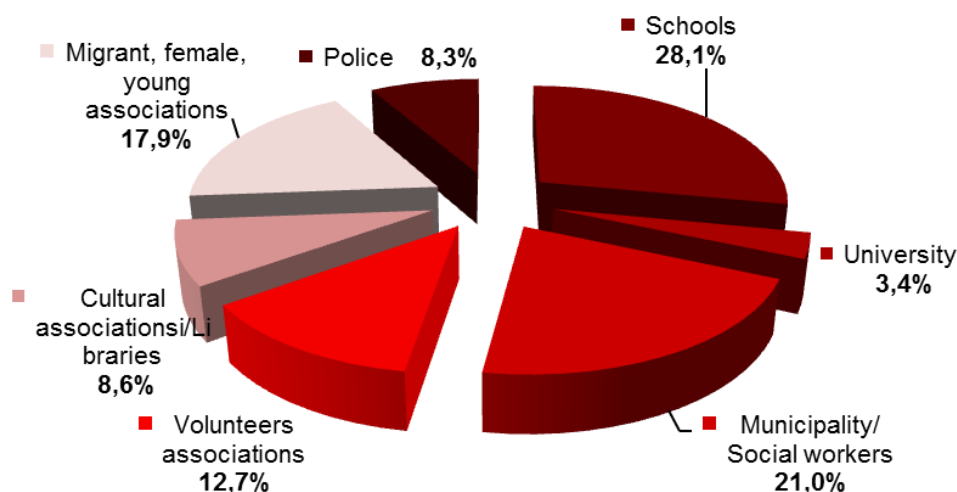
Source: Fondazione Leone Moressa elaboration on sample survey

At institutional level, there is a lot of cooperation with schools (28.1%) as well as with other peer institutions (e.g. Municipalities 21.0%).

The work done with the CSOs involves a percentage of 39.2%, divided among migrant, women and youth associations (17.9%), cultural associations (8.6%) and volunteer associations (12.7%).

A smaller part of the respondents also deals with problems related to security and have mainly cooperated with the local police (8.3%).

**Fig 3.14. With which Institutions does your organisation generally work?**



Source: Fondazione Leone Moressa elaboration on sample survey

The following figure n. 3.15 shows a general consensus on the fact that the major areas where an intervention is needed to reduce ESL and discomfort are those connected to the strengthening of cooperation with families of the students or young people and the reinforcement the psychological and guidance services catering to young people at risk of dropout. Also, financial support to students

and families facing economic problem is considered to be a key factor determining the success of policies tackling ESL.

Like the teachers, institutions do not see the engagement in volunteering activities as an effective measure for reducing ESL, although a better integration in extracurricular activities is considered a factor that might help preventing ESL.

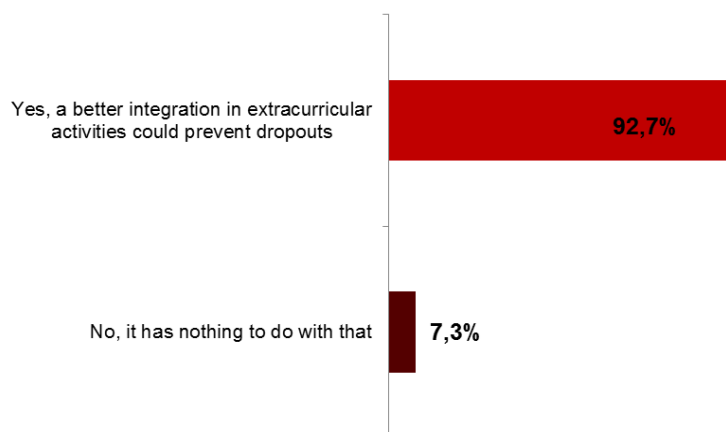
**Fig 3.15. For each of the following factors, on a scale from 1 to 10 which is the best way to lower the risk of social exclusion and ESL?**



Source: Fondazione Leone Moressa elaboration on sample survey

Finally, we note the strong consensus on the issue resulting from the question “Do you think that a better integration in extra-curricular activities could prevent early school leaving?”: 92.7% of the cases. Interestingly, those who think that extra-curricular activities have no impact on preventing ESL or exclusion are those who previously declared that they not normally and directly work to prevent ESL (fig. n. 3.13 above).

**Fig 3.16. Do you think that a better integration in extra-curricular activities could prevent early school leaving?**



Source: Fondazione Leone Moressa elaboration on sample survey

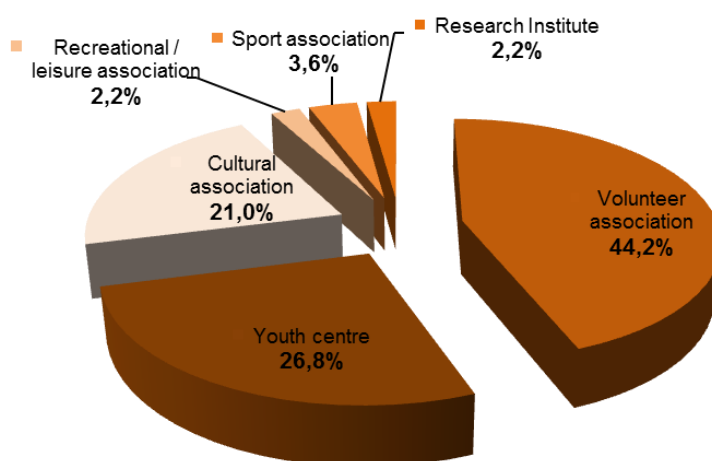


### 3.3. THE ROLE OF CIVIL SOCIETY ORGANISATIONS (CSOs)

A large part of the respondents, 44.2%, working in CSOs belong to Volunteer Associations. Other important categories of the sample are workers in Youth centres (26.8%) and Cultural Associations (21.0%). Only a minor component of the European sample is listed as a sports association (3.6%).

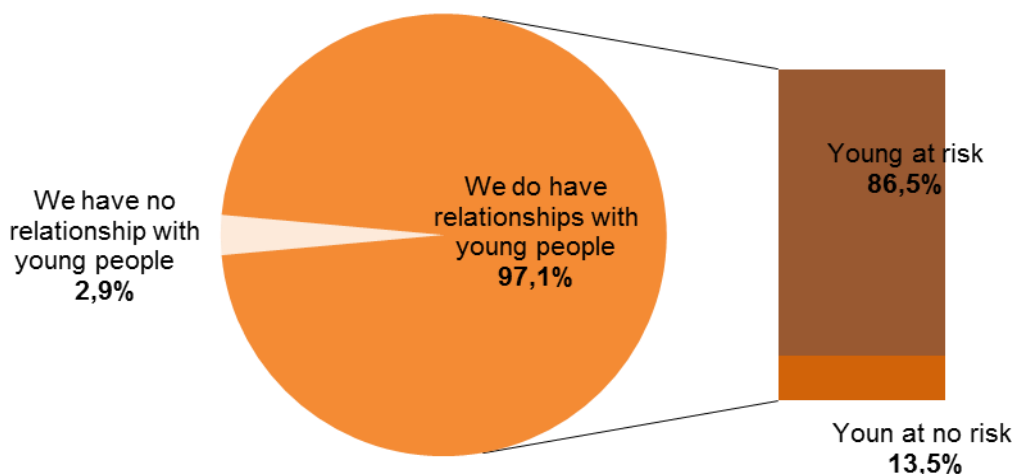
In the case of CSOs, the vast majority of interviewed operators have relationships on a constant basis with young people (97.1%) and the majority also deals with young people at risk (86.5%). It seems that the opinion expressed by such a panel of respondents is one of the most qualified (together with the teachers' viewpoint) due to their extensive experience dealing on a daily base with young people at risk of dropout or facing social exclusion.

Fig 3.17. Type of Organisation the respondents are working in



Source: Fondazione Leone Moressa elaboration on sample survey

Fig 3.18. Does your organization normally have relationships with young people?



Source: Fondazione Leone Moressa elaboration on sample survey

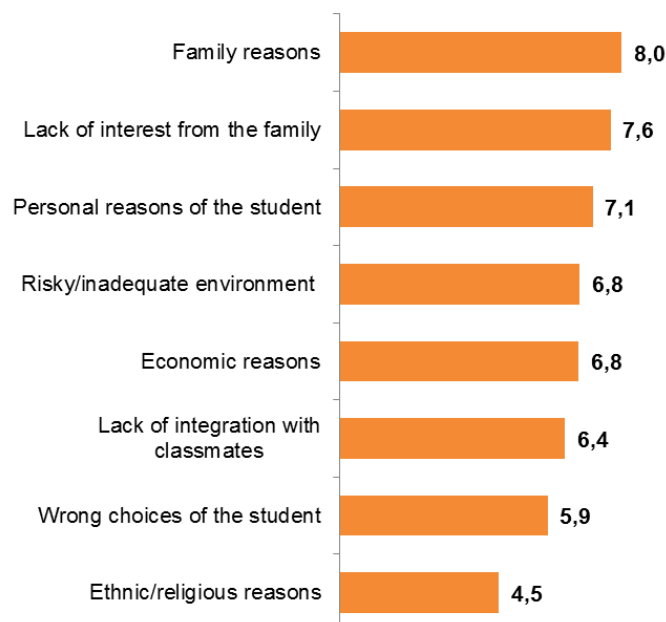
According to the CSOs panel of respondents, there is an almost unanimous consensus indicating the families-related problems as one of the main origin of the problems conducive to ESL (see fig. n. 3.19). Other factors to be carefully taken into consideration is the environment (suburbs, risky areas or neighbourhoods, etc.) where the pupils grow up as well as social and economic reasons that may interfere in the prosecution of their path of studies (in this case the family plays a major role).

According to CSOs operators, like in the case of Institutional operators (see previous paragraph), the wrong school choice of the students is not among the main reasons that may affect their decision of leaving a specific training pathway.

Even in the case of CSOs, differences in cultural, religious or ethnical background are not indicated as major causes of ESL.

The analysis of fig. n. 3.19, shows that the most significant areas of intervention, in order to limit ESL, should be the development or reinforcement of a more empathetic relationship with the families of the pupils and a comprehensive and constant offer of qualified counselling and guidance services (social workers, psychologists, etc.) to young people facing discomfort.

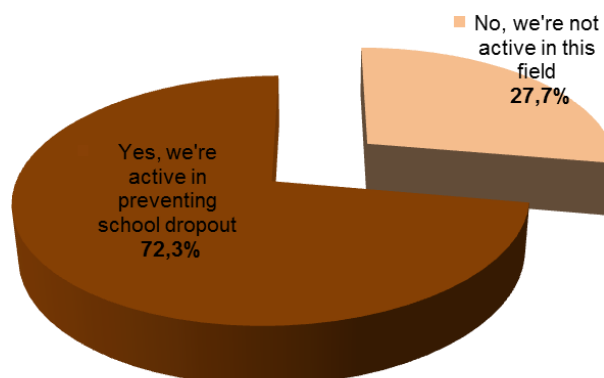
**Fig 3.19. For each of the following factors, on a scale from 1 to 10, which one has a major impact on ESL?**



Source: Fondazione Leone Moressa elaboration on sample survey

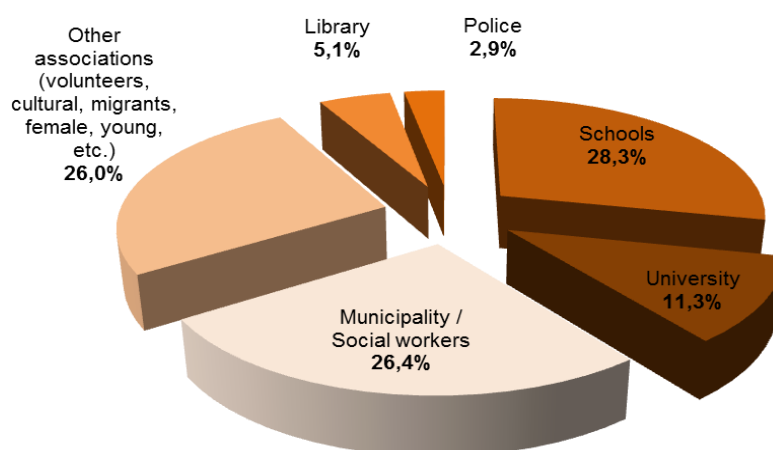
CSOs operators declared that they are active in the field of prevention, intervention and compensation of ESL with a frequency of 72.3%, which means that a percentage of almost 30% of the respondents did not consider to propose extra-curricular activities for drop-outs or for those at risk of dropout. The organizations with which they collaborate are indeed schools (28.3%) whilst the main interaction with other organizations, associations and municipalities totalizes 26.0%. Only 2.9% of the interviewed sample is working with police and deals with problems connected with crime and security (see fig. n. 3.21).

**Fig 3.20. Is your organisation active in finding solutions to fight ESL?**



Source: Fondazione Leone Moressa elaboration on sample survey

**Fig 3.21. With which other Institutions does your organisation generally work?**



Source: Fondazione Leone Moressa elaboration on sample survey

The main causes of ESL's highlighted in the previous fig. n. 3.19 also reflect that one of the major areas of education where a stronger intervention is needed regards the involvement of parents in school decision-making aimed at increasing a supportive learning environment.

The second main factor deemed to help reduce ESL is the possibility of engaging pupils in volunteer work. CSOs are well aware that many young people at risk of ESL "lack a sense of identity or connection with the school". In this case, extra-curricular activities may provide young people a "higher sense of belonging" helping them to find a motivation also in the prosecution of their formal training pathways.

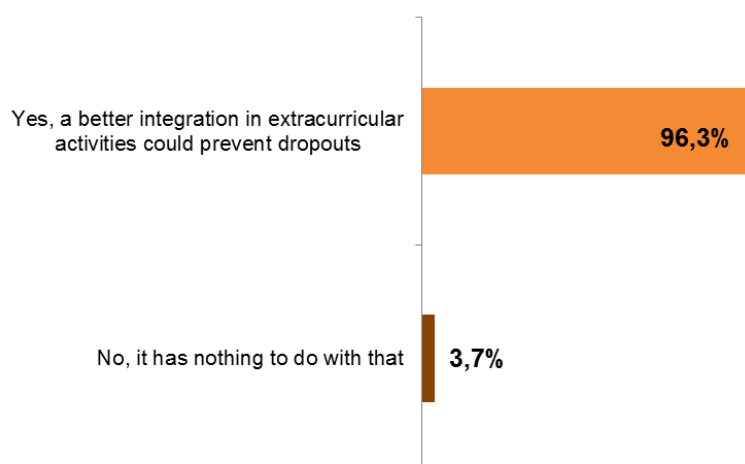
**Fig 3.22. For each of the following factors, on a scale from 1 to 10 which is the best way to lower the risk of social exclusion and ESL?**



Source: Fondazione Leone Moressa elaboration on sample survey

As to the questions regarding the potential benefits of involving students in extra-curricular activities, the opinion of the CSOs workers who responded is affirmative in 96.3% of the cases.

**Fig 3.23. Do you think that a better integration in extra-curricular activities could prevent early school leaving?**



Source: Fondazione Leone Moressa elaboration on sample survey



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## PART 2

## NATIONAL CASE STUDIES

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## 4. ITALY NATIONAL FOCUS

### 4.1. SAMPLE DESCRIPTION

The Italian survey was conducted by Forcoop Cora Venezia between September and October 2015. A series of schools in the eastern part of the Province of Venice have been contacted and chosen as samples for the purpose of the Focus. The questionnaires were submitted mainly in two high schools: Liceo Classico "E. Montale" (Humanities lyceum) in San Donà di Piave and Istituto Alberghiero "L. Cornaro" (School of Hotel Management & Catering) in Jesolo. In San Donà di Piave data were collected directly by Forcoop staff, submitting printed questionnaires to 3 different classes (about 60 students), whereas in Jesolo the deputy headmaster of the school autonomously organised the administration of online questionnaires involving about 80 students.

In addition to that, Forcoop Cora Venezia had the chance to involve other young people, especially drop-outs and NEETs, thanks to its local networks. On the one hand, some young people were asked to fill in the online questionnaires through private messages on Facebook, while others were involved in the research when accessing local "employment help desks" managed by Forcoop in San Donà di Piave and Caorle.

Tab 4.1. Main characteristics of the respondents

<b>Average age of respondents: 17 years</b>		
<b>Origins</b>		
Native born	84.1%	
Migrant background	8.7%	6% mainly speaks the foreign language
Foreign born	7.2%	69% mainly speaks the foreign language
<b>Current status</b>		
Students	93.8%	
Workers	1.0%	
Unemployed	5.2%	

Source: Fondazione Leone Moressa elaboration on sample survey in Italy

According to the table n. 4.1, the overwhelming majority of respondents are native born (84.1%) while the remaining 15.9% are divided in 8.7% of migrant background and 7.2% are foreign born. In this case we can notice a big difference in the language used because among foreign born students whose main spoken language is their mother tongue (69%) whilst only 6% of the second generation still prevalently speak their original language. These figures are quite different compared to the answers of the overall EU sample, where many second-generation respondents still speak their native



language and not the language of their host country. (21%). Foreign born students quickly switched to the idiom of the host country as their prevalent one (32%). For youth with a migrant background, the linguistic integration is higher in Italy than in other partners' surveyed countries, whilst the opposite happens for foreign born respondents who have (probably) arrived very recently in the country.

## 4.2. TRAINING AND PROFESSIONAL CAREER

The declared perception of most of the students about their school results is quite optimistic with an average of 7.1 points in the case of native born and reaching even a higher level (7.6 points) in the case of migrant-background students.

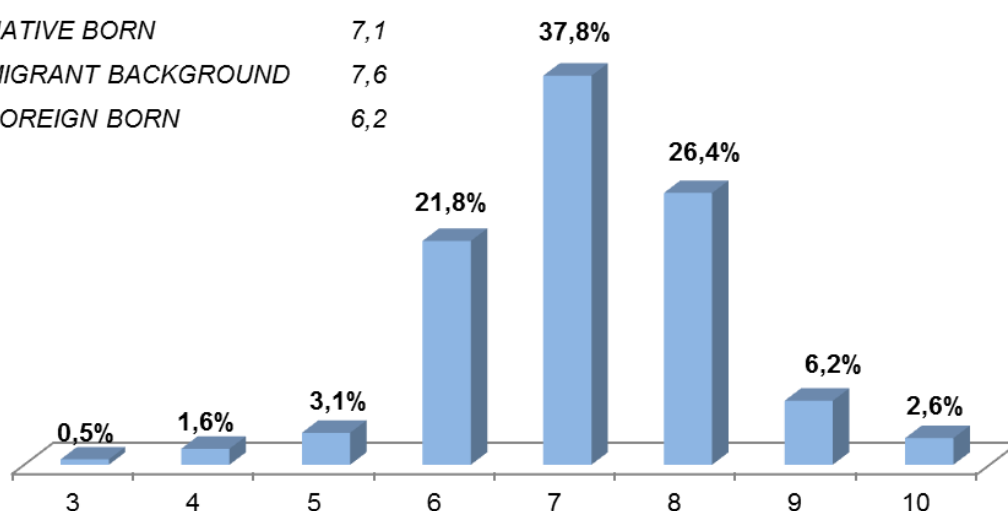
Only foreign born students perceive they are just above a "sufficient" level with 6.2.

These results are quite in line with the general responses of the aggregated European sample and demonstrate an overestimation of their own actual school results.

Fig. 4.1. On a scale from 1 to 10, how would you judge your results at school?

### AVERAGE MARKS

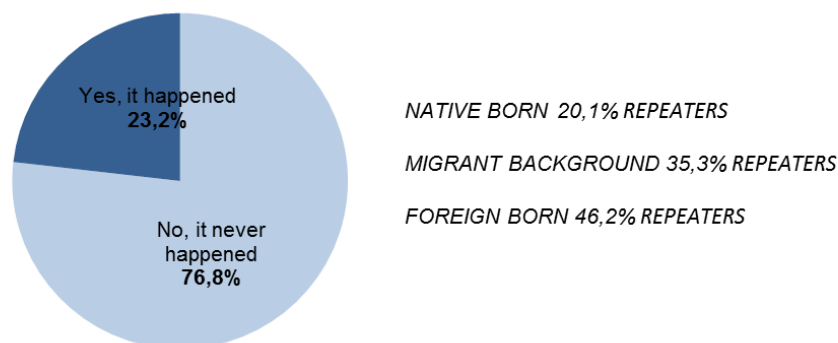
NATIVE BORN	7,1
MIGRANT BACKGROUND	7,6
FOREIGN BORN	6,2



Source: Fondazione Leone Moressa elaboration on sample survey in Italy

As we can see in the following fig. n. 4.2, also in the Italian case the rate of repeaters is quite higher (46.2%) for foreign-born students and indicates their difficulty to follow a regular schooling pathway. Similarly, the migrant-background component reveals a rate of repeaters equal to the 35.1% of the relative sample. Finally, only native born show a lower percentage with 20.1%.

Fig. 4.2. In your student life, have any of you ever had to repeat a year of school?



Source: Fondazione Leone Moressa elaboration on sample survey in Italy

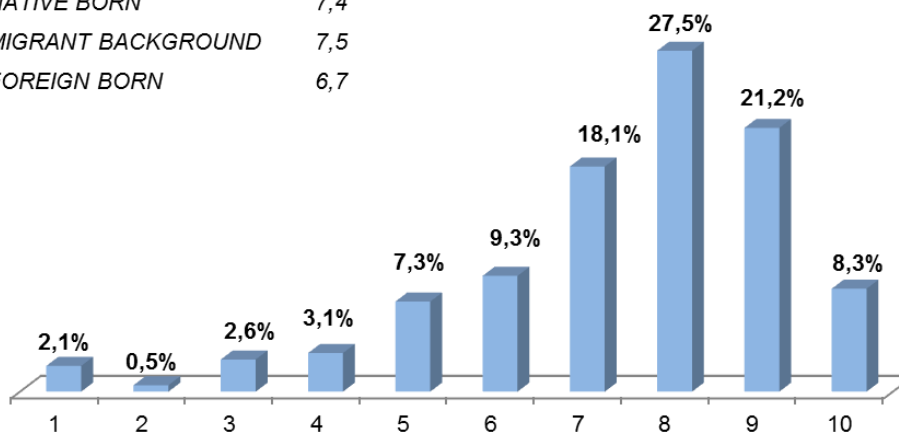
Irrespective of their real school results, when asked about their feelings of being or not being integrated in their class group, foreign-born students show just a slightly lower degree of integration with 6.7 average scores compared to higher levels of native born (7.4) and, even better, of those who have a migrant background (7.5).

Fig. 4.3. On a scale from 1 to 10, how do you feel you are integrated with your class group?

#### AVERAGE MARKS

NATIVE BORN	7,4
MIGRANT BACKGROUND	7,5
FOREIGN BORN	6,7

Source:



Fondazione Leone Moressa elaboration on sample survey in Italy

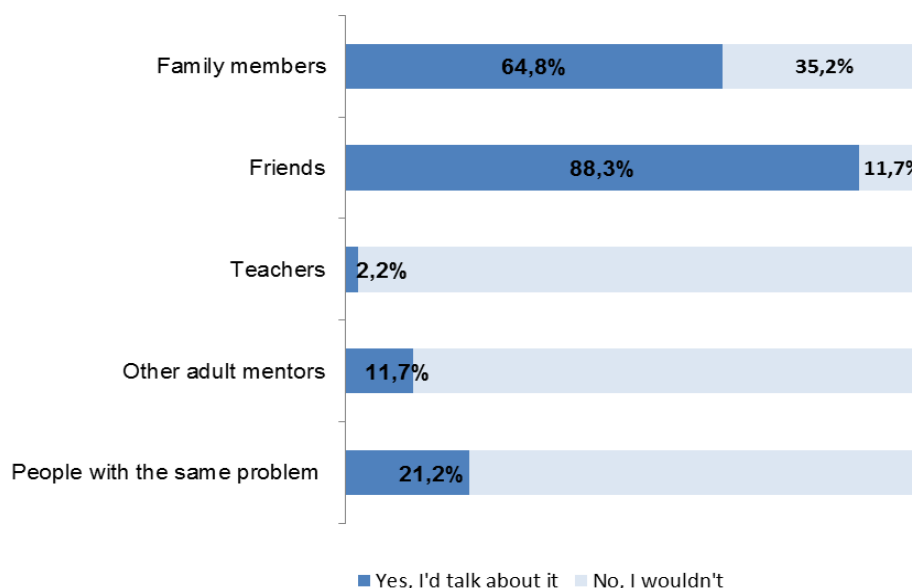
### 4.3. YOUTH DISCOMFORT AND SUPPORT

The preferred "persons of reference" to discuss about personal problems are mainly friends with an intensity of 88.3% of the answers, which is one of the highest rates compared to other countries.

As a second choice, we find the family with a lower percentage equal to 64.8%. In this case, what is really representative of the differences with other countries is the lowest level of students who would speak about personal situations with their teachers (only 2.2%), a quite different result from those recorded in countries such as Croatia and, above all, Slovenia. The global European data show an average intensity of students who would speak with teachers of 27.7%. In Italy, it seems that students see teachers only as institutional representatives and completely separated from their life's problems.

The willingness to join groups sharing the same type of problems regards 21.2% of the respondents.

**Fig. 4.4. Percentage of respondents who would they talk about personal problems with...**

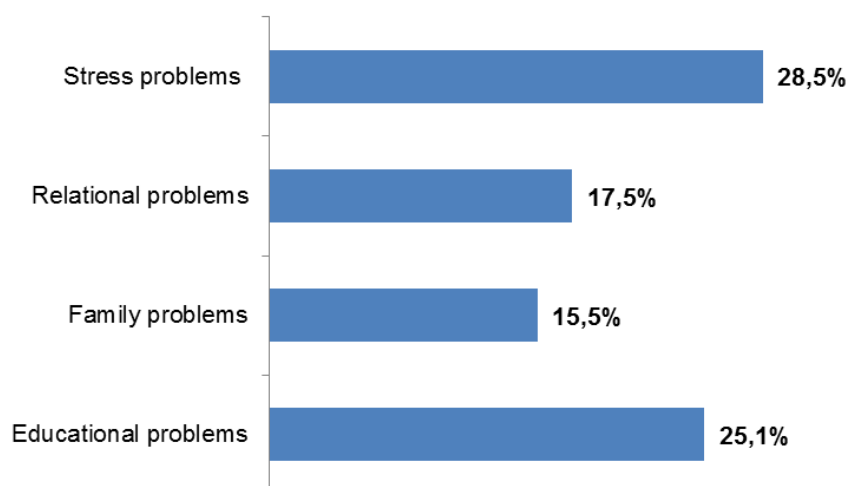


Source: Fondazione Leone Moressa elaboration on sample survey in Italy

A distinctive factor regarding the Italian sample can also be seen in the relatively higher percentage of students that have received support for stress-related reasons (28.5% compared to the European average of 16.7%), whilst a lower percentage compared to the European sample are those whose support is strictly related to their school performances (25.1%).

Even in the case of relational and family problems the rates of the Italian sample are quite higher compared to the general results of the other countries.

**Fig. 4.5. Percentage of respondents in schools that have received support for ...**

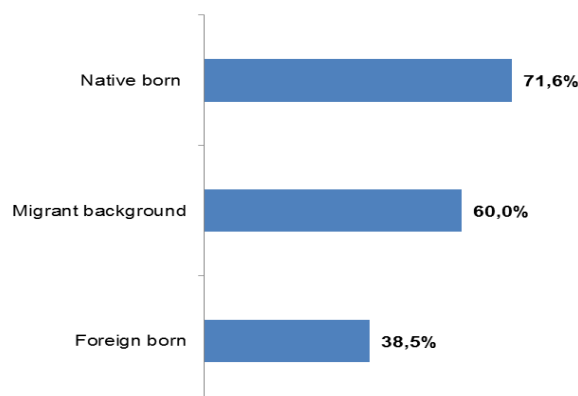


Source: Fondazione Leone Moressa elaboration on sample survey in Italy

#### **4.4. PARTICIPATION AND ACTIVE CITIZENSHIP**

The level of participation in extra-curricular activities is surprisingly low in the case of foreign-born students who, apart from having one of the lowest linguistic integration levels, demonstrate to formally interact with institutions, associations, etc. only in 38.5% of the cases, compared to an average result of 61.1% at European level. This is probably due to the fact most respondents have only recently arrived in Italy and need more time to fully master the language and be more included. Anyway, even in the case of youth with a migrant background (60.0%), extra-curricular activities seem to be lower than in the case of the native born (71.6%) and even lower compared to the European average of 74.1% as shown in the table above (see chapter 3).

**Fig. 4.6. Percentage of respondent usually engaging in extracurricular activities**

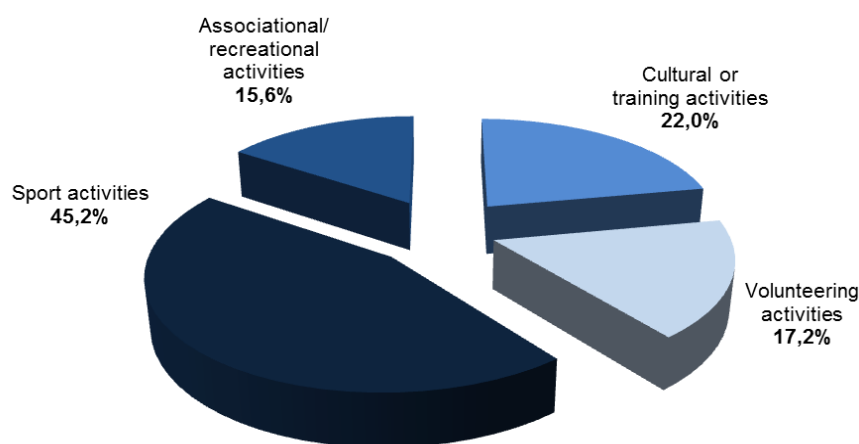


Source: Fondazione Leone Moressa elaboration on sample survey in Italy

In general, sports activities seem to be the first choice of young students totalizing a level of 45.2% of the total sample. The second answer in terms of frequency is linked to cultural activities reaching

22.0% of the total answers. Volunteering activities in the case of Italy reach a percentage of 17.2%. In general, we can note that in Italy the fragmentation among different interests and activities is higher than in other European countries where sport activities result overwhelming. This trend shows that in the Italian sample of the research the extra-curricular activities respond to a number of variegated interests and are not dominated by a single area.

**Fig. 4.7. Type of extracurricular activity**



Source: Fondazione Leone Moressa elaboration on sample survey in Italy

Italian respondents with a migrant background judge themselves very well informed about the initiatives and events characterising the area where they live (71.4%). On the contrary, the level of information dramatically decreases when referred to the foreign-born component (only 46.2% think they are properly informed). Following such a situation of poor availability of information, in many cases, (38.5% of the sample of foreign-born), the answer that appear is that they are not even interested in participating to any kind of event, revealing a high level of demotivation.

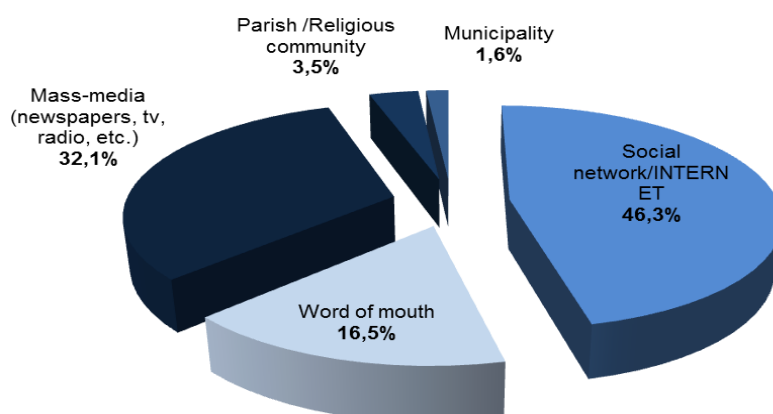
**Tab 4.2. Do you think you are properly informed with respect to the initiatives in your city?**

	<b>Native born</b>	<b>Migrant background</b>	<b>Foreign born</b>
Yes, I am properly informed	53.5%	71.4%	46.2%
No, but I would like to	30.8%	14.3%	15.4%
No, and I'm not interested	15.7%	14.3%	38.5%
	100.0%	100.0%	100.0%

Source: Fondazione Leone Moressa elaboration on sample survey in Italy

Not surprisingly, the channels the young people use to get information are the internet and social media (46.3%) while also the traditional mass media (as TV and newspapers) play an important role in the 32.1% of the surveyed sample. Word of mouth is the third main channel, whilst almost nobody declares to get information from the municipality or the religious/ethnic community, as it happens also in other parts of Europe.

**Fig. 4.8. Which channels do you mainly use get information?**

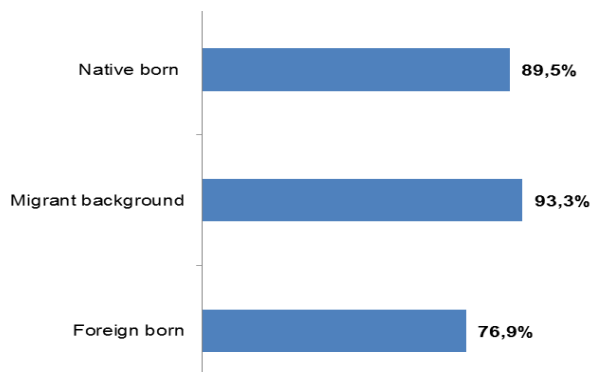


Source: Fondazione Leone Moressa elaboration on sample survey in Italy

#### 4.5. VALORISATION OF YOUTH (UNEXPRESSED) TALENTS

When asked about their potential or existing talent and/or skills, only the foreign-born component of the sample answered positively for a relatively lower 76.9% of the cases whilst the other respondents gave an enthusiastic feedback - 89.5% in the case of native born and 89.5% for those with a migrant background.

**Fig. 4.9. In addition to the skills acquired in school, do you think you have other skills / talents?**

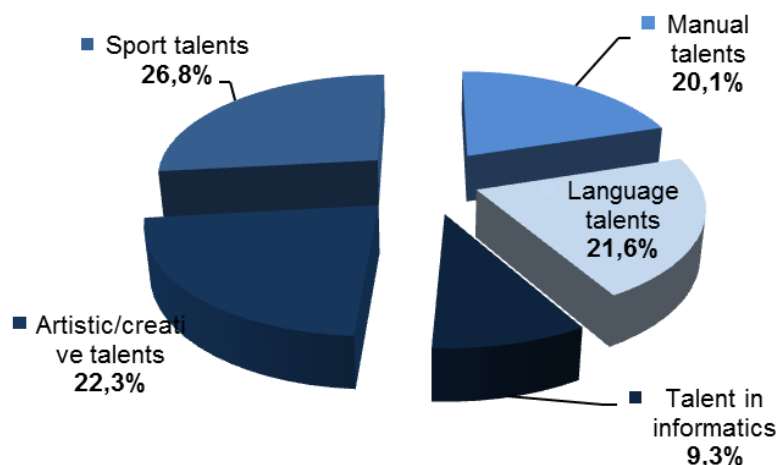


Source: Fondazione Leone Moressa elaboration on sample survey in Italy

One of the highest rates in this case are concentrated on students who think that they have artistic or creative skills: 22.3% of the total sample.

Also, linguistic skills are a plus in 21.6% of the cases (above all, among foreign-born students who still speak their native language) while manual talents are not so appraised when compared to the general results of the European sample.

Fig. 4.10. What kind of talents/skills do you think you have?



Source: Fondazione Leone Moressa elaboration on sample survey in Italy

#### Box 4.1. Good practice of youth integration in Italy

<b>TITLE</b>	<b>BIOFARM</b>
<b>LOCATION</b>	Treviso – Italy
<b>ORGANISATION/ PARTNERSHIP</b>	C.F.P. “Turazza” Institute is a vocational high school based in Veneto Region – Italy. The interaction with Murialdo community allowed to deal with the economic and social environment in Treviso province.  Nowadays, the institute is a key stakeholder interacting with local enterprises looking for skilled workers. One of the main aspects is the strict and effective linkage among school, job orientation job environment, competences assessment and local territory.
<b>PROJECT IDEA</b>	Bio-farm is a socio-educative service addressed to young people (>16 years old) at risk for social or physical discomfort. The purpose is to provide an educative help finalized to the labour market insertion. This service is implemented thanks to a strict collaboration with social services, families and local organizations (enterprises, associations, etc.).
<b>IMPACT / STRENGTH POINTS</b>	Considering the difficulties found by all students to complete their school path in a traditional way, the project offers the possibility to do an internship in farms or agricultural enterprises. The project faces the problems of ESL giving an innovative solution outside the traditional school environment.
<b>WEB PAGE</b>	<a href="#">BIOFATTORIA MURIALDO</a> , <a href="#">ENGIMVENETO - TURAZZA</a>

Source: Fondazione Leone Moressa

## 5. SPAIN NATIONAL FOCUS

### 5.1. SAMPLE DESCRIPTION

The research on the selected sample has been conducted in Spain between May 2015 and October 2015 by the Madrid General Directorate of Social Services and Social Integration. As indicated in the ToRs agreed with the lead partner, the General Directorate has collected information through different questionnaires targeting young people between 15-25 years old, teachers, Civil Society Organizations and local entities, in order to develop a tool of social exclusion alert. The General Directorate has developed the research disseminating the questionnaires to the different target groups.

Surveys have been conducted in the region of Madrid, involving 13 associations, 3 municipalities and 3 *Mancomunidades* (union of several small municipalities). These entities are non-profit institutions working with youth and supporting them in their studies outside school hours, mainly for groups of young people in situations of vulnerability or at risk of exclusion with few opportunities.

In total the General Directorate has received 205 completed questionnaires from young people. Among them, 125 were women and 80 men; 115 Spanish nationals and 91 foreign nationals. The majority of the nationalities taking part in the research were Romanian and Moroccan with 16 students, followed by Dominican with 12, Ecuador 11; 7 Peruvian, 5 Bolivian and 5 Colombian; Argentina 4, Guinea 3; 2 from Algeria, 2 Honduras, 2 El Salvador and 2 Brazilian and 1 Paraguayan, 1 Polish, 1 British and 1 from Senegal.

Currently, most respondents were studying secondary school (48), a large number of them being unemployed youth (33) at the time of submission of the questionnaires, followed by young people who looking for their first job (26), and youth in VET. The majority corresponding to 125 students have repeated their courses: 6 of them have repeated high school, 86 have repeated secondary school and 33 primary education. Similarly to what has already being noticed for the case of Italy, only few students with a migrant background (7%) mainly speak their origin language. Differently from the average of other country results, the component of unemployed people in Spain is quite higher (48.3% vs. 15.7% at European level).



Tab 5.1. Main characteristics of the respondents

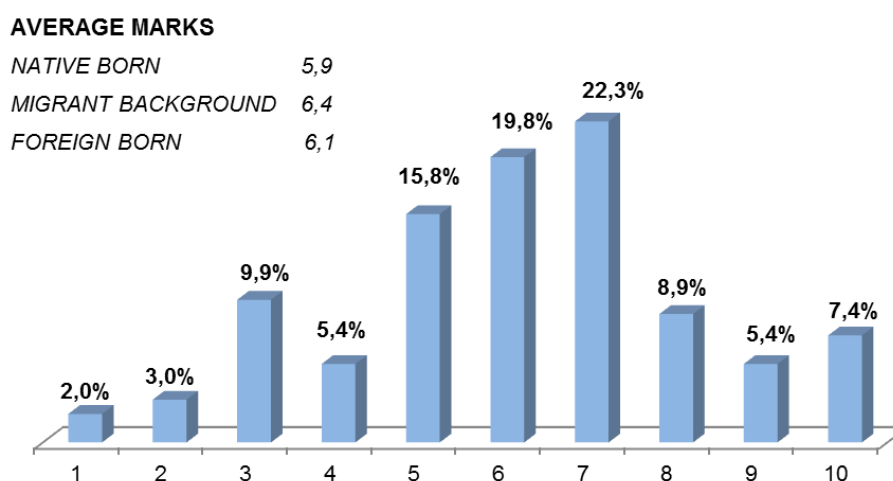
Average age of respondents: 19 years		
<b>Origins</b>		
Native born	44.4%	
Migrant background	13.7%	7% mainly speaks the foreign language
Foreign born	42.0%	29% mainly speaks the foreign language
<b>Current status</b>		
Students	42.0%	
Workers	9.8%	
Unemployed	48.3%	

Source: Fondazione Leone Moressa elaboration on sample survey in Spain

## 5.2. TRAINING AND PROFESSIONAL CAREER

In the case of the Spanish students a lower and probably more realistic estimation of their school results ranking 5.9 can be noted. The students with a migrant background seem to have better confidence in their capabilities with an average estimate of 6.4.

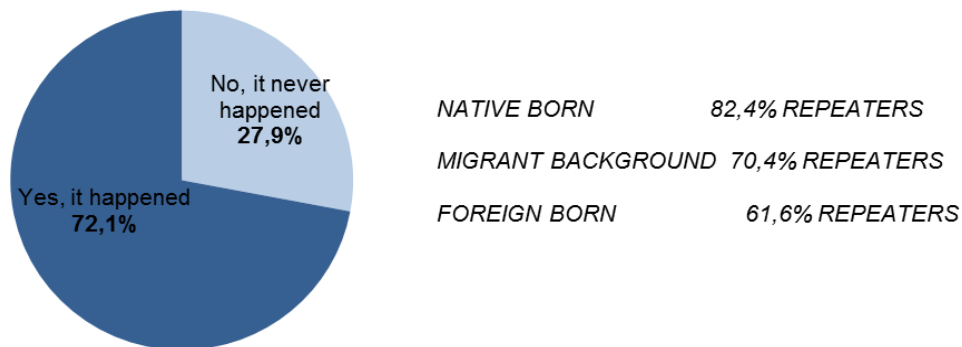
Fig. 5.1. On a scale from 1 to 10, how would you judge your results at school?



Source: Fondazione Leone Moressa elaboration on sample survey in Spain

Anyway, when asked about the event of repeating a year of schooling, a vast majority of 72.1% responded affirmatively. In this case the foreign-born students showed a slightly worse performance compared both native-born and migrant-background students.

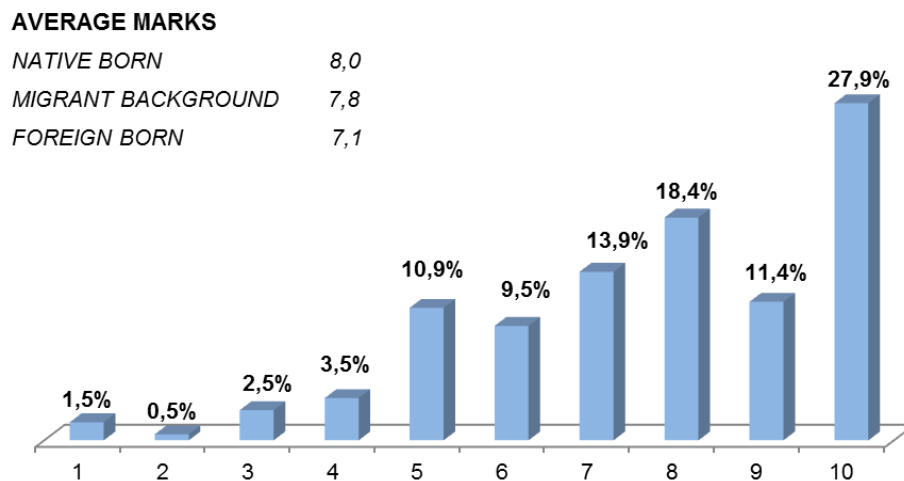
Fig. 5.2. In your student life, did it ever happen that you had to repeat a year of school??



Source: Fondazione Leone Moressa elaboration on sample survey in Spain

In terms of class integration, the interviews did not record particular problems, even if the sensation of being well integrated is higher among native born (average 8.0 points) than among foreign born (7.0).

Fig. 5.3. On a scale from 1 to 10, how do you feel you are integrated with your class group ?



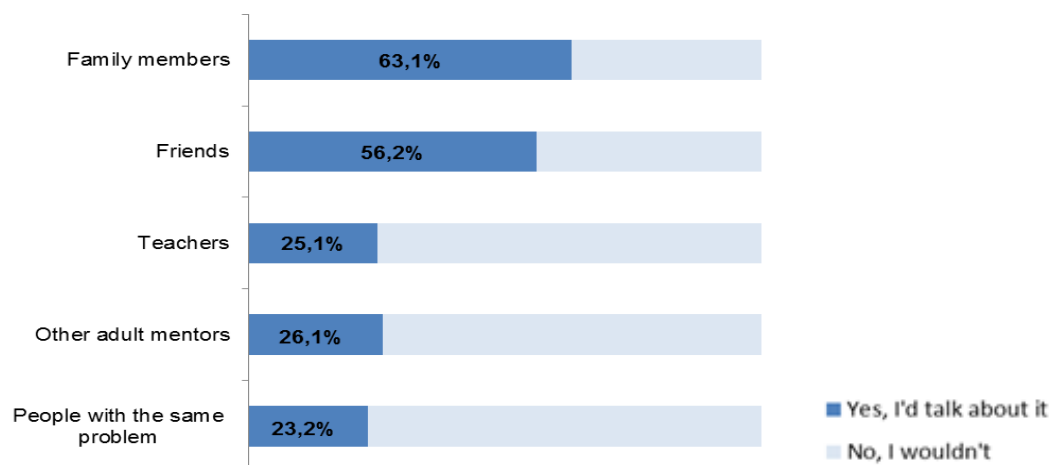
Source: Fondazione Leone Moressa elaboration on sample survey in Spain

### 5.3. YOUTH DISCOMFORT AND SUPPORT

With regards to the figures of reference students feel like talking and confronting with, the main role results to be played by families and friends with almost similar results.

Teachers and adult mentors also have an important role, compared to what has been recorded in other countries.

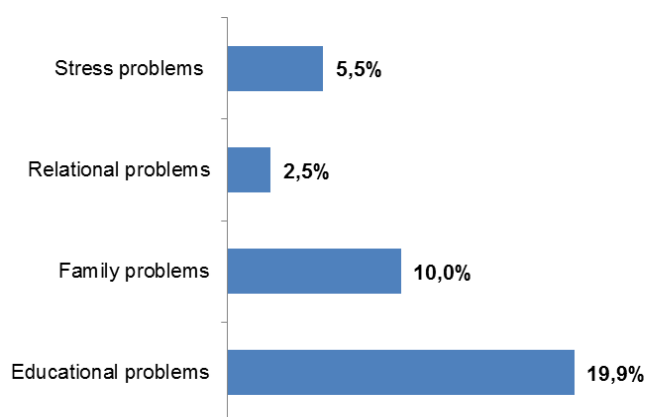
**Fig. 5.4. Percentage of respondents who would they talk about personal problems with...**



Source: Fondazione Leone Moressa elaboration on sample survey in Spain

As we can see from the fig. n. 5.5 below, a relatively smaller number of respondents felt the need to be officially supported for their problems, most of them for educational problems strictly connected to their school performance. Very few respondents in the Spanish sample reported stress and relational problems.

**Fig. 5.5. Percentage of respondents in schools that have received support for ...**

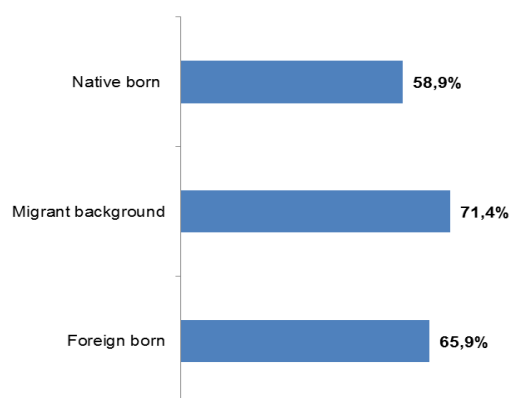


Source: Fondazione Leone Moressa elaboration on sample survey in Spain

## 5.4. PARTICIPATION AND ACTIVE CITIZENSHIP

With regards to engagement in extra-curricular activities, the best responses are among students who are foreign born (65.9%) or have a migrant background (71.4%). Only 58.9% of the total sample of native born respondents are engaged in extra-curricular activities. These levels are somewhat lower compared to the aggregated European answers.

**Fig. 5.6. Percentage of respondent usually attending extracurricular activities**

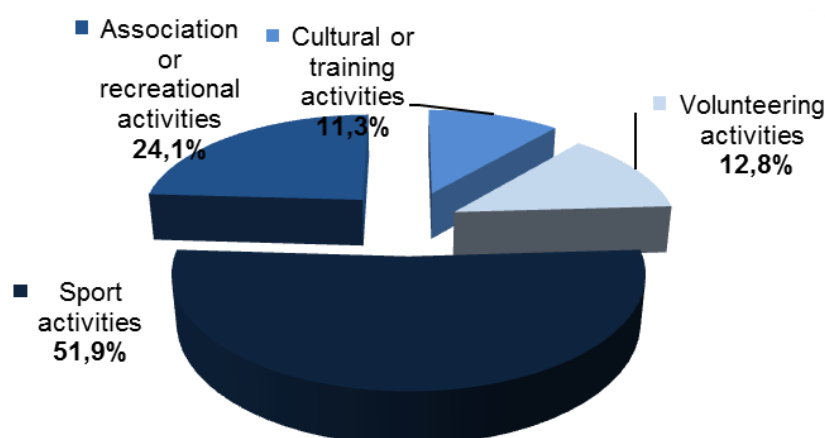


Source: Fondazione Leone Moressa elaboration on sample survey in Spain

When asked about the type of extra-curricular activities, the majority of respondents declared they are involved in sports activities (51.9%), whilst about one fourth of them dedicate their free time to associations or recreational activities.

Volunteering and cultural activities are in line with the European results.

**Fig. 5.7. Type of extracurricular activity**



Source: Fondazione Leone Moressa elaboration on sample survey in Spain

A major lack of communication can be noticed when asked about the transparency of information regarding initiatives and events in their hometowns.

A frequency of 30-35% of the sample, irrespective of their origin, declares they would be pleased to receive information on events and initiatives carried out in their respective areas of residence. Only in the case of foreign-born students, a higher percentage of young people declaring that they wouldn't be interested in such information can be noticed.

**Tab 5.2. Do you think you are properly informed with respect to the initiatives in your city?**

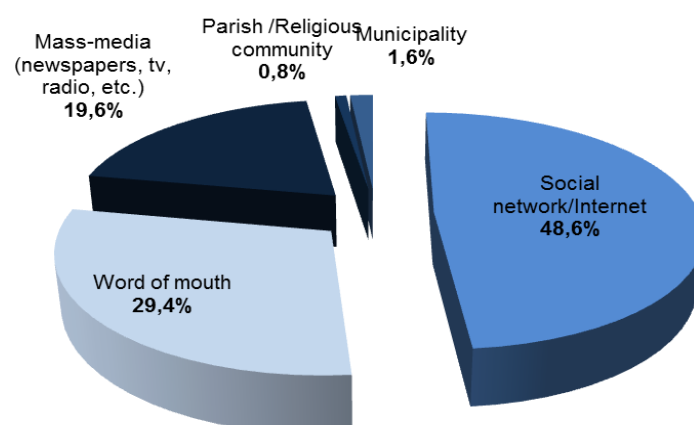
	<b>Native born</b>	<b>Migrant background</b>	<b>Foreign born</b>
Yes, I am properly informed	47.8%	42.9%	30.1%
No, but I would like to	30.0%	32.1%	34.9%
No, and I'm not interested	22.2%	25.0%	34.9%
	100.0%	100.0%	100.0%

Source: Fondazione Leone Moressa elaboration on sample survey in Spain

As also demonstrated in other countries, the internet and the social networks play a major role with a frequency of 48.6% of the total answers.

Word of mouth and traditional mass media are also playing an important role while almost no consultation of institutional stakeholders as Municipalities or local ethnic and religious communities has been recorded.

**Fig. 5.8. Which channels do you mainly use to get information?**

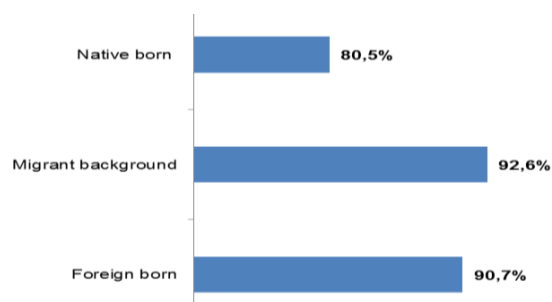


Source: Fondazione Leone Moressa elaboration on sample survey in Spain

## 5.5. VALORISATION OF YOUTH (UNEXPRESSED) TALENTS

As shown in previous tables, native born respondents are the less involved in extra-curricular activities. The native component of the sample shows the less enthusiastic results with regards to the perceived skills. However the percentage of “Yes, I have talents” is detected on the 80.5% of the total cases. With regards to foreign born respondents the answers “yes” covered 90.7% of the sample of foreign-born up to 92.6% in the case of those with a migrant background.

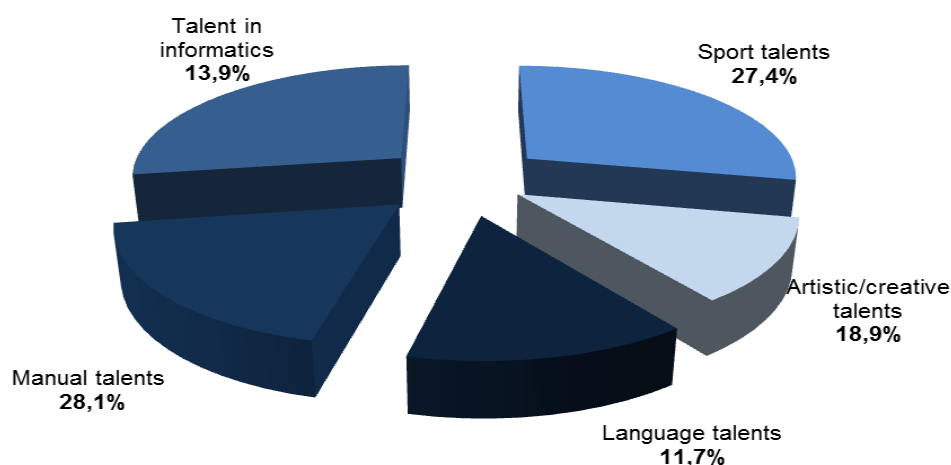
Fig. 5.9. In addition to the skills acquired in school, do you think you have other skills / talents?



Source: Fondazione Leone Moressa elaboration on sample survey in Spain

With regards to the type of talent (Fig 5.10), they are equally distributed between manual talents (28.1%) and sports talents (27.4%). Artistic talents come next with a 18.9% rate.

Fig. 5.10. What kind of talents/skills do you think you have?



Source: Fondazione Leone Moressa elaboration on sample survey in Spain

#### Box 5.1. Good practice of youth integration in Spain

<b>TITLE</b>	<b>WORKBOX, TOOLKIT FOR EMPLOYMENT SEARCHING DIRECTED AT YOUNG PEOPLE AT RISK OF EXCLUSION</b>
<b>LOCATION</b>	Community of Madrid, Spain
<b>ORGANISATION/ PARTNERSHIP</b>	<p>"La Rueca" Association is a non-profit organization that began its activity in 1990 thanks to a group of professionals in the fields of society and culture. Since then, the association has been working on diverse programs and projects that promoting a better quality of life and the wellbeing of the most disadvantaged groups of the society.</p> <p>La Rueca support individuals in situations of vulnerability with the purpose of facilitating their autonomy and independence, encouraging participation in the</p>

## PROJECT IDEA

community, and networking. Its main activities are: Social Accompaniment, Employment, Occupational and Pre-employment Training, Socio-educational Intervention, New Technology Training (e-inclusion), Professional Training, Community Intervention and Social Participation, Social Sensibility, Platform Boost, and Networking.

The project operates in the Community of Madrid; direct beneficiaries are individuals between 18 and 25 years old, with a special impact on young immigrants of different nationalities and children of immigrants. Indirect beneficiaries are the families of the youth participants and their peers.

The main results include 12 workshops designed with the purpose of teaching the participants the abilities and skills necessary to effectively search for employment.

Each workshop focuses the development of related abilities with job searching, and the structure of the project will initially be conducted in the following manner: Session 1: Labour Objective; Session 2: Initiating the Search I; Session 3: Initiating the Search II; Session 4: Word; Session 5: Résumé; Session 6: Video Résumé; Session 7: Social Skills; Session 8: Job Interviews; Session 9: Responsible Use; Session 10: Obligations and Rights in the Workplace; Session 11: Personal Branding; Session 12: Youth Entrepreneurship.

The main purpose of these sessions is the acquisition of abilities and skills: personal identification of the necessities and skills already achieved; self-knowledge, definition of the vocational/professional objective, self-confidence, and developing of a personal image; developing effective and assertive communication, and the improvement of interpersonal relations; improve adaptability, time management, responsibility, emotional management, and conflict resolution; Knowledge of the working world; development of technological skills for the adaptation to the new demands of the labour market.

Other objectives are: increase the employability of the participants and improve their process of searching for jobs; generate attitudes and motivation necessary in order to confront the process gaining employment; create and utilize groups to solve common problems, increasing social networks, and generating processes of self-management.

## IMPACT / STRENGTH POINTS

Participants of the workbook sessions:

- 260 youths improved their employability through the fulfilment the workshops of Workbook.
- 170 youths restarted training through the fulfilment of courses in occupational training with internships with companies.
- 55 youths have achieved employment during the execution of the project.

The methodology is based on a team approach with the purpose of working away from and with a group in order to find and share solutions to common problems, fostering the group support methods to achieve their objectives.

**WEB PAGE**

One key characteristic of the project is that working as a team allows for discovering new necessities and proposes new sessions in order to continue sharing knowledge and understanding with the rest of the participants, and they end up freely developing common interests and necessities with the presence of an important motivational component.

Workbox expects to be a different method of approaching these problems, it aims at displaying the relations and interactions of individuals within society and how a group perspective can bring us closer to our goals, exceeding individual points of view. Through Workbox, all the participants collaborate and depend on each other, searching for offers, sharing resources, and discussing possible solutions to their predicaments, even to generate wellbeing, by sharing these various situations.

This group initiative to confront these various problems serves to be aware of these multiple relationships.

Currently, the enormous rates of youth unemployment and early withdrawal from formal education represents serious issues that young people should confront. Workbox outlines objectives to supply them with the skills necessary in order to adapt to reality, and it is also necessary to offer real information about the situation of the current labour market which permits them to better confront these challenges which they will encounter in the process of searching for employment: in a manner that includes learning about the employment search process, knowledge of professional sectors, and the labour market.

Guidance and information go hand in hand in order to permit these young people to make decisions that will affect the present and the future.

<http://asociacionlarueca.wix.com/workbox/>

Source: Comunidad de Madrid



## 6. PORTUGAL NATIONAL FOCUS

### 6.1. SAMPLE DESCRIPTION

The implementation of the survey in Portugal was managed by Casa Seis. Questionnaires have been administered to young people assisted by some local associations. In particular most answers have been collected in a social housing in Sintra, a residential area on the outskirts of Lisbon, with respondents attending regular school mostly in Vocational and Artistic Institutes.

A part of the sample is made up of unemployed people, NEETs and school dropouts. A large part is composed by young immigrants or descendants of immigrants, mostly coming from African countries.

The municipality of Sintra, where the research has been conducted, is a town with a very high rate of migration and serious problems of education as well as a high illiteracy rate. More precisely, the sample of the Portuguese survey is made up of 70.8% of native born and the remaining part of youth with a migrant background, and others who were born abroad. As to the language used, it can be noted that the level of linguistic integration is not very high: in fact, 50% of the respondents with a migrant background still prevalently speak their native language.

Tab 6.1. Main characteristics of the respondents

Average age of respondents: 18.5 years - Number of respondents: 202			
Origins			
Native born	70.8%		
Migrant background	12.9%	50% mainly speaks the foreign language	
Foreign born	16.3%	27% mainly speaks the foreign language	
Current status			
Students	76.2%		
Workers	14.9%		
Unemployed	8.9%		

Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

### 6.2. TRAINING AND PROFESSIONAL CAREER

Also in Portugal the perception regarding the performance of the respondents at school seems to be a little bit “inflated” but the results are in line with what has been recorded at the European level.

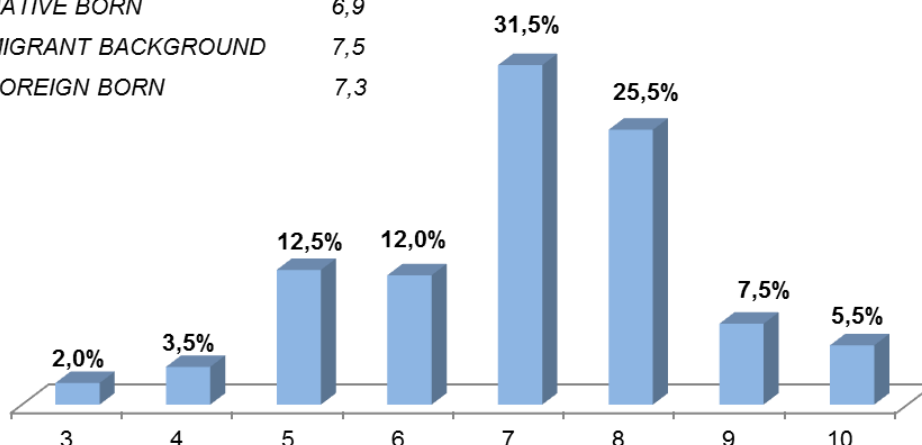
Fig. 6.1. On a scale from 1 to 10, how would you judge your results at school?

**AVERAGE MARKS**

NATIVE BORN 6,9

MIGRANT BACKGROUND 7,5

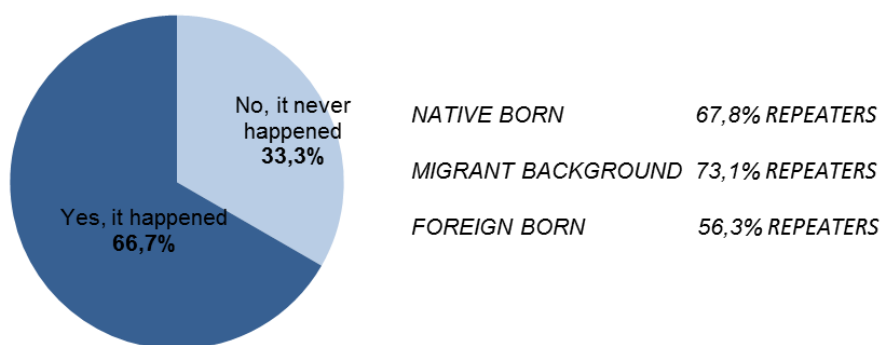
FOREIGN BORN 7,3



Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

As can be noted from the chart below (see Fig. 6.2.), only one third of the respondents have declared that they did not repeat a year of schooling. In this case, the highest rate of repeaters is concentrated in the migrant-background component.

Fig. 6.2. In your student life, did it ever happen that you had to repeat a year of school?



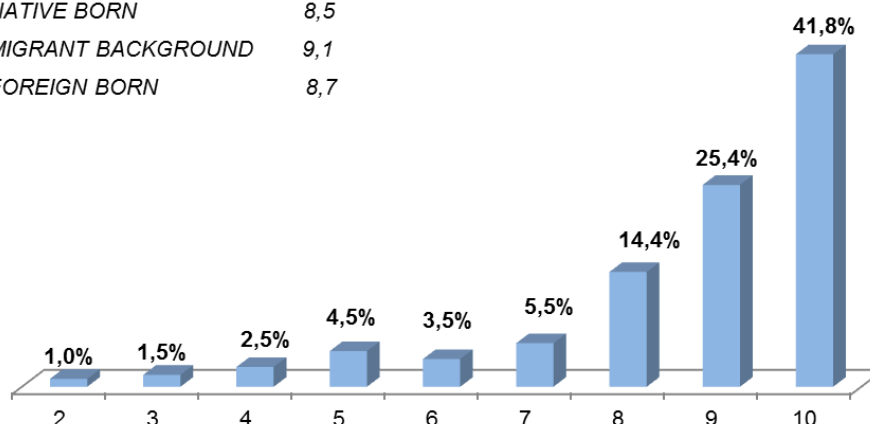
Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

The perceived integration level in the class seems to be particularly positive in the Portuguese sample with a 41.8% of respondents having given top points (=10) to this indicator and about one fourth (25.4%) with a score of 9.

Fig. 6.3. On a scale from 1 to 10, how do you feel you are integrated in your class group?

#### AVERAGE MARKS

NATIVE BORN	8,5
MIGRANT BACKGROUND	9,1
FOREIGN BORN	8,7

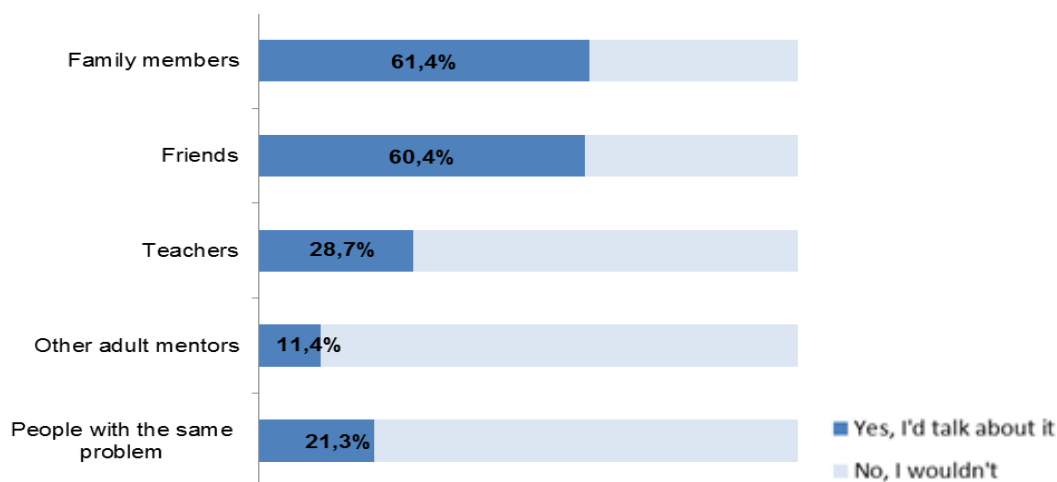


Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

### 6.3. YOUTH DISCOMFORT AND SUPPORT

The most trusted persons to talk to about personal problems are equally distributed between family (61.4%) and friends (60.4%). As opposite what has been detected in other countries, a big role is also played also by the teachers and other mentors. This is probably due to the fact that the respondents are belonging to specific groups living in social housing and having direct contact with CSOs specialised operators.

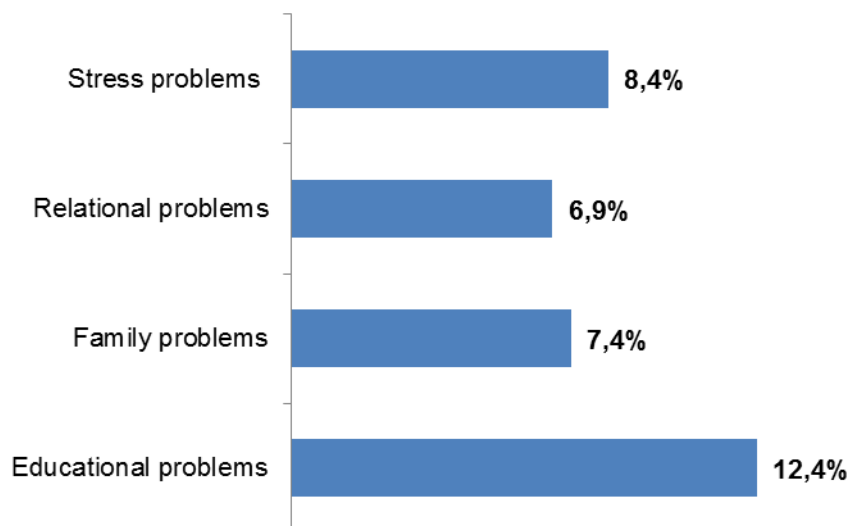
Fig. 6.4. Percentage of respondents who would they talk about personal problems with...



Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

The main support to the respondents has mostly consisted of assistance aimed at solving their educational problems. Since most of the Portuguese sample is represented by young people at risk that already receive support on a constant basis, the following fig. n. 6.5 should be interpreted accordingly.

**Fig. 6.5. Percentage of respondents in schools that have received support for ...**



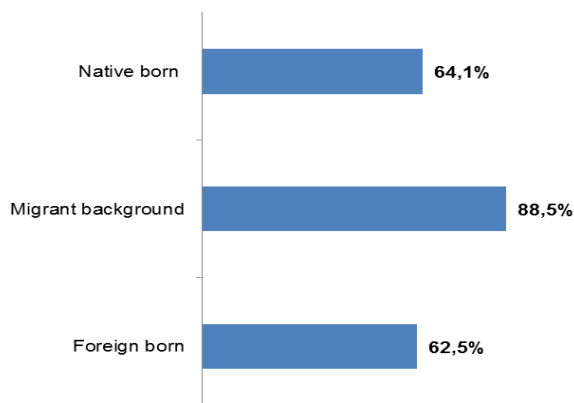
Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

#### **6.4. PARTICIPATION AND ACTIVE CITIZENSHIP**

The most solid rate of respondents attending extracurricular activities is concentrated in the sample component having a migrant background with a frequency of 88.5%.

A certain gap is visible in the figure below (Fig 6.6) when comparing the data of native born (64.1%) with the foreign born (62.5%).

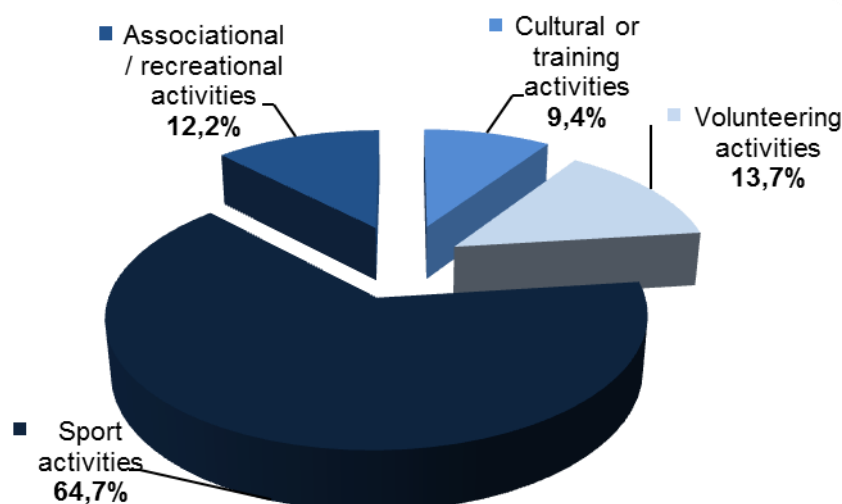
**Fig. 6.6. Percentage of respondents usually attending extracurricular activities**



Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

As seen also in other countries, with regards to extracurricular activities, the majority of the sample is involved in sports (64.7%) whilst other activities equally share smaller rates between 9.4% (cultural activities) and 13.7% (volunteering).

**Fig. 6.7. Type of extracurricular activity**



Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

Only foreign-born respondents have consistently declared that they are not interested in the initiatives and events organised at a local level (33.3%).

However, the quality and the amount of the perceived available information is good in Portugal compared to what has been recorded at a European level.

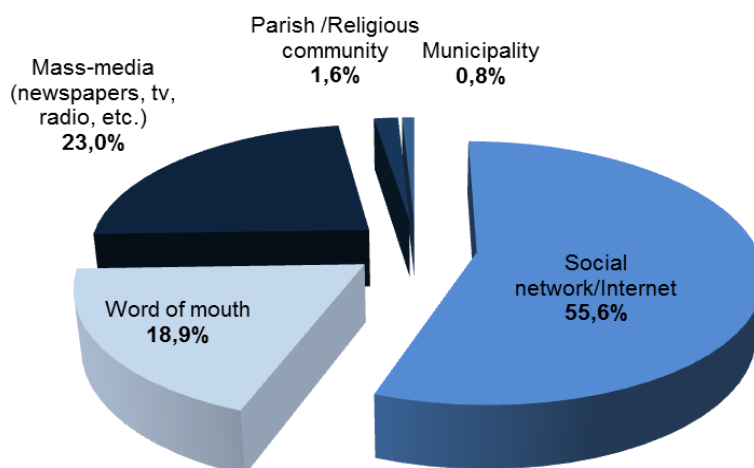
**Tab 6.2. Do you think you are properly informed with respect to the initiatives in your city?**

	<b>Native born</b>	<b>Migrant background</b>	<b>Foreign born</b>
Yes, I am properly informed	62.2%	61.5%	57.6%
No, but I would like to	19.6%	23.1%	9.1%
No, and I'm not interested	18.2%	15.4%	33.3%
	100.0%	100.0%	100.0%

Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

In Portugal, as in the other countries, the main channel of information for youth is represented by the internet and the social networks with an appreciated role also for the word of mouth and the traditional mass media as newspapers, TV, etc.

**Fig. 6.8. Which channels do you mainly use get information?**

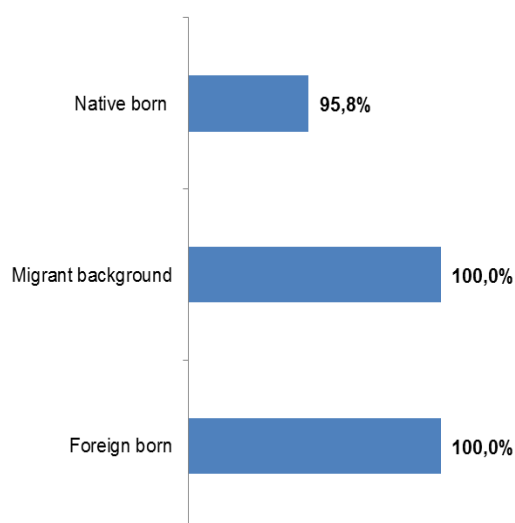


Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

## 6.5. VALORISATION OF YOUTH (UNEXPRESSED) TALENTS

In the case of Portugal, the response to the question regarding talents seems to be the most enthusiastic of all European surveyed countries ranking from 95,8% of the national component to the 100% of the foreigners.

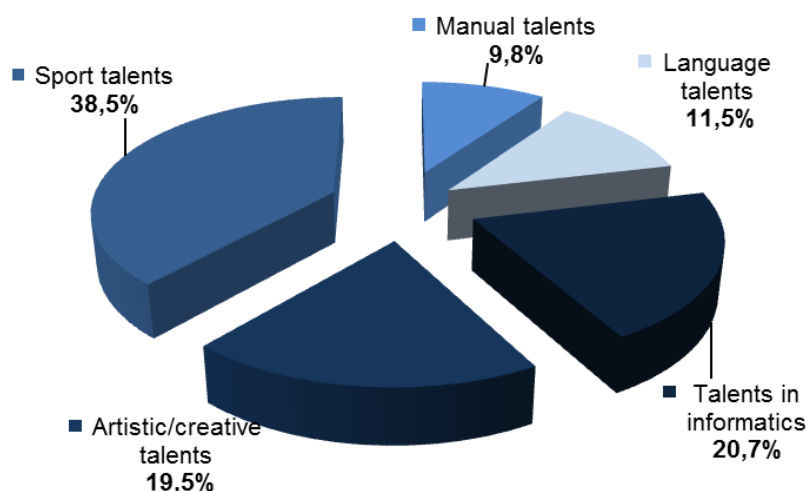
**Fig. 6.9. In addition to the skills acquired in school, do you think you have other skills / talents?**



Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

Apart from the prevalence of sport talents (38.5%), a large part of respondents, compared to what has been noticed at European level, judge themselves well skilled in ICT, with a result of 20.7%, a higher rate than those declaring artistic and creative talents.

Fig. 6.10. What kind of talents/skills do you think you have?



Source: Fondazione Leone Moressa elaboration on sample survey in Portugal

#### Box 6.1. Good practice of youth integration in Portugal

<b>TITLE</b>	<b>AGIR - PARA NOVOS CAMINHOS (ACT - FOR NEW PATHS)</b>
<b>LOCATION</b>	Mira Santra, Portugal
<b>ORGANISATION/ PARTNERSHIP</b>	The organisation of the project promoted by Casa Seis (Association for the Community Development) includes nine public and private entities.
<b>PROJECT IDEA</b>	The AGIR program arises from the need to create a working tool for technicians that helps to streamline sessions where young people can acquire and develop personal and social skills, such as Emotions and Feelings Management, Assertiveness, Communication and Self and Hetero-Knowledge, making them central to the conscious awareness of the Social Rules and Conflict Management. This project originated in the experience of the local project mentioned above and is based on the approach to different topics through activities boosting, using specific methodologies. Thus, the project reflects the set of activities that obtained greater success among the population, in order to minimize deviant/risk behaviours and to promote pro-social attitudes.
<b>IMPACT / STRENGTH POINTS</b>	Its direct beneficiaries are the youth with deviant behaviours and it supports indirectly the young people who participate in activities and who do not show risk behaviours, aged between 15 and 20 years old, who are attending school or are included in the activities of a local institution.
<b>WEB PAGE</b>	<a href="#">PROGRAMA ESCOLHAS</a>

Source: Casa Seis

## 7. FRANCE NATIONAL FOCUS

### 7.1. SAMPLE DESCRIPTION

The sample survey concerning France was managed by Tandem Plus together with Culture et Liberté. All the questionnaires representative of the French sample have been collected among young people between 15-24 years old and attending training centres in Lille, Paris and their neighbourhoods. The training centres are institutions that work with (usually vulnerable) young people in need of support in order to define their professional projects or help in finding alternative training pathways (other than school or after school) as well as their work inclusion. There are several programmes at their disposal in France and many of them are implemented in training centres. In our specific sample, the percentage of native born respondents is smaller (43.1%) than the foreign born (19.0%) and migrant background (37.9%).

Another specific aspect of the French sample, compared to the European average results, is that fewer respondents prevalently speak their origin language (7% and 4% as we can see from the table below). This means that the level of integration, or at least its linguistic feature, seems to be quite elevated. Anyway we can note that in France, as well as in the case of Spain, the migrants are often coming from former French colonies, where the use of French language is widespread.

Tab 7.1. Main characteristics of the respondents

Average age of respondents: 20 years - Number of respondents: 116			
<b>Origins</b>			
Native born	43.1%		
Migrant background	37.9%	7%	<i>mainly speaks the foreign language</i>
Foreign born	19.0%	4%	<i>mainly speaks the foreign language</i>
<b>Current status</b>			
Students	85.3%		
Workers	0.9%		
Unemployed	13.8%		

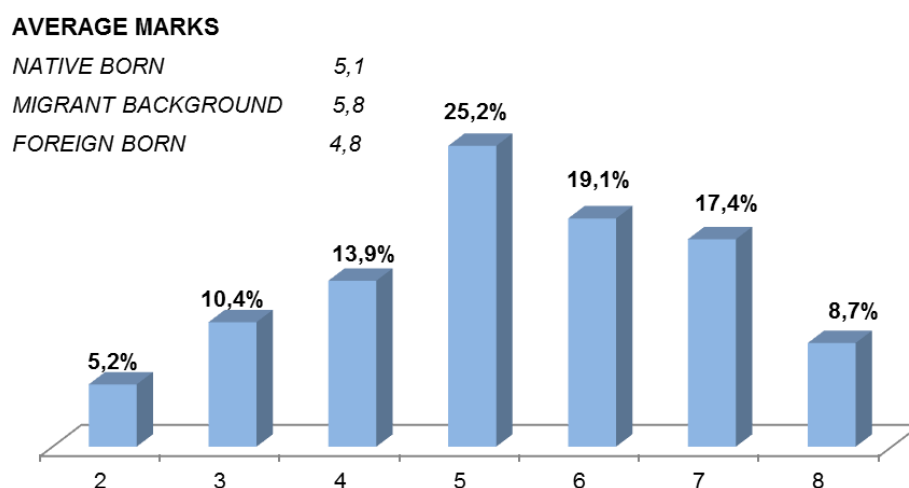
Source: Fondazione Leone Moressa elaboration on sample survey in France



## 7.2. TRAINING AND PROFESSIONAL CAREER

The self-evaluation regarding the respondents' results at school demonstrates the difficulties they face with average points quite below the average of what has been detected in other countries.

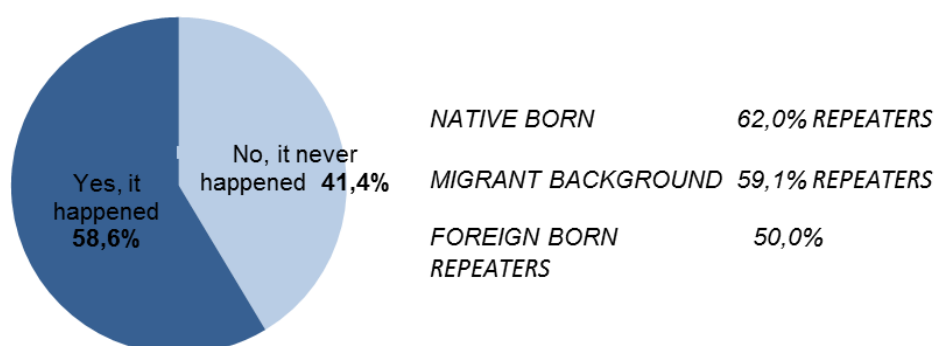
Fig. 7.1. On a scale from 1 to 10, how would you judge your results at school?



Source: Fondazione Leone Moressa elaboration on sample survey in France

As a confirmation of the poor results emerging from the table n. 7.1 above it can be noted that the majority of respondents repeated at least one year of schooling (58.6%), most of them belonging to the category of "native born".

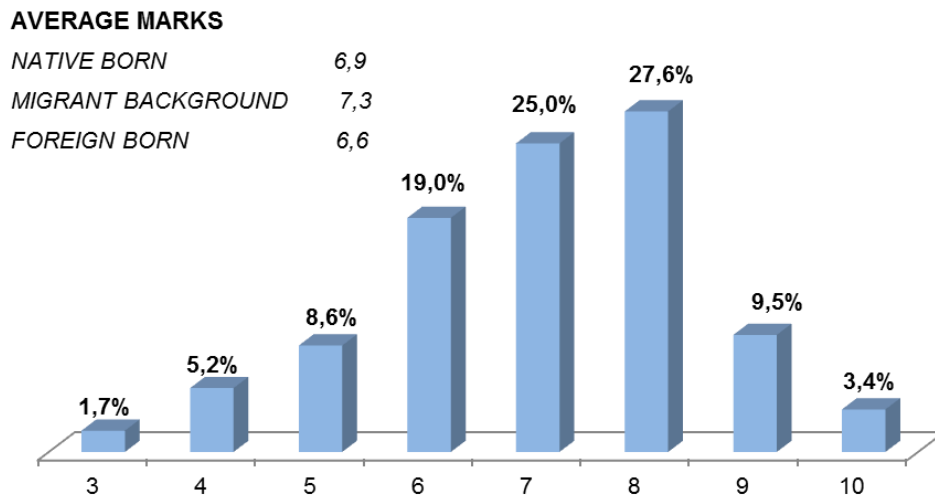
Fig. 7.2. In your student life, did it ever happen that you had to repeat a year of school?



Source: Fondazione Leone Moressa elaboration on sample survey in France

As with regards to their feeling of integration in the class, their level of satisfaction remains quite high, only slightly below the European average of this research.

Fig. 7.3. On a scale from 1 to 10, how do you feel you are integrated in your class group ?



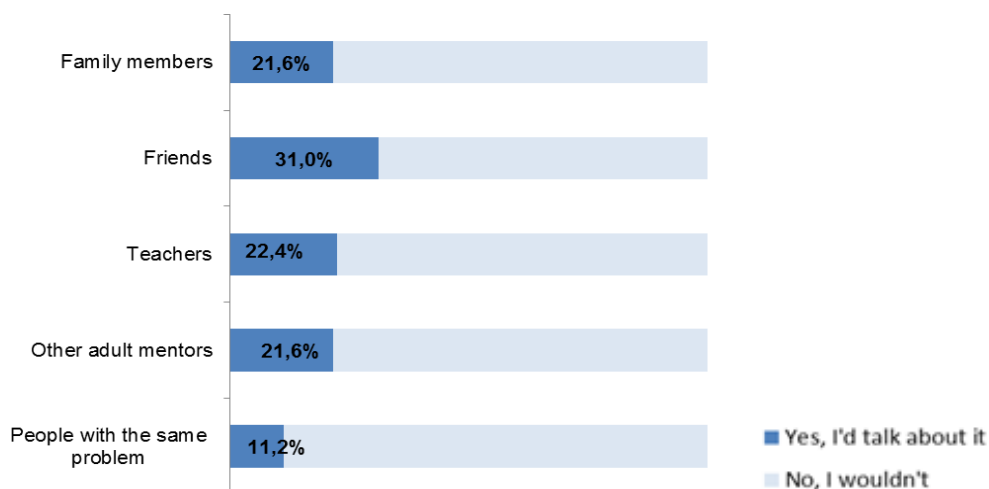
Source: Fondazione Leone Moressa elaboration on sample survey in France

### 7.3. YOUTH DISCOMFORT AND SUPPORT

The following chart n. 7.4 "Percentage of respondents who would they talk about personal problems with... member of family, friend, teachers, other adult members, people with same problem" highlights a great feeling of isolation that permeates most of the interviewed students" (comment of Culture et Liberté). It seems that most of them, when they are in a situation of discomfort, have almost nobody to talk to (nor friends, or family).

Only in the case of other adult mentors the results are higher compared to the European average detected in this research.

Fig. 7.4. Percentage of respondents who would they talk about personal problems with...

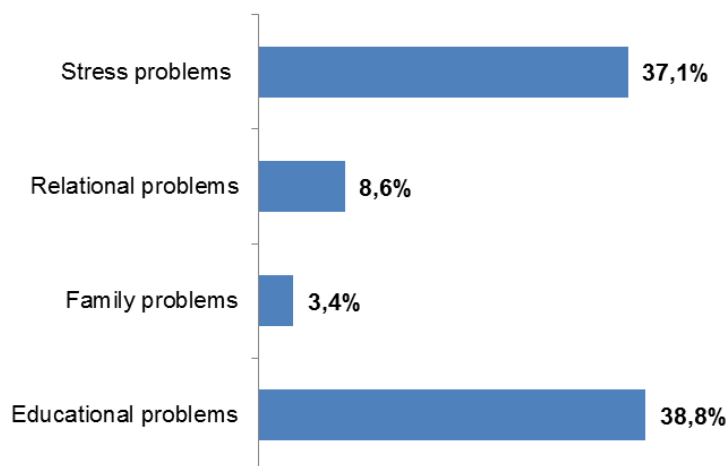


Source: Fondazione Leone Moressa elaboration on sample survey in France

Many respondents have received institutional support for stress-related problems (37.1% of the cases) and problems related to their educational pathway (38.8%).

Family problems rank in the lowest level (3.4%) although many respondents come from difficult families.

**Fig. 7.5. Percentage of respondents in schools that have received support for ...**

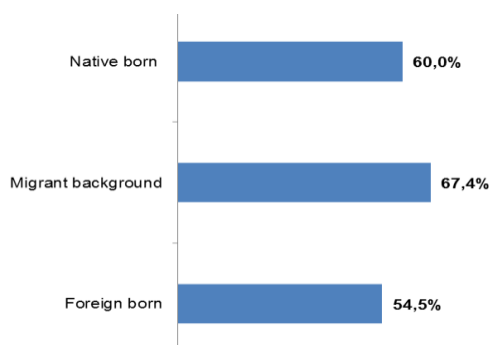


Source: Fondazione Leone Moressa elaboration on sample survey in France

## 7.4. PARTICIPATION AND ACTIVE CITIZENSHIP

The foreign-born component of the sample is the least involved in extracurricular activities, whilst the sample with migrant-background is the most active. All the results shown in the graph below (Fig 7.6) are lower than the European average as a demonstration of low involvement in activities other than school.

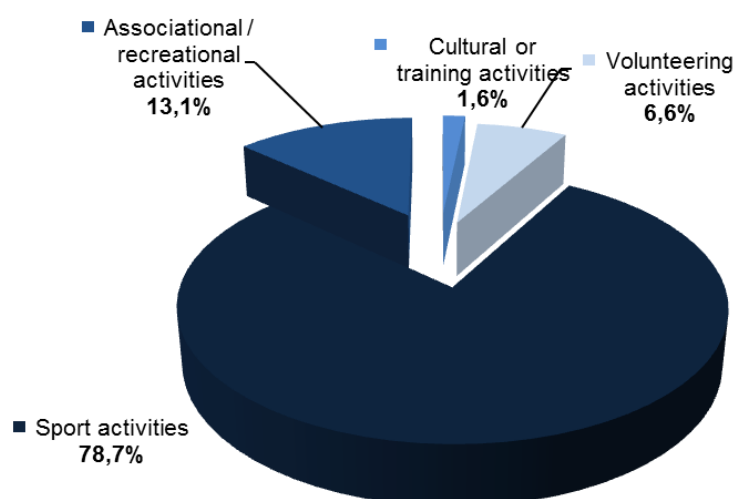
**Fig. 7.6. Percentage of respondent usually attending extracurricular activities**



Source: Fondazione Leone Moressa elaboration on sample survey in France

In the case of France, the overwhelming majority of the extracurricular activities are focused on sport activities (78.7%). In this case that the cultural activities and volunteering play a marginal role

**Fig. 7.7. Type of extracurricular activity**



Source: Fondazione Leone Moressa elaboration on sample survey in France

In terms of information regarding the local events and initiatives, there is a certain level of apathy, above all in the foreign-born component, anyway this situation is not dissimilar from the average results of the whole European sample.

A positive results relates to the migrant-background sample, that answered to feel properly informed.

**Tab 7.2. Do you think you are properly informed with respect to the initiatives in your city?**

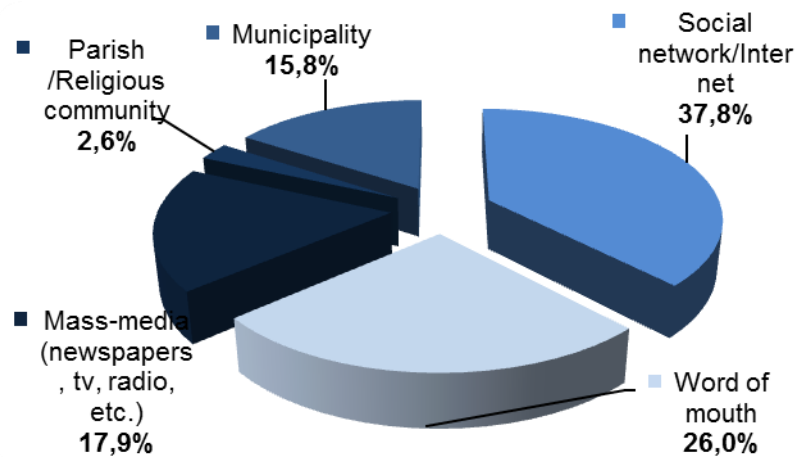
	Native born	Migrant background	Foreign born
Yes, I am properly informed	62.0%	72.7%	54.5%
No, but I would like to	16.0%	13.6%	13.6%
No, and I'm not interested	22.0%	13.6%	31.8%
	100.0%	100.0%	100.0%

Source: Fondazione Leone Moressa elaboration on sample survey in France

The French sample showed more variety of sources of information with a higher importance of Municipalities (15.8%), with a rate unseen in other countries of the survey (the European average is 3.0%).

Such a “pluralism” shows that the institutional system of information seems to work better here than in other countries and the students take advantage of all different available sources.

Fig. 7.8. Which channels do you mainly use to get information?

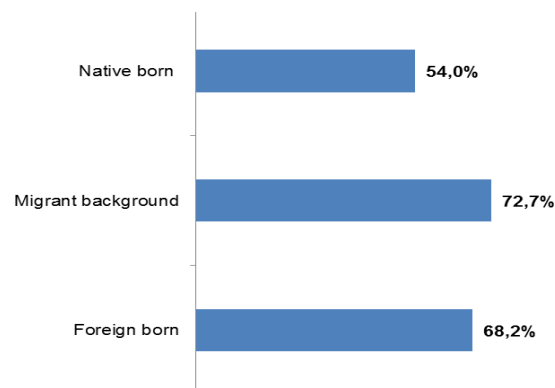


Source: Fondazione Leone Moressa elaboration on sample survey in France

## 7.5.VALORISATION OF YOUTH (UNEXPRESSED) TALENTS

The most enthusiastic feedback is linked to the youth with a migrant background with 72.7% of the respondents declaring that they have skills and talents. On the contrary, the native-born component shows the lowest level of all surveyed countries, with more than half of the respondents thinking that they can count on some additional skills other than the ones acquired in school.

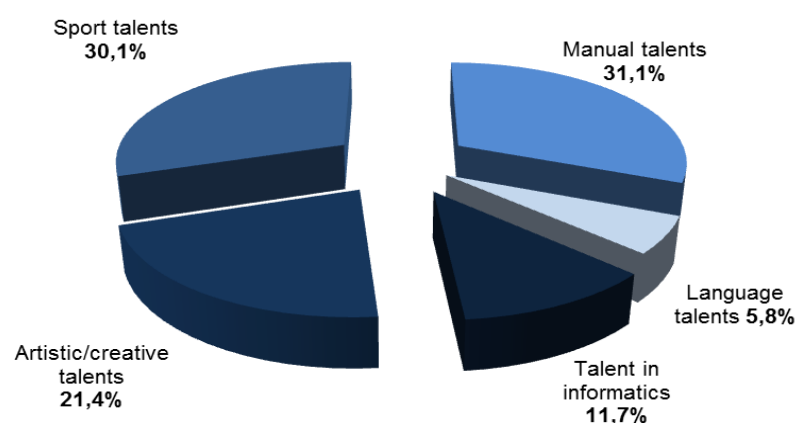
Fig. 7.9. In addition to the skills acquired in school, do you think you have other skills / talents?



Source: Fondazione Leone Moressa elaboration on sample survey in France

When asked about the type of skills they think they possess, a good level of variety focused mainly in manual and sport talents (31.1% and 30.1%) as well as artistic talents (21.4%). Talents in ICT and linguistic skills have a lower rate.

Fig. 7.10. What kind of talents/skills do you think you have?



Source: Fondazione Leone Moressa elaboration on sample survey in France

### Box 7.1. Good practice of youth integration in France

<b>TITLE</b>	<b>Social Link Fabric Project</b>
<b>LOCATION</b>	Paris, France
<b>ORGANISATION/ PARTNERSHIP</b>	FSGT - a sport and gymnastic federation. This association was created in 1935, for working-class people to commit in sport practice and in social action.
<b>PROJECT IDEA</b>	In poor areas, more and more working-class people are excluded from sport practice, mostly because they're socially and economically excluded. How is it possible to encourage these "outsiders" to join back the sport practice as means of recover from an exclusion (unemployment, individual isolation)?
<b>IMPACT / STRENGTH POINTS</b>	Several projects are launched throughout France, especially in and around Paris, where the association is leading local initiatives in popular districts. In relation with youngsters having already set up their group of hip hop, or capoeira, or double dutch, or whatever urban sport expression, they strive to bring them out and to build successful patterns from what's carried on.
<b>WEB PAGE</b>	<a href="#">FSGT</a>

Source: Tandem Plus / Culture et Liberté

## 8. BELGIUM NATIONAL FOCUS

### 8.1. SAMPLE DESCRIPTION

The data collection regarding the sample of young people was conducted in different places in Mons, La Louvière and surrounding areas by CIEP Hainaut Centre. The questionnaires were mainly collected in high schools, youth organizations and professional training centres for adults. Most of the high schools taking part in this research were technical and vocational institutes located in Mons and in the region around Mons. It is important to underline that in Belgium many young people do not attend VET schools as a first choice, but they generally end up there after repeating a year or more in general education or other schools. Around 50 questionnaires were collected at a teacher training college (for elementary school or kindergarten teachers).

Other questionnaires were collected at youth organizations as Scout movement, "les jeunes organisés combattifs": educational movement organizing collective actions of change and "Maison de jeunes": organization active in building young people's critic view on the society.

Other questionnaires were collected in professional training centres for adults. In this case we interviewed adults following training pathways in different fields (as catering sector, building sector, sales sector, health care sector, etc.). Most of them are long-term unemployed and previously in their life have had difficulties in school.

**Tab 8.1. Main characteristics of the respondents**

Average age of respondents: 19 years - Number of respondents: 158		
<b>Origins</b>		
Native born	69.0%	
Migrant background	26.6%	<i>12% mainly speaks the foreign language</i>
Foreign born	4.4%	<i>14% mainly speaks the foreign language</i>
<b>Current status</b>		
Students	67.5%	
Workers	3.8%	
Unemployed	28.8%	

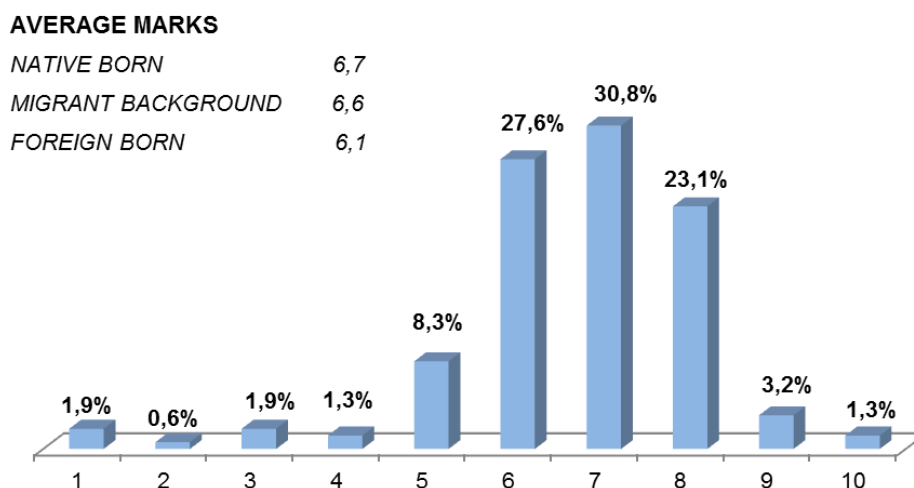
Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

As we can see from the table above, the sample is mainly composed by students (67.5%) and unemployed people (28.8%). Native born are the two thirds of the entire sample, while those with a migrant background are slightly more than one fourth. The foreign component is of almost no relevance in the overall sample so the data that will be commented shouldn't be taken as representative of a significant sample.

## 8.2. TRAINING AND PROFESSIONAL CAREER

The outlook that the respondents gave about their own school results seems to be quite positive with results above 6 in all of the three components.

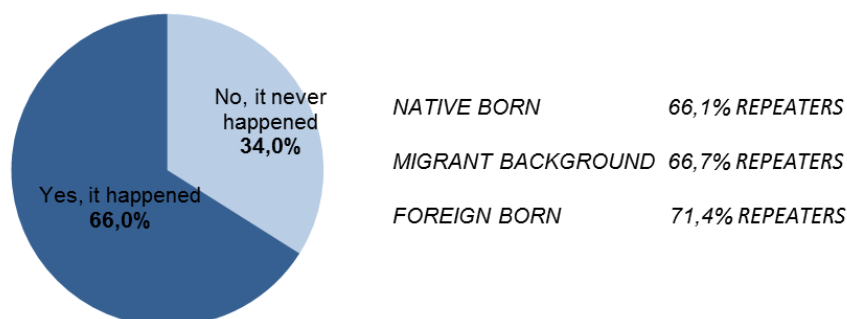
Fig. 8.1. On a scale from 1 to 10, how would you judge your results at school?



Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

Fig 8.2 shows that two thirds of the total respondents had to repeat at least one year of schooling in the past. As seen in other countries, the foreign-born component records the worst results.

Fig. 8.2. In your student life, did it ever happen that you had to repeat a year of school?

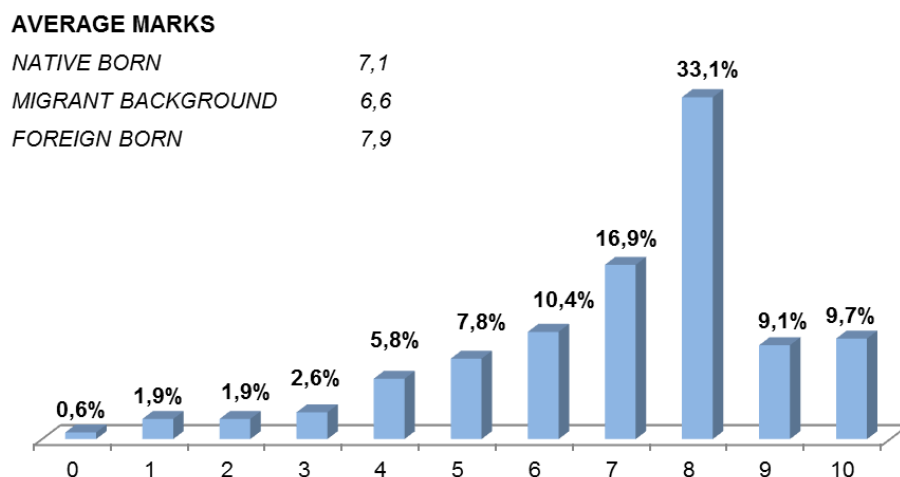


Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

Only 20% of the sample gave a negative auto-evaluation of their level of integration in school. In this case the foreign-born component is the most optimistic, with 7.9 points.



Fig. 8.3. On a scale from 1 to 10, how do you feel you are integrated with your class group?

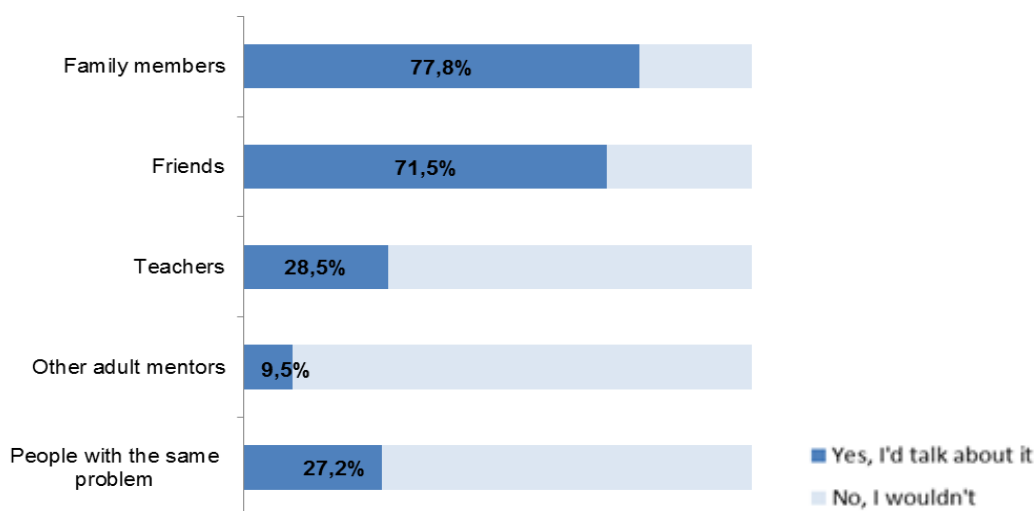


Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

### 8.3. YOUTH DISCOMFORT AND SUPPORT

The reference persons to speak with in case of personal trouble and problems are generally friends and family. In the case of Belgium, also teachers seem to have an important role (28.5%) in line with the general results at European level.

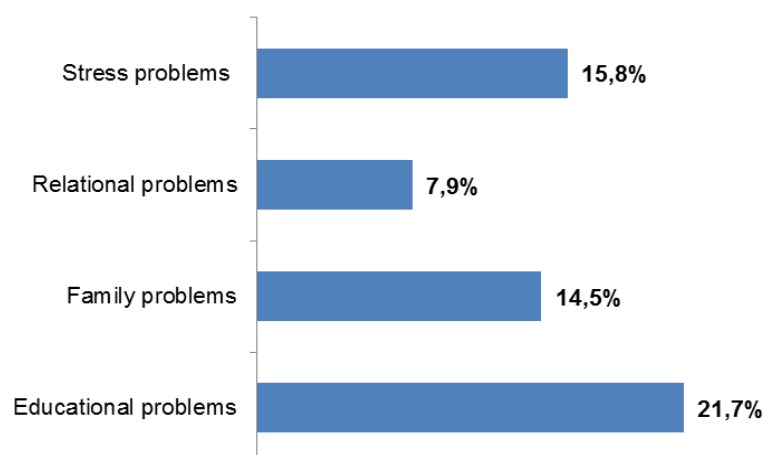
Fig. 8.4. Percentage of respondents who would they talk about personal problems with...



Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

With regards to the assistance and support received, fig n. 8.5 shows that the main interventions were concentrated on educational problems (21.7%). Stress and also family problems are important issues involving 15.8% and 14.5% of the total respondents respectively.

**Fig. 8.5. Percentage of respondents in schools that have received support for ...**

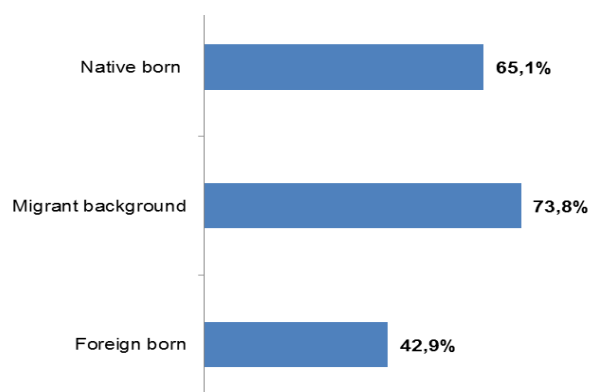


Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

#### **8.4. PARTICIPATION AND ACTIVE CITIZENSHIP**

The level of attendance of extracurricular activities is quite low only in the case of foreign-born young people but, since their sample is not extremely significant (4.4%), we cannot assume that in Belgium this represents a general problem. The migrant-background component instead is quite active in extracurricular activities, whilst the native-born one seems to be a little under the European average on this indicator.

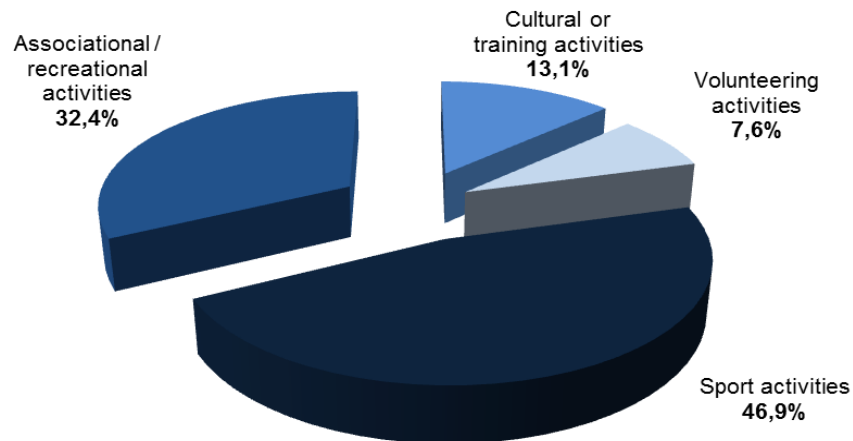
**Fig. 8.6. Percentage of respondent usually attending extracurricular activities**



Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

As to the type of extracurricular activities, fig. n. 8.7 shows that sports activities represent almost the half of such activities (46.9%), whilst recreational activities are in second place with 32.4%. Finally, cultural activities represent 13.1% of the global answers.

**Fig. 8.7. Type of extracurricular activity**



Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

When asked about their satisfaction on the level of information available about events and initiatives in the city, more than half of the respondents answered they are not informed properly and, especially in the case of the migrant-background component, many of them do not seem to be interested.

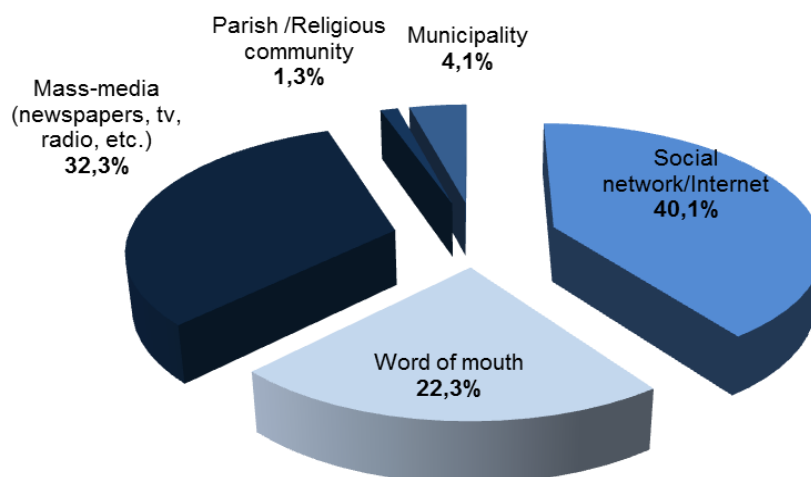
**Tab 8.2. Do you think you are properly informed with respect to the initiatives / events in your city?**

	Native born	Migrant background	Foreign born
Yes, I am properly informed	46.8%	46.3%	57.1%
No, but I would like to	23.9%	19.5%	14.3%
No, and I'm not interested	29.4%	34.1%	28.6%
	100.0%	100.0%	100.0%

Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

The sources of information are quite differentiated, mostly the internet and social networks. Unlike France, in Belgium the role of Municipalities does not appear to be important in terms of communication and as a source of information.

**Fig. 8.8. Which channels do you mainly use to get information?**

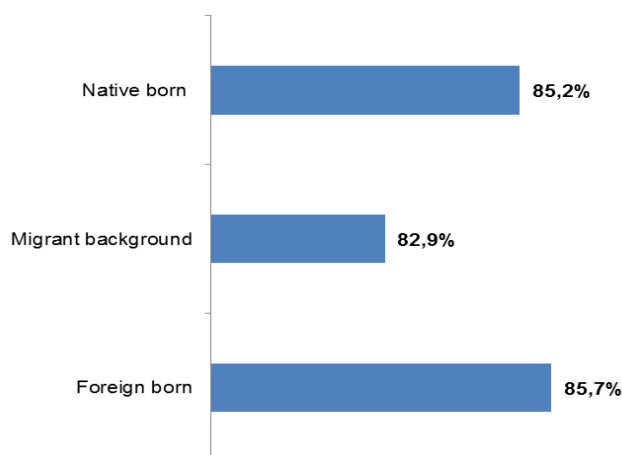


Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

## 8.5. VALORISATION OF YOUTH (UNEXPRESSED) TALENTS

A lot of positive responses have been detected with regards to the talents and skills, with the relatively highest level in the case of the foreign born component (85.7%) and the lowest results (82.9%) in the case of those with a migrant background.

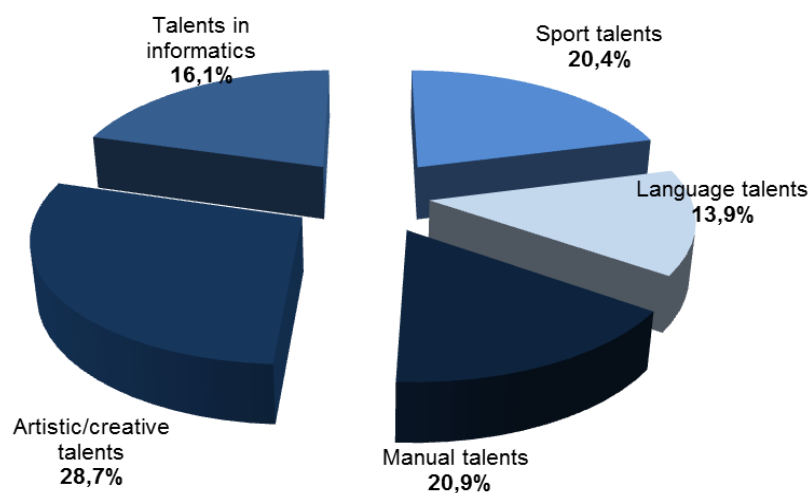
**Fig. 8.9. In addition to the skills acquired in school, do you think you have other skills / talents?**



Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

More specifically, with regards to the talents and skills, it can be noticed an ample variety of responses ranging from the minimum of 13.9% of linguistic skills up to 28.7% of artistic and creative talents.

Fig. 8.10. What kind of talents/skills do you think you have?



Source: Fondazione Leone Moressa elaboration on sample survey in Belgium

### Box 8.1. Good practice of youth integration in Belgium

<b>TITLE</b>	<b>Activités citoyennes</b>
<b>LOCATION</b>	Mons, Belgium
<b>ORGANISATION/ PARTNERSHIP</b>	SAS (School Reintegration Service)
<b>PROJECT IDEA</b>	SAS works with secondary school youth (13-16 years old) at risk (absenteeism, dropout, crisis). A personal project is designed in order to improve responsibility and autonomy. The main activities include workshops and outdoor activities.
<b>IMPACT / STRENGTH POINTS</b>	Natural activities and workshops help to reach "re-scolarisation" and "re-socialisation". SAS also supports beneficiaries' democratic participation ("parole libre" and "conseil").
<b>WEB PAGE</b>	<a href="#">SAS MONS</a>

Source: CIEP Hainaut Centre

## 9. SLOVENIA NATIONAL FOCUS

### 9.1. SAMPLE DESCRIPTION

The Slovenian survey has been conducted by Ljudska Univerza Nova Gorica (LUNG). The sample from Slovenia is mainly made up of students attending secondary schools (Vocational and Technical Institutes). The schools where the research has been conducted are all located in the centre of Nova Gorica. Another group of respondents who was asked to fill in the questionnaires were persons attending the Project Learning for Young Adults programme (PLYA) in Ajdovščina. This programme focuses on a specific target of population, the so-called “hard to employ” young adults - in particular vulnerable young adults who have dropped out of school early because of various challenges in their social, cultural and economic environment, using alternative pedagogical and counselling methods to reintegrate them into education, training or employment. Finally, another group of people interviewed (around 10 persons) were the participants of the Primary School for Adults programme who all dropped out of regular Primary schools due to personal reasons and have later decided to enter the programme for adults. All the respondents live in Nova Gorica or in its immediate surroundings and have had a previous negative experience in schooling, some due to difficult family situations, others due to personal problems.

The sample is mainly made of native born respondents (84.3%). What is very peculiar in this specific case is the fact that the respondents who are “foreign born” or have “migrant background” prevalently speak their origin language (91% and 77% of the overall sample).

Since the interviews were all conducted in Nova Gorica, which is near the border with Italy, this can be a factor that could have significantly influenced this result that can be read in the table below: probably, among “foreign born”, many people are many Italian native-speakers. In fact, the linguistic minority of Italian roots is widely present in the area and, due to the specificity of Nova Gorica (it's a town divided in two between Italy and Slovenia) and many people commonly use both languages in their daily communications.

**Tab 9.1. Main characteristics of the respondents**

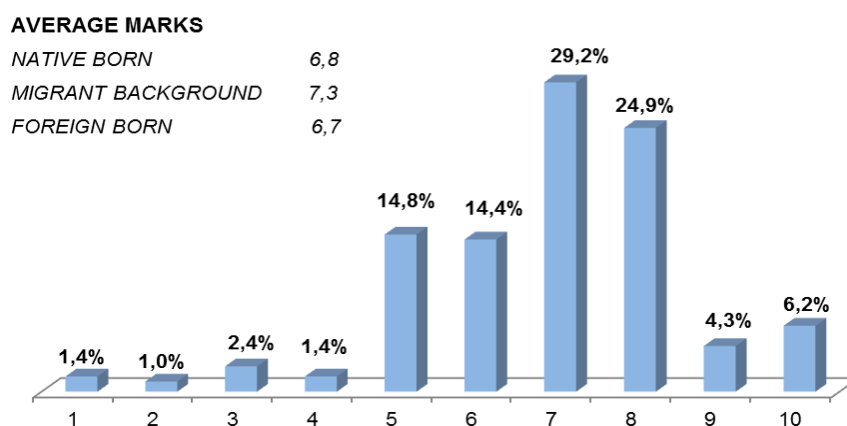
Average age of respondents: 17.5 years - Number of respondents: 210		
<b>Origins</b>		
Native born	84.3%	
Migrant background	10.5%	77% mainly speaks the foreign language
Foreign born	5.2%	91% mainly speaks the foreign language
<b>Current status</b>		
Students	96.7%	
Workers	0.0%	
Unemployed	3.3%	

Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia

## 9.2. TRAINING AND PROFESSIONAL CAREER

The perception of school outcomes in the Slovenian sample seems to be quite positive with a better result in the case of the respondents with a migrant background reaching an average 7.3 points.

Fig. 9.1. On a scale from 1 to 10, how would you judge your results at school?

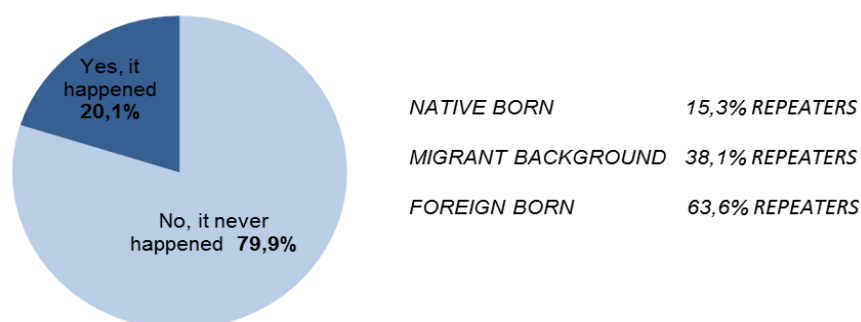


Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia

Although the sample has been chosen among students that appear to be problematic, the frequency of those who had to repeat one or more years of schooling seems to be quite low compared to the general results of the European sample. In fact, the number of repeaters is limited to 20.1% in the case of Slovenia compared to a result of 43.6% in the general sample at European level.

However, inside the component of the respondents who had to repeat at least one year of schooling the main problems are concentrated in the foreign-born component (63.6% of repeaters) and in the students with a migrant background (38.1%), whilst the percentage seems to be quite lower in the case of the native born with an incidence of 15.3%.

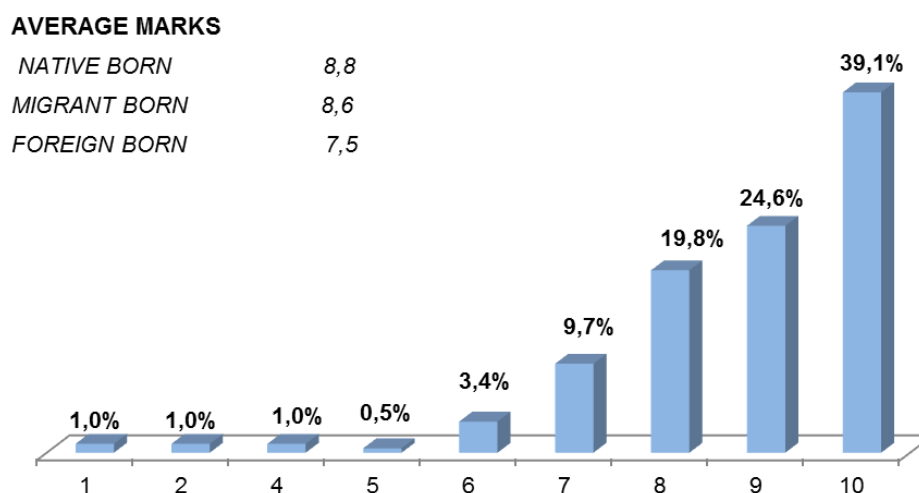
Fig. 9.2. In your student life, did it ever happen that you had to repeat a year of school?



Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia

Integration in the class group does not seem to be a problem and the results are better than those recorded in the majority of the other countries involved in this research.

**Fig. 9.3. On a scale from 1 to 10, how do you feel you are integrated with your class group ?**

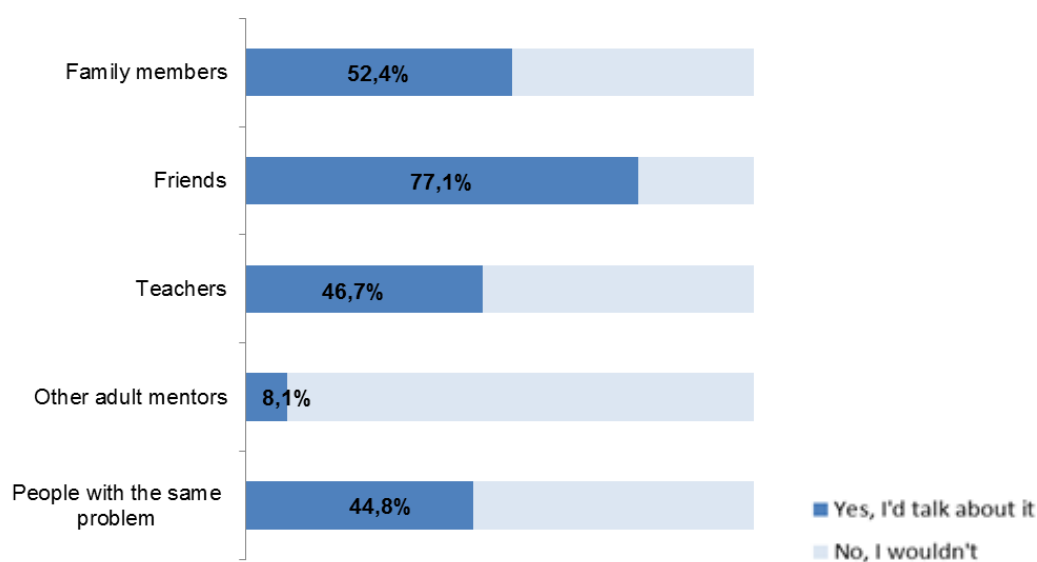


Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia

### 9.3. YOUTH DISCOMFORT AND SUPPORT

The personal relationship of pupils with teachers in Slovenia has a role similar to the one with parents since 46.7% of the respondents have declared that they would openly speak with a teacher about their personal problems. The first choice in any case remains friends.

**Fig. 9.4. Percentage of respondents who would they talk about personal problems with...**

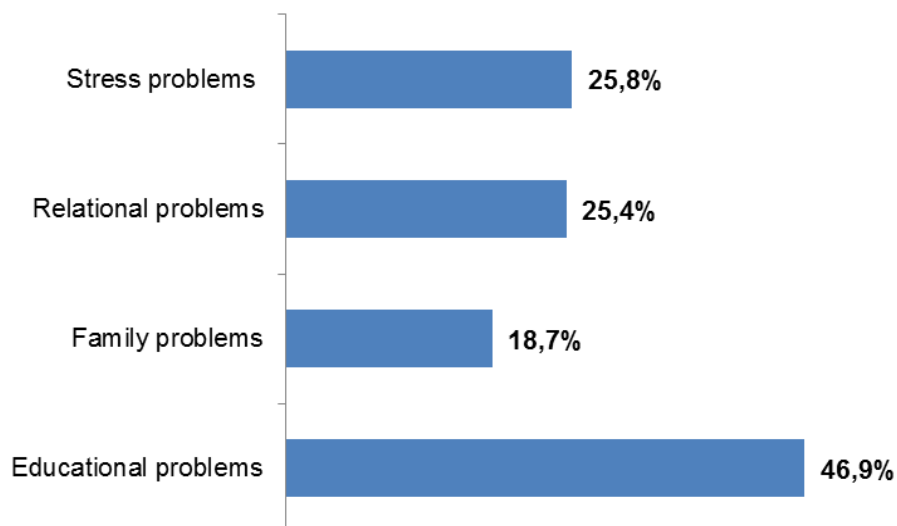


Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia



A number of respondents asked for support because of their educational problems in 46.9% of the cases, for stress-related problems in 25.8% and relational problems in 25.4% of the cases. Family problems in the case of Slovenia seem to play a minor role compared to other reasons of discomfort.

**Fig. 9.5. Percentage of respondents in schools that have received support for ...**

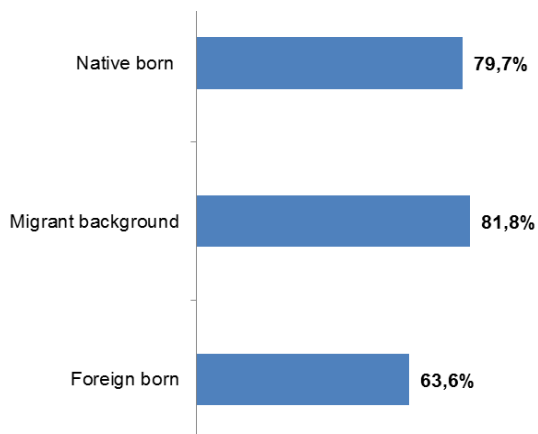


Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia

## 9.4. PARTICIPATION AND ACTIVE CITIZENSHIP

With the exception of the foreign born group of respondents (which is in line with the European average), the overwhelming majority of the respondents attend extracurricular activities regardless of the fact they have a migrant background or not.

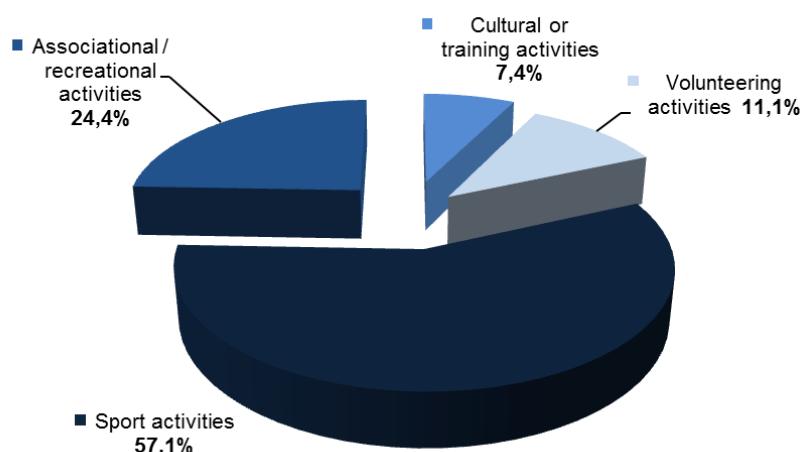
**Fig. 9.6. Percentage of respondent usually attending extracurricular activities**



Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia

As in the case of Croatia, the Slovenian results highlight that almost 60% of respondents are engaged in sport activities, whilst engagement in cultural activities (7.4%) are lower than European average (14.4%), as seen in the fig. n. 9.7 below.

**Fig. 9.7. Type of extracurricular activity**



Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia

Few respondents declare they are not interested in receiving information on the initiatives and events organised in their city.

The table 9.2 shows a significant lack on the sample of foreign born students declaring that they don't receive enough info, but would certainly like to get more (36.4%).

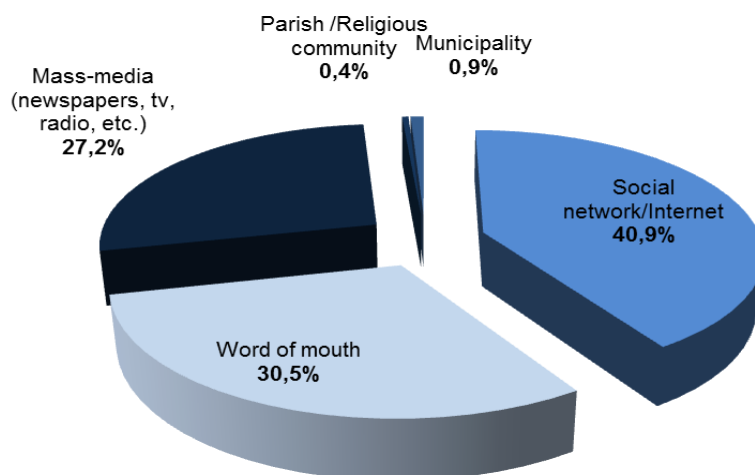
**Tab 9.2. Do you think you are properly informed with respect to the initiatives in your city?**

	Native born	Migrant background	Foreign born
Yes, I am properly informed	80.8%	77.3%	54.5%
No, but I would like to	9.6%	4.5%	36.4%
No, and I'm not interested	9.6%	18.2%	9.1%
	100.0%	100.0%	100.0%

Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia

The following chart (fig n. 9.8) shows that word of mouth (30.5%) is really working as a means of transmission of information, even if not at the level of the internet (40.9%). The remaining percentage is almost totally covered by mass-media (27.2%).

**Fig. 9.8. Which channels do you mainly use get information?**

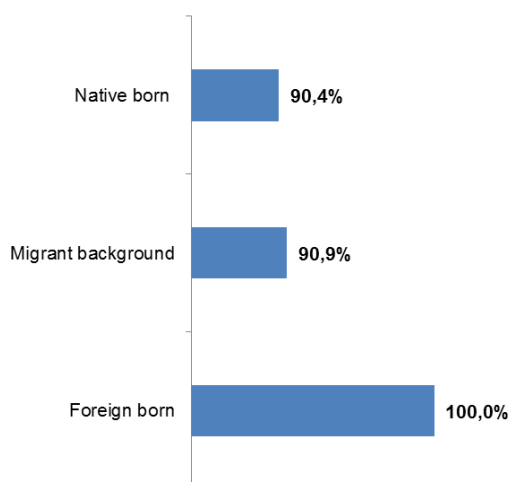


Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia

## 9.5. VALORISATION OF YOUTH (UNEXPRESSED) TALENTS

When asked about their skills and talents the response is quite positive and higher than the average results obtained at European level.

**Fig. 9.9. In addition to the skills acquired in school, do you think you have other skills / talents?**

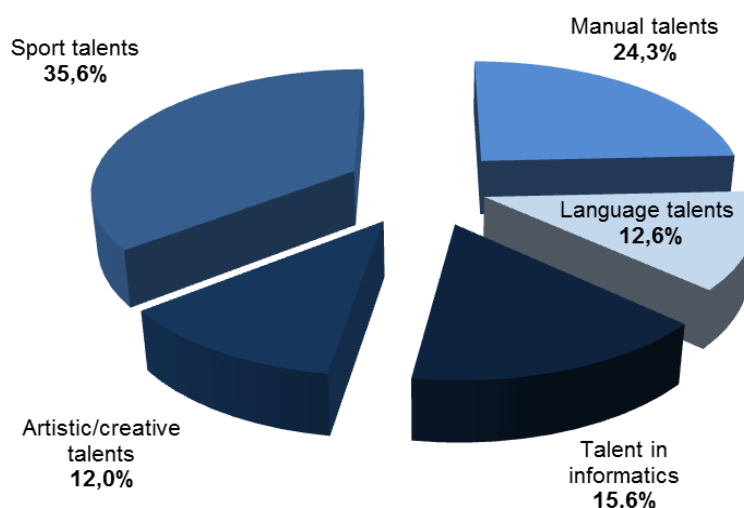


Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia

Coherently with their main extracurricular activity, a large number of respondents declared that they have some talent in sports (35.6%).

Also, manual talents are among the identified skills for almost one fourth of the entire sample (24.3%).

Fig. 9.10. What kind of talents/skills do you think you have?



Source: Fondazione Leone Moressa elaboration on sample survey in Slovenia

### Box 9.1. Good practice of youth integration in Slovenia

<b>TITLE</b>	<b>PROJECT LEARNING FOR YOUNG ADULTS -PLYA</b>
<b>LOCATION</b>	Slovenia
<b>ORGANISATION/ PARTNERSHIP</b>	Slovenian Council for Adult Education, with National and EU contribution.
<b>PROJECT IDEA</b>	Focused on "hard to employ" young adults: young adults (15-25 years old) who have dropped out of school early. The project uses alternative pedagogical and counselling methods to reintegrate them into education, training or employment. The basic aim of the program is to accompany young people back into the education system, and to improve their employability.
<b>IMPACT / STRENGTH POINTS</b>	Improved motivation and self-esteem gained by participants. Young people equipped with forms of knowledge that help them to resolve personal difficulties and uncertainties, and encourage them to set real goals in life - to become independent, to discover hidden talents, to find employment and to become responsible adults.  Key points: prevention; holistic approach; soft skills.
<b>WEB PAGE</b>	<a href="#">PLYA PROJECT</a>

Source: LUNG

## 10. CROATIA NATIONAL FOCUS

### 10.1. SAMPLE DESCRIPTION

The Croatian questionnaires, collected by Foundation for Partnership And Civil Society Development, were mainly distributed and collected in Vocational and Technical school, since these are the type of schools in Croatia that show the highest level of dropouts. The questionnaires were administered in the following way:

1. Online – first interviews were collected during the summer break. The questionnaires were promoted via web and Facebook, and sent to a mailing list of over 2.000 contacts: 82 questionnaires were collected in this way. In order to reach the NEETs with the online tool we ended up receiving responses from University students, which are more active online and follow different news and interesting activities.
2. In order to cover also other parts of Istria, one questionnaire was administered in the High school for tourism and hospitality in Poreč on 5-6.10.2015. , with students mostly attending the 3<sup>rd</sup> year.
3. In Pula, the local Vocational high school was involved in the research with students from 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> classes. This institute has been chosen because it is one of the high schools with the highest number of dropouts.

Out of 209 respondents, only a percentage of about 15% resulted to be foreigners or with a migrant background. Among foreign born students we note that one third of them mainly speak their native language. On the contrary, respondents with a migrant background use it as a main language in only the 8% of times. The research has been mostly focused on the panel of students representing 91.9% of the total sample, while only 3.3% are unemployed.

**Tab 10.1. Main characteristics of the respondents**

Average age of respondents: 18 years - Number of respondents: 209			
Origins			
Native born	85.1%		
Migrant background	12.0%	8% mainly speaks the foreign language	
Foreign born	2.9%	33% mainly speaks the foreign language	
Current status			
Students	91.9%		
Workers	4.8%		
Unemployed	3.3%		

Source: Fondazione Leone Moressa elaboration on sample survey in Croatia

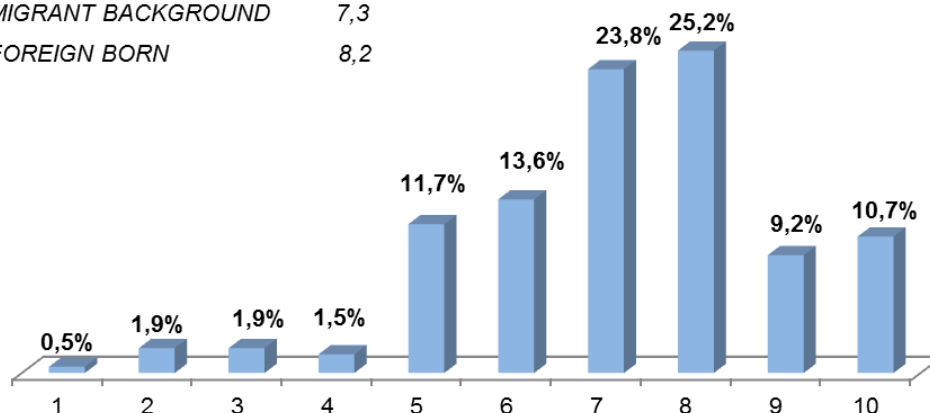
### 10.2. TRAINING AND PROFESSIONAL CAREER

The self-evaluation of the student panel indicates a good perception of their school results scoring average points which are increasingly higher in the migrant-background and foreign-born component (respectively 7.3 and 8.2).

**Fig. 10.1. On a scale from 1 to 10, how would you judge your results at school?**

**AVERAGE MARKS**

<i>NATIVE BORN</i>	7,1
<i>MIGRANT BACKGROUND</i>	7,3
<i>FOREIGN BORN</i>	8,2

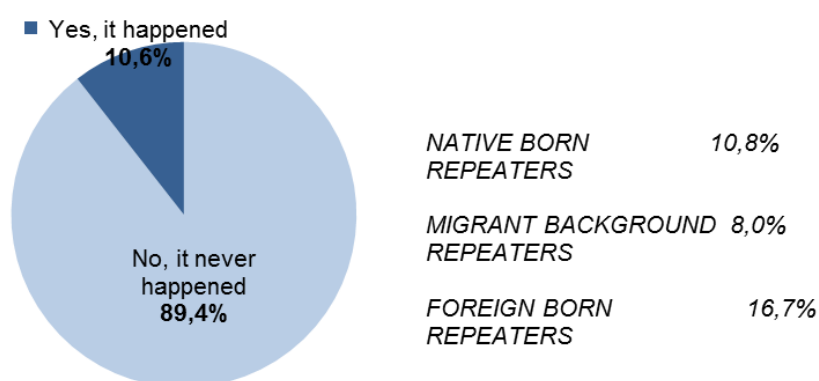


Source: Fondazione Leone Moressa elaboration on sample survey in Croatia

Unlike in the European general panel (43.6% of repeaters), only the 10.6% of the interviewed students of the Croatian sample have responded they have lost at least one year of schooling.

In this case, the highest level of “repeaters” is concentrated in the foreign component with 16.7%.

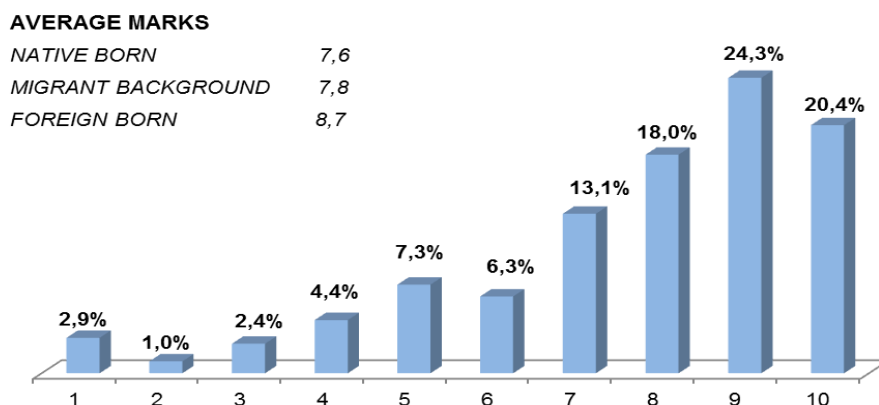
**Fig. 10.2. In your student life, did it ever happen that you had to repeat a year of school?**



Source: Fondazione Leone Moressa elaboration on sample survey in Croatia

The perceived level of integration in the classmate group does not seem to be an issue. The highest level anyway is concentrated among foreign-born students reaching 8.7 points.

**Fig. 10.3. On a scale from 1 to 10, how do you feel you are integrated with your class group?**



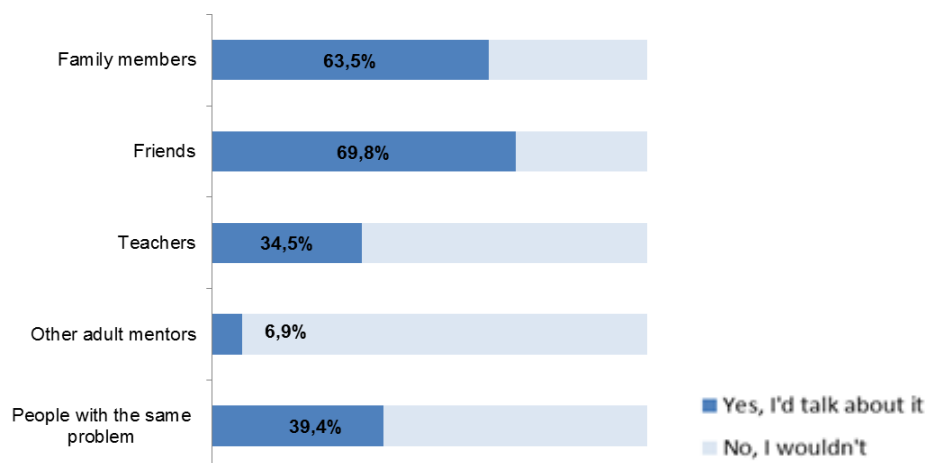
Source: Fondazione Leone Moressa elaboration on sample survey in Croatia

### 10.3. YOUTH DISCOMFORT AND SUPPORT

What is surprisingly different in Croatia from the European average is the number of students that would speak about their personal problems with teachers (34.5%). This probably can result by the good level of interaction that the school is able to create between learners and trainers. Further inquiries on this aspect should be carried on both in Croatia and Slovenia showing similar results.

Also, it should be remarked a high level of students perceiving that they could face their problems with their peers with 39.4%.

**Fig. 10.4. Percentage of respondents who would they talk about personal problems with...**

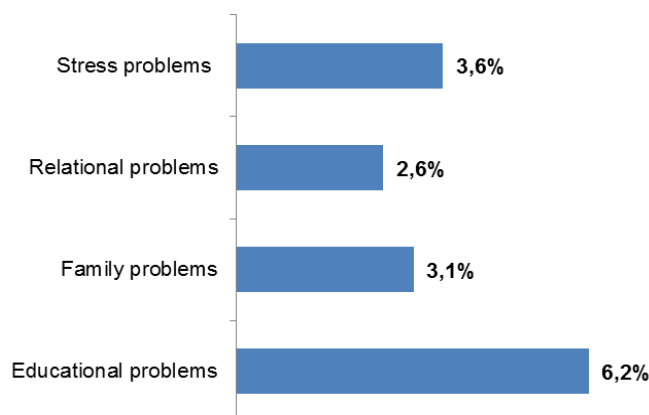


Source: Fondazione Leone Moressa elaboration on sample survey in Croatia

The rate of students that have received support for specific problems seems quite low and this is a demonstration of the fact that the Croatian environment in schools seems to be conducive to a better level of comfort compared to other European countries.

Most of the respondents who have received some support are in the category of educational problems.

**Fig. 10.5. Percentage of respondents in schools that have received support for ...**

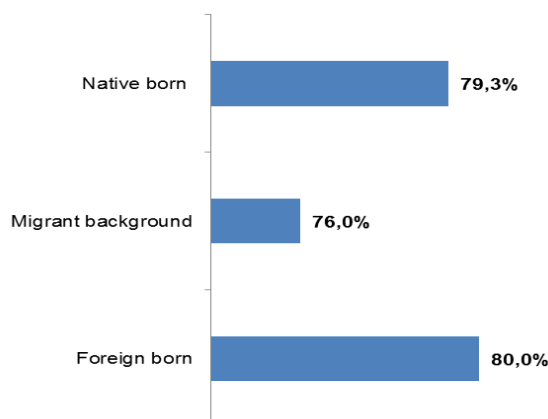


Source: Fondazione Leone Moressa elaboration on sample survey in Croatia

#### 10.4. PARTICIPATION AND ACTIVE CITIZENSHIP

A large part of the respondents normally attends extracurricular activities with the top percentage of 80% in the case of foreign students, and 76% in the case of those with a migrant background.

**Fig. 10.6. Percentage of respondent usually attending extracurricular activities**

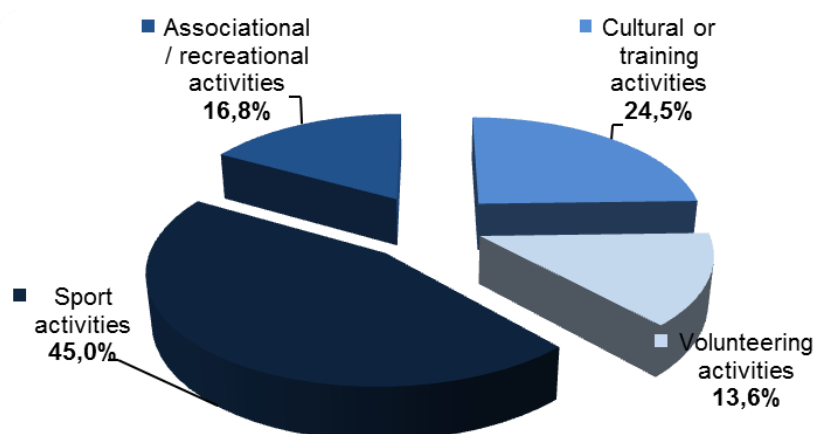


Source: Fondazione Leone Moressa elaboration on sample survey in Croatia



The type of extracurricular activities they usually engage in are sports activities in 45% of the cases, immediately followed by cultural activities. Volunteering activities weight for 13.6% of the total number of respondents.

**Fig. 10.7. Type of extracurricular activity**



Source: Fondazione Leone Moressa elaboration on sample survey in Croatia

The lack of interest in the events or initiatives of the city of residence is a problem mainly for the migrant-background component who responded (41.7% of the cases) that they are not interested in any kind of active participation. The responses of the native born component not interested in local events reaches 18.9%.

**Tab 10.2. Do you think you are properly informed with respect to the initiatives / events in your city?**

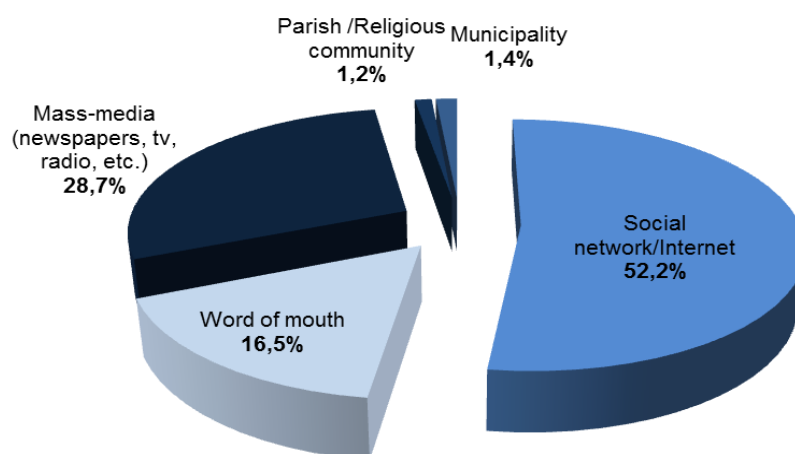
	Native born	Migrant background	Foreign born
Yes, I am properly informed	57.1%	50.0%	80.0%
No, but I would like to	24.0%	8.3%	20.0%
No, and I'm not interested	18.9%	41.7%	0.0%
	100.0%	100.0%	100.0%

Source: Fondazione Leone Moressa elaboration on sample survey in Croatia

As seen in almost every other country, the main channel for getting fresh information about initiatives and events is the internet and the social networks, constituting 52.2% of the total responses. The second channel in order of importance is mass media as newspapers, etc.

Hardly anyone refers to Local Authorities as Municipalities to get information.

Fig. 10.8. Which channels do you mainly use get information?

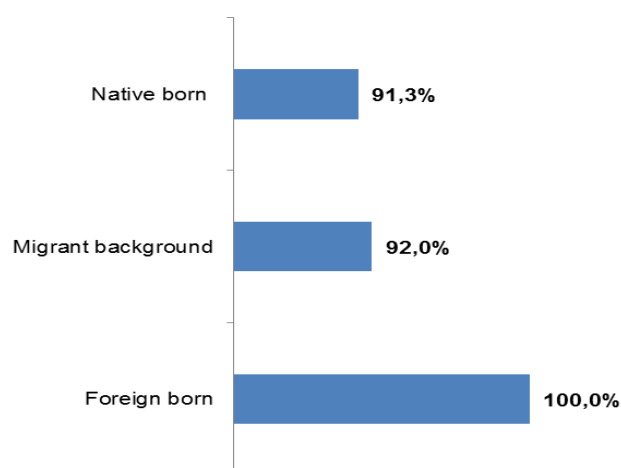


Source: Fondazione Leone Moressa elaboration on sample survey in Croatia

## 10.5. VALORISATION OF YOUTH (UNEXPRESSED) TALENTS

When it comes to skills and talents, the respondents show enthusiastic responses reaching 92.0% in the case of the migrant-background respondents and 91.3% in the case of the native born (Fig 10.9).

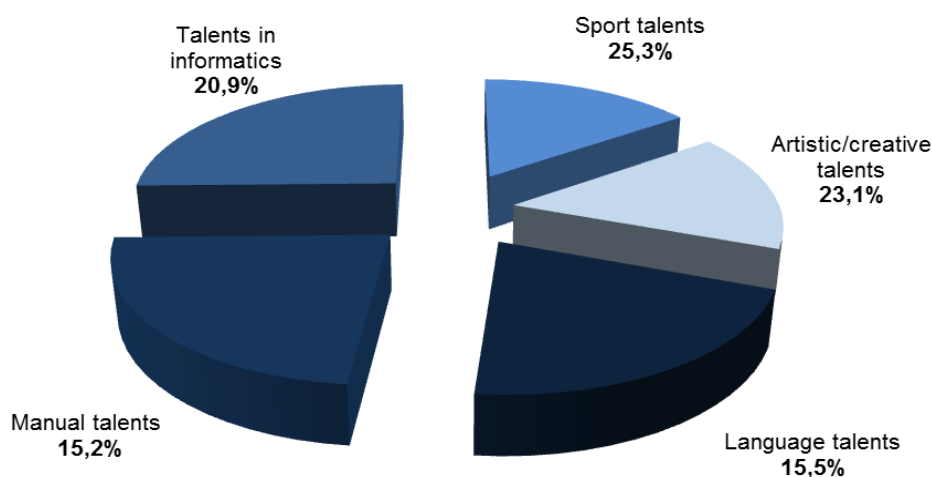
Fig. 10.9. In addition to the skills acquired in school, do you think you have other skills / talents?



Source: Fondazione Leone Moressa elaboration on sample survey in Croatia

Talents and skills, according to the next graph, n.10.10 “**What kind of talents/skills do you think you have?**” seem to be equally distributed between sports and artistic talents.

Fig. 10.10. What kind of talents/skills do you think you have?



Source: Fondazione Leone Moressa elaboration on sample survey in Croatia

#### Box 10.1. Good practice of youth integration in Croatia

<b>TITLE</b>	<b>MOSAIC</b>
<b>LOCATION</b>	ISTRIA, CROATIA
<b>ORGANISATION/ PARTNERSHIP</b>	Istria County, 6 Cities and 48 schools.
<b>PROJECT IDEA</b>	The project goal is to allow disabled students in the Istria County to attend elementary schools and high schools for the year 2015/2016. Professional training, Artistic activities (theatre), Financial support for 136 professional school assistants and communication interpreter for 169 disabled students.
<b>IMPACT / STRENGTH POINTS</b>	Professional school assistance and communication for disabled children. Involvement of school colleagues of disabled kids: integration of disabled kids can prevent dropout.
<b>WEB PAGE</b>	<a href="#">ISTRIA</a>

Source: FOUNDATION FOR PARTNERSHIP AND CIVIL SOCIETY DEVELOPMENT

## CONCLUSIONS

The adopted methodology draws on the guidelines provided by the Thematic Working Group on Early School Leaving (TWG hereinafter) held in November 2013 under appointment of the European Commission in order to study measures of prevention, intervention and compensation for ESL. The TWG demonstrated that the reasons conducive to ESL can be quite different as well as the responses that might be put in place in order to counteract the phenomenon of ESL.

Hence, what appears to be clear in all cases (and in the UT research as well) is that the more the level of cooperation among different levels (school, institutions and CSOs) is well conceived and coordinated, the better could be the results in order to avoid, anticipate and compensate ESL.

National differences and specific viewpoints on the way various problems are perceived are also an important aspect aimed at limiting school dropouts.

The results of the UT research show that the current level of cooperation between schools, local communities, parents and pupils is probably not yet sufficient to achieve good results and it should be further fostered.

The results of the survey and of the qualitative analysis help to highlight some general evidences concerning youth discomfort and early school leaving. The main findings at a general level can be summarised in the following:

### - *Self-evaluation of school results*

1. A general sense of youth self-misperception between the (insufficient) results effectively achieved in school and the (good) results they think that they are achieving.

⇒ *Suggested action: awareness raising on the potential of each student and capability to recognise their own weaknesses to build on it*

### - *Role of guidance services*

2. The interviews showed that the role of guidance services in the perspective of helping students to choose their own individual pathways are quite limited, and most students choose alone or with the support of the family.

⇒ *Suggested action: reinforcement of the role of guidance services even by means of connecting them to the local communities (associations etc.) and to other stakeholders playing a part in extracurricular activities.*

### - *ESL as a wider problem*

3. ESL is understood by teachers as an event to deal with a case-by-case approach and not as a part of a more complex problem affecting many youths.

⇒ *Suggested action: higher level of exchanges, round tables and meetings between social workers, professionals from different associations and teachers in schools in order to discuss about the best measures to be adopted to the single cases and in general.*

- *Countermeasures to tackle ESL in schools*

4. Lack of institutional and systemic measures to tackle ESL in schools.

⇒ *Suggested action: many schools taking part in this research have no comprehensive strategies to prevent ESL. It would be important in this case to endow schools with specific knowledge, skills and instruments to better assess the problems and understand the causes of ESL before they happen. This can be done only thanks to a holistic approach allowing other professionals with work experience with young people at risk of ESL to cooperate with the schools and share knowledge.*

- *Role of associations and institutions in schools*

5. Lack of institutional and systemic measures to compensate ESL when it occurs, especially in those schools with higher rates of dropouts.

⇒ *Suggested action: create formal or informal systems of "second-chance" schemes that can allow associations and schools to share specific training pathways for people that left their studies before obtaining a diploma.*

- *The native and migrant students divide*

6. Foreign-born and migrant-background students have the lowest school performance and the highest dropout rates compared with their native-born schoolmates.

⇒ *Suggested action: migrant or migrant-background students should be catered with specific support service when they attend school. A comprehensive approach, including not only the school system, but also CSOs and other actors providing activities outside the school curriculum could help prevent the risk of ESL.*

- *The relationship between teachers and students*

7. In the countries with the lowest level of ESL, teachers are more involved in the personal life and problems of the students (cases of Slovenia and Croatia).

⇒ *Suggested action: encouraging the volunteer involvement of teachers (when possible) in out-of-school activities of the students may raise up the level of mutual trust and act as a tool to reduce discomfort and possibly ESL.*

- *Foreign-born students and extracurricular activities*

8. Foreign-born students are less engaged in extracurricular activities and declare that they are not properly informed about the events and the initiatives taking place in the city where they live.

⇒ *Suggested action: increase the communication and the information on the possibilities offered by local communities (sports associations, etc.) in order to involve the foreign-born students in out-of-school activities. The school might be a good instrument to share information targeted to this specific group.*

#### - *The integration in their classmate groups*

9. Although the overall level of integration with the class of all groups seems to be quite satisfactory, we note that 14.2% of the respondents gave an insufficient answer ranging from 0 to 5.

⇒ *Suggested action: start preventive talks with this unsatisfied group and focus on the specific problems that some students may face in terms of integration.*

#### - *Viewpoints on ESL phenomenon*

10. Different professionals have contrasting views on the main causes of ESL. Teachers, differently from CSOs operators think that ESL has mainly to do with the “wrong school choice” of the students while CSOs identify the causes in social or family background, Teachers also think that extracurricular activities and civic engagement led by CSOs have negligible positive effects on preventing ESL.

⇒ *Suggested action: organise periodical meetings and activities involving multidisciplinary teams and teachers to exchange points of view and even discuss on single cases and on the problems involved in ESL as a general phenomenon.*

#### - *Gender related issues*

11. The research shows a gender divide is still existing among young people in the involved countries. The female component even if showing better school results compared to the male sample still lacks of confidence in their own potentialities and talents and needs to be stimulated with a major level of attention

⇒ *Suggested action: this gender aspect should always be taken into consideration by school professionals, institutions and civil society organisation when implementing activities of inclusion and support*

In general, the research confirmed there is a strong need to shift from implementing individual ESL measures to introducing more comprehensive policies. The state of play depicted in the research shows that no common tools are really available for teachers and workers in CSOs or institutions to efficiently communicate among them and to open a discussion on ESL-related problems and possible ways to prevent and intervene. Too often, dropouts remain mere statistics.

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## ACKNOWLEDGEMENTS

The authors wish to thank all project partners and stakeholders involved in the survey. In particular, we thank schools, students, young people, teachers, local institutions and civil society organisations which contributed to the success of this research.

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## ANNEX 1.

### METHODOLOGY AND TOOLS

Referring to the specific target groups, the project has been designed to fill the lack of analysis on formal and not formal education agencies: the persistent number of early school leavers and low-skilled young workers determines the need for a scientific-based analysis in order to understand the origins of young people uneasiness and to recognize the alerts of such risks above all in 14-24 years target group.

In this way, outputs 1 and 2 help to provide an effective analysis inside formal and not formal education agencies to determine the different aspects of the phenomenon according to quantitative and qualitative indicators.

In order to obtain the needed information to produce output 1 and 2, Fondazione Leone Moressa designed the following tools:

1. Questionnaire addressed to **young people** (schools, associations, etc.).
2. Qualitative analysis addressed to **teachers**
3. Qualitative analysis addressed to **Civil Society Organization**
4. Qualitative analysis addressed to **local institutions**

Moreover, project partner are asked to propose a **good practice** aimed at preventing youth discomfort and school dropout.

**NB.** Each tool can be translated by project partners in their own languages and provided to target groups in each country.

## Qualitative analysis: description of tools

### QUESTIONNAIRE ADDRESSED TO YOUNG PEOPLE (15-25 y.o.)

TARGET: 200 per country  
DATA COLLECTION: Schools, Associations, Partner headquarter.  
MODE: face to face, on line, social media.

### QUALITATIVE ANALYSIS ADDRESSED TO TEACHERS

TARGET: 10 per country  
DATA COLLECTION: Schools  
MODE: face to face, on line.

### QUALITATIVE ANALYSIS ADDRESSED TO CIVIL SOCIETY ORGANISATIONS

TARGET: 20 per country  
DATA COLLECTION: Associations  
MODE: face to face, on line.

### QUALITATIVE ANALYSIS ADDRESSED TO LOCAL INSTITUTIONS

TARGET: 20 per country  
DATA COLLECTION: Private or public authorities  
MODE: face to face, on line.

### CASE STUDIES

TARGET: 1 per country  
DATA COLLECTION: Successful practices of prevention of young uneasiness and social inclusion.  
MODE: Description (applicant, territory, beneficiaries, strength points)

## SECTION 0. TO BE FILLED IN BY PARTNERS

Partner name. \_\_\_\_\_

City / Country. \_\_\_\_\_

Place of data collection	Annex 1	Annex 2	Annex 3	Annex 4
School				
Organisation's headquarter				
District				
Other (specify)				

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Total Number of responses

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Target N.	200	10	20	20
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## QUESTIONNAIRE ADDRESSED TO YOUNG PEOPLE AGED BETWEEN 15 AND 25

### Section 1. Personal data

1. Gender

- M
- F

2. How old are you? \_\_\_\_\_

3. Nationality

- A. Partner nationality<sup>5</sup>
- B. Foreign. Specify: \_\_\_\_\_

4. Parents' nationality

- A. Partner nationality
- B. Foreign. Specify: \_\_\_\_\_
- C. Mixed couple (one has partner nationality, the other has a foreign nationality)

5. Which language do you mostly speak at home?

- A. Partner language
- B. Other. Specify: \_\_\_\_\_

### Section 2. Educational path and professional training

6. Last degree obtained

- A. Middle school graduated (at least 8 years of school)
- B. High school diploma (at least 12 years of school)
- C. Bachelor's degree (more than 12 years of school)
- D. Master degree
- E. None

7. Current professional situation:

- A. Middle school student.
- B. High school student. Specify school and class: \_\_\_\_\_

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<sup>5</sup> The item "partner nationality" can be replaced with "Italian", "French", etc.

- C. University student. Specify course and academic year: \_\_\_\_\_
- D. Worker. Specify profession: \_\_\_\_\_
- E. Looking for first job.
- F. Unemployed looking for new employment.
- G. Unemployed and not in educational/professional training
- H. Unemployed but receiving training
- I. Other. Specify: \_\_\_\_\_

8. On a scale of 1 to 10 (1 min; 10 max), how would you rate your school results?

- \_\_\_\_\_

9. On a scale of 1 to 10 (1 min; 10 max), how much do/did you feel to be part of your classmates' group?

- \_\_\_\_\_

10. About your educational training, have you ever had to repeat a grade?

- Yes
  - No
- If it is "yes", which year? \_\_\_\_\_

11. About your educational training, has it ever happened to you to quit a path you had undertaken?

- Yes
- No >> 14

12. Which school was that?

- A. General High school
- B. Technical high school
- C. Vocational high school
- D. Tertiary education (university or Higher education)
- E. Other. Specify: \_\_\_\_\_

13. Which are the reasons you left school? *(single choice)*

- A. I did not like to study
- B. It did not give me job perspectives
- C. It was not the most suitable path for me
- D. Other. Specify: \_\_\_\_\_

14. At school, do/did you receive special support for:

- |                          |          |
|--------------------------|----------|
| A. Stress problems       | Yes / No |
| B. Relationship problems | Yes / No |
| C. Family problems       | Yes / No |
| D. Educational problems  | Yes / No |

15. Who has addressed you to training paths you have chosen? *(single choice)*

- A. Parents
- B. Teachers
- C. On my own, independently
- D. Job counsellor
- E. Other. Specify: \_\_\_\_\_

16. Are you willing to finish the training you are currently doing?

- Yes >> question 17
- No >> questions 18 and 19

17. What are you going to do after your current training? *(single choice)*

- A. Continue to study
- B. Search for a job in my studies field
- C. Search for any kind of job
- D. I have no idea
- E. Other. Specify: \_\_\_\_\_

18. Why are you willing to stop your training path? *(single choice)*

- A. I do not like to study
- B. It does not give me job perspectives
- C. It does not suit me
- D. I need to work
- E. Other. Specify: \_\_\_\_\_

19. What are you going to do after your current training? *(single choice)*

- A. Start a different training
- B. Search for a job in my previous studies field
- C. Search for any kind of job
- D. Going abroad
- E. Other. Specify: \_\_\_\_\_

### Section 3. Participation and active citizenship

20. Do you usually attend other activities in your spare time? *(multiple choice; max 3)*

- A. Yes, cultural or training activities
- B. Yes, volunteering
- C. Yes, sports
- D. Yes, leisure and association activities
- E. I do not attend any extracurricular activity
- F. Other. Specify: \_\_\_\_\_

21. Who manage the activities you generally attend? *(multiple choice; max 3)*

- A. School
- B. Municipality
- C. Religious associations / communities
- D. Voluntary associations
- E. Sports associations
- F. Cultural associations
- G. Other. Specify: \_\_\_\_\_

22. Do you think you are properly informed about initiatives/events taking place in your town/neighbourhood?

- A. Yes
- B. No, but I would like
- C. No, I am not interested

23. Which channels or media do you mainly use to keep you informed? *(multiple choice; max 3)*

- A. Social networks
- B. By word of mouth
- C. Media (newspapers, tv, radio, etc.)
- D. Religious associations / communities
- E. Municipality
- F. Other. Specify: \_\_\_\_\_

24. When you have a problem related to your school path, you usually talk to:

- A. Relatives. Yes / No
- B. Friends. Yes / No
- C. Teachers. Yes / No
- D. Other reference adults (coach, priest, etc.). Yes / No
- E. Other people sharing the same problem. Yes / No
- F. Other. Specify: \_\_\_\_\_

#### Section 4. Values and talents

25. In addition to skills acquired at school, do you think you have other skills/talents? *(multiple choice; max 3)*

- A. Manual skills
- B. Language skills
- C. Computer skills
- D. Creative or artistic skills
- E. Sports skills
- F. Other. Specify: \_\_\_\_\_
- G. I do not have special skills

26. Where have you acquired these skills? *(multiple choice; max 3)*

- A. Into the family
- B. At associations
- C. In religious associations / communities
- D. Thanks to friends
- E. Thanks to books/TV/web
- F. On my own, independently
- G. Other. Specify: \_\_\_\_\_

27. On a scale of 1 to 10 (1 min; 10 max), how do you think these skills would help you in the professional future you dream of?

- \_\_\_\_\_

#### QUALITATIVE ANALYSIS ADDRESSED TO TEACHERS

1. In which school are you currently teaching?

- A. Middle school
- B. General High school
- C. Technical high school
- D. Vocational high school
- E. Tertiary education (university or Higher education)

2. How often did it happen that one of your students quitted the studies?

- A. Never
- B. Few times
- C. Quite often
- D. Many times

3. For each of the following factors, evaluate, on a scale of 1 to 10 (1 min; 10 max), how much it affects the risk of social exclusion and school dropout.

- A. Personal motivation of the student. vote \_\_\_\_\_
- B. Wrong school choice. vote \_\_\_\_\_
- C. Family situation. vote \_\_\_\_\_
- D. Family disinterest. vote \_\_\_\_\_
- E. Economic reasons. vote \_\_\_\_\_
- F. High-risk neighbourhoods. vote \_\_\_\_\_
- G. Lack of integration with classmates. vote \_\_\_\_\_
- H. Religious/cultural identity. vote \_\_\_\_\_

4. The school in which you're actually teaching, does it propose any project specifically addressed to such problematics?

- Yes
- No

5. Point out which organizations your school regularly works with to prevent disadvantage among young people.  
(multiple choice; max 3)

- A. Schools
- B. University
- C. Municipality / Social workers
- D. Voluntary (NGOs/cultural/youth/migrants/women/etc.) associations
- E. Library
- F. Police / security force
- G. None
- H. Other. \_\_\_\_\_

6. For each of the following proposals, evaluate, on a scale of 1 to 10 (1 min; 10 max), how much it could prevent social exclusion risk and school dropout.

- A. Encouraging school-families collaborations. vote \_\_\_\_\_
- B. Supporting economically school training for disadvantaged students. vote \_\_\_\_\_
- C. Improving career orientation services. vote \_\_\_\_\_
- D. Raising awareness against school dropout. vote \_\_\_\_\_
- E. Promoting integration and cohesion among students. vote \_\_\_\_\_
- F. Involving voluntary associations within the schools. vote \_\_\_\_\_
- G. Including psychologists and pedagogues in schools. vote \_\_\_\_\_

7. Do you think that a better youth integration in extracurricular activities could prevent early school dropout?

- Yes
- No

## QUALITATIVE ANALYSIS ADDRESSED TO CIVIL SOCIETY ORGANIZATIONS (CSO)

1. Name of the organization \_\_\_\_\_

2. Type of organization.

- A. Voluntary association
- B. Cultural association
- C. Leisure/recreational association
- D. Sports club
- E. Research institute
- F. Other. \_\_\_\_\_

3. Role played within the organization

- A. President / Legal Representative
- B. Manager / Administrative Counsellor
- C. Partner
- D. Volunteer
- E. Operator (professional) / Employee
- F. Other. \_\_\_\_\_

4. In ordinary activity, does your organization work with young people?

- Yes
- No

5. And with young people "at risk"?

- Yes
- No

6. For each of the following factors, evaluate, on a scale of 1 to 10 (1 min; 10 max), how much it affects the risk of social exclusion and school dropout.

- A. Personal motivation of the student. vote \_\_\_\_\_
- B. Wrong school choice. vote \_\_\_\_\_
- C. Family situation. vote \_\_\_\_\_
- D. Family disinterest. vote \_\_\_\_\_
- E. Economic reasons. vote \_\_\_\_\_
- F. High-risk neighbourhoods. vote \_\_\_\_\_
- G. Lack of integration with classmates. vote \_\_\_\_\_
- H. Religious/cultural identity. vote \_\_\_\_\_

7. Is your organization offering any project aimed at these cases?

- Yes
- No

8. Point out which organizations your organization regularly works with to prevent disadvantage among young people. *(multiple choice; max 3)*

- A. Schools
- B. University
- C. Municipality / Social workers
- D. Voluntary (NGOs/cultural/youth/migrants/women/etc.) associations
- E. Library
- F. Police / security force
- G. None
- H. Other. \_\_\_\_\_

9. For each of the following proposals, evaluate, on a scale of 1 to 10 (1 min; 10 max), how much could it prevent social exclusion risk and school dropout.

- A. Encouraging school-families collaborations. vote \_\_\_\_\_
- B. Supporting economically school training for disadvantaged students. vote \_\_\_\_\_
- C. Improving career orientation services. vote \_\_\_\_\_
- D. Raising awareness against school dropout. vote \_\_\_\_\_
- E. Promoting integration and cohesion among students. vote \_\_\_\_\_
- F. Involving voluntary associations within the schools. vote \_\_\_\_\_
- G. Including psychologists and pedagogues in schools. vote \_\_\_\_\_

10. Do you think that a better youth integration in extracurricular activities could prevent early school dropout?

- Yes
- No

## QUALITATIVE ANALYSIS ADDRESSED TO LOCAL INSTITUTIONS



1. Institution \_\_\_\_\_

2. Type of institution

- A. Local authority
- B. Library
- C. Health care social service or institution
- D. Cultural public center
- E. Other. \_\_\_\_\_

3. Role played within the institution

- A. President / Legal Representative
- B. Manager / Administrative Counsellor
- C. Operator (professional) / Employee
- D. Other. \_\_\_\_\_

4. In ordinary activity, does your institution work with young people?

- Yes
- No

5. And with young people "at risk"?

- Yes
- No

6. For each of the following factors, evaluate, on a scale of 1 to 10 (1 min; 10 max), how much it affects the risk of social exclusion and school dropout.

- A. Personal motivation of the student. vote \_\_\_\_\_
- B. Wrong school choice. vote \_\_\_\_\_
- C. Family situation. vote \_\_\_\_\_
- D. Family disinterest. vote \_\_\_\_\_
- E. Economic reasons. vote \_\_\_\_\_
- F. High-risk neighbourhoods. vote \_\_\_\_\_
- G. Lack of integration with classmates. vote \_\_\_\_\_
- H. Religious/ethnic identity. vote \_\_\_\_\_

7. Is your institution offering any project aimed at these cases?

- Yes
- No

8. Point out which organizations your institution regularly works with to prevent disadvantage among young people.  
(multiple choice; max 3)

- A. Schools
- B. University
- C. Municipality / Social workers
- D. Voluntary associations
- E. Cultural associations
- F. Youth associations
- G. Women associations
- H. Migrants associations
- I. Library
- J. Police / security force
- K. None

L. Other. \_\_\_\_\_

9. For each of the following proposals, evaluate, on a scale of 1 to 10 (1 min; 10 max), how much it could prevent social exclusion risk and school dropout.

- A. Encouraging school-families collaborations. vote \_\_\_\_\_
- B. Supporting economically school training for disadvantaged students. vote \_\_\_\_\_
- C. Improving career orientation services. vote \_\_\_\_\_
- D. Raising awareness against school dropout. vote \_\_\_\_\_
- E. Promoting integration and cohesion among students. vote \_\_\_\_\_
- F. Involving voluntary associations within the schools. vote \_\_\_\_\_
- G. Including psychologists and pedagogues in schools. vote \_\_\_\_\_

10. Do you think that a better youth integration in extracurricular activities could prevent early school dropout?

- Yes
- No

## CASE STUDIES ON YOUTH UNEASINESS AND DROPOUT PREVENTION

1	<b>NAME OF PRACTICE/PROJECT</b>	
2	<b>Describe the organization/s that runs the project/practice</b>	(max 1,000 characters)
3	<b>Duration (months)</b>	
4	<b>First year of the project</b>	
5	<b>Describe the specific context of the project (international, national, or local level) and the direct and indirect beneficiaries</b>	(max 1.000 characters)

6	<b>Describe the main outputs and/or results of the project</b>	(max 2,000 characters)
7	<b>Describe the impact of the project on the beneficiaries, the organization and the context in general</b>	(max 1.000 characters)
8	<b>Describe the innovative aspects of the project</b>	(max 1.000 characters)
9	<b>Describe the main Strength and Weaknesses points of the project</b>	(max 2,000 characters)
10	<b>Additional material</b>	Photos, documents, websites etc

## ANNEX 2.

### CROSS-COUNTRY ANALYSIS

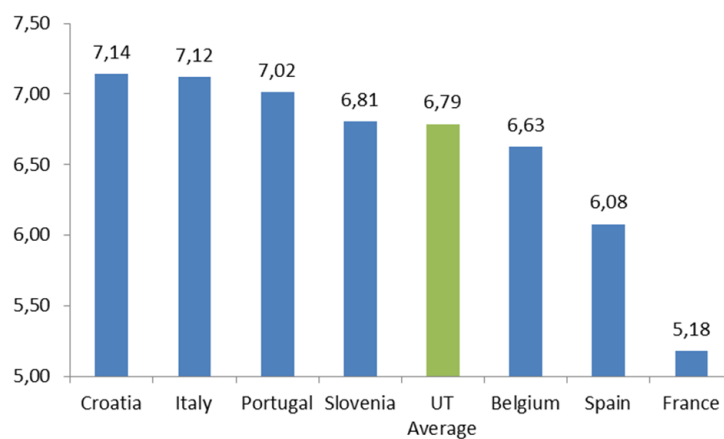
As suggested by project partners, the authors observed some key questions from a cross-country point of view. As already highlighted, these results cannot be taken as representative of the national situation, but they can provide some interesting information about the involved sample.

The following charts provide the main results of this analysis.

#### QUESTIONNAIRE ADDRESSED TO YOUNG PEOPLE

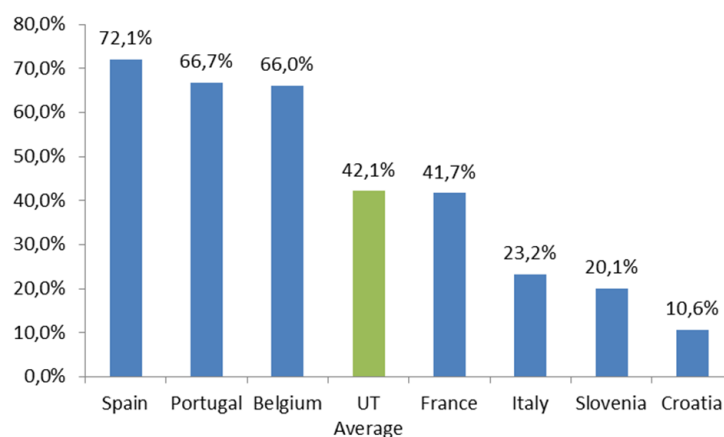
**On a scale of 1 to 10 (1 min; 10 max), how would you rate your school results?**

(Average value by country)



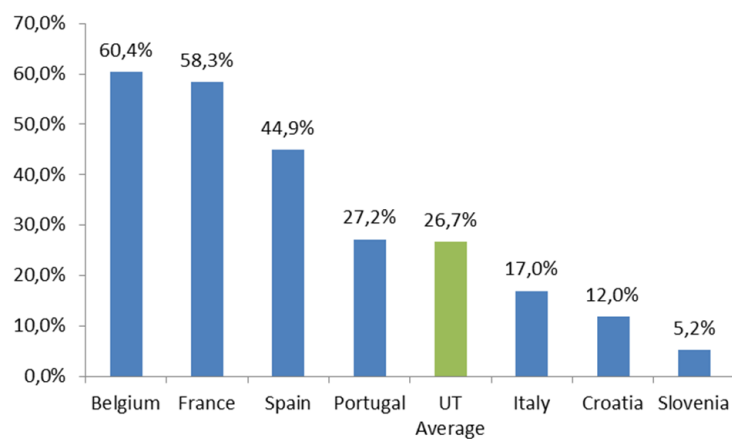
**About your educational training, have you ever had to repeat a grade?**

(Rate of «yes» answers by country)



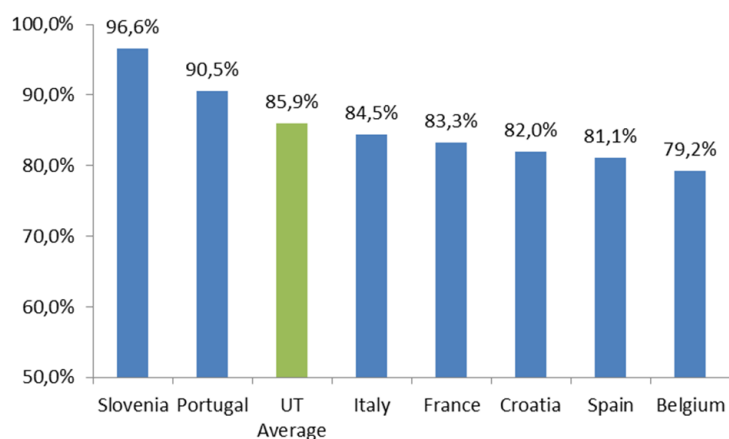
**About your educational training, has it ever happened to you to quit a path you had undertaken?**

(Rate of «yes» answers by country)



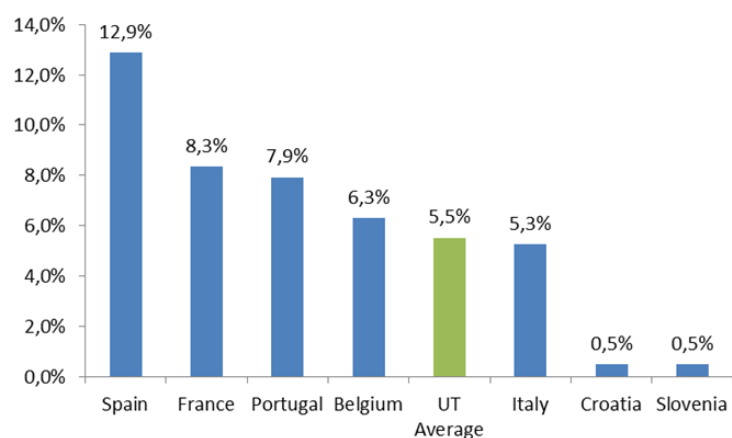
**On a scale of 1 to 10 (1 min; 10 max), how much do/did you feel to be part of your classmates' group?**

(Rate of «POSITIVE» answers (6-10) by country)

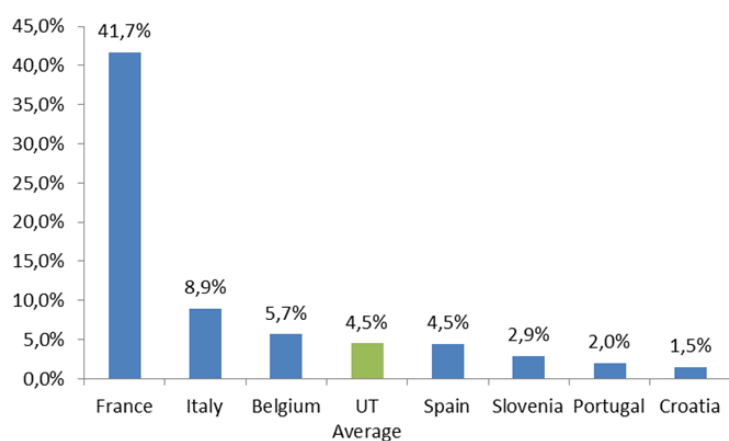


## Who has addressed you to training paths you have chosen?

(% of teachers by country)

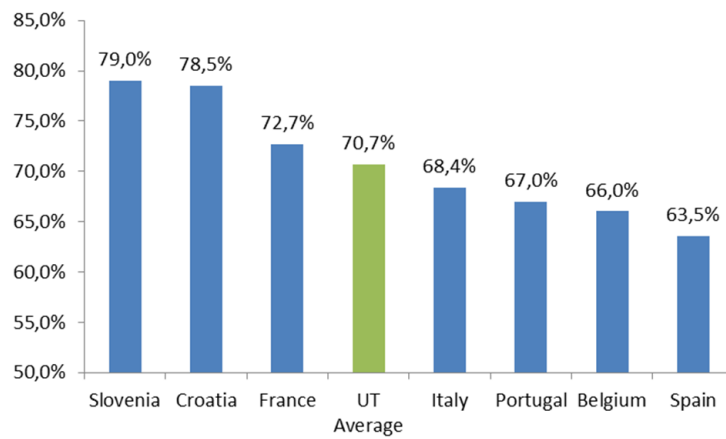


(% of coaching services by country)



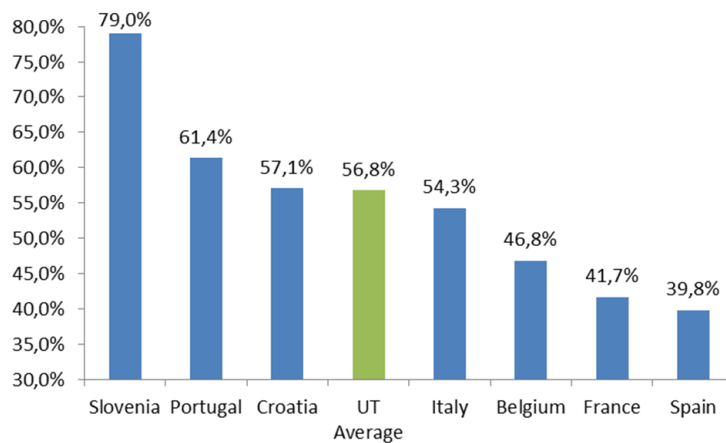
### Do you usually attend other activities in your spare time?

(Rate of «yes» answers by country)



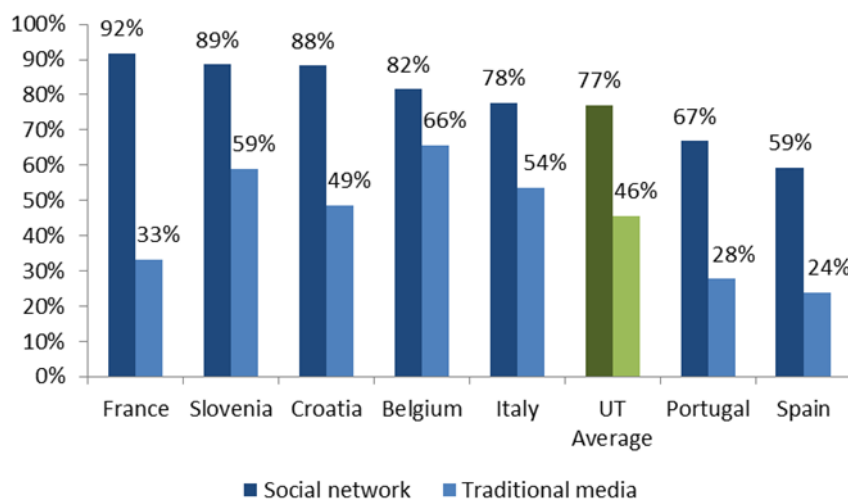
### Do you think you are properly informed about initiatives/events taking place in your town/neighbourhood?

(Rate of «yes» answers by country)

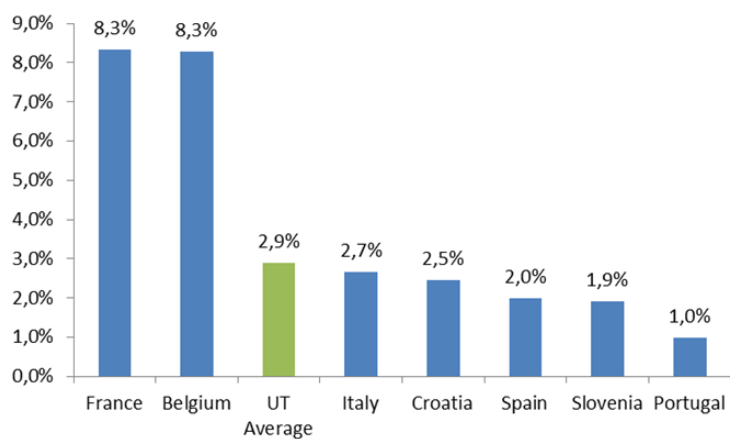


## Which channels or media do you mainly use to keep you informed?

(Social networks and traditional media)



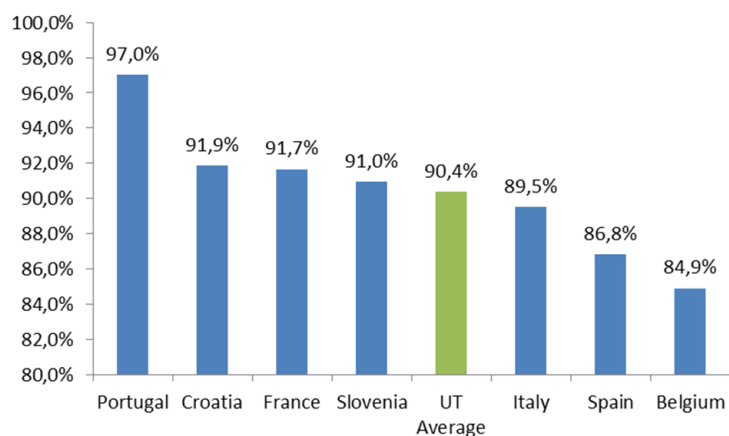
(Public services)





**In addition to skills acquired at school, do you think you have other skills/talents?**

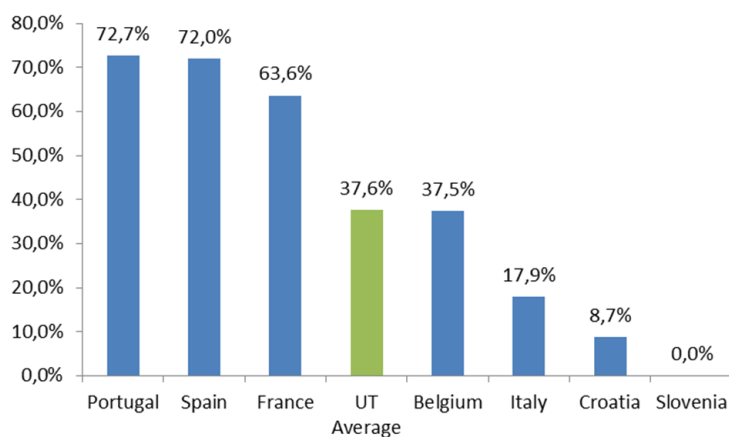
(Rate of «yes» answers by country)



#### QUALITATIVE ANALYSIS ADDRESSED TO TEACHERS

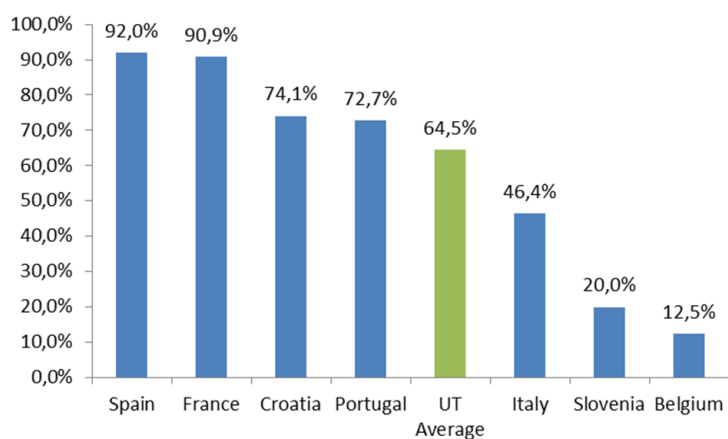
**How often did it happen that one of your students quitted the studies?**

(Rate of «OFTEN» AND «MANY TIMES» answers)



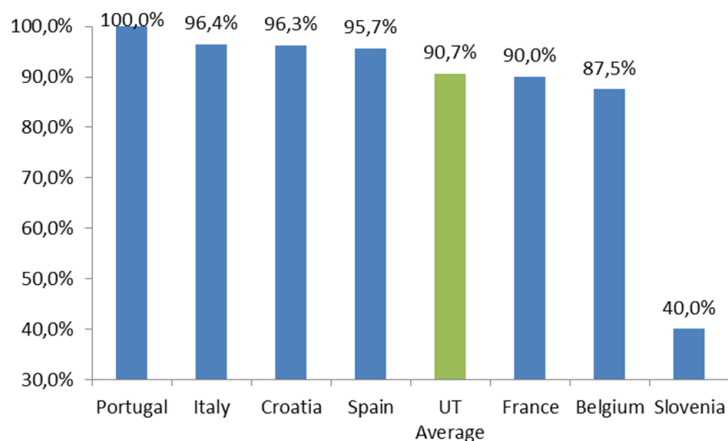
**The school in which you're actually teaching, does it propose any project specifically addressed to such problematics?**

(Rate of «yes» answers by country)



**Do you think that a better youth integration in extracurricular activities could prevent early school dropout?**

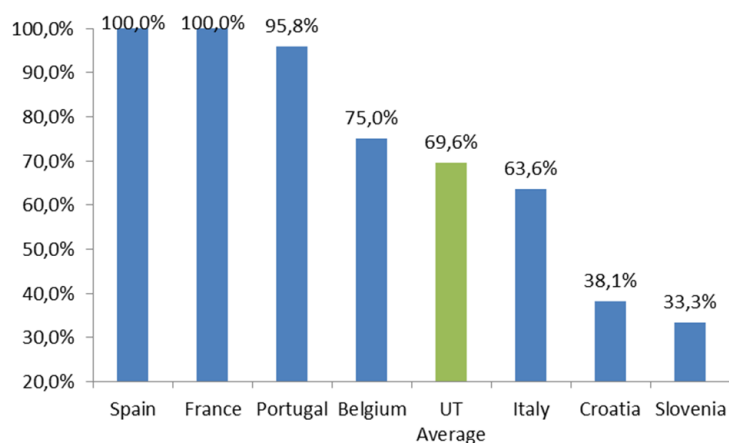
(Rate of «yes» answers by country)



## QUALITATIVE ANALYSIS ADDRESSED TO CIVIL SOCIETY ORGANIZATIONS (CSO)

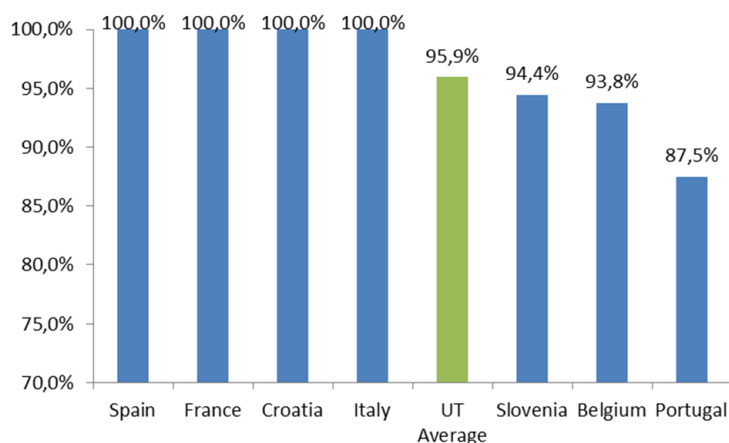
**Is your organization offering any project aimed at these cases?**

(Rate of «yes» answers by country)



**Do you think that a better youth integration in extracurricular activities could prevent early school dropout?**

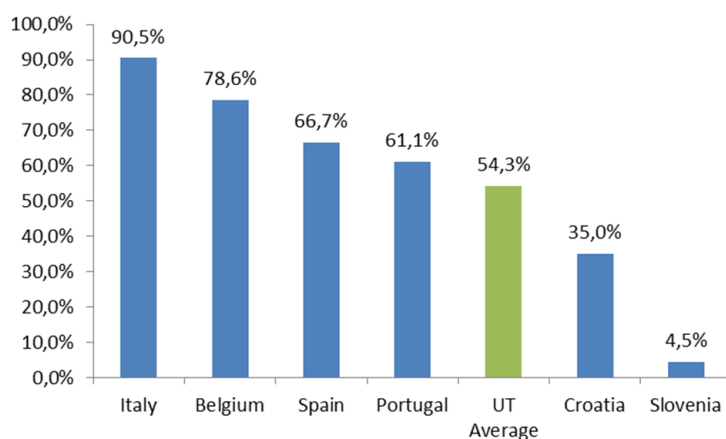
(Rate of «yes» answers by country)



## QUALITATIVE ANALYSIS ADDRESSED TO LOCAL INSTITUTIONS

Is your organization offering any project aimed at these cases?

(Rate of «yes» answers by country)



Do you think that a better youth integration in extracurricular activities could prevent early school dropout?

(Rate of «yes» answers by country)

