

INFOGRAPHICS

SPOTLIGHT ON EARLY SCHOOL LEAVERS IN SPAIN

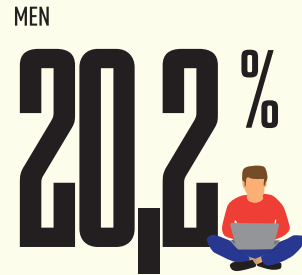


Consult further information on the study

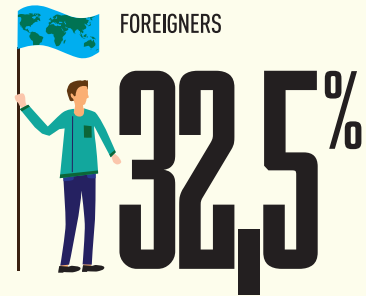


CHARACTERISATION OF THE ESL RATE

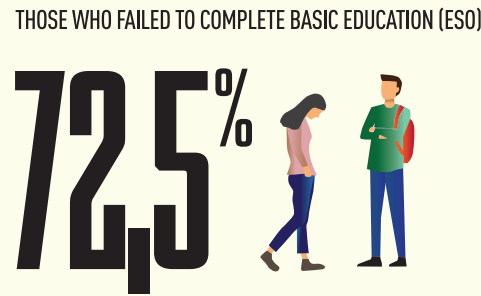
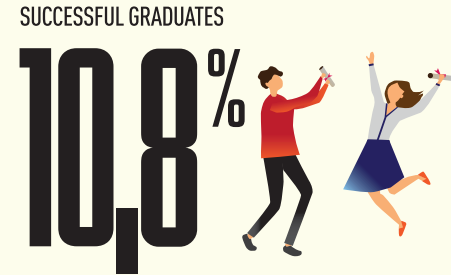
SEX



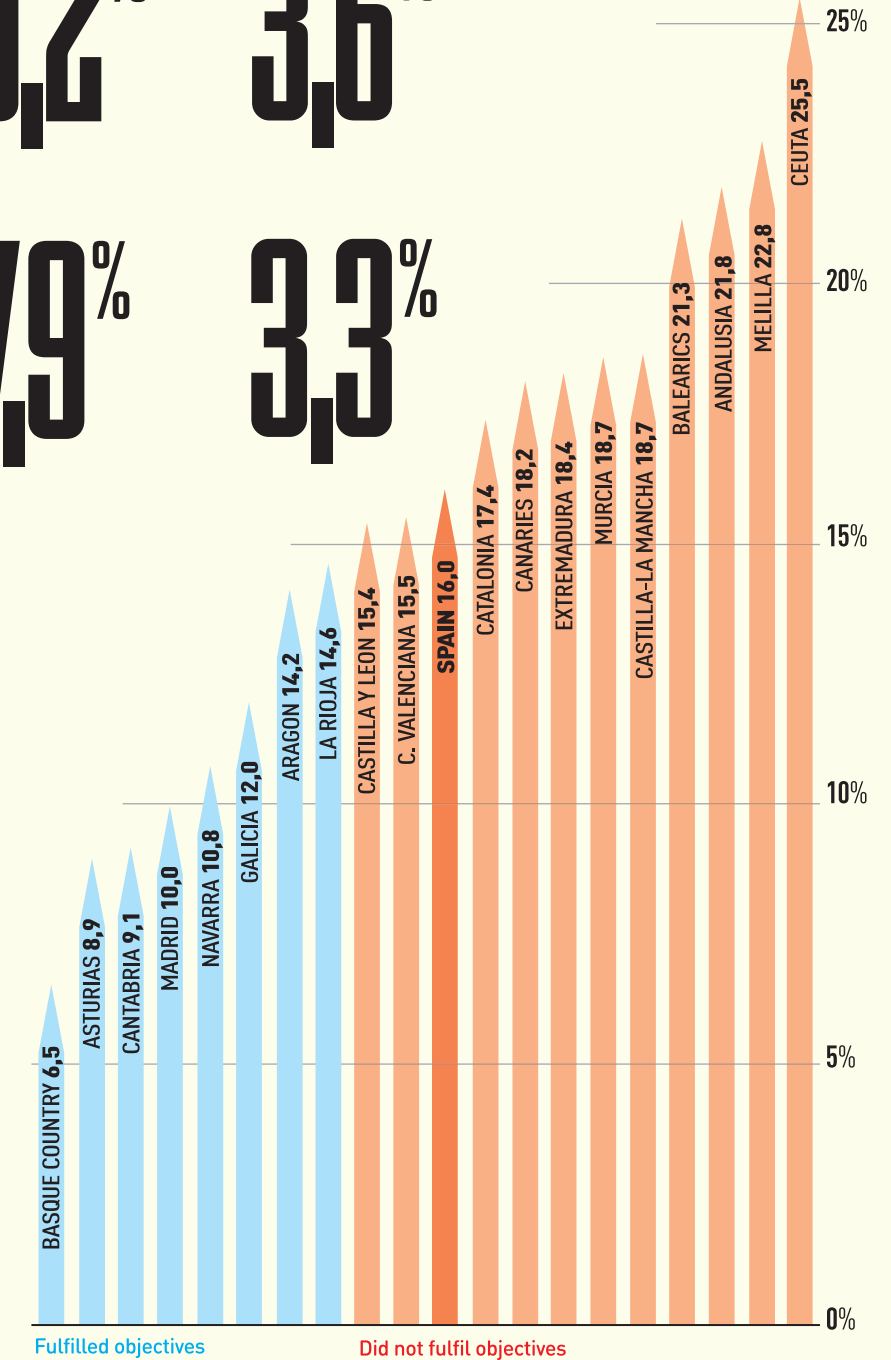
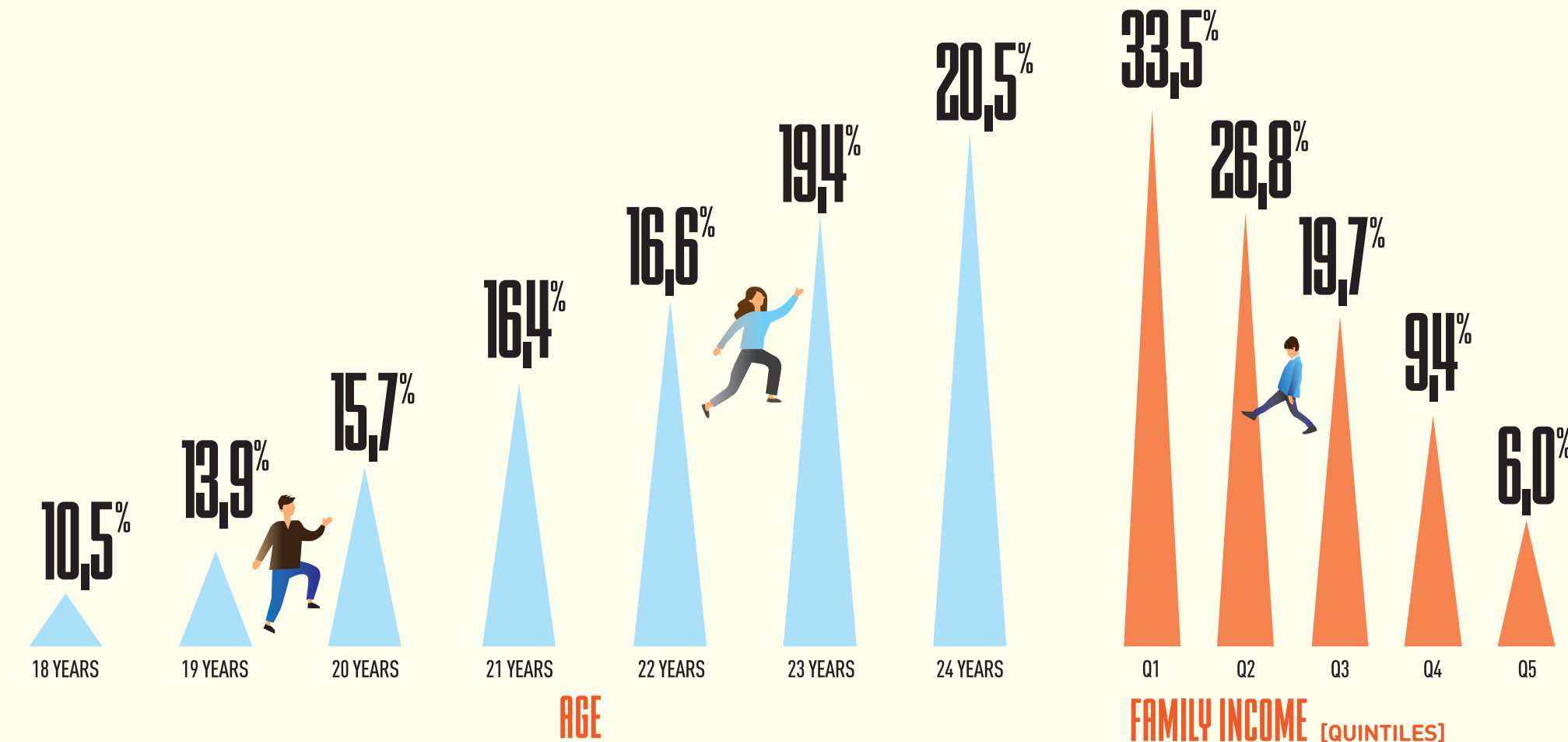
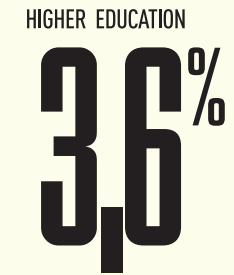
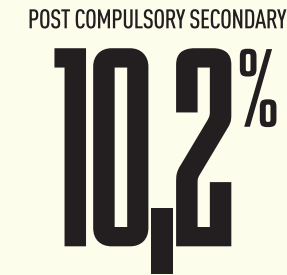
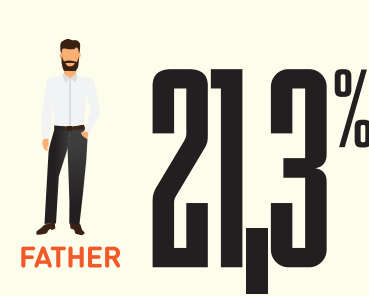
NATIONALITY



WHO LEAVES EARLY?



LEVEL OF STUDIES

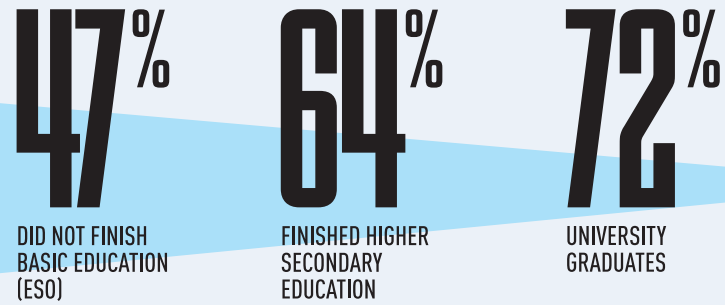


Source: own compilation based on data from the Economically Active Population Survey (EPA) and the Living Conditions Survey (ECV), both developed by the National Statistics Institute (INE).

COMPLIANCE WITH ET2020 OBJECTIVE BY AUTONOMOUS COMMUNITY

EMPLOYMENT AND SATISFACTION IN EARLY SCHOOL LEAVERS

Rate of employment of ESL males



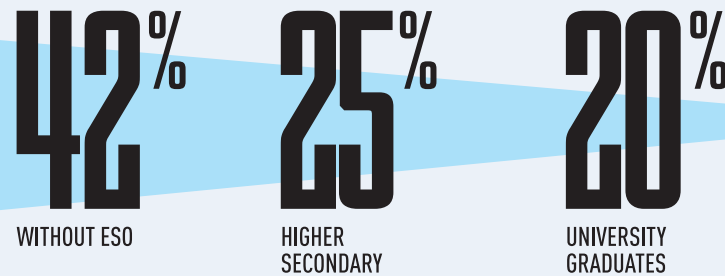
1 THEY WORK LESS

6 WORSE SITUATION ALSO IN THE SECOND STAGE OF YOUTH



IN THE SECOND STAGE OF YOUTH, WHEN THEY ARE AGED BETWEEN 25 AND 35 YEARS, THE ESL SITUATION CONTINUES TO BE WORSE THAN THOSE WHO DO NOT LEAVE SCHOOL EARLY

Rate of employment of ESL males



2 THEY ARE MORE FREQUENTLY UNEMPLOYED
And they take longer to find a job: 62% of young early school leavers have spent more than a year out of work, compared to 43% of non ESL [Data from 2014]

7 NOT ALL ESL ARE THE SAME: COMPLETING BASIC EDUCATION

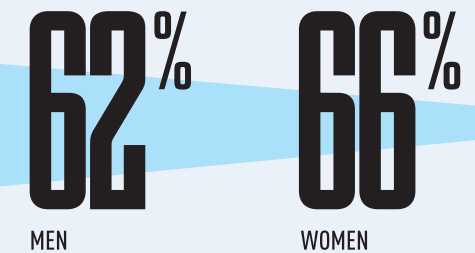
THE BIGGEST GAP IN ALMOST ALL THE INDICATORS IS THAT BETWEEN THOSE WHO COMPLETE THE ESO AND THOSE WHO DO NOT FINISH THEIR BASIC EDUCATION. THE DATA FOR UNIVERSITY GRADUATES ARE ALWAYS BETTER



3 THEY HAVE WORSE JOBS

8 IN GOOD TIMES, THE SITUATION OF THE ESL IS NOT BAD; DURING CRISES THERE IS A SHARP DROP

Unemployment rate for ESL without ESO during the crisis



4 MORE SHORT TERM EMPLOYMENT

ESPECIALLY TAKING INTO ACCOUNT THE TIME THEY HAVE SPENT IN THE JOB MARKET

9 THE ESL IN JOBS ARE EQUALLY SATISFIED WITH THEIR JOB AS THOSE WHO CONTINUED TO HIGHER EDUCATION

On a scale of 1 to 10



5 EARN SLIGHTLY LESS THAN THOSE WHO DO NOT LEAVE EARLY



2017	MEN	WOMEN
ESL without ESO	1,085.06	849.66
ESL with ESO	1,123.56	911.50
Higher ed. or equiv.	1,357.54	1,045.76
Univ. or FE studies	1,510.69	1,293.90

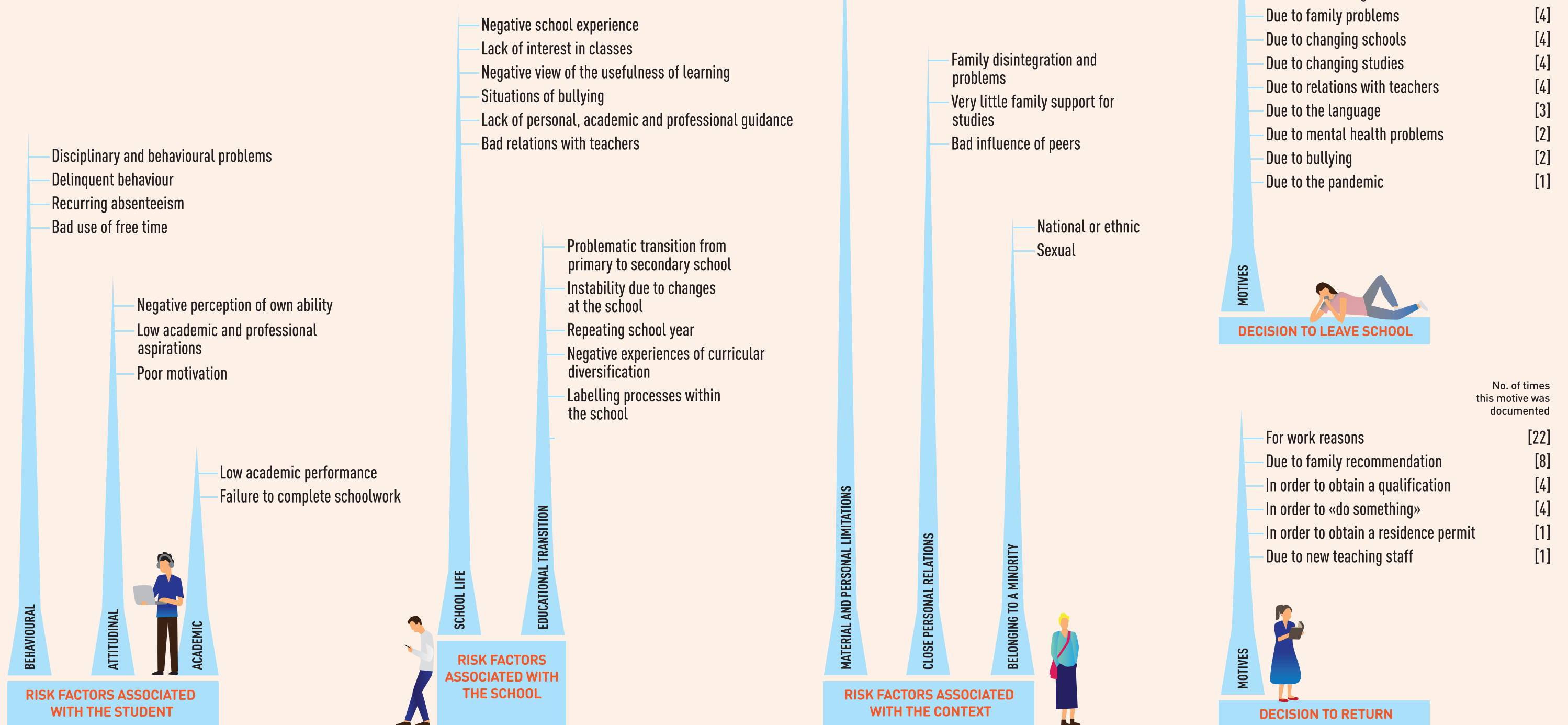
10 LEVEL OF SATISFACTION WITH THEIR LIFE



ESL ARE SLIGHTLY LESS SATISFIED WITH THEIR LIVES COMPARED TO THE REST, IN THEIR EARLY YOUTH (FROM 7.9 TO 7.4); BUT THIS IS NOT THE CASE BETWEEN 25 AND 35 YEARS (ALL SCORED AROUND 7.4 EXCEPT FOR UNIVERSITY GRADUATES WHO HAD A SATISFACTION SCORE OF 7.7 POINTS)

LEAVING AND RE-ENTRY INTO EDUCATION FROM A QUALITATIVE PERSPECTIVE

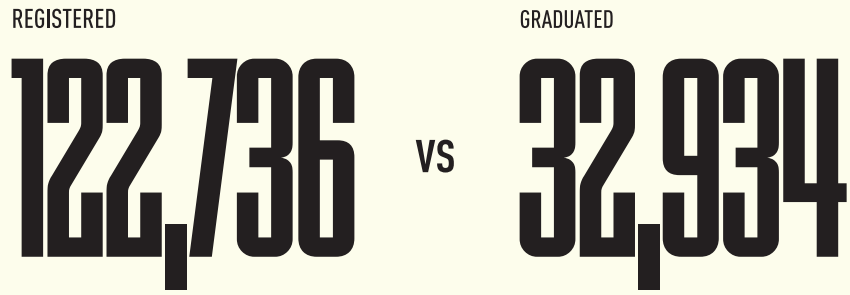
Leaving school early is the result of the student's disassociation from the education system which involves a series of factors attributable to the student, the school and their context, which can lead to this disassociation and ultimately, abandoning school.



EDUCATIONAL PROGRAMMES AND ACTIVITIES TO PREVENT SCHOOL LEAVING

ADULT EDUCATION

Only a quarter of students obtained their basic education qualification (ESO) in the 2018 -2019 school year, in the Secondary Education for Adults (ESPA) and free examinations to obtain the qualification.



TWO TYPES OF ACTIVITIES

- PREVENTION**
The majority developed by public authorities.
- RETURN**
The majority developed through social initiative, with private or mixed funding.

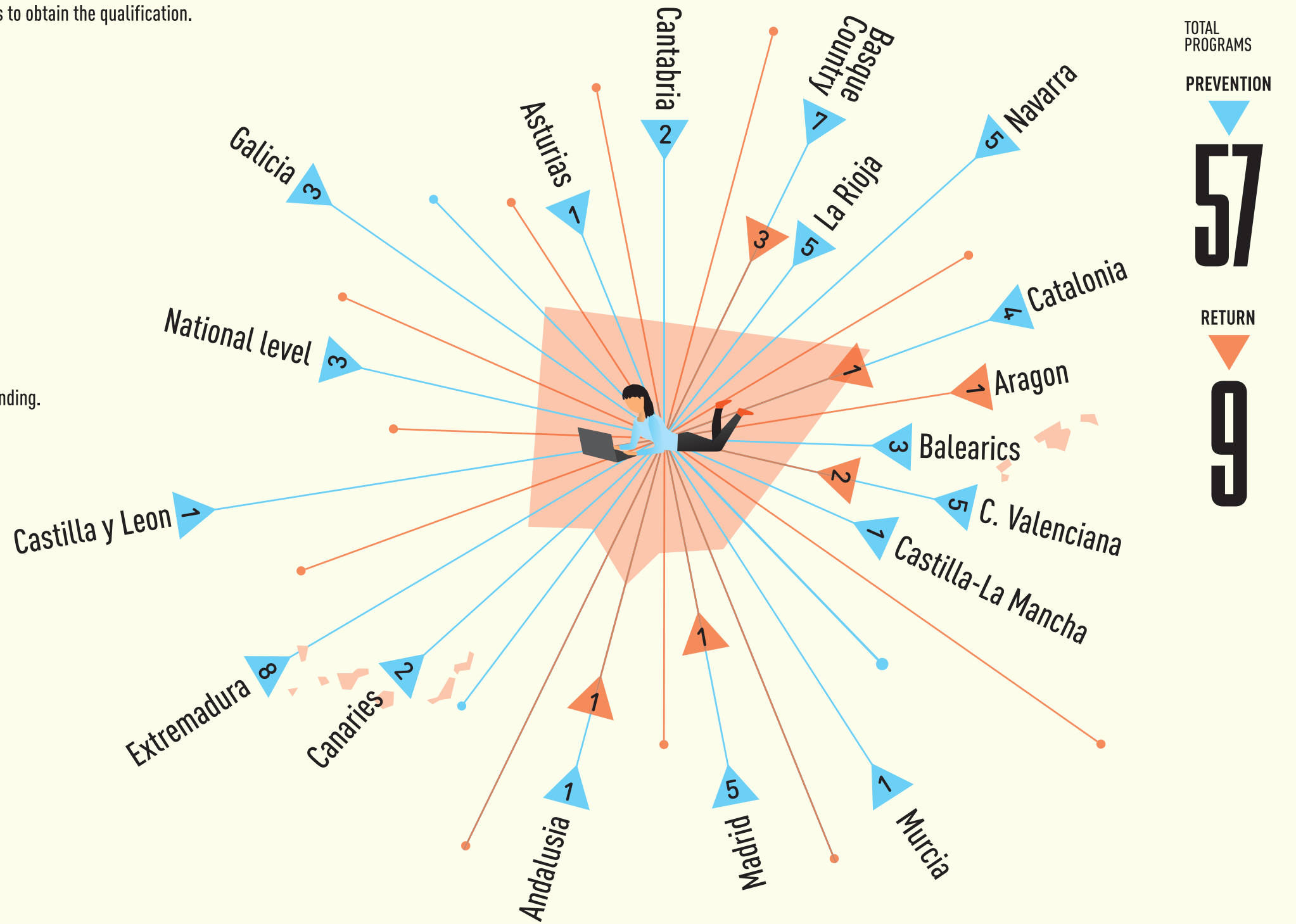
THREE CASE STUDIES

- PUBLIC AUTHORITY**
- RETURN** **JOOP** Jove oportunitat
- SOCIAL INITIATIVE**
- RETURN** **E20** Second opportunity schools
- PREVENTION** **FUNDACIÓN TOMILLO** Itinerario +

SOCIAL INITIATIVE PROGRAMMES

- Second Opportunity Schools [E20]: 43 institutions and bodies working towards the same goal, which includes reducing ESL.
- State, private and subsidised schools that carry out preventive actions and encourage a return to school within the context of their educational autonomy.

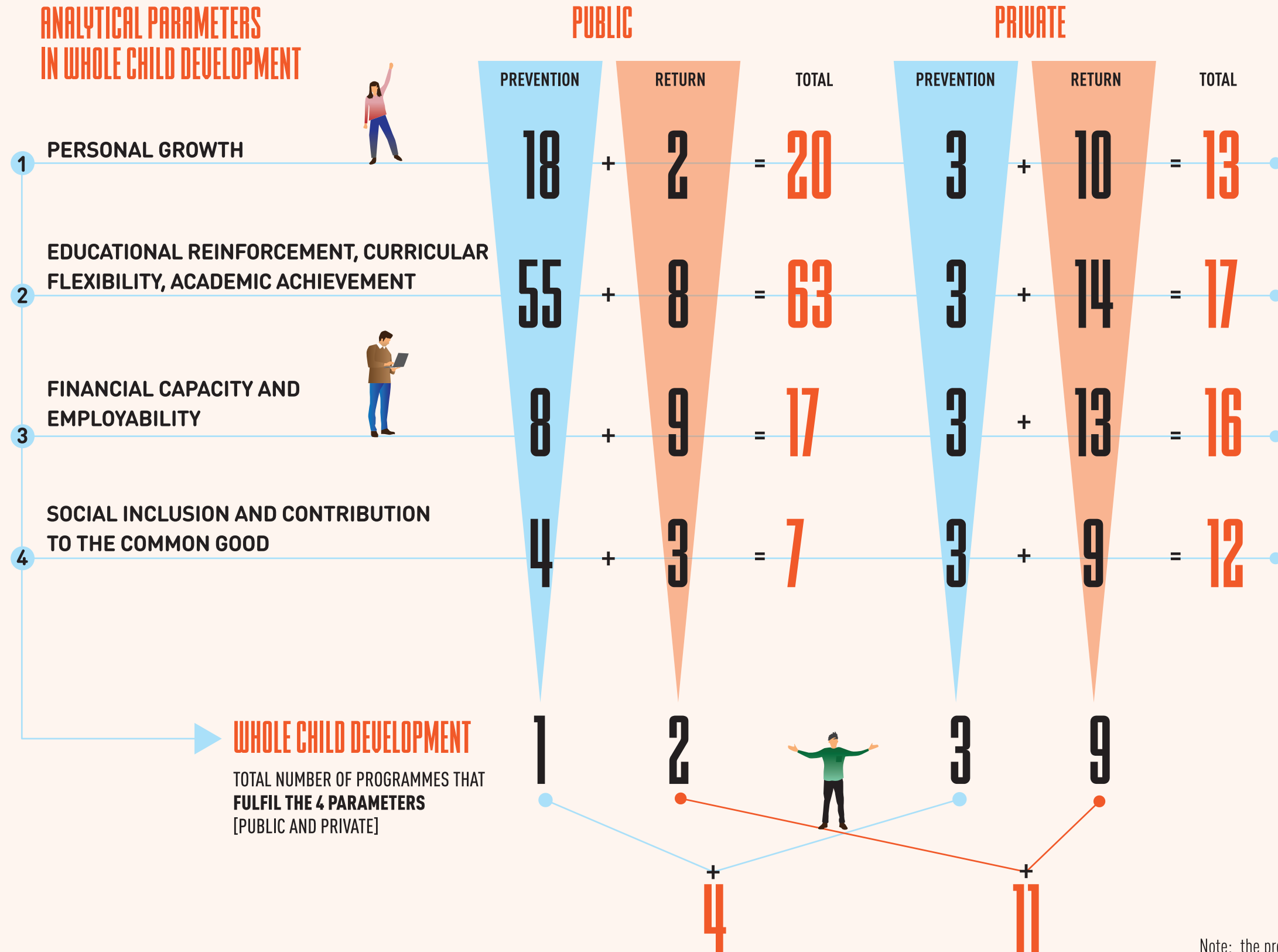
PUBLIC PROGRAMMES AND POLICIES: MINISTRY OF EDUCATION AND AUTONOMOUS COMMUNITIES



Sources: information compiled from a questionnaire sent to the Ministry of Education and the autonomous regions of Andalusia, Cantabria, Catalonia, Castilla-La Mancha, Castilla y Leon, Canaries, C. Valenciana, Extremadura, Galicia, Balearics, La Rioja, Navarra and Basque Country. For the communities of Asturias, Aragon, Madrid and Murcia the available public sources were consulted.

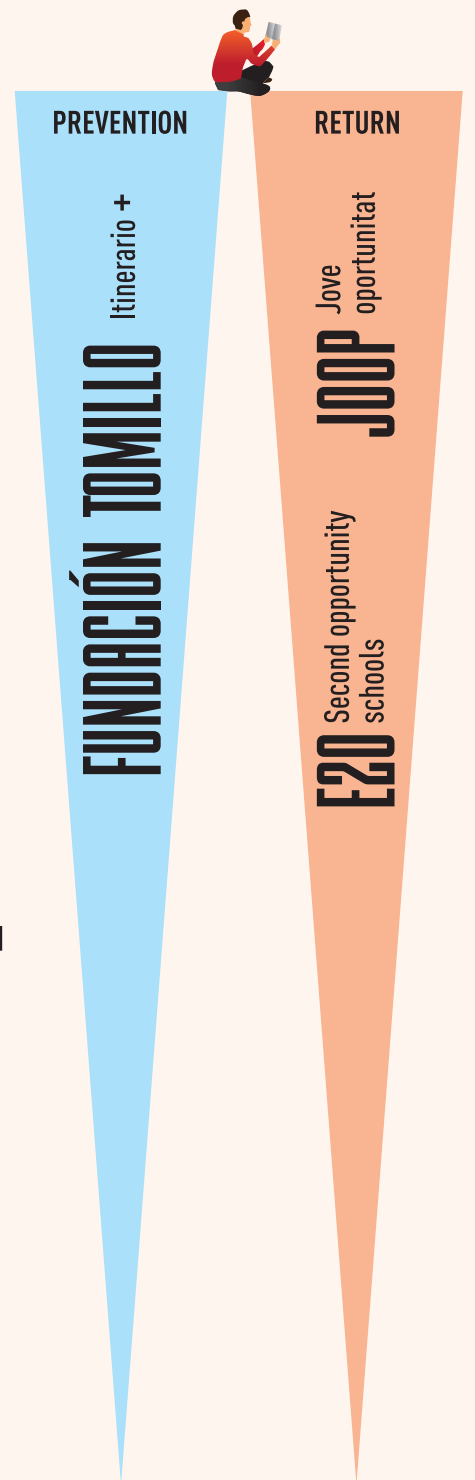
MAP OF EARLY SCHOOL LEAVERS IN SPAIN **SPOTLIGHT ON**
WHOLE CHILD DEVELOPMENT

**ANALYTICAL PARAMETERS
 IN WHOLE CHILD DEVELOPMENT**



**THREE CASE STUDIES:
 SUCCESSFUL EXPERIENCES OF
 WHOLE CHILD DEVELOPMENT**

Of these successful experiences when dealing with early school leavers, two come from organisations in civil society and the third was funded by a public authority. They were chosen according to the criteria of diversity, due to their whole child development approach, for their creativity and by applying a systemic solution to the problems of early leaving and the young people affected by it.



Note: the programmes designed to prevent early school leaving, by their very nature, are not oriented towards the job market. Many are developed in the early phases where the main action is designed to ensure that students remain in the education system.