



30 Jahre **inbas**

**summer**  
**school**

20.08.-01.10.2021

# Orienta4YEL. Case Study

*Blended Media Mentoring strategy to tackle Early School Leaving (ESL)*

<https://www.orienta4yel.eu/>

# The starting point

Analysing the context of....



**10 highly complex public secondary schools**  
*(Barcelona surrounding)*



**School leadership members**



27 interviews



**Teachers**



73 participants in focus groups



121 questionnaires responses



**Young people aged between 12 and 21 years-old**

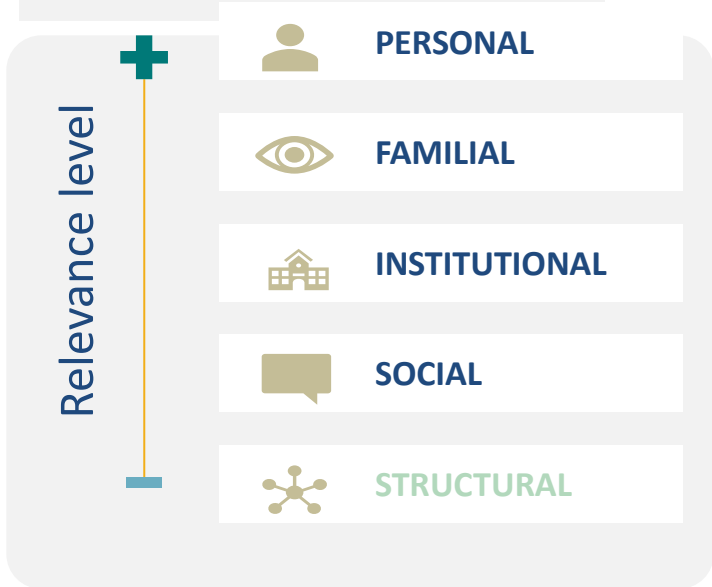


117 participants in focus groups



899 questionnaires responses

## Key findings on risks factors to Early Leaving (Barcelona, Spain)



### Personal challenges

Lack of interest and motivation for the school

Low **self-esteem** or **self-confidence**

Negative academic **self-perception**

Disengagement

Irregular **school transition**

### Family circumstances

Parental values: low family aspirations, **parental expectations** for young people

**Low family support:** lack of attention, educational support and affection

### Social relations

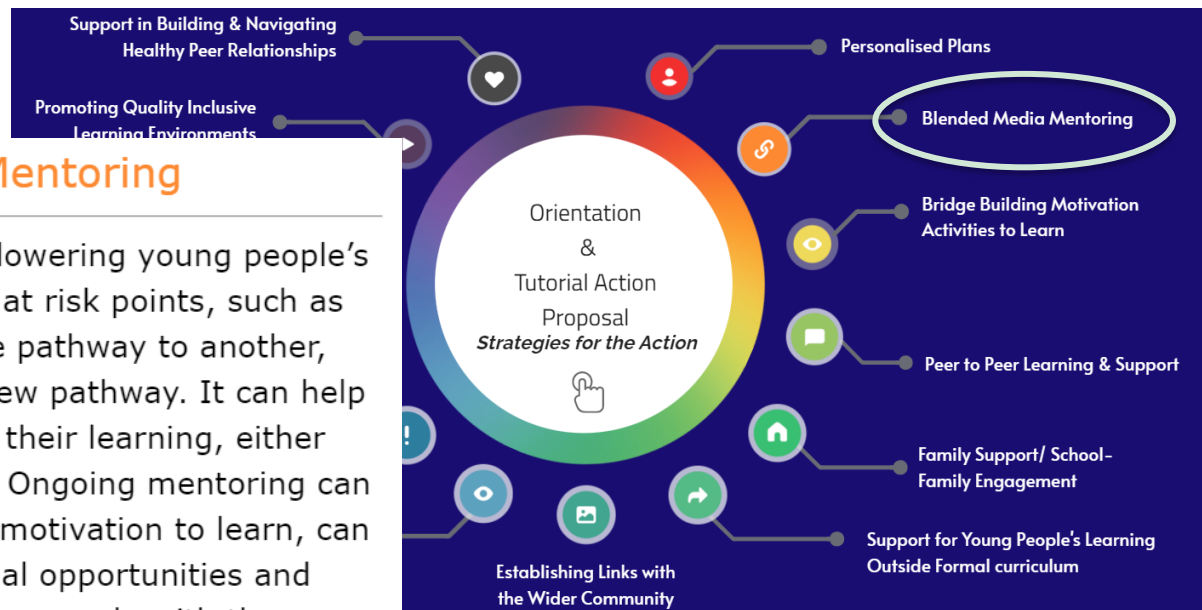
**Difficult relationship** in school: difficult relationships with teachers, peers, etc.

**Isolation**

# What to do?

## Blended Media Mentoring

Mentoring works as a strategy for lowering young people's risk of EL, for preventing drop-out at risk points, such as when making a transition from one pathway to another, and during the initial stages of a new pathway. It can help them to overcome issues affecting their learning, either related to the course or unrelated. Ongoing mentoring can help to maintain a young person's motivation to learn, can improve young person's professional opportunities and succeed in life or, can provide young people with the confidence, the resources, and the skills needed to achieve their potentials.



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

# Strategy implementation

- *Blended media* MENTORING implementation
  - 2020-2021 academic year
- Mentor - Referent adult figure (1 to 3 aprox.)
  - Teachers
  - External professional on guidance processes
- Young people aged from:
  - 12 to 16 yrs. (main group)
  - 16 to 18 yrs. (second main group)
- Individualized monitoring and supporting

# Positive impact on...

- Young people's self-confidence, self-esteem, self-perception
- Young people's academic performance and achievements
- Trust relationship
- Secure and supporting spaces
- Young people's transitions
- Continue studying, remaining on educational pathways and VET itineraries



# Thank you for your attention!

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