THE VOICES OF YOUNG PEOPLE ABOUT INTERRUPTING SCHOOL FAILURE AND DROPOUT: THE ROLE OF SCHOOLS, FAMILIES AND COMMUNITIES IN ATYPICAL EDUCATIONAL PATHWAYS

Panel: La transformación soñada. Inclusión de la comunidad para la mejora social

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PROJECT EDUPLACES | PRACTICES, VOICES AND PATHWAYS OF INCLUSIVE EDUCATION

Which processes and factors contribute, from the actors' point of view, to the construction of inclusive socioeducational practices?

Which processes and factors support the interruption of the school failure-dropout downward spiral and promote young people's remobilization towards learning and building successful academic pathways?

"(…) a panel of young people who, following an irregular academic pathway, and in the context of inclusive socioeducational practices, experienced an interruption of the school failure-dropout downward spiral and are finishing/have finished successful academic pathways"

METHODOLOGY

- Study support
- Student grouping
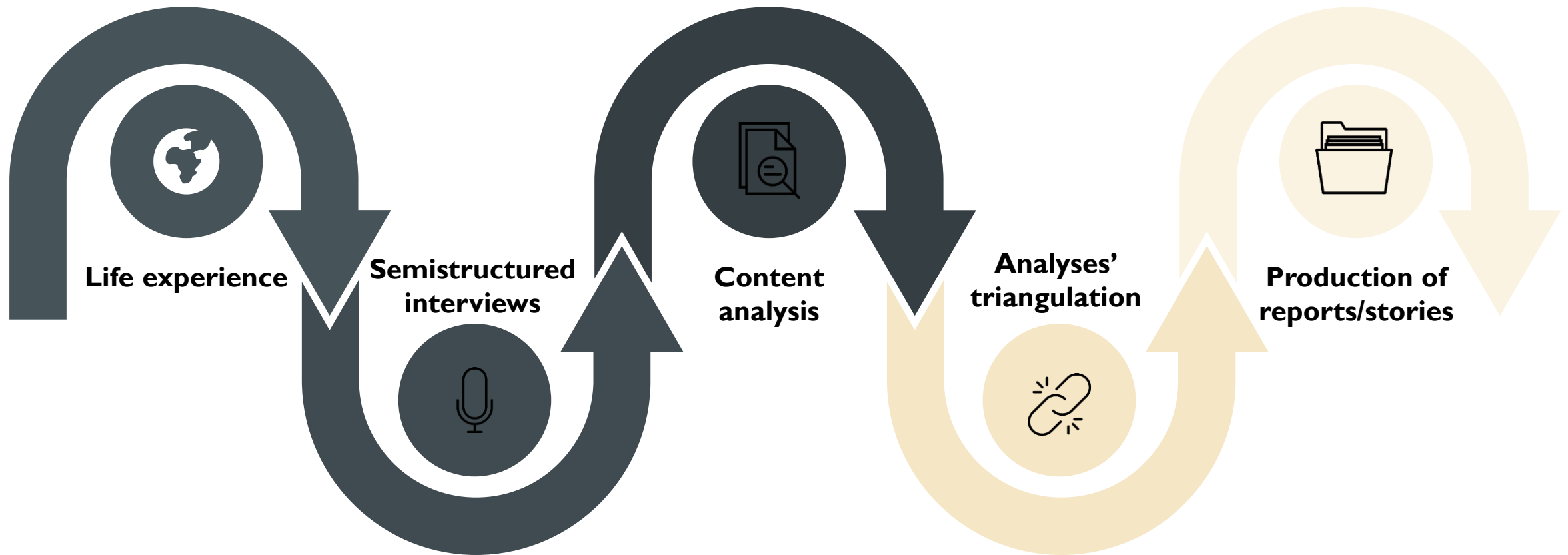- Mediation
- Pedagogical differentiation

Types of pratices (approach)

- School-based
- Community-based

Funding programme

Method/Area	North (N)	North-east (NE)	North-west (NW)	South (S)
FG Teachers/ Professionals	5	2	2	3
FG Parents	4	2	1	2
FG Children/Youth	3	3	3	2
FG Partners	3	--	1	--
Interviews Parents	--	--	9	--
Interviews Partners	--	--	1	--
Questionnaires Children/Youth	36	--	--	46
Interviews Youth AAP	9	4	2	--
FG Teachers/ Professionals CdA/CdP	--	1	--	2

METHODOLOGY

Life experience → **Semistructured interviews** → **Content analysis** → **Analyses' triangulation** → **Production of reports/stories**

"Life stories or reports - on one hand - reflect aspects of what people have learned with their life experiences, but also (...) constitute a learning process in and of themselves" (Bolívar, 2014, p. 720).

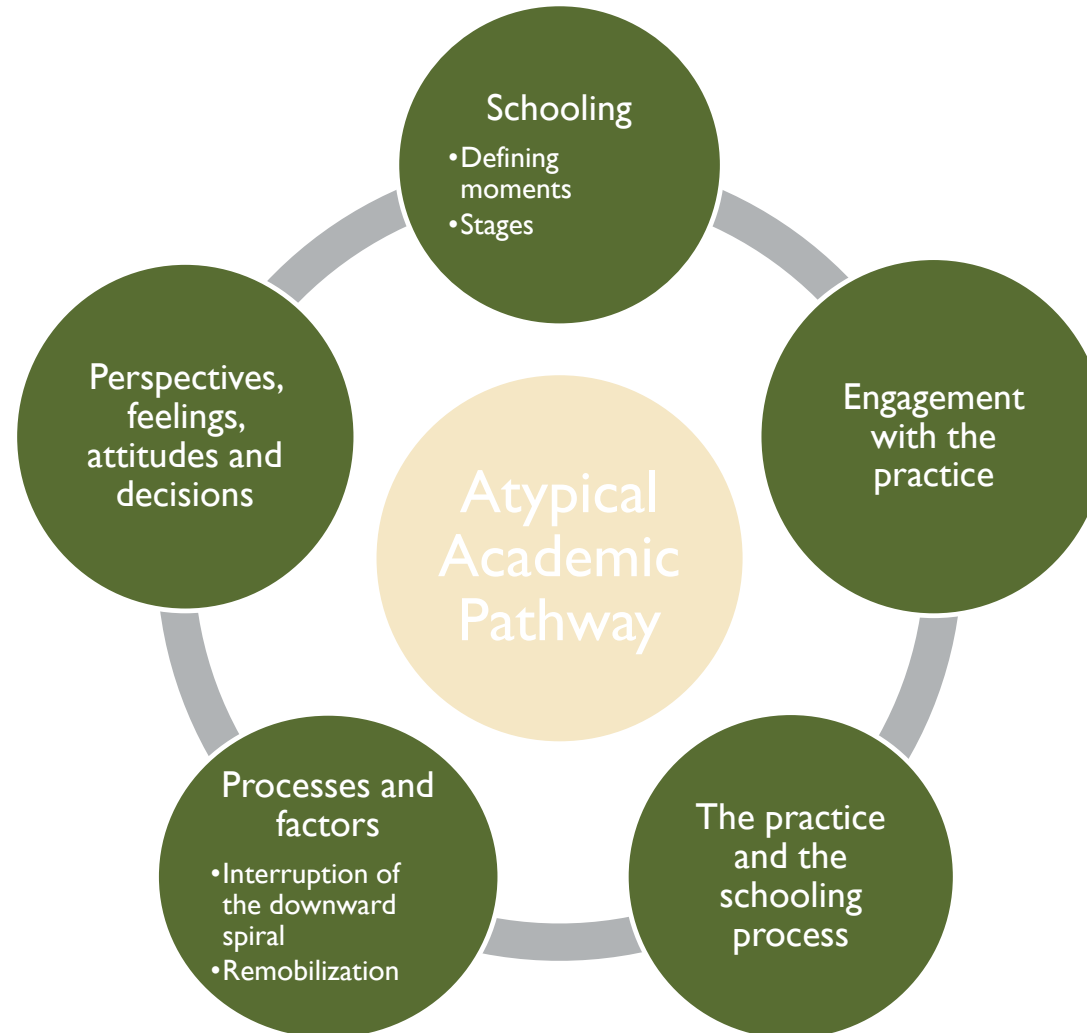# STORIES OF ATYPICAL ACADEMIC PATHWAYS

- 9 females
- 6 males

- 12 – 29 years (average = 20)

- 6th – 12th grade

STORIES OF ATYPICAL ACADEMIC PATHWAYS – ANALYTICAL SCRIPT

Schooling
- Defining moments
- Stages

Engagement with the practice

The practice and the schooling process

Processes and factors
- Interruption of the downward spiral
- Remobilization

Perspectives, feelings, attitudes and decisions

Atypical Academic Pathway

ANALYTICAL SYNTHESIS OF THE STORIES OF AAP

Analytical synthesis			
	M_NE_CB	F_N_SB_2	F_NE_CB
The most relevant during the schooling process	People	People Events	People Activities
Processes and factors supporting the interruption of the school failure-dropout downward spiral and promoting young people's remobilization towards learning and building successful academic pathways	- Close and continued relationship with the practice's psychologist - Parental involvement - Changes in teachers' perceptions	- Engagement with the practice - Parental involvement, support and guidance	- Father's support - Close interactions with/monitoring by teacher and psychologist - Engagement with the practice

ANALYTICAL SYNTHESIS OF THE STORIES OF AAP

Analytical synthesis			
	M_N_SB_I	F_N_CB_2	M_N_CB_2
The most relevant during the schooling process	People Spaces Practice	People	People
Processes and factors supporting the interruption of the school failure-dropout downward spiral and promoting young people's remobilization towards learning and building successful academic pathways	Pedagogical approach - Alternative teaching/learning methods - Persistency - Motivational strategies	- Economically unstable family situation - Negative expectations (family and community) - Education as "a way out" and "a happy place"	- Peer interaction - Father figure - Flexibility/empathy from school direction

ANALYTICAL SYNTHESIS OF THE STORIES OF AAP

Analytical synthesis		
	NW_CB_JPAT1	NW_CB_JPAT2
The most relevant during the schooling process	People Activities	People
Processes and factors supporting the interruption of the school failure-dropout downward spiral and promoting young people's remobilization towards learning and building successful academic pathways	- Family support and involvement - Engagement with the practice	- The practice's academic (scholarship), personal and family support and monitoring

ANALYTICAL SYNTHESIS OF THE STORIES OF AAP

Analytical synthesis			
	FI_N_CB_I	F2_N_CB_I	M_N_CB_I
The most relevant during the schooling process	People	People	People
Processes and factors supporting the interruption of the school failure-dropout downward spiral and promoting young people's remobilization towards learning and building successful academic pathways	Crucial role of the project that houses the practice under study: the people, the experiences, the nuclear family, the perspective of the future	Crucial role of the project that houses the practice under study: study support, reference figure(s)	Crucial role of the project that houses the practice under study: change of perspective on schooling and academic and professional future

ANALYTICAL SYNTHESIS OF THE STORIES OF AAP

Analytical synthesis		
	NW_SB_2_JPAT3	NW_SB_JPAT4
The most relevant during the schooling process	People Activities	People Activities
Processes and factors supporting the interruption of the school failure-dropout downward spiral and promoting young people's remobilization towards learning and building successful academic pathways	- The practice's academic and emotional support - VET	- Changing schools - The practice's support and monitoring (school-family interactions) - Support and implication from a teacher

ANALYTICAL SYNTHESIS OF THE STORIES OF AAP

Analytical synthesis		
	F_N_SB_I	FI_N_SB_2
The most relevant during the schooling process	People Events	People
Processes and factors supporting the interruption of the school failure-dropout downward spiral and promoting young people's remobilization towards learning and building successful academic pathways	- Engagement with the practice - Pedagogical approach - Stability of the team	- Psychological support for the management of anxiety associated with moments of evaluation

THE ROLE OF SCHOOLS, FAMILIES AND COMMUNITIES IN ATYPICAL EDUCATIONAL PATHWAYS

- What do children/young people identify as the main barriers to academic success?
  - Student participation
  - Pedagogy, curriculum and evaluation
  - Learning the student craft

- What do children/young people identify as the main processes that help overcoming barriers to academic success?
  - Pedagogy, curriculum and evaluation
  - Learning the student craft
  - Student participation

- What about school-family-community communication, translation, negotiation and interaction?

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