RESL.eu
Reducing Early School Leaving in Europe

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Project Paper 5

Students' Survey (A1): Preliminary analysis

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1 Introduction

Work Package 3 of RESL.eu (Reducing Early School Leaving in Europe) comprises a quantitative analysis of secondary and primary data in order to identify demographic and socio-economic patterns of early school leavers and NEETs (those not in education, employment or training) and understand the trajectories and risk factors associated with becoming an early school leaver. Empirical research with young people involves a two-phase process: phase one whereby students currently in school are surveyed in detail on a range of socio-demographic, educational and attitudinal variables (Survey A1); and phase two, two years later, in order to monitor their trajectory from school towards further training, higher education or labour market insertion (Survey A2).

Project Paper 5 represents the culmination of a year-long process of questionnaire design, data collection, aggregation and analysis and presents preliminary findings from the first empirical stage of quantitative fieldwork that took place in schools[1] during the 2013/14 academic year.

The tables, charts and commentary presented here outline descriptive statistics for some key variables and represent a more in-depth preliminary interrogation of the data through bivariate correlation analysis and multivariate regression analysis and are not intended to be an exhaustive examination of the data collected. This paper instead functions as a basis for further analysis with a view to publishing the final findings of the students' surveys in Publication 4 (January 2017).

In Project Paper 3 (Kaye *et al.*, 2014) we collected information about the availability of student-level data in each of the participating countries. On the basis of this a comprehensive questionnaire was designed to collect comparable data on the principal factors surrounding the phenomenon of early school leaving: an ambitious aim to fill a clear gap in the available sources of statistical data.

Additionally, the design of the survey was guided by the following broad research objectives:

- To identify risk factors for students becoming early school leavers (ESLers);
- To monitor and explore the early trajectories and perceptions of students at-risk of becoming ESLers; and
- To understand the socio-demographic profile of at-risk students

Because this first stage of this research took place in schools and colleges with young people who were still in education the focus of the first students' survey (Survey A1) was more strongly on those students most 'at-risk' of becoming ESLers in the near-future. Students identified as 'at-risk' exhibit a number of factors associated with poor educational outcomes, such as low socio-economic status, belonging to a minority demographic group or a limited range of social networks. The complex interplay of factors and the way in which they present a risk to young people's outcomes are discussed in more depth in Project Paper 2: *Theoretical and methodological framework on Early School Leaving* (Clycq *et al.*, 2014). For students still within the education system, levels of engagement with school have been shown to serve as a good proxy for identifying potential ES-

[1] Including a wide range of educational establishments covering the breadth of provision in the participant countries

Lers, which has led the current analysis to focus on this concept as a highly relevant dependent variable.

The students who participated in Survey A1 are to be surveyed again in the academic year 2015/16 in order to introduce a longitudinal element to this part of the wider RESL.eu project. It is here that the wealth of information contained within the first survey will become even more useful in identifying patterns of risk amongst young people who subsequently did become ESLers and protective factors for those identified as 'at-risk' and yet did not experience ESL.

The analysis presented in this present paper is based on the first students' survey that took place in seven of the nine RESL.eu partner countries[2] participating in the empirical element of the project – more than 19,000 students took part with at least 2,000 respondents in each country. The paper firstly provides an overview of the methodology that was employed during this phase of the research before presenting the results of preliminary analyses in four distinct stages:

- Section 3 outlines the socio-demographic composition of the overall survey sample;
- Section 4 provides a more in-depth description of how our dependent variables were derived through the use of principal components analysis (PCA);
- Sections 5 to 8 present the results of further analysis on the basis of these key variables: School Engagement; Social Support; Teacher Support and Student Aspirations;
- Finally, Section 9 develops several multiple regression models to explore the combination of predicting variables amongst the students in the sample;
- Finally, section 10 presents a brief conclusion of these preliminary findings.

As described below in the Methodology section, our sample was selectively chosen in order to include as many at-risk students in this first survey as possible. For this reason, neither the overall dataset nor the individual country-level samples can be deemed as a representative cross-section of the student body in that area. It was not within the remit of the RESL.eu study to provide a comprehensive investigation of the student body overall and any attempt to generalise the findings of the students' survey to the wider population must therefore proceed with a certain degree of caution. This wide-scale survey does, however, represent a unique source of information on a vulnerable population of students at risk of leaving school early. It can thus provide key insights into the attitudes and profiles of those students who, in respect to a number of factors, might be deemed to be most at-risk of becoming early school leavers.

[2] Belgium, the Netherlands, Poland, Portugal, Spain, Sweden and the UK (Austria and Hungary did not take part in this work package).

2 Methodology

2.1 Sampling frame

The RESL.eu study is designed to elicit the views, experiences and trajectories of young people coming towards the end of their compulsory education and who are potentially at risk of becoming 'early school leavers': that is, "young people [leaving] secondary education without attaining a degree/certificate of upper secondary education or similar, equivalent to ISCED level 3 (ISCED-2011 scale)" (Araújo *et al.*, 2013, p18). The study sought to sample at least 2,000 young people in seven EU member states at this first stage of quantitative data collection. In fact, a total of 19,631 responses were collected.

2.1.1 Population

The quantitative stage of data collection with the RESL.eu project comprises two student surveys, two years apart with young people, all of whom were attending school at Survey A1 but with the expectation that some would become early school leavers by the time of Survey A2. With this design in mind, the population for which Survey A1 was designed included all students within two years of the end of upper secondary education who were currently attending mainstream educational establishments in each of the seven EU member states involved in empirical data collection.

2.1.2 Cohort Selection

It was decided that this first students' survey was to focus on two cohorts of students based, not on age groups, but on academic year groups and where they were situated in relation to the attainment of upper secondary level qualifications. This meant that students with a wide range of ages were included in the sample selection for the study, depending on the national education system within which the data collection was taking place. Using the academic year at which upper secondary education is 'usually' attained (or the end of compulsory education if this was higher) as a reference cohort (x), the two cohort selected to participate in Survey A1 in all participating countries were *x-2* ('Cohort 1') and *x* ('Cohort 2').

2.1.3 Research Area Selection

Having selected which cohorts were our primary focus of study, the project also sought to highlight within-country regional variations and so two research areas were selected per participating member state on the basis of contrasting demographic and/or socio-economic profiles. Urban areas with lower-than-average youth employment rates were used as an over-arching selection criteria for all countries in order that those students most at-risk of becoming early school leavers by the time of Survey A2 might be captured in the first stage of data collection. The final decision of which research areas were chosen was left to the national teams.

2.1.4 School Selection

Within each of the research areas selected by the national teams, full academic-year cohorts in schools were targeted so as to capture a cross-section of the student body in that area. The number of schools selected by each team depended on the size of schools and national teams recruited as many schools as were deemed necessary to achieve the minimum sample size of 2,000 students. Schools were selected based on their individual characteristics and profile with the aim of capturing the students with a potential of becoming early school leavers in subsequent years, based on the prior knowledge of the research teams in each country.

2.2 Instrumentation

The Survey A1 questionnaire was designed with the aim of capturing information on a wide range of topics relating to students participating in this stage of data collection. Working in partnership with schools to administer the survey within the learning environment allowed for a somewhat more extensive questionnaire in terms of content and length than would have been possible with an online or postal questionnaire. However, it was also acknowledged that the questionnaire should be as short as possible to encourage respondents to give honest and informative responses without succumbing to 'research fatigue'.

2.2.1 Key Variables and Scale Construction

The aim of this stage of the RESL.eu project was to map the views and attitudes of students on their schooling and education, as well as the demographic profile of the student body in the selected cohorts. For this reason a wide range of variables and topics were included in the questionnaire for Survey A1, which comprised six sections and a total of 86 questions (see appendix 1 for the final questionnaire).

Key demographic variables, such as gender, age, ethnicity[3], country of birth, migrant status, parents' educational level, employment status and occupation were collected, as well as factual information about respondents' educational trajectory (attendance at pre-school, repetition of school year, level and track at which they were currently studying).

In addition, several psychometric scales were included in the design of the questionnaire in order to gauge participants' attitudes to education, their own self-concept, relationships and support from parents, peers and teachers and their behaviour, motivations and aspirations in regards to school.

The inclusion of items for the questionnaire was based on theoretical considerations with the framework of the project's starting point (see Project Paper 2), including measures of social capital, school engagement, self-esteem and structural factors relating to socio-economic class. Although previously validated scales were used as far as possible to capture attitudinal variables, it was intended that exploratory factor analysis would be employed to ensure the appropriate construction of scales on the basis of the study's sample (see 2.4 Data Analysis, below).

[3] Due to national-specific legal constraints, questions about a respondent's ethnic background were not able to be asked in all countries. Here, a proxy question on 'minority' belonging was used.

2.2.2 Questionnaire Design

The questionnaire was designed collaboratively with input of all national teams involved in the collection of empirical data at this stage of the project, under the co-ordination of the Middlesex University team. A final international version of the questionnaire was agreed upon before being adapted, where necessary, to the context of the individual national educational system, whilst still maintaining comparability across the participating countries. A limited number of country-specific items were also included (or omitted) for each of the national iterations of the questionnaire. Although, not devised for cross-national comparability, these items were nonetheless deemed important aspects for understanding issues pertinent for students within their own national education system.

2.2.3 Translation

Following the completion of the seven national questionnaires in accordance with the overall international version, the next stage of the design involved a process of translating into the national language(s) of each of the participating countries. The national teams were responsible for undertaking the initial translation, before the translated questionnaires were independently back-translated for quality control and overseen by the work package co-ordinators to ensure that there was no loss of meaning or comparability.

2.2.4 Reliability and Validity

Throughout the design of the questionnaire pre-existing validated scales were employed where possible, supplemented with original items that were piloted and discussed internally before being integrated into the final questionnaire. Following the data collection period we conducted factor analysis and the results confirmed that the scales used as configured for Survey A1 had good internal reliability (Cronbach's alpha scores of between .64 and .91).

2.3 Data Collection

Following an initial piloting period in November/December 2013, data collection took place in the spring and summer terms of the 2013/14 academic year. The seven country teams administered the survey across their selected research areas via an online survey platform (Qualtrics) so that responses could be automatically registered and saved to a central server. In some cases paper questionnaires were employed, which were then entered into the online system by the national teams.

2.3.1 Ethical Considerations

Fieldwork was carried out with the consent and under the supervision of the schools and colleges involved. The survey took place at the students' school, during normal teaching hours and with a staff member from the school present alongside the researchers.

Each national team worked within the ethical framework of their own institutional and national principles, obtaining the necessary approval from oversight committees or other relevant bodies and parents.

The surveys were conducted online, where possible, using the schools' own IT equipment. All information was entered online by the participants themselves, ensuring that neither other survey participants, nor the supervisors – members of the research team and school staff - had access to them during the survey.

Prior to the completion of the questionnaire, students were informed about the project's aims and research methods, and it was explained that taking part in the survey was fully voluntary; participants being able to withdraw at any time without having to explain their actions.

Issues of confidentiality and anonymity were also explained to participants. Although the survey elicited some personal information, including names and contact details from participants, utmost care was taken that all personal details were kept absolutely confidential. Personal information was separated from the rest of the answers during data analysis stage and used only for tracking purposes, so that the research team could contact the survey participants later on during the project. The findings of the survey are presented in aggregate form only.

2.3.2 Piloting

Piloting of the preliminary survey was undertaken with one group of students in each of the countries and subsequent feedback in the form of an unstructured focus group was elicited. Feedback in terms of the overall length of the survey, the comprehensibility of some of the questions and the amount of personal information sought by the questionnaire was taken into account before final adjustments were made to produce a final questionnaire for use in the study.

2.3.3 Fieldwork

The main period of fieldwork took place between February and July 2014. Researchers from each of the national teams administered the survey across the two previously-selected sites in each country, going into a number of schools and/or colleges. Questionnaires were completed by students online using the Qualtrics interface or else on paper and subsequently entered electronically by members of the research team. All fieldwork was completed by the end of the 2013/14 academic year.

2.3.4 Data Entry

Manual entry of paper-based survey responses was undertaken by national research teams before the commencement of the data analysis stage. The scale of this operation varied according to the extent to which IT equipment had been available to the researchers at the time of the data collection in schools.

2.4 Data Analysis

Once the data collection and entry was complete the national datasets underwent a process of aggregation, cleaning and coding in preparation for statistical analysis. The international dataset was then exported into SPSS and the data analysis carried out using this specialist software program.

Following the basic description of respondents' profile and frequencies of educational status (Section 3), further statistical analysis proceeded in five stages.

2.4.1 Exploratory factor analysis

Firstly, scale items in the survey were subjected to exploratory factor analysis (Section 4) and new variables were created on the basis of this dimension reduction technique. From the 102 such items appearing on the questionnaire, 20 first-order 'underlying' variables were identified and the mean scores of these computed as new variables in the dataset. Further factor analysis on these new variables uncovered second-order latent conceptualisations, including: School Engagement, Social Support and Teacher Support. The mean scores for these higher order factors were also calculated as new variables and these formed the basis of the next stage of analysis.

2.4.2 Analysis of higher-order factors

The second, third and fourth stage of analysis comprised thematic investigations of each of the higher-order factors in turn, analysing the profiles of respondents according to key socio-demographic characteristics in relation to their scores for each factor (Sections 5, 6 & 7).

The second stage of data analysis involved the cross-tabulation of the key second-order variables with common socio-demographic indicators that were prominent in the literature as important predictors for level of engagement and support. Mean scores for these variables were compared between different subgroups with the help of one-way analysis of variance (ANOVA).

In the third stage of analysis, lower and upper thresholds for our second-order variables – School Engagement, Social Support or Teacher Support – were established based on the distribution of scores within our sample. As the scores were normally distributed, it was decided that thresholds dividing the distribution of participants into suitably-sized groups could be achieved by imposing thresholds at one standard deviation from the overall mean ($\mu \pm \sigma$). The profiles of students falling within these 'low' and 'high' bands were subsequently analysed and chi-square analysis used to test whether certain socio-demographic variables were statistically significant and whether there were clear patterns associated with participants who also reported low levels of School Engagement, Social Support or Teacher Support.

The fourth stage of analysis involved classifying students into 'low' and 'high' groups as above using national-specific mean scores as a reference point and comparative analysis proceeded on the basis of within-country profiling of students in the upper and lower bands.

2.4.3 Correlation and regression analysis

Following the analysis of student profiles, the fifth stage of analysis involved undertaking an exploration of bivariate correlations with the key dependent variables: School Engagement, Social Support and Teacher Support. Independent variables that had at least a moderately-size coefficient of correlation with the higher-order-factor variables ($r > .200$) were then combined into three predictive models using multiple linear regression (Section 9).

3 Demographic Composition of Survey Participants

The students' survey asked several questions regarding the demographic characteristics of the participants. Each national team aimed to administer the questionnaire to a minimum of 2,000 young people, with three of the teams eliciting responses from more than 3,000 participants. The next section outlines the principal demographic characteristics of the overall survey sample (N=19,631), as summarised in figure 3.1.

Figure 3.1: Demographic statistics for students survey respondents

	Total (N = 19631)	%
Country of survey		
Belgium	2791	14.2
Netherlands	2647	13.5
Poland	3174	16.2
Portugal	2223	11.3
Spain	3731	19.0
United Kingdom	3018	15.4
Sweden	2048	10.4
Cohort		
Cohort 1	10708	54.9
Cohort 2	8811	45.1
Sex		
Male	9246	47.6
Female	10170	52.4
Age		
13 to 15	2550	15.8
16 to 18	10548	65.5
19 and over	3004	18.7
Ethnicity		
Not ethnic minority	9967	71.0
Ethnic minority	4064	29.0
Country of birth		
Country of survey	14683	85.0
Another country	2583	15.0

	Total (N = 19631)	%
Migrant status		
Native origin	11074	58.8
Second-generation migrant	4740	25.2
First-generation migrant	3016	16.0
Family composition		
Two-parent biological	12676	66.3
*Two-parent recomposed**	1618	8.5
Single-parent	4204	22.0
Living with guardian	621	3.2
Parents' occupational status*		
Professionals	4463	38.8
Technicians	2512	21.9
Operators	4518	39.3
Parents' highest level of education		
ISCED 0-2	3063	22.7
ISCED 3	4984	36.9
ISCED 4+	5470	40.5
Current educational track and level		
ISCED 2 - vocational	761	4.0
*ISCED 2 – general**	3146	16.6
ISCED 3+ - vocational	6102	38.0
*ISCED 3+ - general**	8133	38.6
Other/unspecified	801	2.7

**Two-parent recomposed* includes young people who live with two adults at least one of whom is not their biological parent, e.g. step- and adoptive family unit (see 3.3, below)*

**Parent's occupational status* has been coded using ISCO-08 major groupings (9 classes) and further aggregated into three classes, such that 'Professionals' includes all occupations coded as 1-Managers and 2-Professionals; 'Technicians' includes those coded as 3-Technicians and associate professionals and 4-Clerical support workers; and 'Operators' comprises occupations coded 5 to 9 (see 3.4, below)*

**Here, 'general' education includes both comprehensive education in systems that do not have a formal system of tracking as well as general tracks in more differentiated systems.*

3.1 Age and sex

Selection of the survey sample was primarily based on the premise of academic cohorts. The teams sought to survey students in the last year of upper secondary education (so long as it was not compulsory for them to complete a further year/years of subsequent education; see Section 2.1.2, above) and those two years below this. Using this point of comparability across the countries meant that the actual age range of the students who took part varied significantly

from 13 to over 25. The vast majority of young people (65.5%) were aged between 16 and 18 with a significant minority (18.7%) aged 19 or above.

Across the sample, the gender balance was on the whole maintained, with slightly more girls (52.4%) taking the survey than boys. All but two of the country teams (Poland and Sweden) sampled more female students than males, with the UK ratio as high as 57:43 owing to the fact that they undertook research in two single-sex all-female schools.

3.2 Ethnicity and migration background

Young people were asked whether or not they considered themselves to be a member of an ethnic, cultural or social minority in their country regardless of their country of birth or migration status. Ethnicity is a highly subjective concept which cannot be easily captured and which, may also not remain constant over time (Tajfel *et al*., 1971; Phinney, 1990; 2003). The added complication of cross-national – and therefore cross-cultural – research means that the exact wording of this question in the different countries was necessarily altered to the specific context and in order to meet certain legal constraints relating to asking about ethnicity in survey research.

Overall, the vast majority of students (71%), when asked if they belonged to 'a minority group' stated that they did not, although the proportion of those who did (29%) was almost twice the proportion of students who were born outside of the country of survey, indicating that minority students were not only first-generation migrants but also included young people who were native born.

Respondents' migration background was derived from their responses to three questions on the survey relating to their own country of birth and that of each of their parents. From this it was ascertained that 58.8% of the overall sample were of native origin: that is, they were born in the country of survey to parents who were both also born there. A quarter of respondents (25.2%) were born in the country of survey with at least one parent who was born abroad, who were classified as second-generation migrants. The remainder of participants (16%) were themselves born outside of the country in which they were surveyed and so categorised as first-generation migrants.

3.3 Family composition

Family type was derived from a question asking about household composition and in particular with whom the respondents lived. From this, four broad categories were used to class respondents as living in a ***two-parent (biological) family***, a ***two-parent (recomposed) family*** – whereby the young person lived with at least one adult who was not their biological parent (e.g. step- or adoptive families); a ***single-parent family*** or if the young person lived under the ***care of a guardian***. Two-thirds of young people surveyed were living with both of their biological parents (66.3%), whilst a further 22% were part of a single-parent household. 8.5% of respondents lived with step-parents or as part of an adoptive family, whilst a small minority (3.2%) lived with a guardian.

3.4 Socio-economic status

Respondents were asked about their parents' level of education and their current or most recent occupation. These variables are often used as a proxy for socio-economic status and were used to categorise students into one of nine parental occupation classes and one of six parental education classes. In both cases students' responses were coded according to the International Standard Classification for Occupations (ISCO-08) and the International Standard Classification for Education (ISCED) in order for them to be comparable across all countries.

The ISCO-08 classification has been developed by the International Labour Organisation to compare occupations from different countries. For the purposes of the present analysis, the one-digit ISCO-08 major grouping codes have been used: 1 – Managers; 2 – Professionals; 3 – Technicians and associate professionals; 4 – Clerical support workers; 5 – Service and sales workers; 6 – Skilled agricultural, forestry and fishery workers; 7 – Craft and related trades workers; 8 – Plant and machine operators and assemblers; 9 – Workers in elementary occupations.

Where a further aggregation has been deemed more appropriate for ease of interpretation, the following three-category classification, as employed by the OECD (e.g. Dumont, 2008; Keeley, 2009) has been used: ***Professionals*** (1 – Managers & 2 – Professionals); ***Technicians*** (3 – Technicians and associate professionals & 4 – Clerical support workers); and ***Operators*** (5 – Service and sales workers; 6 – Skilled agricultural, forestry and fishery workers; 7 – Craft and related trades workers; 8 – Plant and machine operators and assemblers & 9 – Workers in elementary occupations)

The ISCED-97 classification was developed by UNESCO to facilitate comparison of educational qualifications across countries and comprises 7 distinct levels (0-6). For the present analysis, parents' levels of education were determined using categories based on the ISCED-97 classification, with further cross-categorisation to distinguish vocational from general educational qualifications. The six categories used here are: ISCED 0 – ***No qualifications***; ISCED 1 – ***Primary education***; ISCED 2 – ***Lower secondary education***; ISCED 3v – Upper ***secondary vocational education***; ISCED 3g – ***Upper secondary general education***; ISCED 4+ - ***Post-secondary or tertiary education***.

For both variables on parents' educational level and occupational status, it must be acknowledged that the accuracy of the responses relied on young people's ability to recall and describe accurately the qualifications achieved and the current job undertaken by each of their parents.

Figure 3.2 shows that 26% of students stated their parents worked in a 'professional' occupation, with a further 23% working in the service or sales sector. With regards to parental educational level, more than 60% of parents had attained upper secondary general education or beyond, with around 13% having achieved no more than primary education (Figure 3.3).

Figure 3.2 – Parents' occupational status (ISCO-08 major groupings)

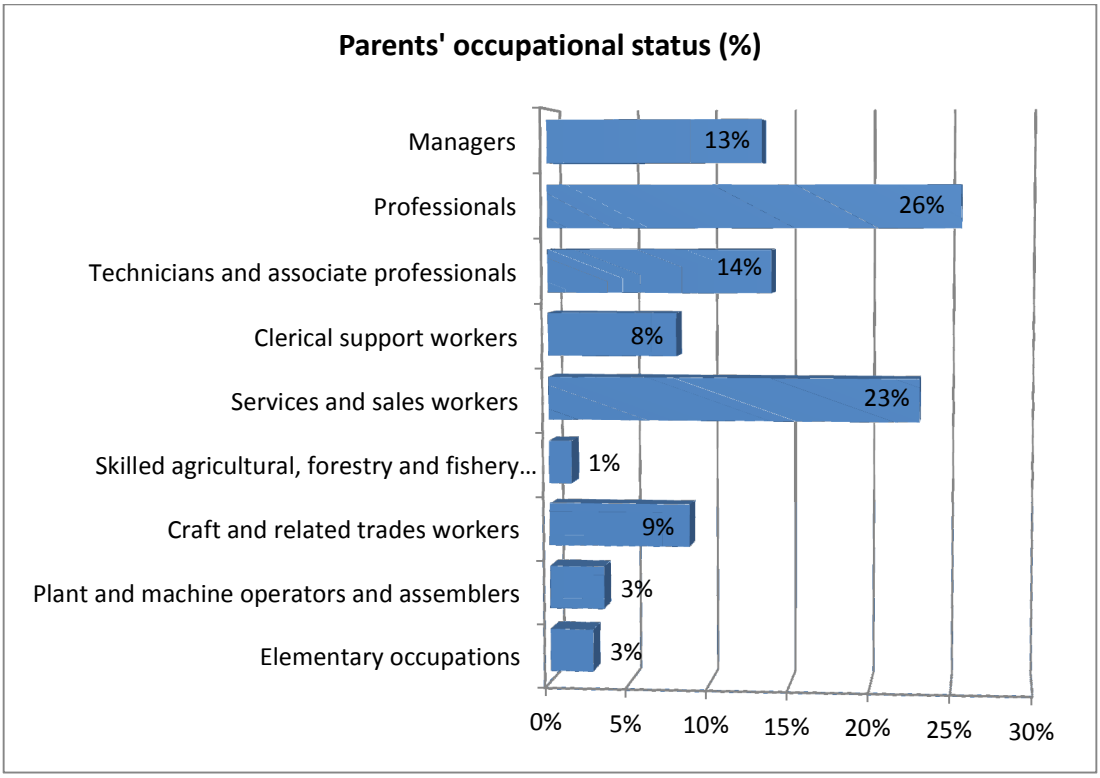


Figure 3.3 – Parents' highest educational level (ISCED level)

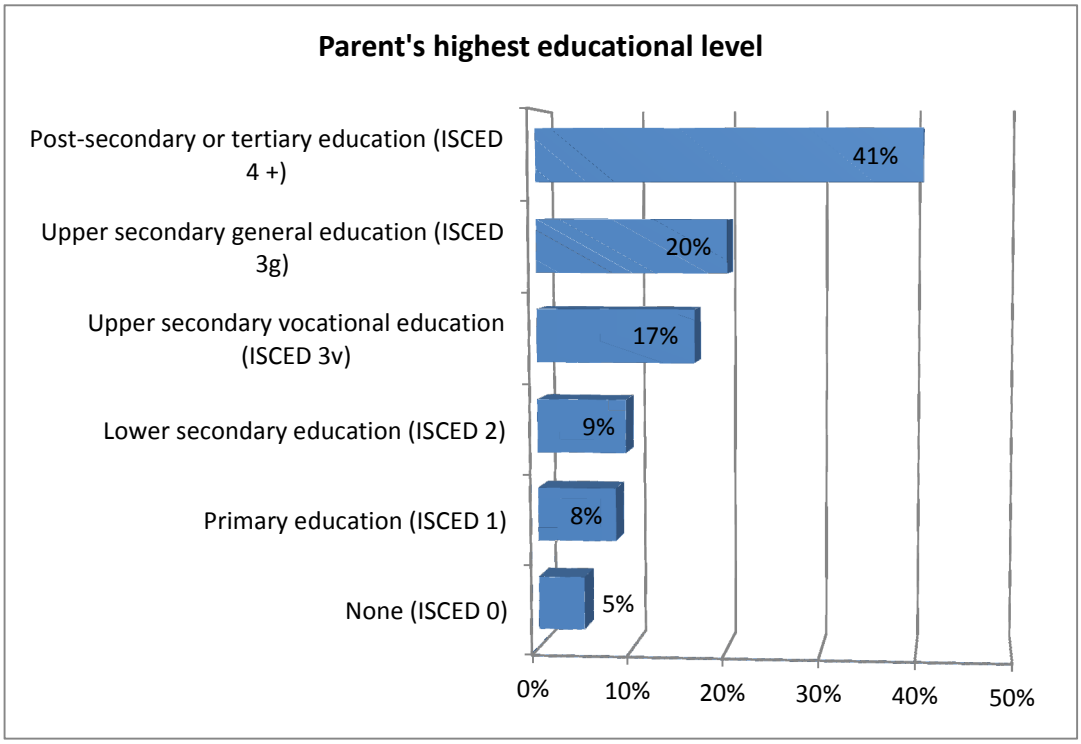
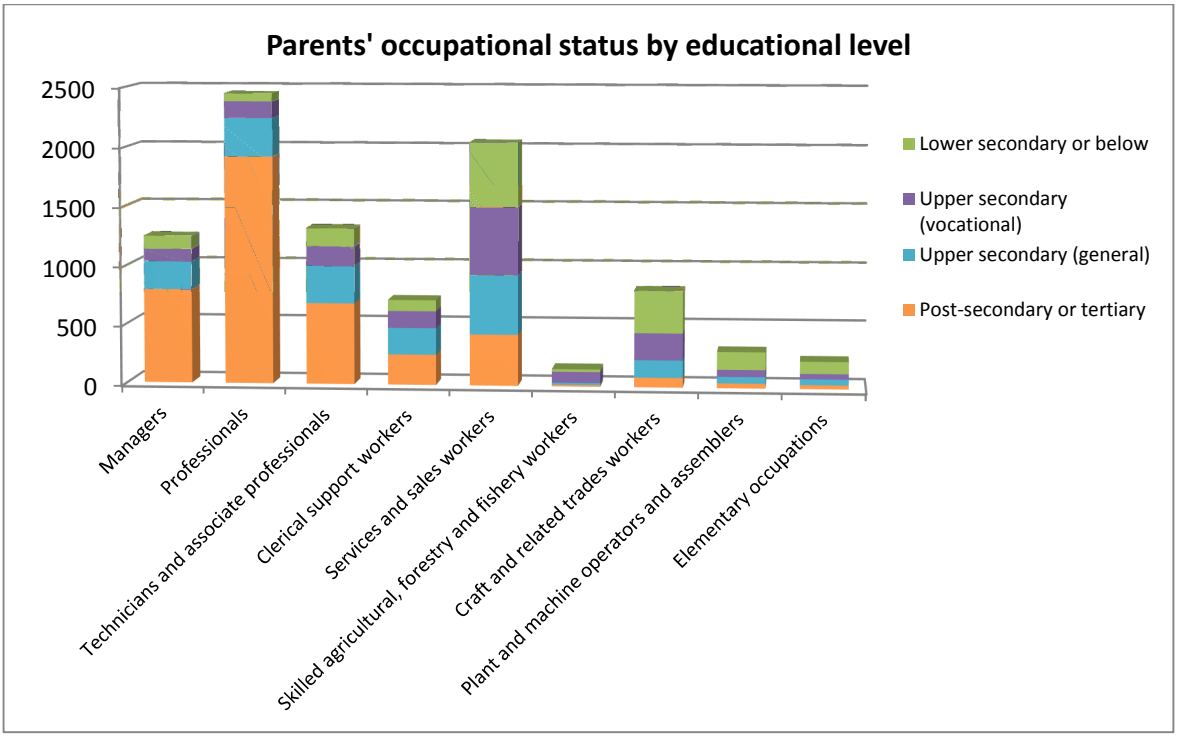


Figure 3.4 shows that there is a clear correlation between parents' occupational status and their educational level. Whilst those in managerial or professional jobs are more likely also to have

achieved post-secondary or tertiary education, parents in lower status occupations are more likely to have attained no more than lower secondary education. For the relatively larger number of parents working in service and sales careers there appears to be a fairly even split amongst educational levels, reflecting a much less obvious relationship between education and labour market outcome with respect to careers in this sector.

Figure 3.4 – Parents' occupational status by educational level



3.5 Educational level and track

Respondents were asked which qualifications they were currently studying towards and on this basis they were categorised according to the level (ISCED) and academic track (general or vocational) in which they were studying. The majority of respondents were studying at upper secondary level (ISCED 3) or above (76.6%). Approximately equal proportions of these students were undertaking general-track courses and vocational-track (or a combination of general and vocational) courses. A fifth of the sample (20.6%) was studying towards lower secondary qualifications (ISCED 2). A small minority of students (2.7%) could not be coded at this stage either because they did not specify which track they were studying in or at what level (e.g. they stated 'other qualifications' without any further details given).

The level and track at which students were studying varied according to the national education system through which they were progressing. Most notably, no students in four of the countries (UK, Belgium, Poland and Portugal) were studying at lower secondary level; whilst in the UK and Sweden a significantly smaller proportion of students were aiming towards vocational qualifications, reflecting the comprehensive education systems that exist in these countries.

4 Construction of scales

In the first phase of more in-depth statistical analysis the dataset was explored using a principal components analysis (PCA) for dimension reduction (see figure 4.1)[4]. Several first order factors were identified, thirteen of which were further reduced onto three second order factors: School Engagement, Social Support and Teacher Support (described further in the following sections). The internal consistency of the mean score variables was satisfactory with Cronbach's alpha scores of between .64 and .91. The three second order factors also produced high internal consistency Cronbach's alpha scores (.78 – .88).

Figure 4.1 Factor structure

First order factors (mean scores)	Cronbach's α	Second order factors
School belonging (3 items)	.871	School Engagement (21 items) .781
Importance of education (3 items)	.754	
Academic self-regulation (6 items)	.837	
Academic resilience (4 items)	.762	
Behaviour at school (3 items)	.816	
Attentiveness at school (2 items)	.759	
Parental support (8 items)	.886	Social Support (24 items) .883
Parental control and supervision (3 items)	.757	
Parental involvement at school (3 items)	.636	
Peer support (5 items)	.885	
Peer aspirations (5 items)	.912	
Teacher Support positive (8 items)	.891	Teacher Support (13 items) .832
Teacher Support negative (5 items)	.729	

4.1 School Engagement

The concept of school engagement is prominent within the literature on early school leaving (Davalos *et al.*, 1999; Ferguson *et al.*, 2005; Skinner and Pitzer, 2012) with ESL having been described as the outcome of a much longer process of disengagement from school. The RESL.eu project sought to expand upon this by identifying socio-demographic profiles and risk factors for students who are less engaged than their peers as a means of understanding the phenomenon and ultimately thereby to reduce levels of early school leaving.

For the first survey of students, all participants were currently within the school environment and so the focus of this analysis seeks to employ the concept of School Engagement as a proxy factor likely to indicate a greater propensity towards leaving school early. The operationalisa-

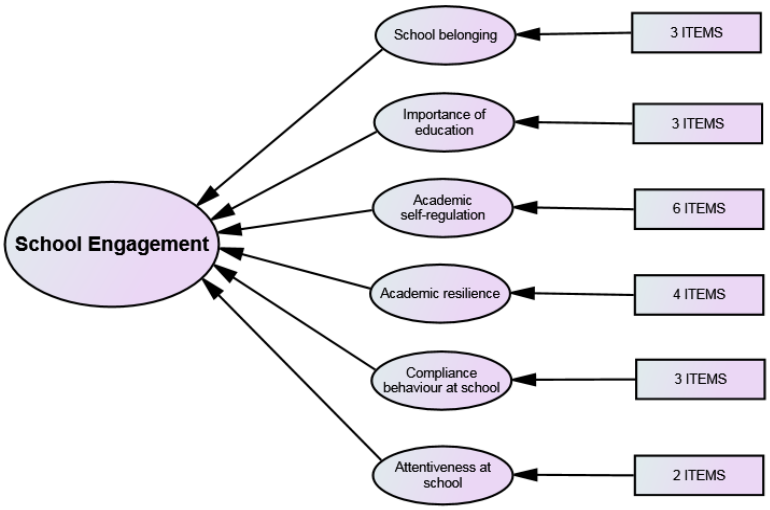
[4] PCA is a statistical technique - similar to Factor Analysis - which allows one to identify a set of underlying components within a dataset. On this basis, sets of interrelated variables can be aggregated into multi-variable scales which are interpreted as broader explanatory concepts.

tion of this concept was borne out of the literature and from previous empirical studies and a substantial number of questionnaire items were selected from previously-validated studies on student trajectories and school engagement. For example, sets of items were included to measure academic self-regulation (McCoach, 2002), school belonging (Wang *et al.*, 2011), and academic resilience (Martin and Marsh, 2006), amongst others (see appendix 1 for the complete final questionnaire)

Following data collection, exploratory factor analysis (EFA) was carried out using the 21 scale items relating to students' engagement at school to establish in which configuration these sets of items most logically fit together. Figure 4.2 provides a visualisation of the outcome of this EFA process and shows that the items coalesced around six identified first-order factors: school belonging; importance of education; academic self-regulation; academic resilience; behaviour at school; and attentiveness at school. All of these first-order factors have been previously identified in the literature as constitutive of the concept of School Engagement (see, in particular, Wang *et al.*, 2011).

By combining the six first-order factors, mean factor scores for school engagement as a second-order factor were calculated and used as the basis for further analysis.

Figure 4.2 Factor analysis model for School Engagement (Second Order Factor)



Factor loading scores for these EFA analyses are provided in figure 4.3 along with descriptive statistics and reliability coefficients (Cronbach's alpha) for each of the six first-order factors as well as for School Engagement overall. Cronbach's alpha scores of between .754 and .871 indicate that all first-order factors display good internal consistency. School Engagement, comprised of all 21 items, also had good internal reliability (Cr. α = .781).

The mean factor scores computed as our School Engagement variable allowed for analysis of respondents' socio-demographic profiles in relation to their stated levels of engagement with their school life and for the identification of sub-groups of students who might therefore have a greater propensity to become early school leavers (Section 5).

Following this, correlation analysis and regression model building proceeded on the basis of this measure of School Engagement as a key dependent variable (see Section 9).

Figure 4.3 Loading scores and descriptive statistics for first- and second-order factors: School Engagement

	Factor loading	N	Cr.'s α	Mean	SD
School belonging (3 items)		18590	.871	3.57	1.01
I think this is a good school	.895				
I feel like a real part of this school	.878				
I would recommend to other kids that they go to my school	.844				
Importance of education (3 items)		18421	.754	4.14	0.76
Trying hard at school will help me to get a good job	.807				
Trying hard at school will help me to go to college/university	.788				
Getting a good education is the best way to get ahead in life	.759				
Academic self-regulation (6 items)		18311	.837	3.36	0.80
I spend a lot of time on my schoolwork	.783				
I put a lot of effort into my schoolwork	.772				
When I do my homework I try to decide what I am supposed to learn, rather than just read the material	.749				
When I do my homework I plan what I have to do before I start	.720				
When I do my homework I make sure that I get started on it early	.663				
I usually get my schoolwork done on time	.623				
Academic resilience (4 items)		18547	.762	3.40	0.79
I believe I am mentally tough when it comes to exams	.816				
I think I am good at dealing with schoolwork pressures	.763				
I am good at dealing with setbacks at school (e.g. bad marks)	.760				
I am good at figuring out problems and planning how to solve them	.668				
Delinquent behaviour at school (3 items)		18124	.816	1.53	0.78
How often have you hit someone for what they said/did?	.903				
How often have you been involved in a physical fight?	.868				
How often have you been sent to office for doing something wrong?	.762				
Attentiveness at school (2 items)		18689	.759	3.19	1.03
I often have trouble paying attention to the teacher in class (reverse scored)	.873				
I often find it hard to keep my mind on my work at school (reverse scored)	.855				
Second Order Factor: School Engagement (21 items)		**16753**	**.781**	**3.23**	**0.45**

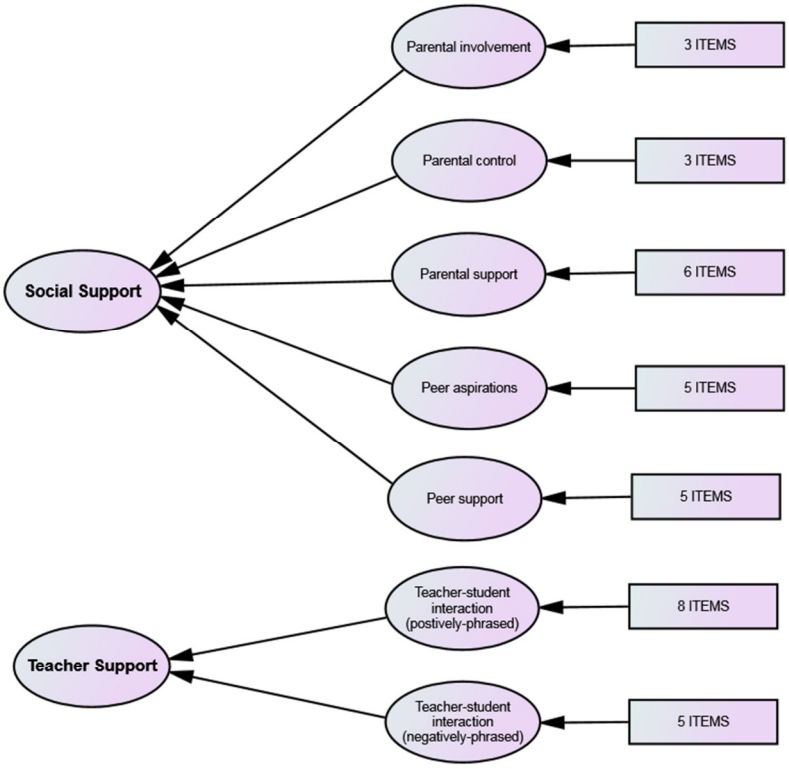
4.2 Social Support & Teacher Support

Building on social reproduction theories (Bourdieu, 1990; Foley, 2010) the study sought to test empirically the effect of social support networks as a source of social 'capital'. Social networks can be conceptualised in different ways (e.g. 'bonding' and 'bridging', Putnam, 2000) and can involve both formal and informal relationships. A more detailed discussion on social capital in relation to the present project is outlined in Project Paper 2 (Clycq *et al.*, 2014). A substantial part of the survey, therefore, used a number of sets of items from previously-validated instruments in order to quantify the extent to which students felt more or less supported – both in the context of their friends and family and in the context of their school lives in terms of their interactions with teachers at school.

It should also be noted, however, that the impact of social networks as a resource is also not unambiguously positive (Portes, 2000) and so this analysis also sought to assess the extent to which their perceived levels of support correlated with their levels of school engagement.

Figure 4.4 provides a visualisation of the results of the *a posteriori* exploratory factor analysis (EFA) conducted on the 35 items from the questionnaire that related in some way to the social networks of the respondents. The items configured around seven first-order factors: parental involvement at school; parental control and supervision; parental support; peer aspirations; peer support; experience of positive teacher-student interactions; and lack of negative teacher-student interactions. Further EFA using the mean scores for each of the seven first-order factors as new variables revealed a clear distinction between two sets of factors. The first five factors pertaining to relationships and influence of parents and peers loaded onto the same second-order factor, which was named: Social Support. The last two factors coalesced around a separate component we termed: Teacher Support.

Figure 4.4 Factor analysis model for Social Support and Teacher Support (Second Order Factors)



Factor loading scores for these EFA analyses are provided in figure 4.5 along with descriptive statistics and reliability coefficients (Cronbach's alpha) for each of the first- and second-order factors. Social support, comprising 24 questionnaire items, has a Cronbach's alpha score of .883 and Teacher Support, comprising questionnaire 13 items, a score of .832, which are both generally accepted as indicative of good internal consistency. Mean factor scores for each of the second-order factors were therefore computed to allow for analysis of respondents' socio-demographic profiles in relation to their perceived levels of support from their family and friends (Section 6) and their teachers (Section 7).

Following this, correlation analysis and regression model building proceeded on the basis of these measures of Social Support and Teacher Support as key dependent variables (see Section 9).

Figure 4.5 Loading scores & descriptive statistics for first- and second-order factors: Social Support and Teacher Support

	Factor loading	N	Cr.'s α	Mean	SD
Parental support (6 items)		18558	.886	4.11	0.77
If I'm having a social or personal problem, my parents would have advice about what to do	.843				
If I talk to my parent, I think they'll try understand how I feel	.832				
If I'm having trouble with my schoolwork, I can go my parents for help	.802				
I feel that I can trust my parent as someone to talk to	.797				
When I feel bad about something, my parent will listen	.642				
My parents give me the support I need to do well in school	.568				
My parents praise me when I do well in school	.562				
My parents talk to me about my future	.512				
Parental control and supervision (3 items)		18844	.757	3.95	0.89
My parents want me to tell them where I am if I don't come home straight after school	.799				
My parents want to know who I'm out with when I go out with other kids	.777				
In my free time away from home, my parents know who I'm with and where I am	.746				
Parental involvement at school (3 items)		18831	.636	3.45	0.97
My parents make sure that I do my homework	.741				
My parents make sure that I go to school every day	.721				
My parents have attended school events & activities in last year	.593				
Peer support (5 items)		17809	.885	3.99	0.81
When I feel bad about something, my friends will listen	.880				
If I talk to my friends, I think they'll try understand how I feel	.867				
If I'm having a social or personal problem, my friends would have advice about what to do	.823				
I feel that I can trust my friends as people to talk to	.798				
If I'm having trouble with schoolwork, I can go to my friends for help	.660				
Peer aspirations (5 items)		17886	.912	4.04	0.79
Importance among friends to get good grades	.864				
Importance among friends to study	.861				
Importance among friends to attend class regularly	.815				
Importance among friends to continue education past ISCED 3	.811				
Importance amongst friends to finish secondary school	.807				
Second Order Factor: Social Support (24 items)		**19030**	**.883**	**3.96**	**0.56**
Teacher-student interaction (positively-phrased) (8 items)		17909	.891	3.50	0.75
If I talk to my teachers I think they'll try understand how I feel	.803				
When I feel bad about something, my teachers will listen	.800				
I feel that I can trust my teachers as people to talk to	.757				
If I'm having trouble with my schoolwork I can go to my teachers for help	.716				
If I'm having a social or personal problem, my teachers would have advice about what to do	.712				
My teachers try to help me do well in school	.650				
Most of the teachers at this school are good teachers	.618				
My teachers respect me as a person	.601				
Teacher-student interaction (negatively-phrased) (5 items)		17985	.729	3.76	0.71
My teachers do not treat me fairly (reverse scored)	.750				
My teachers don't care if I fail or succeed (reverse scored)	.699				
My teachers feel that my work is poor (reverse scored)	.657				
If I tell my teachers about a problem, they will probably blame me for it (reverse scored)	.655				
Do you feel you are unfairly discriminated against at school by the teachers? (reverse scored)	.563				
Second Order Factor: Teacher Support (13 items)		**17517**	**.832**	**3.60**	**0.65**

5 School Engagement

5.1 Overall sample

The differences in school engagement scores were examined through comparisons between different subgroups of respondents. The subgroups were defined according to key socio-demographic variables and analysed on an overall sample basis – that is, from across the seven countries in which the data were collected. The differences between the groups were then analysed using one-way ANOVA to test for statistical significance.

Figure 5.1 shows that the differences in School Engagement between respondents from different countries are statistically significant. Students from Poland, Sweden and the Netherlands have an average score below 3.2, whilst in Spain and the UK average school engagement was slightly higher (3.29 and 3.31 respectively).

Statistically significant differences were also seen between students in relation to their country of birth and migrant status. Interestingly, it is the native-born respondents who experience lower school engagement compared to their foreign-born counterparts. Even amongst those born in the country in which they were surveyed, being of a migrant background appears to be associated with higher school engagement than students of native origin (i.e. both of whose parents were also born in the country of survey).

These conclusions appear to challenge some of the existing literature espousing the idea that minority/migrant children are more likely to experience educational inequalities as they attempt to navigate a process of culturalization in the host country (Gibson 1998; Carrasco, *et al.* 2011; Clycq *et al.* 2013). On the other hand, in more recent years there has been an increasing amount of research demonstrating a greater level of emotional school engagement (Elffers *et al.*, 2012; Wang and Eccles, 2012) or higher aspirations (Behtoui and Neergaard, 2015) amongst young people with a migrant background. Recent studies (Stoer & Araújo 2000; Macedo & Araújo 2014a; Macedo & Araújo 2014b) have also shown that lower levels of school engagement amongst native-born students relative to their non-native classmates may be the result of a disillusionment amongst young native adults in the capacity of education to promote social mobility.

Students living with both of their biological parents experience greater levels of school engagement. Respondents reporting another family composition type all showed a lower degree of engagement at school, with those living as part of a recomposed family (step- or adoptive families) seeing the lowest average score for school engagement. These differences were statistically significant. The importance of a stable family environment supports the idea that parents are an important source of social and cultural capital. The networks and resources they provide gives young people an advantage not only within their educational environment but also in a wider social context (Bourdieu, 1986; Savage *et al.*, 2005).

Levels of school engagement did not differ significantly between males and females or between those studying for general or vocational academic qualifications. Students' socio-economic sta-

tus (as measured by parental occupational status) was also found not to have a statistically significant impact on their engagement at school. This appears to contradict a significant amount of literature that has for a long time emphasised socio-economic status as an important predictor of educational inequality (Coleman, 1966; Jencks, 1972; Bourdieu and Passeron, 1977; see Project Paper 2). All these aspects will require further analysis and triangulation of the findings emerging from the different elements of the project.

Figure 5.1 Group comparisons of School Engagement mean scores in relation to key socio-demographic variables

	School Engagement (mean scores)				
	N	**Mean**	**SD**	**F**	**P**
Country of survey				80.9	< .001
Belgium	2188	3.27	0.44		
Netherlands	2142	3.17	0.45		
Poland	2839	3.10	0.42		
Portugal	1957	3.26	0.41		
Spain	3358	3.29	0.44		
United Kingdom	2586	3.31	0.44		
Sweden	1683	3.18	0.51		
Sex				.202	.653
Male	7690	3.23	0.45		
Female	9022	3.23	0.44		
Country of birth				119.6	< .001
Born in <country of survey>	12913	3.22	0.44		
Born in another country	1992	3.33	0.46		
Migrant status				112.4	< .001
Native origin	10088	3.19	0.44		
Migrant (2nd gen)	3899	3.28	0.45		
Migrant (1st gen)	2311	3.32	0.46		
Parents' occupational status				.310	.733
Professionals	4054	3.22	0.43		
Technicians	2283	3.22	0.45		
Operators	4033	3.23	0.43		
Family composition type				24.3	< .001
Two parent family (biological)	11083	3.25	0.44		
Two parent family (recomposed)	1384	3.16	0.46		
Single-parent family	3531	3.20	0.46		
Child living with guardian	510	3.23	0.48		
Academic track				2.57	.077
General	10177	3.24	0.45		
Vocational	5662	3.22	0.44		

5.2 'Disengaged' students

In order to undertake the next stage of analysis, threshold points were established to distinguish students with 'low' or 'high' school engagement (in relation to the overall sample). As the scores for school engagement were normally distributed it was decided that a 'lower' and 'upper' threshold point would be set at 1 standard deviation from the mean score giving a lower threshold mean score of 2.78 and a higher threshold of 3.68. In this way, approximately 14% of respondents can be classified as having low school engagement, with the same proportion falling within the high school engagement group.

Figure 5.2 Distribution of students with 'low' and 'high' School Engagement and chi-square analysis by key socio-demographic variables

	'Low' School Engagement†		'High' School Engagement†		χ^2
	N	%	N	%	
Country of survey					414.3***
Belgium	278	12.7	351	16.0	
Netherlands	362	16.9	235	11.0	
Poland	567	20.0	184	6.5	
Portugal	236	12.1	257	13.1	
Spain	383	11.4	595	17.7	
United Kingdom	288	11.1	499	19.3	
Sweden	353	21.0	276	16.4	
Sex					n.s.
Male	1149	14.9	1132	14.7	
Female	1315	14.6	1260	14.0	
Country of birth					91.2***
Born in <country of survey>	1887	14.6	1698	13.1	
Born in another country	202	10.1	405	20.3	
Migrant status					197.1***
Native origin	1641	16.3	1181	11.7	
Migrant (2nd gen)	491	12.6	690	17.7	
Migrant (1st gen)	248	10.7	473	20.5	
Parents' occupational status					n.s.
Professionals	604	14.9	529	13.0	
Technicians	362	15.9	323	14.1	
Operators	586	14.5	555	13.8	
Family composition type					53.3***
Two parent family (biological)	1472	13.3	1626	14.7	
Two parent family (recomposed)	255	18.4	163	11.8	
Single-parent family	601	17.0	496	14.0	
Child living with guardian	78	15.3	77	15.1	
Academic track					n.s.
General	1478	14.5	1507	14.8	
Vocational	845	14.9	782	13.8	

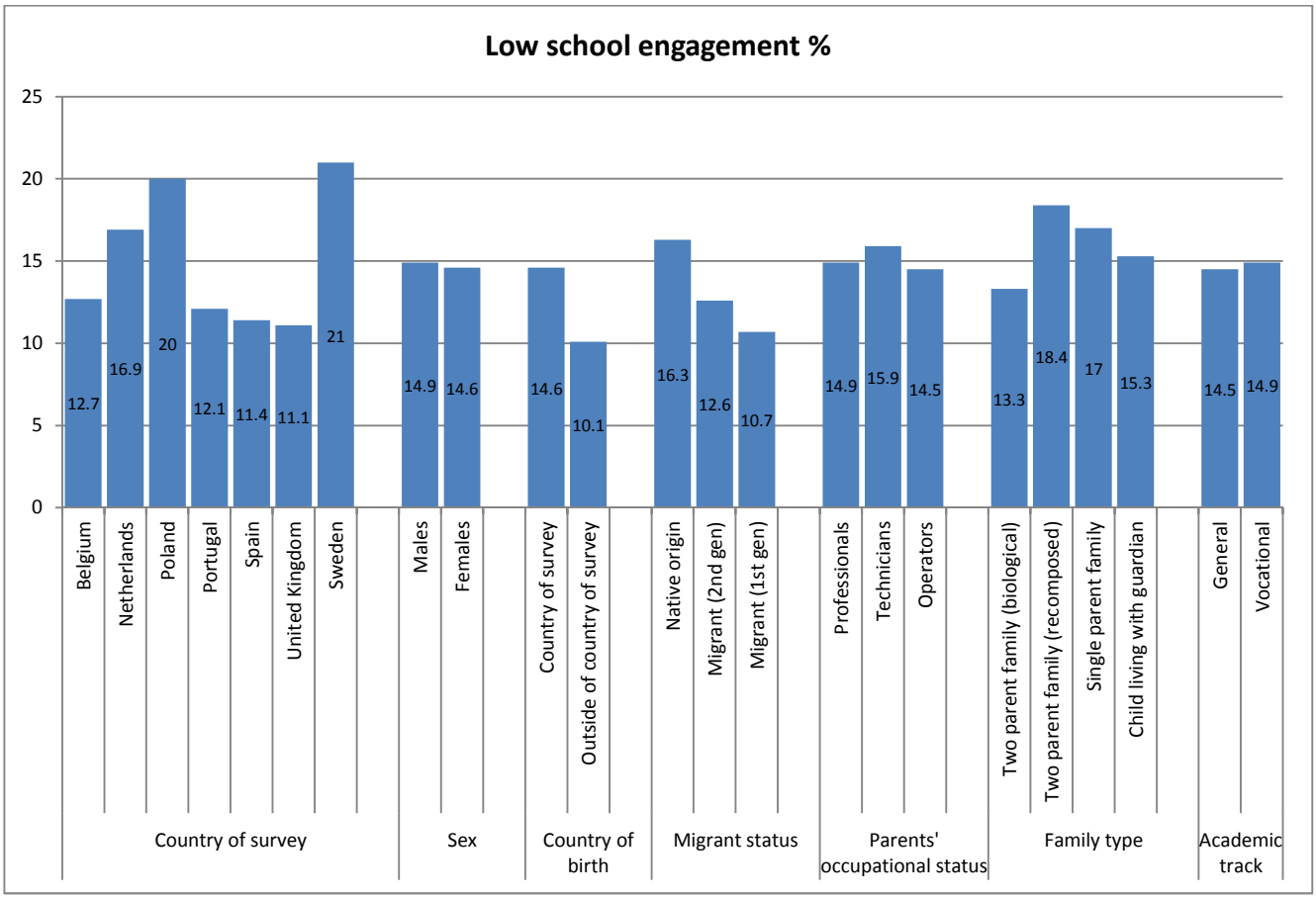
**** indicates that correlation is significant at the p < .001 level*

†*'Low' School Engagement < 2.68*
†*'High' School Engagement > 3.68*

Figure 5.2 shows that there is a significant difference in the proportion of students with low and high school engagement in the different countries taking part in the study. In Poland, one-fifth of the participants had an overall school engagement score more than one standard deviation (1 SD) lower than the mean, whilst only 6.5% scored greater than 1 SD above the mean of the overall international sample. The Swedish sample also had a high proportion of students (21.0%) in the 'low' school engagement group. Overall, native-born respondents appeared more likely to have low school engagement, although this was somewhat mitigated by being of a migrant background as opposed to being 'of native origin' (native-born to native-born parents). Another important significant factor correlating with whether students were placed in the low or high school engagement group was family composition type. The proportion of survey respondent living with both their biological parents scoring low on school engagement is 2 percentage points lower than for those living with a guardian, almost 4 points lower than those in single-parent families and more than 5 points lower than students in a step- or adoptive familiy.

Gender, parental occupational status and academic track were not found to be statistically significant factors in whether students scored high or low for school engagement in the sample as a whole.

Figure 5.3 Frequencies of students with 'low' school engagement by key socio-demographic variables



5.3 National and cross-national perspectives

As indicated above the differences in School Engagement scores across participants in the different countries were found to be significant. The table below gives national-specific average mean scores for School Engagement with the corresponding 'low' and 'high' thresholds calculated for the respondents in each country. From this, it can be seen, for example, that students in Sweden are included in the 'low' School Engagement group if their mean score is no higher than 2.67, whereas in the UK 'low' school engagement is relative to a slightly higher mean score: 2.87. The use of these thresholds maintains the consistency of the actual distribution of the sample within each national dataset and is therefore useful as a reference point for comparative analysis across the national samples.

Figure 5.4 Descriptive statistics and national threshold scores for School Engagement by country

	N	Mean	SD	'Low' threshold (mean - 1SD)	'High' threshold (mean + 1SD)
Belgium	2188	3.27	0.44	2.83	3.70
Netherlands	2142	3.17	0.45	2.73	3.62
Poland	2839	3.10	0.42	2.68	3.53
Portugal	1957	3.26	0.41	2.85	3.67
Spain	3358	3.29	0.44	2.86	3.73
United Kingdom	2586	3.31	0.44	2.87	3.76
Sweden	1683	3.18	0.51	2.67	3.69
All countries	**19631**	**3.23**	**0.45**	**2.78**	**3.68**

With these threshold points being established, an analysis of the profiles of those students with 'low' school engagement was undertaken. The distribution of such students within key sub-groups was calculated and chi-square analyses ascertained whether or not the relationships seen were statistically significant. Figure 5.5 outlines in detail the results of this analysis.

Gender was found to be a significant factor in the Spanish and UK samples. Whilst in Spain, young men were found to be associated with low school engagement, in the UK sample, a greater proportion of young women had low school engagement scores.

Native-born students were also over-represented in the low school engagement group in the samples in Belgium, Spain, the UK and Sweden. In the Dutch schools sample, being of native origin (that is, with both parents born in the country of survey) was also found to be significantly correlated with low school engagement.

In five out of seven countries, family composition type was found to be significantly correlated with low school engagement, with those students living in single-parent families being more likely to be less engaged with school. As many as 20.3% of students in single-parent families can be classed as having low school engagement in Belgium.

In the Belgian and Spanish sample students studying towards vocational qualifications were significantly more likely to have low school engagement, whilst in Portugal those in the general academic track were more associated with a lack of engagement at school.

Figure 5.5 Demographic profiles of students with 'low' school engagement, by country of survey (%)

	Belgium	Nether-lands	Poland	Portugal	Spain	UK	Sweden
	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %
Sex	χ^2 = n.s.	χ^2 = n.s.	χ^2 = n.s.	χ^2 = n.s.	$\chi^2 = 18.0^{***}$	$\chi^2 = 40.7^{***}$	χ^2 = n.s.
Males	15.3	15.4	13.0	14.5	16.3	10.2	15.0
Females	16.2	14.1	14.7	13.1	11.7	18.7	17.3
Country of birth	$\chi^2 = 14.2^{**}$	χ^2 = n.s.	χ^2 = n.s.	χ^2 = n.s.	$\chi^2 = 12.5^{*}$	$\chi^2 = 34.2^{***}$	$\chi^2 = 11.4^{**}$
Country of survey	16.4	15.1	13.6	14.3	14.4	16.5	17.3
Outside of country of survey	13.1	12.6	27.8	8.7	11.0	10.0	11.0
Migrant status	$\chi^2 = 28.9^{***}$	$\chi^2 = 27.7^{***}$	χ^2 = n.s.	χ^2 = n.s.	$\chi^2 = 19.4^{**}$	$\chi^2 = 41.0^{***}$	$\chi^2 = 61.3^{***}$
Native origin	19.1	19.5	13.2	14.3	14.8	18.4	22.7
Migrant (2nd gen)	13.6	12.2	18.4	13.7	10	12.7	12.4
Migrant (1st gen)	13.1	12.6	27.8	8.7	11.0	10.0	11.0
Parents' occupational status	$\chi^2 = 13.0^{*}$	χ^2 = n.s.	χ^2 = n.s.	χ^2 = n.s.	$\chi^2 = 10.5^{*}$	χ^2 = n.s.	$\chi^2 = 24.8^{***}$
Professionals	17.3	14.7	12.4	12.7	12.0	14.4	21.1
Technicians	19.8	16.7	14.7	16.7	13.1	17.5	18.2
Operators	15.3	13.6	13.6	12.8	15.8	17.0	13.9
Family composition type	$\chi^2 = 13.4^{*}$	χ^2 = n.s.	$\chi^2 = 15.8^{*}$	χ^2 = n.s.	$\chi^2 = 27.3^{***}$	$\chi^2 = 21.4^{**}$	$\chi^2 = 24.5^{***}$
Two parent family (biological)	14.3	10.4	12.6	13.7	12.0	13.3	13.5
Two parent family (recomposed)	17.5	18.6	19.7	16.5	16.3	20.7	24.4
Single parent family	20.3	16.4	16.9	12.6	19.6	18.0	16.9
Child living with guardian	17.1	15.2	19.1	10.5	14.6	8.3	14.3
Academic track	$\chi^2 = 17.1^{***}$	χ^2 = n.s.	χ^2 = n.s.	$\chi^2 = 10.2^{*}$	$\chi^2 = 29.4^{***}$	χ^2 = n.s.	χ^2 = n.s.
General	15.5	16.1	13.4	16.5	12.3	15.4	15.3
Vocational	15.9	13.9	14.6	13.0	18.7	10.6	19.8

* significant at the $p < .05$ level
** significant at the $p < .01$ level
*** significant at the $p < .001$ level

'Low' School Engagement: groups more likely to have low school engagement, by individual country samples

Belgium	*Native origin; Single-parent families; Vocational track; Medium or high SES*
Netherlands	*Native origin*
Poland	*Single-parent and step- families*
Portugal	*General track*
Spain	*Males; Native origin; Low SES; Step- and single-parent families; Vocational track*
UK	*Females; Native origin; Step- and single-parent families*
Sweden	*Native origin; High SES; Step- and single-parent families*

6 Social Support

6.1 Overall sample

The differences in social support scores were examined through comparisons between different subgroups of respondents. The subgroups were defined according to key socio-demographic variables and analysed on an overall sample basis – that is, from across the seven countries in which the data were collected. The differences between the groups were then analysed using one-way ANOVA to test for statistical significance.

Figure 6.1 shows that the differences in social support between respondents from different countries are statistically significant. Study participants from Poland and Sweden have an average score below 3.2, whilst in Spain and the UK average social support was slightly higher (3.29 and 3.31 respectively).

Female students reported higher levels of social support than young men, with an average score of more than 4 out of 5. By contrast, for male students the average level of social support was 3.87. This difference, although small, is statistically significant for the sample overall.

Although differences between native-born and foreign-born respondents' were not statistically significant migrant status was found to have a significant influence on social support. Interestingly, students born in the country of survey but with at least one foreign-born parent reported on average higher social support scores as compared to both foreign-born respondents and those with a native background.

Socio-economic status was also found to have a statistically significant influence on social support for the sample. In particular, students with parents in lower class occupations ('Operators') also reported lower levels of social support.

Students living with both of their biological parents experience greater levels of social support. Respondents reporting another family composition type all showed a lower degree of support from parents and peers, with those living with a guardian reporting a much lower average score for this measure of social support. These differences were statistically significant.

Respondents who were studying in the general academic track reported higher social support scores, on average, than those working towards vocational qualifications. Although the absolute difference in average mean scores is small, it is statistically significant for the overall sample.

Figure 6.1 Group comparisons of Social Support mean scores in relation to key socio-demographic variables

	Social Support (mean scores)				
	N	**Mean**	**SD**	**F**	**P**
Country of survey				297.8	< .001
Belgium	2188	3.27	0.44		
Netherlands	2142	3.17	0.45		
Poland	2839	3.10	0.42		
Portugal	1957	3.26	0.41		
Spain	3358	3.29	0.44		
United Kingdom	2586	3.31	0.44		
Sweden	1683	3.18	0.51		
Sex				434.2	< .001
Male	8975	3.87	0.57		
Female	10005	4.04	0.54		
Country of birth				.741	.389
Born in <country of survey>	14379	3.94	0.55		
Born in another country	2458	3.95	0.60		
Migrant status				115.328	< .001
Native origin	10965	3.92	0.54		
Migrant (2nd gen)	4630	4.07	0.54		
Migrant (1st gen)	2866	3.97	0.61		
Parents' occupational status				43.1	< .001
Professionals	4433	4.02	0.50		
Technicians	2494	4.01	0.53		
Operators	4489	3.93	0.54		
Family composition type				92.0	< .001
Two parent family (biological)	12487	4.00	0.53		
Two parent family (recomposed)	1586	3.90	0.59		
Single-parent family	4097	3.92	0.57		
Child living with guardian	562	3.66	0.74		
Academic track				24.7	< .001
General	11190	3.99	0.55		
Vocational	6717	3.94	0.56		

6.2 Students with low social support

As with the School Engagement factor, the next stage of analysis involved establishing threshold points to distinguish students with 'low' and 'high' perceived social support from parents and peers. As the scores for social support were normally distributed it was decided that a 'lower' and upper threshold point would be set at 1 standard deviation from the mean score, giving a lower threshold mean score of 3.40 and a higher threshold of 4.52. In this way, approximately 14% of respondents can be classified as having low social support, with the same proportion falling within the high social support group.

Figure 6.2 Distribution of students with 'low' and 'high' Social Support and chi-square analysis by key socio-demographic variables

	'Low' Social Support†		'High' Social Support†		χ^2
	N	%	N	%	
Country of survey					1260.3***
Belgium	313	11.5	350	12.9	
Netherlands	325	13.0	403	16.1	
Poland	921	29.7	90	2.9	
Portugal	295	13.8	293	13.7	
Spain	480	13.2	456	12.5	
United Kingdom	275	9.4	631	21.5	
Sweden	182	9.1	538	27.0	
Sex					293.0***
Male	1632	18.2	985	11.0	
Female	1146	11.5	1769	17.7	
Country of birth					16.8***
Born in <country of survey>	2192	15.2	1824	12.7	
Born in another country	375	15.3	374	15.2	
Migrant status					213.5***
Native origin	1720	15.7	1297	11.8	
Migrant (2nd gen)	511	11.0	922	19.9	
Migrant (1st gen)	426	14.9	478	16.7	
Parents' occupational status					61.7***
Professionals	472	10.6	640	14.4	
Technicians	312	12.5	400	16.0	
Operators	692	15.4	546	12.2	
Family composition type					248.9***
Two parent family (biological)	1520	12.2	1898	15.2	
Two parent family (recomposed)	273	17.2	199	12.5	
Single-parent family	706	17.2	579	14.1	
Child living with guardian	185	32.9	57	10.1	
Academic track					30.3***
General	1528	13.7	1713	15.3	
Vocational	1068	15.9	890	13.2	

* *significant at the p < .05 level*
** *significant at the p < .01 level*
*** *significant at the p < .001 level*

† *'Low' Social Support < 3.40*
† *'High' Social Support > 4.52*

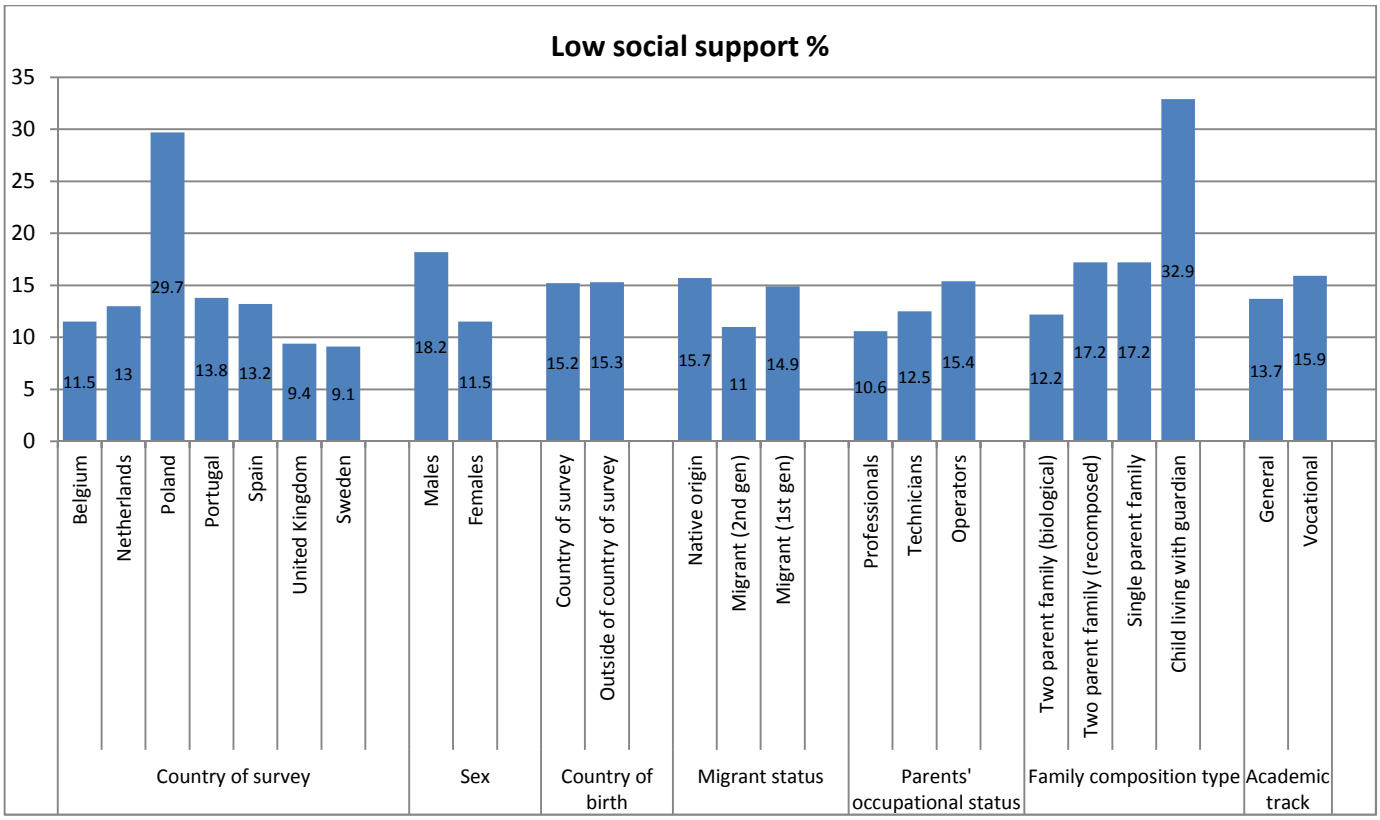
Figure 6.2 shows that there is a significant difference in the proportion of students with low and high social support in the different countries taking part in the study. In Poland, almost 30% of the participants had an overall social support score more than one standard deviation (1 SD) lower than the mean, whilst only 2.9% scored greater than 1 SD above the mean. By contrast, the Swedish sample had a relatively high proportion of students (27.0%) in the 'high' social support group.

Overall, male respondents were more likely to report low social support (18.2%), as compared to females (11.5%). Although there was only a small difference in the proportion of native-born and foreign-born respondents appearing in the low social support group, foreign-born students were more likely to have high social support as compared to the native-born subgroup. In particular, second-generation migrants had a considerably lower proportion reporting low social support than either students of native origin or those born abroad (first-generation migrants).

Another important significant factor correlating with whether students were placed in the low or high school engagement group was family composition type. The proportion of survey respondents living with both their biological parents scoring low on social support is substantially lower than for those living in other family types. In particular the proportion of children living with a guardian also reporting low social support is as high as 32.9% - almost one in three.

Interestingly, respondents studying on the vocational track were more likely to report low social support, as compared to those in the general academic track. This difference, was also statistically significant.

Figure 6.3 Frequencies of students with 'low' social support by key socio-demographic variables



6.3 National and cross-national perspectives

As indicated above the differences in Social Support scores for participants in schools across the different countries were found to be significant. The table below gives national-specific average mean scores for Social Support with the corresponding 'low' and 'high' thresholds calculated for the respondents in each country. From this, it can be seen, for example, that students in Poland are included in the 'low' social support group if their mean score is no higher than 3.06, whereas in Sweden 'low' social support is relative to a slightly higher mean score: 3.62. The use of these thresholds maintains the consistency of the actual distribution of the sample within each national dataset and is therefore useful as a reference point for comparative analysis across countries.

Figure 6.4 Descriptive statistics and national threshold scores for Social Support by country

	N	Mean	SD	'Low' threshold (mean - 1SD)	'High' threshold (mean + 1SD)
Belgium	2710	3.99	0.52	3.47	4.51
Netherlands	2509	3.99	0.55	3.44	4.54
Poland	3106	3.62	0.57	3.06	4.19
Portugal	2134	3.96	0.54	3.43	4.50
Spain	3648	3.98	0.51	3.47	4.49
United Kingdom	2929	4.11	0.53	3.58	4.63
Sweden	1994	4.18	0.55	3.62	4.73
All countries	**19030**	**3.96**	**0.56**	**3.40**	**4.52**

With these threshold points being established, an analysis of the profiles of those students with 'low' social support was undertaken. The distribution of such students within key subgroups was calculated and chi-square analyses ascertained whether or not the relationships seen were statistically significant. Figure 6.5 outlines in detail the results of this analysis.

Gender was found to be a significant factor in all countries, with male respondents reporting significantly lower social support scores than females in all cases. Native-born students were significantly over-represented in the low social support group in four countries: the Netherlands, Poland, Spain and Sweden. In particular, in the Polish sample, the difference in the proportion of foreign-born respondents in the low group (42.9%) is nearly three times as for native students (13.6%).

In three out of seven countries, parental occupational status was found to be significantly correlated with low social support. Students whose parents work in Professional careers are much less likely to report low social support scores – less than 10% of all such students. In contrast, in the Netherlands almost 16% of students with parents in lower class occupations (classified as 'Operators') appeared in the low social support group.

Family composition type was a statistically significant for respondents in all countries. With the exception of students in the Swedish sample, those living with a guardian was the most likely to

report low social support. Respondents living in single-parent families and step- or adoptive families were also more likely to report less support from parents and peers than for those living with both their biological parents. This was true in all seven countries participating in the study.

In the Netherlands, Poland, Portugal, Spain and Sweden students studying towards vocational qualifications were significantly more likely to have low perceived social support. However, academic track was found not to be significant for the samples in Belgium and the UK.

Table 6.5 Demographic profile of students with 'low' social support by country of survey (%)

	Belgium	Nether-lands	Poland	Portugal	Spain	United Kingdom	Sweden
	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %
Sex	$\chi^2 = 61.9^{***}$	$\chi^2 = 60.1^{***}$	$\chi^2 = 66.2^{***}$	$\chi^2 = 28.7^{***}$	$\chi^2 = 89.3^{***}$	$\chi^2 = 24.0^{***}$	$\chi^2 = 12.7^{**}$
Males	16.7	18.5	18.0	17.3	18.5	16.7	17.2
Females	10.2	11.5	9.8	11.1	10.8	13.0	11.6
Country of birth	χ^2 = n.s.	$\chi^2 = 11.8^{**}$	$\chi^2 = 30.6^{***}$	χ^2 = n.s.	$\chi^2 = 14.2^{**}$	χ^2 = n.s.	$\chi^2 = 10.5^{**}$
Country of survey	13.0	13.6	13.6	13.5	13.5	14.5	13.2
Outside of country of survey	14.3	20.2	42.9	16.2	19.4	15.0	19.6
Migrant status	χ^2 = n.s.	$\chi^2 = 54.7^{***}$	$\chi^2 = 36.0^{***}$	χ^2 = n.s.	$\chi^2 = 24.3^{***}$	χ^2 = n.s.	$\chi^2 = 25.2^{***}$
Native origin	13.0	14.4	13.1	12.5	12.5	14.7	14.0
Migrant (2nd gen)	12.8	12.3	23.4	16.3	17.7	13.5	12.6
Migrant (1st gen)	14.3	20.2	42.9	16.2	19.4	15.0	19.9
Parents' occupational status	χ^2 = n.s.	$\chi^2 = 10.8^{*}$	$\chi^2 = 21.4^{***}$	χ^2 = n.s.	$\chi^2 = 12.2^{*}$	χ^2 = n.s.	χ^2 = n.s.
Professionals	8.4	8.6	8.9	12.3	9.6	12.5	11.4
Technicians	12.6	12.6	14.9	12.0	11.6	11.2	13.2
Operators	12.8	15.8	13.8	12.5	14.1	14.0	15.1
Family composition type	$\chi^2 = 65.9^{***}$	$\chi^2 = 95.4^{***}$	$\chi^2 = 45.3^{***}$	$\chi^2 = 28.2^{***}$	$\chi^2 = 85.1^{***}$	$\chi^2 = 35.1^{***}$	$\chi^2 = 41.0^{***}$
Two parent family (biological)	10.0	9.2	12.0	11.0	11.8	11.7	10.8
Two parent family (recomposed)	16.8	17.2	18.8	16.3	21.6	18.8	23.2
Single parent family	19.5	17.3	17.5	16.9	18.1	19.0	17.3
Child living with guardian	39.1	33.0	33.3	26.4	37.8	22.8	14.3
Academic track	χ^2 = n.s.	$\chi^2 = 10.0^{*}$	$\chi^2 = 27.6^{***}$	$\chi^2 = 15.9^{**}$	$\chi^2 = 69.0^{***}$	χ^2 = n.s.	$\chi^2 = 12.0^{**}$
General	11.1	10.9	12.6	10.7	11.8	14.3	13.8
Vocational	13.9	16.3	18.8	16.0	22.9	15.8	18.0

* *significant at the p < .05 level*
** *significant at the p < .01 level*
*** *significant at the p < .001 level*

'Low' Social Support: groups more likely to have low social support, by individual country samples

Belgium	*Males; Step- and single-parent families*
Netherlands	*Males; Non-native origin; Low SES; Step- and single-parent families; Vocational track*
Poland	*Males; Non-native origin; Low SES; Step- and single-parent families; Vocational track*
Portugal	*Males; Step- and single-parent families; Vocational track*
Spain	*Males; Non-native origin; Low SES; Step- and single-parent families; Vocational track*
UK	*Males; Step- and single-parent families*
Sweden	*Males; Non-native origin; Step- and single-parent families*

7 Teacher Support

7.1 Overall sample

The differences in teacher support scores were examined through comparisons between different subgroups of respondents. The subgroups were defined according to key socio-demographic variables and analysed on an overall sample basis – that is, from across the seven countries in which the data were collected. The differences between the groups were then analysed using one-way ANOVA to test for statistical significance.

Figure 7.1 shows that the differences in teacher support between respondents from different countries are statistically significant. Students in the Polish sample report substantially lower teacher support scores on average (mean = 3.31) than for respondents in all other countries, all of which show a mean score of at least 3.63.

Female students reported higher levels of teacher support than young men, with an average score of 3.65. By contrast, for male students the average level of teacher support was 3.54. This difference is statistically significant for the sample overall, although very small.

Statistically significant differences were also seen between students in relation to their country of birth and migrant status. Interestingly, it is respondents who are foreign-born or of a migrant background who report higher teacher support scores as compared to their native-born counterparts.

Socio-economic status was also found to have an influence on teacher support for the sample. In particular, students with parents in lower class occupations ('Technicians' and 'Operators') also reported lower levels of teacher support, as compared to respondents with parents in 'Professional' occupations. The results of the ANOVA analysis show these differences to be statistically significant although the actual size of these differences is very small.

Interestingly, respondents who were studying in the vocational track reported higher teacher support scores, on average, than those working towards general educational qualifications. Although the absolute difference in average mean scores is small, it is statistically significant for the overall sample.

In contrast to levels of school engagement and social support from parents and peers, family composition type did not have a statistically significant impact on perceived level of support from teachers at school.

Figure 7.1 Group comparisons of Teacher Support mean scores in relation to key socio-demographic variables

	Teacher Support (mean scores)				
	N	**Mean**	**SD**	**F**	**p**
Country of survey				127.6	< .001
Belgium	2351	3.68	0.62		
Netherlands	2252	3.63	0.67		
Poland	2923	3.31	0.63		
Portugal	2034	3.64	0.59		
Spain	3474	3.66	0.61		
United Kingdom	2710	3.67	0.62		
Sweden	1773	3.69	0.73		
Sex				137.2	< .001
Male	8113	3.54	0.65		
Female	9360	3.65	0.63		
Country of birth				62.7	< .001
Born in <country of survey>	14842	3.59	0.64		
Born in another country	2486	3.70	0.65		
Migrant status				44.8	< .001
Native origin	10395	3.57	0.63		
Migrant (2nd gen)	4114	3.63	0.68		
Migrant (1st gen)	2496	3.70	0.65		
Parents' occupational status				9.5	< .001
Professionals	4180	3.58	0.63		
Technicians	2342	3.62	0.64		
Operators	4206	3.64	0.63		
Family composition type				2.3	.072
Two parent family (biological)	11537	3.61	0.64		
Two parent family (recomposed)	1445	3.60	0.66		
Single-parent family	3733	3.59	0.65		
Child living with guardian	526	3.65	0.68		
Academic track				34.7	< .001
General	10564	3.57	0.64		
Vocational	5991	3.66	0.64		

7.2 Students with 'low' teacher support

For the next stage of analysis of the Teacher Support factor, threshold points were established to distinguish students with 'low' and 'high' perceived support from their teachers. As the scores for teacher support were normally distributed it was decided that a lower and upper threshold point would be set at 1 standard deviation from the mean score, giving a lower threshold mean score of 2.95 and a higher threshold of 4.25. In this way, approximately 14% of respondents can be classified as having low teacher support, with the same proportion falling within the high teacher support group.

Figure 7.2 Distribution of students with 'low' and 'high' Teacher Support and chi-square analysis by key socio-demographic variables

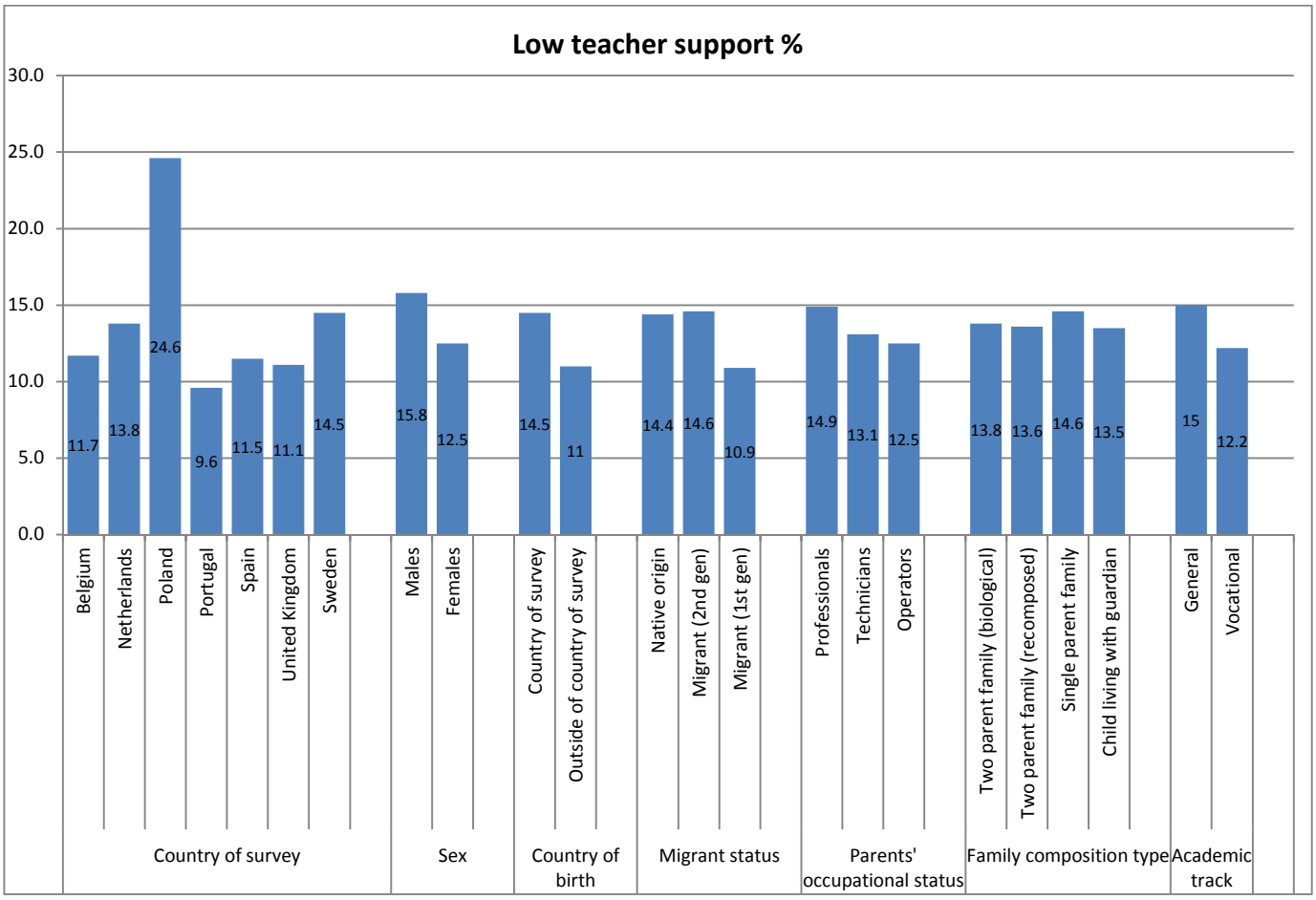
	'Low' Teacher Support†		'High' Teacher Support†		χ^2
	N	%	N	%	
Country of survey					636.2***
Belgium	275	11.7	347	14.8	
Netherlands	311	13.8	339	15.1	
Poland	718	24.6	120	4.1	
Portugal	196	9.6	258	12.7	
Spain	400	11.5	519	14.9	
United Kingdom	302	11.1	412	15.2	
Sweden	257	14.5	393	22.3	
Sex					77.9***
Male	1281	15.8	944	11.6	
Female	1170	12.5	1438	15.4	
Country of birth					76.1***
Born in <country of survey>	2154	14.5	1898	12.8	
Born in another country	273	11.0	466	18.7	
Migrant status					135.0***
Native origin	1498	14.4	1198	11.5	
Migrant (2nd gen)	602	14.6	671	16.3	
Migrant (1st gen)	273	10.9	470	18.8	
Parents' occupational status					23.7***
Professionals	623	14.9	502	12.0	
Technicians	307	13.1	303	12.9	
Operators	525	12.5	628	14.9	
Family composition type					n.s.
Two parent family (biological)	1589	13.8	1566	13.6	
Two parent family (recomposed)	197	13.6	205	14.2	
Single-parent family	544	14.6	500	13.4	
Child living with guardian	71	13.5	86	16.3	
Academic track					51.6***
General	1581	15.0	1321	12.5	
Vocational	733	12.2	948	15.8	

* *significant at the p < .05 level*
** *significant at the p < .01 level*
*** *significant at the p < .001 level*

† *'Low' Teacher Support < 2.95*
'High' Teacher Support > 4.25

A greater proportion of respondents in Poland perceived their teacher support as 'low' that for other countries in which the survey took place. Males were also more likely to report low teacher support, as were native-born students (including those with at least one migrant parent), those with parents working in professional jobs and students studying in the general educational track. Family composition type was found not to be a statistically significant predictor of low teacher support.

Figure 7.3 Frequencies of students with 'low' teacher support by key socio-demographic variables



7.3 National and cross-national perspectives

As indicated above the differences in Teacher Support scores across the samples in the different countries were found to be significant. The table below gives national-specific average mean scores for Teacher Support with the corresponding 'low' and 'high' thresholds calculated for the respondents in each country. From this, it can be seen, for example, that students in Poland are included in the 'low' teacher support group if their mean score is no higher than 2.68, whereas in Belgium 'low' teacher support is relative to a slightly higher mean score: 3.06. The use of these thresholds maintains the consistency of the actual distribution of the sample within each national dataset and is therefore useful as a reference point for comparative analysis across countries.

Figure 7.4 Descriptive statistics & national threshold scores for Social Support by country

	N	Mean	SD	'Low' threshold (mean - 1SD)	'High' threshold (mean + 1SD)
Belgium	2351	3.68	0.62	3.06	4.29
Netherlands	2252	3.63	0.67	2.96	4.31
Poland	2923	3.31	0.63	2.68	3.94
Portugal	2034	3.64	0.59	3.05	4.23
Spain	3474	3.66	0.61	3.06	4.27
United Kingdom	2710	3.67	0.62	3.06	4.29
Sweden	1773	3.69	0.73	2.96	4.41
All countries	**17517**	**3.60**	**0.65**	**2.95**	**4.25**

With these threshold points being established, an analysis of the profiles of those students with 'low' perceived teacher support was undertaken. The distribution of such students within key subgroups was calculated and chi-square analyses ascertained whether or not the relationships seen were statistically significant. Figure 7.5 outlines in detail the results of this analysis.

Gender was found to be a significant factor in five of the seven countries (Belgium, the Netherlands, Poland, Portugal and Spain) with male respondents more likely to report low teacher support than females in each of these cases.

In the Dutch and Polish samples, foreign-born students were also over-represented in the low teacher support group, whereas in the UK and Sweden native-born respondents are more likely to report low support from their teachers. Country of birth was found not to be a statistically significant predictor of perceived teacher support in Belgium, Spain or Portugal.

For students in the Spanish sample, parental occupational status was found to be significantly correlated with low teacher support. Interestingly, a greater proportion of higher status students were associated with low teacher support scores, whilst lower status respondents appeared to see a smaller proportion of low teacher support students. This may be due to differences in expectations in the level of support received by teachers at school.

The Polish sample was the only one of the seven countries for which family composition type was found to be significantly correlated with low teacher support, with students not living with both their biological parents being more likely to perceive low support from their teachers.

In Belgium and Spain students in the sample studying towards vocational qualifications were significantly more likely to have low teacher support, whilst in Portugal and the UK those in the general academic track were more associated with a lack of perceived support from teachers at school.

Table 7.5 Demographic profile of students with 'low' teacher support, by country of survey (%)

	Belgium	Nether-lands	Poland	Portugal	Spain	United Kingdom	Sweden
	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %	χ^2 / valid %
Sex	$\chi^2 = 22.1^{***}$	$\chi^2 = 16.1^{***}$	$\chi^2 = 9.0^{*}$	$\chi^2 = 22.4^{***}$	$\chi^2 = 57.3^{***}$	χ^2 = n.s.	χ^2 = n.s.
Males	16.6	16.1	14.6	16.4	16.8	14.3	14.1
Females	11.0	11.9	12.7	10.1	11.3	13.5	14.9
Country of birth	χ^2 = n.s.	$\chi^2 = 20.8^{***}$	$\chi^2 = 11.5^{**}$	χ^2 = n.s.	χ^2 = n.s.	$\chi^2 = 26.8^{***}$	$\chi^2 = 9.8^{**}$
Country of survey	13.4	13.1	13.3	13.2	13.9	14.6	15.9
Outside of country of survey	14.0	16.8	31.6	9.8	13.4	10.2	9.3
Migrant status	$\chi^2 = 15.7^{**}$	$\chi^2 = 42.1^{***}$	$\chi^2 = 13.4^{*}$	χ^2 = n.s.	χ^2 = n.s.	$\chi^2 = 27.5^{***}$	$\chi^2 = 21.8^{***}$
Native origin	11.3	8.7	13.3	12.4	13.7	14.5	14.2
Migrant (2nd gen)	15.7	15.3	9.8	16.6	15.0	14.6	17.3
Migrant (1st gen)	14.0	16.8	31.6	9.8	13.4	10.2	9.0
Parents' occupational status	$\chi^2 = 27.3^{***}$	χ^2 = n.s.	χ^2 = n.s.	χ^2 = n.s.	$\chi^2 = 9.6^{*}$	χ^2 = n.s.	χ^2 = n.s.
Professionals	11.2	13.2	15.4	14.3	15.3	13.7	14.5
Technicians	12.5	10.7	14.2	13.0	14.1	11.0	13.5
Operators	12.2	9.3	11.5	9.8	11.8	12.3	17.0
Family composition type	χ^2 = n.s.	χ^2 = n.s.	$\chi^2 = 15.7^{*}$	χ^2 = n.s.	χ^2 = n.s.	χ^2 = n.s.	χ^2 = n.s.
Two parent family (biological)	14.0	14.4	12.8	12.0	13.6	12.5	14.0
Two parent family (recom-posed)	11.9	8.9	19.9	15.1	15.9	17.5	14.6
Single parent family	13.3	13.9	14.5	15.2	14.9	15.2	14.2
Child living with guardian	6.7	10.3	21.1	9.6	12.6	11.5	33.3
Academic track	$\chi^2 = 30.2^{***}$	χ^2 = n.s.	χ^2 = n.s.	$\chi^2 = 19.4^{*}$	$\chi^2 = 10.3^{*}$	$\chi^2 = 12.2^{*}$	χ^2 = n.s.
General	11.4	14.9	13.7	16.5	13.1	14.1	15.2
Vocational	14.1	12.9	10.9	11.4	16.2	7.9	12.3

* significant at the $p < .05$ level
** significant at the $p < .01$ level
*** significant at the $p < .001$ level

'Low' Teacher Support: groups more likely to have low teacher support, by individual country samples

Belgium	*Males; Non-native origin; Low SES; Vocational track*
Netherlands	*Males; Non-native origin*
Poland	*Males; Step- and single-parent families*
Portugal	*Males; General track*
Spain	*Males; High SES; Vocational track*
UK	*Native origin; General track*
Sweden	*Native origin; Second-generation migrants*

8 Students' Aspirations

The students' survey asked respondents questions concerning both their educational aspirations and their occupational aspirations. Participants were asked what level of education they are aiming to achieve before they complete their full-time study, with national-specific options provided corresponding to the main ISCED levels and tracks (see appendix 2.1). Additionally, students were asked what job they would like to be doing in five years' time. This open question was coded latterly by the individual teams in accordance with the ISCO international standard (see appendix 2.2) in order to facilitate the comparability and analysis of the students' medium-term occupational aspirations.

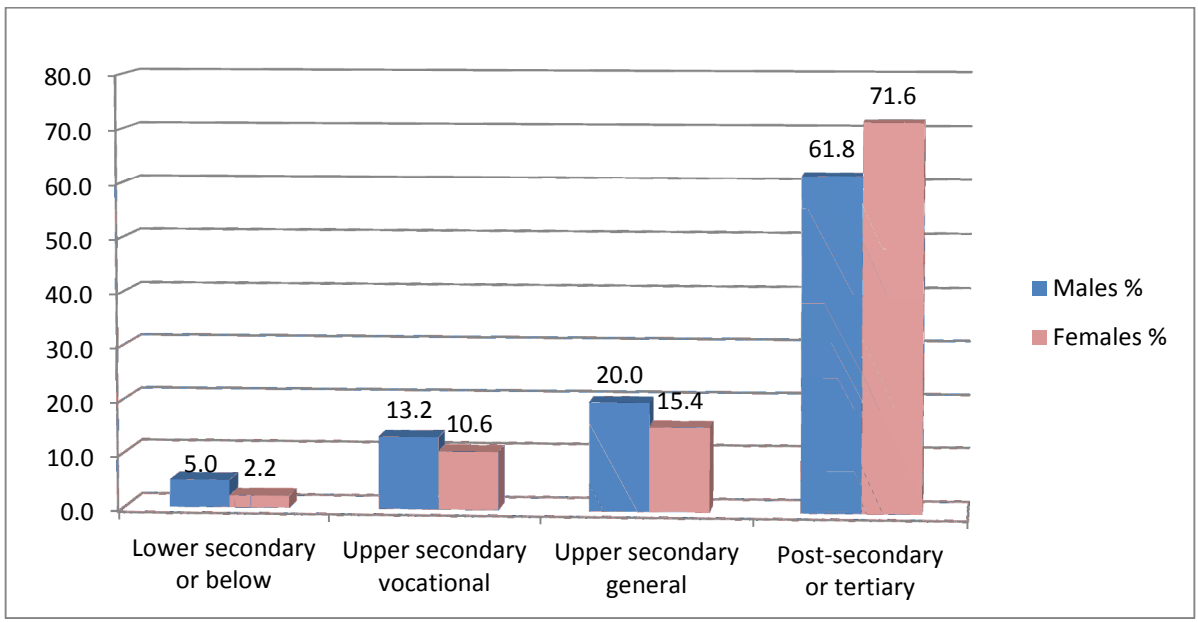
8.1 Educational aspirations

Overall, more than two-thirds of respondents (67.1%) stated that they were aiming to achieve at least a post-secondary or tertiary qualification before completing their full-time studies. However there was close to a ten-point difference between males and females, with more girls stating that they aspire to attain this higher level of education than boys. Whilst 1 in 20 boys said that they were not interested in staying in education beyond lower secondary level, for girls the proportion was less than half this (2.2%).

Figure 8.1 Level of education aspired to before completing full-time study, by gender

	Educational aspirations					
	Males		Females		Total	
	N	%	N	%	N	%
Lower secondary or below	351	5.0	185	2.2	536	3.5
Upper secondary vocational	923	13.2	875	10.6	1798	11.8
Upper secondary general	1397	20.0	1271	15.4	2668	17.5
Post-secondary or tertiary	4313	61.8	5890	71.6	10203	67.1

Figure 8.2 Educational aspirations, by gender (%)



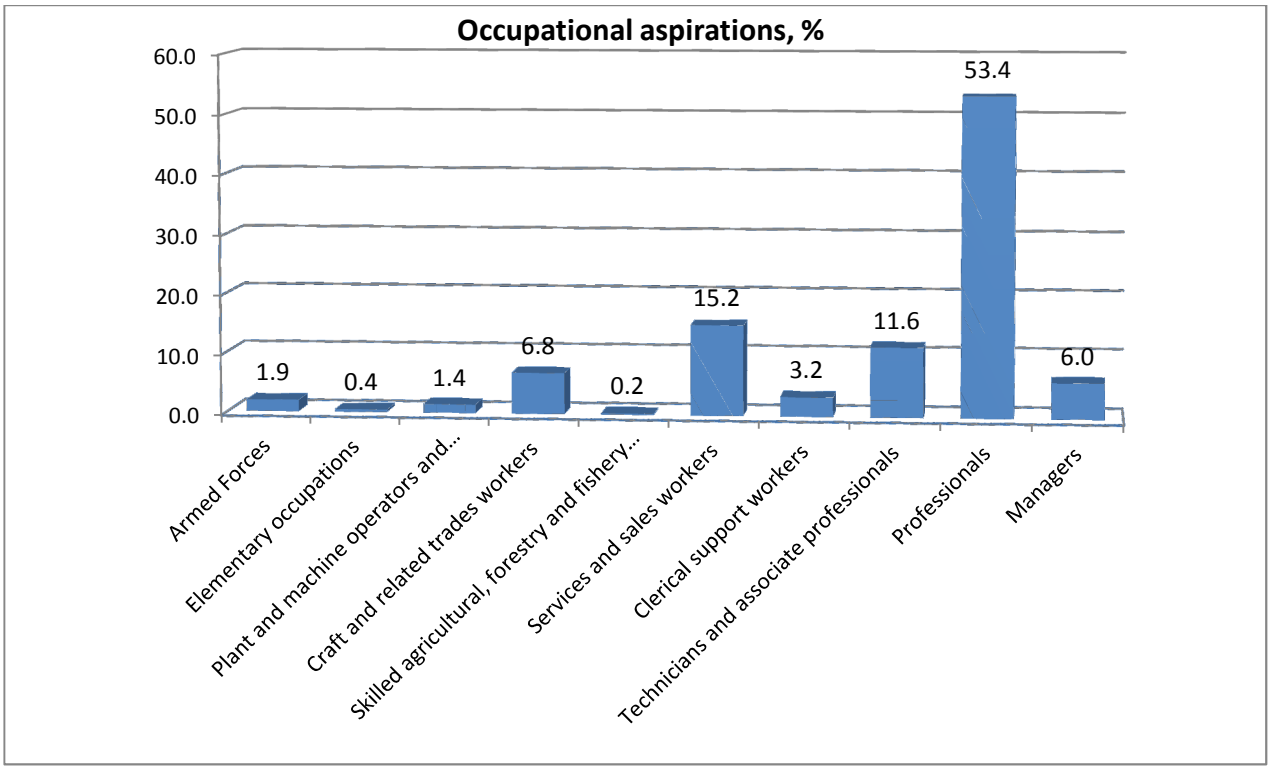
8.2 Occupational aspirations

Overall, the most commonly-stated occupation that students aspired to having was as a professional, with more than half of respondents expressing a preferred career choice in a professional sector. The next most popular occupational aspiration was to work in services and sales, followed by technicians and associate professionals.

Figure 8.3 Occupational aspirations (groups and subgroups, based on ISCO-08 coding)

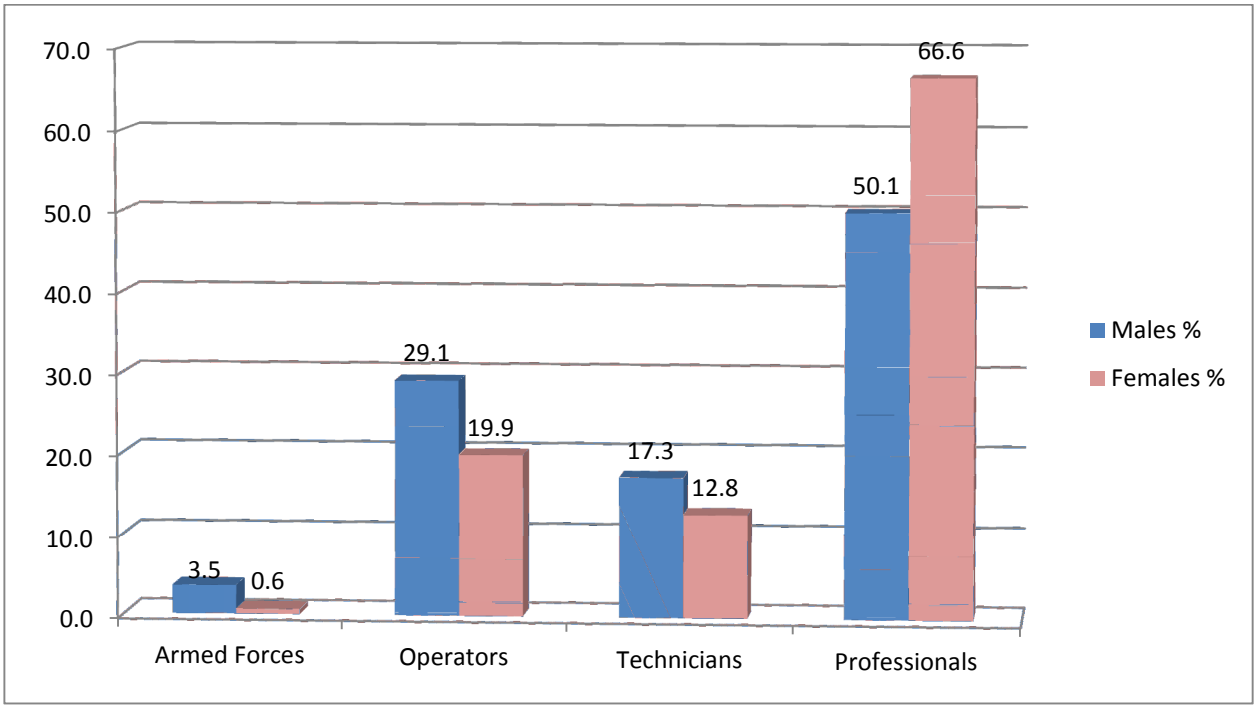
	Occupational aspirations	
	N	%
Professionals	**6932**	**59.4**
Managers	*697*	*6.0*
Professionals	*6235*	*53.4*
Technicians	**1726**	**14.8**
Technicians and associate professionals	*1350*	*11.6*
Clerical support workers	*376*	*3.2*
Operators	**2795**	**24.0**
Services and sales workers	*1770*	*15.2*
Skilled agricultural, forestry and fishery workers	*19*	*0.2*
Craft and related trades workers	*792*	*6.8*
Plant and machine operators and assemblers	*163*	*1.4*
Elementary occupations	*51*	*0.4*
Armed Forces	**222**	**1.9**

Figure 8.4 Occupational aspirations (%; subgroups, based on ISCO-08 coding)



A greater proportion of females than males stated that they aspired to work in a professional occupation. Armed forces occupations were more than five times more commonly stated as a desired future career path for males as for females, although the overall number of such cases is low. There is a clear gender divide in terms of the overall broad occupational groups sought as a future occupation, with males more likely to state occupations described as 'operator' or 'technician' jobs as their aspiration in the next five years. Females, conversely, were more likely to aim for professional careers, with two-thirds of young women sampled stating that they aspired to working in an occupation classed within this group.

Figure 8.5 Occupational aspirations by gender (%)



8.3 National and cross-national perspectives

A cross-national examination of the data shows that there was a particularly large gender gap in terms of educational aspirations amongst the study sample in Poland and the Netherlands (Figure 8.6). For students in the Polish sample, more than four times the proportion of male students stated that they were seeking to attain no higher than lower secondary education than their female counterparts. In the Dutch sample young men were almost twice as likely to report this.

In terms of high educational aspirations, data from some countries showed a clear gender divide with the largest gap between male and female respondents being seen in the Polish (21.7pp), Belgian (14.2pp) and Portuguese (12.8pp) samples. In each of these sub-samples young women were more likely to have stated a desire to complete post-secondary or tertiary education. Conversely, there appeared to be a much smaller difference in levels of educational aspirations– at least in terms of high aspiration – between the sexes amongst participants from Spain and the Netherlands.

Figure 8.6 Educational aspirations by gender and country of survey (%)

	Belgium		Nether-lands		Poland		Portugal		Spain		United Kingdom		Sweden	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
Lower secondary or below	0.5	0.1	9.2	5.1	10.2	2.3	3.5	1.8	0.0	0.0	5.0	3.4	2.2	0.5
Upper secondary (vocational)	6.8	2.9	31.2	35.8	7.9	3.3	2.7	2.4	32.3	20.9	8.1	4.3	28.8	16.7
Upper secondary (general)	34.0	24.2	13.2	12.2	27.8	18.6	36.3	30.6	5.3	3.8	5.2	3.7	10.1	7.8
Post-secondary or tertiary	58.7	72.9	46.5	46.8	54.1	75.8	57.5	65.2	62.5	75.3	81.8	88.6	59.0	75.0

The survey asked respondents which career they were hoping to work in in the future and the coded responses show some interesting patterns within and across the national samples (Figure 8.7). In every country the professional occupational category was the most popular regardless of gender with more respondents stating an intention to work in any number of professions (including teachers, doctors, lawyers, accountants, etc.; see appendix 2.2 for full classification)

For all countries, a greater proportion of female survey participants sought occupations from amongst the professional category – around half of young women in the Belgian, Dutch and Polish samples; around two-thirds in the Portuguese and Spanish samples; and as high as 80% amongst UK participants.

Around 30% of young men sampled in Belgium, the Netherlands and Poland stated their occupational aspirations as being in a professional role. In Belgium and Poland a similar proportion were seeking to work as craft and related trade workers, whilst in the Netherlands there appeared to be a wider spread of types of career sought by young men – one in five wanted to become managers, whilst one in six were aiming for a career in services and sales and one in ten stated technician and associate professional occupations as their preferred career option. A significant minority (4.9%) also stated that they were planning to pursue a career in the armed forces.

Figure 8.7 Occupational aspirations by gender and country of survey (%)

	Belgium		Netherlands		Poland		Portugal		Spain		United Kingdom	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
Managers	6.6	4.2	19.7	8.5	7.0	4.1	8.0	5.0	3.9	3.7	3.7	1.5
Professionals	30.3	48.4	28.2	49.6	31.0	55.4	51.6	67.4	52.7	71.3	67.4	80.3
Technicians and associate professionals	13.8	9.5	10.2	3.5	13.5	12.6	20.0	11.3	19.7	10.3	12.9	6.4
Clerical support workers	3.5	6.5	7.2	5.9	0.7	1.9	1.2	4.5	1.0	4.5	0.6	0.3
Services and sales workers	12.9	29.1	16.3	30.5	9.2	22.5	9.9	9.8	10.0	9.1	6.3	10.2
Skilled agricultural, forestry and fishery workers	0.0	0.0	0.0	0.0	0.8	0.4	0.2	0.1	0.3	0.0	0.1	0.0
Craft and related trades workers	27.5	1.6	4.8	0.5	23.1	0.9	5.4	1.1	10.2	1.1	5.8	0.7
Plant and machine operators and assemblers	2.7	0.2	6.9	0.4	6.0	0.1	0.2	0.1	0.3	0.0	1.0	0.1
Elementary occupations	1.3	0.5	1.9	0.2	0.5	0.2	0.4	0.4	0.1	0.0	0.4	0.0
Armed forces occupations	1.2	0.1	4.9	0.9	8.1	2.0	3.1	0.2	1.7	0.0	1.8	0.5

*data from Sweden not available

9 Multiple Regression Models

The fifth and final stage of analysis of the Survey A1 dataset involved the construction of multiple regression models upon each of the study's second-order factors identified above. Using School Engagement, Social Support and Teacher Support as dependent variables, statistical models were developed to establish the principal predictors of these factors amongst students in the sample.

As a first step, bivariate correlation analysis was undertaken to ascertain which variables were significantly correlated with each dependent variable. Those variables with at least a moderately strong relationship ($r > .200$) were used as a basis for developing a multiple regression model, whilst it remained important also to construct as parsimonious a model as possible.

9.1 Key dimensions related to School Engagement

Figure 9.1 provides the coefficients of correlation for School Engagement (mean scores) with all variables from Survey A1 with which it had a significant ($p < .05$) and at least moderately-sized ($r > .200$) relationship. The table shows that a student's self-concept ($r = .504$) – a factor that combines responses to questions about how good a student they perceive themselves to be – as well as the support they receive from their teachers at school ($r = .498$) are the most strongly correlated factors with their level of school engagement.

Figure 9.1 Bivariate correlation analysis of School Engagement by key variables

	School Engagement (mean score)	
	r	p
Academic self-concept (mean score)	.504	<.001
Teacher support (positive)	.498	<.001
Parental support	.347	<.001
Self-esteem (mean score)	.337	<.001
Teacher support (negative)	.330	<.001
Peer aspirations (mean score)	.328	<.001
Commitment to school (mean score)	.284	<.001
Parental involvement at school (mean score)	.290	<.001
Last year's grades*	.256	<.001
Likelihood of achieving educational aspirations*	.258	<.001
Parental control and supervision (mean score)	.248	<.001
Peer support (mean score)	.244	<.001
Level of truancy*	-.238	<.001

Pearson's *r* correlation coefficient, unless marked (*) when Spearman's *rho* is used

Altogether, thirteen factors were included in the regression model. These factors include those relating to students' social support networks and the influence of their teacher, parents and peers: *(1)* teacher support (positively-stated), *(4)* peer aspirations, *(7)* parental control and su-

pervision, *(8)* parental support, *(9)* teacher support (negatively-stated), *(11)* parental involvement at school and *(13)* peer support.

It also includes variables relating to their individual attitudes and self-perception: *(2)* academic self-concept, *(3)* self-esteem, *(5)* commitment to school, *(10)* likelihood of achieving educational aspirations; and their behaviour and attainment in relation to school: *(6)* grades achieved at the end of the last school year and *(12)* level of truancy.

Figure 9.2 shows the overall parameters of the model and individual standardized beta-coefficients for each component.

Figure 9.2 Multiple linear regression model summary for *DV* = School Engagement

Variable	*β*	R	R^2	F	*p*
Model		.676	.457	842.458	<.001
(1) Teacher support (positive) (mean score)	.310				
(2) Academic self-concept (mean score)	.254				
(3) Self-esteem (mean score)	.133				
(4) Peer aspirations (mean score)	.106				
(5) Commitment to school (mean score)	.090				
(6) Grades at the end of last school year	.079				
(7) Parental control and supervision (mean score)	.054				
(8) Parental support (mean score)	.051				
(9) Teacher support (negative) (mean score)	-.051				
(10) Likelihood of achieving educational aspirations	.050				
(11) Parental involvement at school (mean score)	.048				
(12) Level of truancy	-.043				
(13) Peer support (mean score)	.009				

The thirteen variables included in the final model explained 45.7% of the variance seen in the dependent variable: School Engagement. The individual standardized beta-coefficients indicate the relative size of the effect that each component has within the model. In this model, the predictors with the greatest influence were: positively-stated teacher support (β = .310) and academic self-concept (β = .254).

9.2 Key dimensions relating to Social Support

Figure 9.3 gives the correlation coefficients for Social Support (mean scores) with all variables from Survey A1 with which it had a significant ($p < .05$) and at least moderately-sized ($r > .200$) relationship. The table shows the importance that a student attaches to education ($r = .477$) as well as the support they receive from their teachers at school ($r = .405$) and their academic self-regulation (that is, the time and effort they put in to their academic endeavours; $r = .385$) are the factors most strongly correlated with their level of social support.

It is also important to note that levels of truancy and participants' age are negatively correlated with social support, indicating that those students reporting higher levels of truancy also report lower levels of social support and higher social support is associated with younger participants.

Figure 9.3 Bivariate correlation analysis of Social Support by key variables

	Social Support (mean score)	
	r	p
Importance of education (mean score)	.477	<.001
Teacher support (mean score)	.405	<.001
Academic self-regulation (mean score)	.385	<.001
Academic self-concept (mean score)	.315	<.001
School belonging (mean score)	.296	<.001
Level of parents' influence on study choices*	.270	<.001
Level of truancy*	-.267	<.001
Self-esteem (mean score)	.261	<.001
Commitment to school (mean score)	.254	<.001
Age, in years	-.208	<.001
Likelihood of achieving educational aspirations*	.201	<.001

Pearson's *r* correlation coefficient, unless marked (*) when Spearman's *rho* is used

Altogether, six factors were included in the regression model, including those relating to students' self-perceptions: *(1)* importance of education, *(3)* academic self-regulation and *(6)* self-esteem; the influence of parents and teachers: *(5)* parental influence on study choices and *(2)* teacher support (second-order factor); as well as the students' age *(4)*.

Figure 9.4 shows the overall parameters of the model and individual standardized beta-coefficients for each component.

Figure 9.4 Multiple linear regression model summary for *DV =* Social Support

Variable	*β*	R	R^2	F	*P*
Model		.617	.381	1643.890	<.001
(1) Importance of education (mean score)	.252				
(2) Teacher Support (SOF) (mean score)	.204				
(3) Academic self-regulation (mean score)	.176				
(4) Age, in years	-.155				
(5) Level of parents' influence on study choices	.154				
(6) Self-esteem (mean score)	.149				

The six variables included in the final model explained 38.1% of the variance seen in the dependent variable: Social Support. The standardized beta-coefficients, which provide an indication of the relative influence of each of the components of the model, reveal that importance of education (β = .252) and teacher support (β = .204) provide the greatest predictive power within this model.

9.3 Key dimensions relating to Teacher Support

Figure 9.5 provides the correlation coefficients for Teacher Support (mean scores) with all variables from Survey A1 with which it had a significant ($p < .05$) and at least moderately-sized ($r > .200$) relationship. The table shows that the strongest correlations exist between a student's teacher support and their level of school belonging ($r = .533$) as well as their individual self-perception as a student, as indicated by their responses to questions on the importance they attach to education ($r = .383$), their academic self-concept ($r = .368$), commitment to school ($r = .354$) and self-regulation ($r = .323$).

It is also important to note that levels of truancy and delinquent behaviour at school are negatively correlated with teacher support, indicating that those students reporting higher levels of truancy or greater levels of delinquent behaviour at school also report lower levels of teacher support.

Figure 9.5 Bivariate correlation analysis of Teacher Support by key variables

	Teacher Support (mean score)	
	r	p
School belonging (mean score)	.533	<.001
Importance of education (mean scores)	.383	<.001
Academic self-concept (mean scores)	.368	<.001
Commitment to school (mean scores)	.354	<.001
Academic self-regulation (mean score)	.323	<.001
Parental support (mean score)	.312	<.001
Peer aspirations (mean score)	.286	<.001
Attentiveness at school (mean score)	.283	<.001
Peer support (mean score)	.272	<.001
Parental involvement at school (mean score)	.232	<.001
Self-esteem (mean score)	.217	<.001
School behaviour (mean score)	-.216	<.001
Level of truancy*	-.212	<.001

Pearson's *r* correlation coefficient, unless marked (*) when Spearman's *rho* is used

Altogether, six factors were included in the regression model. The most important predictors related to students' self-perception in terms of their academic careers: *(1)* school belonging, *(2)* academic self-concept, *(3)* commitment to school and *(6)* importance of education. Factors relating to the influence of parents and teachers: *(4)* parental support and *(5)* teachers' influence on study choices were also included in the model.

Figure 9.6 shows the overall parameters of the model and individual standardized beta-coefficients for each component.

Figure 9.6 Multiple linear regression model summary for *DV =* Teacher Support

Variable	*β*	R	R^2	F	*p*
Model		.649	.421	1925.966	<.001
(1) School belonging (mean score)	.396				
(2) Academic self-concept (mean scores)	.165				
(3) Commitment to school (mean scores)	.159				
(4) Parental Support (mean score)	.112				
(5) Level of teachers' influence on study choices	.088				
(6) Importance of education (mean scores)	.077				

The six variables included in the final model explained 42.1% of the variance seen in the dependent variable: Teacher Support. The individual standardized beta-coefficients indicate the relative size of the effect that each component has within the model. In this model, the predictors with the greatest influence were: school belonging (β = .396), academic self-concept (β = .165) and commitment to school (β = .159) provide the greatest predictive power within this model.

10 Conclusions

The preliminary findings from the students' survey (Survey A1) show that levels of school engagement amongst young people differ significantly across the samples from seven different countries. There are different demographic patterns as to who exactly are the students most likely to report being disengaged, although some trends were seen for young people across the seven samples. In most countries low school engagement was more likely to be found amongst participants of native origin (with the exception of Poland and Portugal where migrant status was not found to be significant). Moreover, the study participants living with both of their biological parents appeared to be less associated with low levels of engagement at school; this form of family structure appears to act as a protective factor from disengagement. On the other hand, it is clear that national educational and socio-cultural contexts are also important with regards to the reported levels of school engagement of students in the different countries. Although the samples are not intended to be representative of the national student body – rather, they were purposely selected to focus on areas with higher rates of ESL – the findings from the survey reveal some overall trends which raise important issues for researchers and policy makers to engage with.

As stated in previous literature (Bourdieu, 1986; Savage *et al.*, 2005), an important protective factor from disengagement is having support from family and friends. Levels of perceived social support correlated highly with school engagement and, again, the findings of the survey demonstrated that certain variables appeared to be significant among participants in all the countries and across all groups.

Whilst social support from peers and family members was a factor strongly linked to school engagement, the survey analysis uncovered other important correlations, including with perceived levels of teacher support and both educational and occupational aspirations.

Within each of these factors, significant differences could be seen according to the demographic profile of the participants. The development of multiple linear regression models allowed for the exploration of the high levels of correlation between some important variables and overall levels of school engagement, which has been shown to be an important predictor of future dropout, ESL or becoming NEET (Davalos *et al.*, 1999; Ferguson *et al.*, 2005; Skinner and Pitzer*, 2*012). The 13 variables included in the statistical model presented in Section 9.1 accounts for almost half of the variance seen in overall school engagement scores and suggests the importance for young people of the support received from parents, peers and teachers, as well as their own attitudes and behaviours in relation to education and school.

With regards to aspirations gender differences were strongly visible. Whilst overall young women were more likely to express aspirations towards higher levels of education and higher-status careers that their male classmates, this gender gap was much more pronounced amongst participants in some countries (Belgium, Spain, Portugal) than others (Netherlands, UK).

Overall, the survey analysis presents a complex picture of how young people perceive and negotiate their educational trajectories and school lives, with several interrelating factors impacting

upon their own experiences, levels of engagement and decision making. A clearer analysis of these aspects will be possible at subsequent stages of the research project, particularly with the addition of a longitudinal dimension to the study, whereby the educational and labour market outcomes of the study's participants could further elucidate the extent to which certain variables contribute to decisions to leave school without attaining a minimum standard of education and/or to return to education at a future time. Furthermore, the integration of the statistical analysis of the project survey (Work Package 3) with the findings arising from the qualitative interviews with young people (Work Package 4) will provide further insights into the life experiences, ideas and perceptions determining some of the broader dimensions measured through the survey, enabling the further validation of our innovative methodological approach.

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Reducing Early School Leaving in Europe (RESL.eu) Project Papers (available online at: https://www.uantwerpen.be/en/projects/resl-eu/publications/resl-eu-project-pape/):

Project Paper 1: Formulation of a Common Working Definition of ESL: International Contributions (WP2 - UPORTO)

Project Paper 2: Theoretical and methodological framework on Early School Leaving (WP1 - UA)

Project Paper 3: Early School Leaving in the European Union: Data Availability and Reporting (WP3 - MU)

Appendices

Appendix 1 – Final Survey A1 Questionnaire (international version)

RESL.eu Survey A1

AA – Introduction

This questionnaire is part of the Reducing School Leaving in the European Union project about the educational and career decisions of young people. The study is being undertaken in the UK by Middlesex University as part of a nine-country collaboration, funded by the European Commission.

We would like to hear from you about the decisions you have made and the plans you have for your future. This is an important opportunity for you to **have your voice heard and to share your experiences** with policy makers and educational experts.

The survey will last for approximately **30 minutes**. All the answers you give in this study will be confidential and will not be shown to anyone that you know, so please be honest with your views. Your answers will be collected with the views of other young people and be used to help shape programmes and policies for people like you in the future.

As part of the project we would like to contact you again in Spring 2016 to follow up on the information we collect today and to find out about your experiences in school, work, and further training. To ensure that we are able to keep in touch with you, we will be grateful if you will sup-

ply the following contact information. Your details will be used solely for the purposes of the prize draw and database for this project and will not be passed to any third party.

Reference code:____

Name _____	**Mobile phone number** _____
Email address _____	
Alternative email address _____	**Social media ID**
	Twitter: @_____
Home Address _____	Facebook:
Home Address _____	http://www.facebook.com/_____
Town/City _____	Website/blog: http://www._____
Postal Code _____	Other: _____

A – Personal information

A1 – What is your date of birth? (e.g. 16/04/1994)

_____

A2 – Are you...?

- ❍ Male
- ❍ Female

A3 – Where were you born?

- ❍ <country of survey> [Go to **A5**]
- ❍ <Country 1>
- ❍ <Country 2>
- ❍ <Country 3>
- ❍ <Country 4>
- ❍ <Country 5>
- ❍ Another country (please state) _____

A4 – How old were you when you came to live in <country of survey>?

_____years

A5 – What religion, if any, do you belong to?

- ❍ No religion [Go to **A7**]
- ❍ Christian – Catholic
- ❍ Christian – Protestant
- ❍ Christian – Orthodox
- ❍ Christian – Other
- ❍ Jewish
- ❍ Islamic
- ❍ Buddhist
- ❍ Hindu
- ❍ Other religions

A6 – How important would you say your religion is to the way you live your life?

- ❍ Not at all Important
- ❍ Not very Important
- ❍ Fairly Important
- ❍ Very Important

A7 – Do you consider yourself as belonging to a minority ethnic group in <country of survey>?

- ❍ Yes
- ❍ No

A8 – What citizenship do you hold? (e.g. which country do you have a passport from)

Select all that apply in case of dual or multiple citizenships.

- ❑ <country of survey>
- ❑ <Country 1>
- ❑ <Country 2>
- ❑ <Country 3>
- ❑ <Country 4>
- ❑ <Country 5>
- ❑ Another language (please state) _____

A9 – When you are talking at home to other members of your family do you regularly use any language(s) other than <language of survey>?

- ❍ Yes
- ❍ No [Go to **A12**]

A10 – Apart from<language of survey> what language(s) do you regularly use? Select all that apply.

- ❑ <Language 1>
- ❑ <Language 2>
- ❑ <Language 3>
- ❑ <Language 4>
- ❑ <Language 5>
- ❑ Another language (please state) _____

A11 – How well can you speak <language of survey>?

- ❍ Not at all well
- ❍ Not well
- ❍ Well
- ❍ Very well

A12 – Do you have any longstanding illness or disability, infirmity or mental health condition that affects your daily activities in any way?

	No	Yes, to some extent	Yes, a lot
Physical illness, disability or infirmity	❍	❍	❍
Mental health condition	❍	❍	❍
Learning difficulties	❍	❍	❍

A13 – Outside of school lessons, do you take part in any of the following activities? If so, please state how often you attend them

	Never	Less than Once a Week	Once a Week	Twice a Week	3 Times a Week or More
Being active in a sports club	❍	❍	❍	❍	❍
Arts classes (e.g. art/music/dance/speech & drama)	❍	❍	❍	❍	❍
Activities organised by religious groups	❍	❍	❍	❍	❍
Activities organised by community / cultural groups	❍	❍	❍	❍	❍
Spending time at a youth club	❍	❍	❍	❍	❍
Meeting up with friends	❍	❍	❍	❍	❍
Connecting with friends through social media sites	❍	❍	❍	❍	❍
Being active in a social or political organisation	❍	❍	❍	❍	❍

A14 – Do you currently, or have you ever worked in a spare-time paid job?

- ❍ Yes, I currently work more than 20 hours per week
- ❍ Yes, I currently work 20 hours per week or less
- ❍ No, I do not currently work, but I have done in the past [Go to **A16**]
- ❍ No, I have never worked in a paid job [Go to **A16**]

A15 – What is the main reason why you work?

- ❍ I have to work to finance my studies
- ❍ I have to work to provide financial support to others
- ❍ I need money to pay for my personal expenses
- ❍ I want to get work experience
- ❍ I prefer working to studying
- ❍ Other (please specify) _____

A16 – Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
On the whole, I am satisfied with my life	❍	❍	❍	❍	❍
At times I think I am no good at all	❍	❍	❍	❍	❍
I feel that I have a number of good qualities	❍	❍	❍	❍	❍
I certainly feel useless at times	❍	❍	❍	❍	❍
All in all, I am inclined to feel that I am a failure	❍	❍	❍	❍	❍
I take a positive attitude towards myself	❍	❍	❍	❍	❍

B – You and your family

B1 – How many people usually live at home with you (*not* including yourself)?

_____

B2 – Who usually lives at home with you? Select all that apply.

- ❑ Mother
- ❑ Father
- ❑ Stepmother or father's partner
- ❑ Stepfather or mother's partner
- ❑ Brothers/Sisters (including step-brothers, step-sisters, half-brothers and half-sisters)
- ❑ Any other relatives (e.g. grandmother / grandfather)
- ❑ Other (please state) _____

B3 – How many brothers and sisters do you have?

- ❍ None [Go to **B6**]
- ❍ One
- ❍ Two
- ❍ Three
- ❍ Four
- ❍ More than four

B4 – How many of your brothers and sisters are older than you?

- ❍ None
- ❍ One
- ❍ Two
- ❍ Three
- ❍ Four
- ❍ More than four

B5 – Thinking about your older sibling(s), which of these best describes their educational status? (Select as many as applies)

- ❍ No qualifications
- ❍ Completed <ISCED level 2>; not longer studying
- ❍ Completed <ISCED level 2>; still in education
- ❍ Completed <ISCED level 3>; no longer studying
- ❍ Completed <ISCED level 3>; still in education
- ❍ Completed <ISCED level 4>; no longer studying
- ❍ Completed <ISCED level 4>; still in education
- ❍ Completed <ISCED level 5A, 5B, 6>
- ❍ I don't know

B6 – Do you ever have to undertake any of the following activities to support your family?

	Never	Sometimes	Regularly
Caring for a disabled or sick family member	❍	❍	❍
Household activities	❍	❍	❍
Working in a family business (whether paid or unpaid)	❍	❍	❍
Language assistance for family members (e.g. at the doctor's or with official paperwork)	❍	❍	❍
Other (please specify) _____	❍	❍	❍

The next few questions are about your parents. By "parents", "mother" or "father", we mean whoever you consider your parents to be. They could be your birth parents, adoptive parents, step-parents or guardians.

B7 – Where were your parents born?

	Father (or step-father, etc.)	Mother (or step-mother, etc.)
<country of survey>	❍	❍
<Country 1>	❍	❍
<Country 2>	❍	❍
<Country 3>	❍	❍
<Country 4>	❍	❍
<Country 5>	❍	❍
Another country (please state) _____	❍	❍

B8 – Which of these best describes the highest qualification achieved by your parents?

	Father (or step-father, etc.)	Mother (or step-mother, etc.)
No qualifications	❍	❍
<ISCED level 1>	❍	❍
<ISCED level 2>	❍	❍
<ISCED level 3B, 3C>	❍	❍
<ISCED level 3A>	❍	❍
<ISCED level 4>	❍	❍
<ISCED level 5A, 5B, 6>	❍	❍
Other qualifications (e.g. foreign qualifications)	❍	❍
I don't know	❍	❍

Please remember that your answers will be treated in strict confidence and no one other than the researchers will have access to your answers. Please answer as honestly as you can.

B9 – Which of the following is the main activity each of your parents is doing at the moment?

	Father (or step-father, etc.)	Mother (or step-mother, etc.)
Working full-time	❍	❍
Working part-time	❍	❍
Self-employed	❍	❍
Unemployed	❍	❍
Retired	❍	❍
Looking after the home/family	❍	❍
Long-term sick or disabled	❍	❍
Other (please state) _____	❍	❍
Don't Know	❍	❍

B10 – What is your father's main job (or most recent job if not currently working)?

*Please write in the job title:*_____

Please use a sentence to describe the kind of work he does (e.g. teaches high school students, manages a sales team, helps the cook to prepare meals in a restaurant):

_____

B11 – What is your mother's main job (or most recent job if not currently working)?

*Please write in the job title:*_____

Please use a sentence to describe the kind of work she does (e.g. teaches high school students, manages a sales team, helps the cook to prepare meals in a restaurant):

_____

B12 – Overall, how well can each of your parents read <language of survey>?

	Not at all well	Not well	Well	Very well
Father	❍	❍	❍	❍
Mother	❍	❍	❍	❍

B13 – Overall, how well can each of your parents speak <language of survey>?

	Not at all well	Not well	Well	Very well
Father	❍	❍	❍	❍
Mother	❍	❍	❍	❍

B14 – Do you have a quiet space at home where you can study?

❍ Yes
❍ No

B15 – How many bedrooms are there in your home?

_____

B16 – Do you own or have regular access to any of the following items?

	Yes	No
Smartphone	❍	❍
Tablet	❍	❍
Computer or laptop	❍	❍
Internet connection	❍	❍

B17 – The following questions are about how you feel about talking to your mother or father. Answer for the parent you talk to the most.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel that I can trust my parent as someone to talk to	❍	❍	❍	❍	❍
If I tell my parent about a problem, they will probably blame me for it	❍	❍	❍	❍	❍
If I talk to my parent, I think they will try to understand how I feel	❍	❍	❍	❍	❍
When I feel bad about something, my parent will listen	❍	❍	❍	❍	❍
If I'm having trouble with my schoolwork, I can go to my parents for help	❍	❍	❍	❍	❍
If I'm having a social or personal problem, my parents would have advice about what to do	❍	❍	❍	❍	❍

B18 – The following questions are about your parents and their involvement with your school-work. How much do you agree or disagree with each of these statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My parents make sure that I do my homework	❍	❍	❍	❍	❍
My parents make sure that I go to school every day	❍	❍	❍	❍	❍
My parents praise me when I do well in school	❍	❍	❍	❍	❍
My parents give me the support I need to do well in school	❍	❍	❍	❍	❍
My parents talk to me about my future	❍	❍	❍	❍	❍
My parents believe that education is important to succeed in life	❍	❍	❍	❍	❍

B19 – The following questions are about your parents and their involvement with your school. How much do you agree or disagree with each of these statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My parents attend regular meetings with my teachers	❍	❍	❍	❍	❍
My parents have attended school events and activities in the last year	❍	❍	❍	❍	❍
My parents encourage me to be involved in school activities	❍	❍	❍	❍	❍

B20 – How much do you agree or disagree with each of these statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My parents want to know who I am going out with when I go out with other kids	❍	❍	❍	❍	❍
In my free time away from home, my parents know who I'm with and where I am	❍	❍	❍	❍	❍
My parents want me to tell them where I am if I don't come home straight after school	❍	❍	❍	❍	❍

B21 – What are <u>your parents'</u>expectations for your education?

- ❍ To leave <secondary school> without <ISCED level 3>
- ❍ To leave <secondary school> having achieved <ISCED level 3>
- ❍ To continue into <college or university> to study <ISCED level 4> and leave education after that
- ❍ To continue into <college or university> to study <ISCED level 5B> and leave education after that
- ❍ To continue into <college or university> to study <ISCED level 5A> and leave education after that
- ❍ I don't know; I don't think they have any expectations for my education

C – At school

C1 – Did you attend <kindergarten>?

- ❍ No
- ❍ Yes, for one year or less
- ❍ Yes, for more than one year
- ❍ I don't know

C2 – Have you ever had to repeat a year at school?

- ❍ Yes
- ❍ No [Go to **C5**]

C3 – How many years did you repeat in <primary school>?

_____

C4 – How many years did you repeat in <secondary school>?

_____

C5 – Have you changed <secondary schools> since you started?

- ❍ Yes, once
- ❍ Yes, twice
- ❍ Yes, more than twice
- ❍ No [Go to **C7**]

C6 – Why did you leave your previous school?

- ❑ Your family moved out of the area
- ❑ You were permanently excluded from the school
- ❑ Your parents wanted you to move school
- ❑ You did not feel good at that school
- ❑ You could not choose the courses you wanted / had to enrol in
- ❑ You could not keep up with the pace or level of teaching
- ❑ For another reason (please state) _____

Please remember that your answers will be treated in strict confidence and no one other than the researchers will have access to your answers. Please answer as honestly as you can.

C7 – In the current school year, have you ever skipped school without permission, even if it was only for half a day or a single lesson?

- ❍ Yes
- ❍ No [Go to **C9**]

C8 – How frequently have you done this in the current school year?

- ❍ 5 or more days per month
- ❍ 3-4 days per month
- ❍ 1-2 days per month
- ❍ Less than 1 day per month, on average
- ❍ I don't know

C9 – Since you have been at <secondary school>, have you ever missed school for longer than one month at a time?

- ❍ No
- ❍ Yes, due to a long-term illness
- ❍ Yes, due to a suspension or disciplinary action
- ❍ Yes, because I could not find a school to enrol in
- ❍ Yes, because I was involved in a temporary intervention programme outside of school
- ❍ Yes, for another reason (please specify) _____

C10 – How much did each of the following influence your <ISCED level 3> subject choices?

	Not at All	A Little	Moderately	Quite a bit	Very much
Your parents	❍	❍	❍	❍	❍
Your friends	❍	❍	❍	❍	❍
Your teachers/other school staff	❍	❍	❍	❍	❍
Someone else (please specify) _____	❍	❍	❍	❍	❍

C11 – Which <educational track> did you attend at <ISCED level 2, 3>?

	ISCED 2			ISCED 3		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
General education	❍	❍	❍	❍	❍	❍
Vocational education	❍	❍	❍	❍	❍	❍
Technical education	❍	❍	❍	❍	❍	❍
Arts education	❍	❍	❍	❍	❍	❍
Special education	❍	❍	❍	❍	❍	❍

C12 – What grades did you get at the end of the last school year?

- ❍ <Mostly As>
- ❍ <Mostly Bs>
- ❍ <Mostly Cs>
- ❍ <Mostly Ds>
- ❍ <Mostly Es and Fs>
- ❍ Don't know / Not applicable

C13 – Are you currently studying for any of the following qualifications?

- ❑ <ISCED level 3B, 3C (vocational)>
- ❑ <ISCED level 3A (vocational)>
- ❑ <ISCED level 3B, 3C (general)>
- ❑ <ISCED level 3A (general)>
- ❑ <ISCED level 4>
- ❑ Other qualifications

C14 – What grades do you expect to get at the end of <ISCED level 3>?

- ❍ <Mostly As>
- ❍ <Mostly Bs>
- ❍ <Mostly Cs>
- ❍ <Mostly Ds>
- ❍ <Mostly Es and Fs>
- ❍ Don't know / Not applicable

Please remember that your answers will be treated in strict confidence and no one other than the researchers will have access to your answers. Please answer as honestly as you can.

C15 – Thinking about how you feel you do at school: to what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am good in most of my school subjects	❍	❍	❍	❍	❍
I usually do poorly in tests	❍	❍	❍	❍	❍
I am able to do better than my friends in most subjects	❍	❍	❍	❍	❍
I am able to help my classmates in their schoolwork	❍	❍	❍	❍	❍
I can follow the lessons easily	❍	❍	❍	❍	❍
I often have trouble paying attention to the teacher in class	❍	❍	❍	❍	❍
I get frightened when I am asked a question by the teachers	❍	❍	❍	❍	❍
I often find it hard to keep my mind on my work at school	❍	❍	❍	❍	❍

C16 – Thinking about how you do your schoolwork: to what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I put a lot of effort into my schoolwork	❍	❍	❍	❍	❍
I spend a lot of time on my schoolwork	❍	❍	❍	❍	❍
I usually get my schoolwork done on time	❍	❍	❍	❍	❍

When I do my homework…					
… I try to decide what I am supposed to learn, rather than just read the material	❍	❍	❍	❍	❍
… I try to plan what I have to do before I get started	❍	❍	❍	❍	❍
… I make sure that I get started on it early	❍	❍	❍	❍	❍

C17 – Thinking about how you cope with things that happen at school: to what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I believe I am mentally tough when it comes to exams	❍	❍	❍	❍	❍
I think I am good at dealing with schoolwork pressures	❍	❍	❍	❍	❍
I am good at dealing with setbacks at school (e.g. bad marks, negative feedback on my schoolwork)	❍	❍	❍	❍	❍
I am good at figuring out problems and planning how to solve them	❍	❍	❍	❍	❍
I often try to learn from my mistakes	❍	❍	❍	❍	❍

C18– Thinking about your performance in school: to what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The more effort I put into my classes, the better I do in them	❍	❍	❍	❍	❍
No matter what I do, I can't seem to do well in my classes	❍	❍	❍	❍	❍
I feel that my grades reflect directly on my academic ability	❍	❍	❍	❍	❍
When I receive bad grades, it is because the teacher marks me unfairly	❍	❍	❍	❍	❍

C19–Thinking about your school: to what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I think that this is a good school	❍	❍	❍	❍	❍
I feel like a real part of this school	❍	❍	❍	❍	❍
I would recommend to other kids that they go to my school	❍	❍	❍	❍	❍

C20–Thinking about your time at school: to what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Trying hard at school will help me to get a good job	❍	❍	❍	❍	❍
School has been a waste of time	❍	❍	❍	❍	❍
I enjoy learning new things	❍	❍	❍	❍	❍
Schooling is not so important for kids like me	❍	❍	❍	❍	❍
Trying hard at school will help me to go to college/university	❍	❍	❍	❍	❍
I learn more useful things from my family and friends than I learn in school	❍	❍	❍	❍	❍

C21 – Thinking about the teachers at your school:to what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Most my teachers at school are good teachers	❍	❍	❍	❍	❍
My teachers feel that my work is poor	❍	❍	❍	❍	❍
My teachers try to help me do well in school	❍	❍	❍	❍	❍
My teachers respect me as a person	❍	❍	❍	❍	❍
My teachers *do not* treat me fairly	❍	❍	❍	❍	❍

C22 – Thinking about the teachers at your school:to what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel that I can trust my teachers as people to talk to	❍	❍	❍	❍	❍
If I tell my teachers about a problem, they will probably blame me for it	❍	❍	❍	❍	❍
If I talk to my teachers, I think they will try to understand how I feel	❍	❍	❍	❍	❍
When I feel bad about something, my teachers will listen	❍	❍	❍	❍	❍
If I'm having trouble with my schoolwork, I can go to my teachers for help	❍	❍	❍	❍	❍
If I'm having a social or personal problem, my teachers would have advice about what to do	❍	❍	❍	❍	❍

C23 – To what level of education do <u>your teachers</u> expect you to achieve?

- ❍ To leave <secondary school> without <ISCED level 3>
- ❍ To leave <secondary school> having achieved <ISCED level 3>
- ❍ To continue into <college or university> to study <ISCED level 4> and leave education after that
- ❍ To continue into <college or university> to study <ISCED level 5B> and leave education after that
- ❍ To continue into <college or university> to study <ISCED level 5A> and leave education after that
- ❍ I don't know

C24 – Thinking about the learning environment in your classes: to what extent to you agree with the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
In class...					
… the teacher has to wait a long time for students to quieten down	❍	❍	❍	❍	❍
… students do not listen to what the teacher says	❍	❍	❍	❍	❍
… there is noise and disorder	❍	❍	❍	❍	❍

Please remember that your answers will be treated in strict confidence and no one other than the researchers will have access to your answers. Please answer as honestly as you can.

C25 – Do you feel you are treated unfairly or discriminated against at school...?

	Not at all	A little	Somewhat	Quite a bit	Very much
By the teachers	❍	❍	❍	❍	❍
By other students	❍	❍	❍	❍	❍

C26 – On what grounds? (Select all that apply)

- ❑ Colour or race
- ❑ Nationality
- ❑ Religion
- ❑ Language / accent
- ❑ Ethnic group
- ❑ Gender
- ❑ Disability
- ❑ Sexual orientation
- ❑ Other (please specify) _____

- ❑ Not applicable

C27 – Does your school provide additional tutoring / learning support outside regular classes?

- ❍ Yes
- ❍ No [Go to **C31**]
- ❍ I don't know [Go to **C31**]

C28 – In the last 12 months how many times on average have you been involved in tutoring / learning support at school?

- 3 times a week or more
- Once or twice a week
- Less than once a week, on average
- Never[Go to **C31**]

C29 – What kind of tutoring / learning support have you been involved in at school?

- <Provision type 1>
- <Provision type 2>
- <Provision type 3>
- Other (please specify) _____

C30 – In the last 12 months have you received any tutoring / learning support outside of school in subjects also taught at your school?

- Yes
- No [Go to **C34**]

C31 – Who, or what organisation, provided this tutoring / learning support?

- A family member or friend
- A private tutor
- A neighbourhood/community based organisation
- Another person or organisation (please specify) _____

C32 – What kind of tutoring / learning support have you been involved in? (E.g. individual tuition in science)

- <Provision type 1>
- <Provision type 2>
- <Provision type 3>
- Other (please specify) _____

C33 – As part of your studies, have you undertaken an internship or work experience placement?

- No, internships/work placements are not part of the course
- No, I was not interested in undertaking an internship/work placement
- No, I was not able to find a suitable internship/work placement
- Not yet, but I will undertake an internship/work placement as part of this course
- Yes, I am currently undertaking an internship/work placement
- Yes, I successfully completed an internship/work placement

C34 – Do you currently receive any scholarships, study loans or other financial assistance to study?

- Yes
- No

D – Your friends

The following questions are about your relationships with friends and other students at school.

D1 – How many of your friends…

	Very few or none of them	Less than half of them	About half of them	More than half of them	Most or all of them
…are the same gender as you?	❍	❍	❍	❍	❍
…are about the same age as you?	❍	❍	❍	❍	❍
…are from the same ethnic or cultural background as you?	❍	❍	❍	❍	❍
…live in the same neighbourhood as you?	❍	❍	❍	❍	❍
…are in the same school as you?	❍	❍	❍	❍	❍
…have left secondary education without getting <ISCED level 3>?	❍	❍	❍	❍	❍
…have left education and are unemployed?	❍	❍	❍	❍	❍
…have left education and have a job?	❍	❍	❍	❍	❍

D2 – Thinking about how you feel about talking to your friends, how much do you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel that I can trust my friends as people to talk to	❍	❍	❍	❍	❍
If I tell my friends about a problem, they will probably blame me for it	❍	❍	❍	❍	❍
If I talk to my friends, I think they will try to understand how I feel	❍	❍	❍	❍	❍
When I feel bad about something, my friends will listen	❍	❍	❍	❍	❍
If I'm having trouble with my schoolwork, I can go to my friends for help	❍	❍	❍	❍	❍
If I'm having a social or personal problem, my friends would have advice about what to do	❍	❍	❍	❍	❍

D3 – Thinking about the friends you hang out with, how important is it to…:

	Not at all important	Not very important	Neutral / Don't know	Fairly important	Very important
…attend class regularly?	❍	❍	❍	❍	❍
…study?	❍	❍	❍	❍	❍
…get good grades?	❍	❍	❍	❍	❍
…finish secondary school?	❍	❍	❍	❍	❍
…continue education past <ISCED level 3>?	❍	❍	❍	❍	❍
…make money?	❍	❍	❍	❍	❍
…start a family / settle down?	❍	❍	❍	❍	❍

Please remember that your answers will be treated in strict confidence and no one other than the researchers will have access to your answers. Please answer as honestly as you can.

D4 – At school, how often do each of the following things happen to you?

	Almost never	Rarely	Some-times	Often	Almost always
How often have you hit someone for what they said/did?	❍	❍	❍	❍	❍
How often have you been involved in a physi-cal fight?	❍	❍	❍	❍	❍
How often have you been sent to office for doing something wrong?	❍	❍	❍	❍	❍

D5 – In the last 12 months, how often have each of the following happened to you?

	Never	Once a Month or Less Often	A Few Times a Month	A Few Times a Week	Every day
Been upset by being called hurtful names by other students (including getting text messag-es or emails from them)	❍	❍	❍	❍	❍
Other students at school made you give them money or personal possessions	❍	❍	❍	❍	❍
Other students **threatened** to hit you, kick you or use any other form of violence against you	❍	❍	❍	❍	❍
Other students **actually** hit you, kick you or use any other form of violence against you	❍	❍	❍	❍	❍

E – Your neighbourhood

E1 – How long does it take for you to get from home to your school?

approx. _____mins

E2 – How long have you lived at your current address?

- ❍ Less than 12 months
- ❍ Between 12 months and 2 years
- ❍ Longer than 2 years [Go to **E4**]

E3 – From where did you move?

- ❍ Another place nearby
- ❍ Somewhere else within this country
- ❍ Another country

E4 – How would you describe the area where you currently live?

- ❍ An area where **almost nobody** belongs to a minority cultural or ethnic group
- ❍ **Some people** belong to a minority cultural or ethnic group
- ❍ **Many people** belong to a minority cultural or ethnic group

E5 – The following are a list of statements about your neighbourhood. Please say to what extent you agree or disagree with each one.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel like I belong to this neighbourhood	❍	❍	❍	❍	❍
I feel safe walking alone in this area after dark	❍	❍	❍	❍	❍
The friendships and associations I have with other people in my neighbourhood mean a lot to me	❍	❍	❍	❍	❍
I believe my neighbours would help in an emergency	❍	❍	❍	❍	❍
People are often drunk or using drugs in public places in your neighbourhood	❍	❍	❍	❍	❍
There is a lot of graffiti or vandalised property/vehicles around your neighbourhood	❍	❍	❍	❍	❍
People are often attacked or harassed on the street	❍	❍	❍	❍	❍
Other young people in your area have harassed or attacked you	❍	❍	❍	❍	❍

F – Your future plans and aspirations

F1 – What is the highest level of education you are aiming to achieve before leaving full-time education?

- ❍ <ISCED level 2>
- ❍ <ISCED level 3B, 3C>
- ❍ <ISCED level 3A>
- ❍ <ISCED level 4>
- ❍ <ISCED level 5A,5B, 6>
- ❍ I don't know

F2 – How likely do you think it is that you will achieve this level of education?

- ❍ Not at all likely
- ❍ Not very likely
- ❍ Fairly likely
- ❍ Very Likely

F3 – When you have finished secondary school what would you like to do next?

- ❍ Stay on in full-time education
- ❍ Leave full-time education [Go to **F5**]

F4 – What would you like to do?

- ❍ <ISCED level 3B, 3C (vocational)> [Go to **END**]
- ❍ <ISCED level 3A (vocational)> [Go to **END**]
- ❍ <ISCED level 3B, 3C (general)> [Go to **END**]
- ❍ <ISCED level 3A (general)> [Go to **END**]
- ❍ <ISCED level 4> [Go to **END**]
- ❍ <ISCED level 5A> [Go to **END**]
- ❍ <ISCED level 5B> [Go to **END**]

F5 – What would you like to do?

- ❍ Start working full-time
- ❍ Start learning a trade / <work-based learning> (or other part-time <vocational qualification>)
- ❍ Move into part-time education, studying whilst also working in a paid job
- ❍ Move into part-time education, studying whilst also looking after family/home
- ❍ Be unemployed
- ❍ Something else (please specify) _____

END OF THE QUESTIONNAIRE

THANK YOU FOR YOUR COOPERATION!

WE WILL KEEP YOU UP TO DATE ABOUT OUR PRIZE RAFFLE

Appendix 2 – International standard classifications

2.1 International Standard Classification of Education (ISCED-97)

International Standard Classification of Education (ISCED-97):	
ISCED	**Educational Level**
0	Pre-Primary Education
1	Primary Education
2	Lower Secondary Education
3	Upper Secondary Education
4	Post-Secondary Non-Tertiary Education
5	Tertiary Education, First Stage
6	Tertiary Education, Second Stage

2.2 International Standard Classification of Occupations (ISCO-08)

International Standard Classification of Occupations (ISCO08): Major and Sub-Major Groups		
1	**Managers**	**Major group**
11	Chief executives, senior officials and legislators	(2-digit)
12	Administrative and commercial managers	(2-digit)
13	Production and specialised services managers	(2-digit)
14	Hospitality, retail and other services managers	(2-digit)
2	**Professionals**	**Major group**
21	Science and engineering professionals	(2-digit)
22	Health professionals	(2-digit)
23	Teaching professionals	(2-digit)
24	Business and administration professionals	(2-digit)
25	Information and communications technology professionals	(2-digit)
26	Legal, social and cultural professionals	(2-digit)
3	**Technicians and associate professionals**	**Major group**
31	Science and engineering associate professionals	(2-digit)
32	Health associate professionals	(2-digit)
33	Business and administration associate professionals	(2-digit)
34	Legal, social, cultural and related associate professionals	(2-digit)
35	Information and communications technicians	(2-digit)

cont.

cont.

4	**Clerical support workers**	**Major group**
41	General and keyboard clerks	(2-digit)
42	Customer services clerks	(2-digit)
43	Numerical and material recording clerks	(2-digit)
44	Other clerical support workers	(2-digit)
5	**Services and sales workers**	**Major group**
51	Personal service workers	(2-digit)
52	Sales workers	(2-digit)
53	Personal care workers	(2-digit)
54	Protective services workers	(2-digit)
6	**Skilled agricultural, forestry and fishery workers**	**Major group**
61	Market-oriented skilled agricultural workers	(2-digit)
62	Market-oriented skilled forestry, fishery and hunting workers	(2-digit)
63	Subsistence farmers, fishers, hunters and gatherers	(2-digit)
7	**Craft and related trades workers**	**Major group**
71	Building and related trades workers, excluding electricians	(2-digit)
72	Metal, machinery and related trades workers	(2-digit)
73	Handicraft and printing workers	(2-digit)
74	Electrical and electronic trades workers	(2-digit)
75	Food processing, wood working, garment and other craft and related trades workers	(2-digit)
8	**Plant and machine operators and assemblers**	**Major group**
81	Stationary plant and machine operators	(2-digit)
82	Assemblers	(2-digit)
83	Drivers and mobile plant operators	(2-digit)
9	**Elementary occupations**	**Major group**
91	Cleaners and helpers	(2-digit)
92	Agricultural, forestry and fishery labourers	(2-digit)
93	Labourers in mining, construction, manufacturing and transport	(2-digit)
94	Food preparation assistants	(2-digit)
95	Street and related sales and service workers	(2-digit)
96	Refuse workers and other elementary workers	(2-digit)
0	**Armed forces occupations**	**Major group**
01	Commissioned armed forces officers	(2-digit)
02	Non-commissioned armed forces officers	(2-digit)
03	Armed forces occupations, other ranks	(2-digit)