

A conceptual framework for researching the risks to early leaving

Overview of different theoretical concepts underpinning research on ESL

Description

Early School Leaving (ESL) remains a significant concern in Europe, with far-reaching consequences for individuals, society, and the economy. A conceptual framework has been developed to research the risks associated with ESL, combining ecological systems theory and the concept of educational "binds" of poverty. This framework identifies five key risk categories:

- personal challenges,
- family circumstances,
- social relationships,
- institutional features, and
- structural factors.

Understanding these interconnected risk factors is crucial for developing effective strategies to address ESL and offering holistic support for young people.

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