

ORIENTATION PROPOSALS AND TUTORIAL ACTION

Strategies for action in Professional Training

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Co-funded by
the European Union



This document has been produced with the financial assistance of the European Union (Erasmus + programme), through the project “Orienta4VET - VET: an attractive and viable pathway. Innovating in VET through guidance processes and exploring flexible and diversified opportunities in VET” (Ref. 2021-ES01-KA220-VET-000033043).

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Barcelona, October de 2023

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Document information

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| Title of the project | VET: an attractive and viable pathway. Innovating in VET through guidance processes and exploring flexible and diversified opportunities in VET |
| Acronym | Orienta4VET |
| ID | 2021-ES01-KA220-VET-000033043 |
| PR | <i>PR1. Orienta4VET shared and interactive guidance process</i> |
| Data | 30/09/2023 |
| Status | Version 1.0 |
| Autoria (Partner Institution) | Universitat Autònoma de Barcelona (UAB) |
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| Summary (for dissemination) | The aim of this document is to present a set of strategies and guidance actions and tutorial action aimed at VET schools to deal with the abandonment of students in their itineraries. |

Strategy 1 | Individual planning or personalised plans in VET

Individual planning or personalised plans in VET

TYPES OF STRATEGY

- ☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ Personal challenges
 - ☐ Lack of motivation, interest and expectations
 - ☐ Low self-esteem and self-perception
 - ☐ Low educational achievement
- ☐ Social relations
 - ☐ Difficult relationships at the VET centre (with tutors, teachers, peers, etc.)
- ☐ Institutional factors
 - ☐ The educational management of the behaviour of VET students
 - ☐ Absenteeism/Exclusion from classes
 - ☐ Lack of trust and support from the institution

LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Education system level (actions of the education system)

AIM

Provide young people at risk of premature abandonment with **individualised educational responses** (individual support) to have the opportunity to direct their own educational path and increase their commitment and motivation.

DESCRIPTION OF THE STRATEGY

Young people at risk of dropping out prematurely need individualised educational responses. Individual planning refers to the idea of a teaching tutor who facilitates the development of an individual learning, and an academic career plan that responds to their specific needs and clearly establishes learning objectives related to these. Individual planning should provide the young person with tools to improve their well-being and to develop positive attitudes towards learning, education, and training, leading to a better understanding of education options, lower absenteeism, better educational outcomes, to name a few. The specific barriers they face and the strategies they need are also identified, as the young person is encouraged to have a sense of mastery over their future plans and to feel more in control of the actions needed to get them.

Therefore, the individual planning strategy must ensure benefits based on the needs of this young person and must respond to their additional support needs in order to break barriers towards learning.

The individual planning strategy requires the active involvement of young people in the development of their individual plan. If they are actively involved in their development, it will give them skills to continue planning and manage their academic and/or training trajectories in the future and will contribute to increasing their motivation, attendance and ultimately their academic achievements.

BENEFICIARIES

☐ Young people ☐ Teachers ☐ Families ☐ Community ☐ Others.....

WHO IS IN CHARGE OF THE STRATEGY

☐ Tutor ☐ Teacher/Trainer ☐ Support staff (e.g. counsellor) ☐ Families
☐ Other professionals (internal or external to the institution):

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

☐ At the beginning ☐ During the academic year ☐ At the end of the academic year
☐ Between and
☐ Others (specify):

COST OF THE STRATEGY

☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

An individualised approach can be achieved through the establishment of individual learning or career plans; ensure that needs-based learning support is provided; establish individual student health or wellness plans when necessary; and implement an effective case management approach to support student needs.

The individual planning strategy requires the implementation of activities aimed at:

1. Develop individual learning or career plans: *Roadmap, as a tool that orders processes that facilitate student action and monitoring.*
2. Assess the individual's existing skills and knowledge base: *individual balance (to help the student identify existing skills and competencies and possibly how they relate to the curriculum. This can help increase the student's self-awareness, confidence and self-esteem).*
3. Adapt the plan to the youth and ensure that they are committed to it: *Contract (contracts can also be used as a way to establish an individualised learning path and support plan that formalises the young person's commitment).*
4. Conduct regular reviews of the plan progress: *Follow-up sessions, case study approach (there should be regular reviews for each, to provide individual feedback on progress about/of the plan and, if necessary, revise the plan in line with that progress. These regular reviews help ensure that the young person is committed to the plan).*
5. Address other learning support needs: *Work with support staff, teaching staff and external experts when necessary.*

These activities must be developed within the framework of **individual tutoring sessions**. Accordingly, these require not only the active role of the young person, but also the active role of the VT tutor who must guide, help, and support the student throughout the process by means of active tutoring sessions, including adequate planning throughout the academic year. In other words, the individual planning strategy must be incorporated into the curriculum development as another academic activity.

Individual planning or personalised plans in VET

RESOURCES *(What is needed?)*

- ☐ **Figure of the tutor / counsellor**
- ☐ Adequate and comfortable space.
- ☐ Schedule.
- ☐ Materials/One:
 - ☐ Interview script.
 - ☐ Tracking sheets.
 - ☐ **Contract.**
 - ☐ Case study sheet.
 - ☐ Evaluation tools (self-evaluation).
- ☐ Other (specify):

OTHER CONSIDERATIONS

- Related protective factors:
 - Educational achievement and attendance.
 - Inclusive environment.
 - Positive view of education.
- Essential for personal challenges and compensatory factors.
- Support the young person with the personal challenges they face. They need help building a solid foundation of emotional well-being. With this, it becomes most likely for them to become more resilient, as well as strengthen their self-esteem and self-confidence.
- Foster emotional well-being by allowing the young person to have control and autonomy over what they do and how they do it.
- Doing all this, together with specific support mechanisms (linked to each person's individual needs and challenges) should raise young people's aspirations (as they will have greater self-esteem and self-confidence) while they are helped to develop a more positive learning identity (which fosters the young person's ability to appreciate learning as useful, even if it is hard work and full of difficulties).

REFERENCES *(Related resources)*

- CEDEFOP. *Toolkits. VET toolkit for tackling early leaving*. <https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervention-approaches/tailored-learning-pathways>
- European Commission (2017). *Tackling Early School Leaving. A collection of innovative and inspiring resources. Explore. Learn. Share*. Luxembourg: Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/f540a7e3-297f-11e7-ab65-01aa75ed71a1>
- Monograph *La orientación en FP*. <https://www.educaweb.com/publicaciones/monografico/2021/orientacion-formacion-profesional/> and <https://www.educaweb.com/noticia/2021/02/25/orientacion-fp-claves-mejorarla-19466/#7.%20Aplicar%20nuevas%20metodolog%C3%ADas%20en%20la%20orientaci%C3%B3n%20e%20implicar%20a%20las%20empresas>
- Wilson, H. (2022). *The Complete Guide to Personalized Learning*. Blog: <https://www.d2l.com/es/blog/la-guia-completa-para-el-aprendizaje-personalizado/>

Strategy 2 | Mentoring in VET Education

Mentoring in VET Education

TYPES OF STRATEGY

- ☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ **Personal challenges**
 - ☐ Lack of motivation, interest and expectations
 - ☐ Low self-esteem and self-perception
 - ☐ Low educational achievement
 - ☐ Disengagement
 - ☐ Irregular transitions
- ☐ **Social relations**
 - ☐ Difficult relationships at the VET centre (with tutors, teachers, peers, etc.)
 - ☐ Peer group pressure and negative external influence
 - ☐ Peer group expectations: low future expectations of the peer group
- ☐ **Institutional factors**
 - ☐ Absenteeism / Exclusion from classes
 - ☐ Lack of trust and support from the institution

STRATEGY LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Education system level (actions of the education system)

AIM

Avoid academic abandonment due to risk factors through **individual support** to young people's learning, offering them a positive role model of confidence, the resources and skills needed to reach their potential and respond to their support needs.

DESCRIPTION OF THE STRATEGY

Tutoring works as a strategy to prevent the risk of young people dropping out due to risk factors, such as transitioning from one educational stage to another and during the beginnings of a new one. It can help them overcome any problems that affect their learning, whether related to the course or not. Ongoing mentoring can help keep a young person motivated to learn, can improve their career opportunities and help them succeed in life, or can provide that young person with the confidence, resources and skills needed for the development of their potential.

Mentoring can fulfil different objectives, depending on the needs of the young person involved and the characteristics of the mentor figure (for example, if they are internal/external agents, adults/peers, volunteers/employees). The relationship and the communications/activities involved vary depending on the student's needs.

Quality mentoring is described through the creation of a relationship based on trust, continuity and commitment of the mentor figure towards pointing out the young person's interests and talents, with therapeutic listening, mediating for the young person, establishing limits and apologizing when they are

wrong. All this involves, among others, agreeing on goals and activities adapted to the young person, choosing the right mentor figure, providing training and offering long-term support. It also means assuming that the young person already has a decision-making capacity and that they must act with a certain autonomy, which the tutor must respect, in order to make their own decisions responsibly.

BENEFICIARIES

☐ Young people ☐ Teachers ☐ Families ☐ Community ☐ Others

WHO IS IN CHARGE OF THE STRATEGY

☐ Tutor ☐ Teacher/Trainer ☐ Support staff (e.g. counsellor) ☐ Families
☐ Other professionals (internal or external to the institution):

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

☐ At the beginning ☐ During the academic year ☐ At the end of the academic year
☐ Transition from lower secondary education to upper secondary education (VET/Baccalaureate)
☐ Others (specify):

COST OF THE STRATEGY

☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

Mentoring is a combination of face-to-face and on-line activities designed to enable the adoption of mentoring as a regular practice in career counselling and development services. Within this mentoring approach, face-to-face communication is complemented by on-line communication and social networks so the barriers are broken, and ongoing cooperation can take place. The advantages of a blended mentoring approach are flexibility in terms of time and independence in terms of space.

Successful mentoring relationships go through four phases: preparation, negotiation, opportunity for growth, and closure. These sequential phases vary in time. In each phase, there are specific steps and strategies that lead to mentoring excellence. However, it is important to note that mentoring should provide long-term support. To achieve a relationship of trust, it is important that the mentoring takes place over the long term and is not reduced to a single session. The duration of the intervention will depend on the needs of the young person, but particularly for those with complex barriers to learning, the intensity and duration of the tutoring are important.

Mentoring phases:

- 1. Preparation.** This first step requires the preparation of the mentoring process and the selection and matching of mentor and mentee figures. During this first phase, it is necessary to decide, for example, which young person will participate in the mentoring action and who will act as a mentor figure. Mentor figures can be professionals (e.g., counsellors, teachers or tutors), volunteers (e.g. from the business community, students) or peers. If the mentor is external to the school, it can facilitate the young person to discuss their issues and difficulties. Similarly, peer mentoring brings together young people who are independent of the 'system' and who may have experienced similar problems. For this reason, peer tutoring can be useful to address, for example, personal concerns, social problems, motivational problems, sharing learning experiences and study techniques, etc. We suggest the collaboration of professionals external to the educational centre as mentor figures (for example, professionals who work in administrative institutions such as technical advisory figures for young people from the City Council or technical staff specialised in job placement from the City Council; also, you can count on foundations and other entities that promote the accompaniment of young people). The teaching staff and the guidance counsellor of the centre must be responsible for matching the group of students and mentor figures involved, and work together with the mentors in follow-up tasks, support, etc.

Required tasks and suggested activities:

- *Choose the right mentor figures and provide training.* Training is important for the mentor figure before starting to work with young people. It is particularly important for student mentors, for example.
- *Initial face-to-face meeting between tutor/mentor and mentor figure to agree on the mentoring plan:* objectives, phases, roles and tasks, description of students' profile and needs, etc.
- *Strategies to prepare the relationship between students and mentors.* The VET tutor and/or advisor must explain the mentoring program to their group of students and prepare them for the meeting with their mentors. This action can be developed individually (individual tutorial session) or in group (group tutorial session).
- *Meeting between students and mentors.* Mentor figures match the group of students and start the relationship using the interview as a tool. It is very important to build a relationship based on trust. A key advantage of mentoring is that through the relationship that is developed, the young person in VET can benefit from the advice and support of an adult figure who is often external to their learning and family environments or is considered by the young person as neutral and closer. This type of positive relationship with an adult figure can be important for young people who are at risk of disengagement from their learning environment. For some, it may be the only adult figure they feel supports them in their learning and/or academic career.
- *Meeting of the mentor figure with the teaching tutor,* in a periodic manner to exchange information and promote joint action strategies that are necessary.

- 2. Negotiate.** This is the phase of agreement on the objectives to be worked on in the mentoring association. After the first meeting between student and mentor, it is important that the mentor figure negotiates the objectives of the mentoring according to the SMART criteria and plans the actions that must be developed to reach their achievement (planning meeting - session of individual tutoring).

Recommended activities:

- *Description and analysis of the initial situation.* Configuration of a mental map with all the essential aspects of the personal circumstances of the VET student. Mind mapping serves as a means of visualising and documenting the starting point of the mentoring. The focus is on the perceptions from the student's perspective; therefore, it is one of the first tasks to be carried out before new viewpoints develop. Based on this mind map, goals can be drawn up and resources identified.
- *Self-assessment and self-perception exercise.* VET students must think and be aware of their own circumstances and expectations, their learning styles, etc.
- *Students discovering their goals.* This exercise should take place in order to discuss objectives with the student group. In the tutoring process, the task can also be carried out on-line in a personal exchange. It is helpful if the participating student group takes some time to think about their goals and document them in writing.
- *Action Plan.* The agreement on tutoring activities that must be written.

- 3. Enable growth.** Phase of animation and empowerment to carry out the agreed activities. Continued contact should take place through face-to-face and non-face-to-face communication media (social networks that break down potential barriers and enable continuous cooperation). The time intervals must be determined by the mentor figure and the student, as well as the rules of cooperation. It makes sense to set this in a written agreement signed by both parties.

This phase of the mentoring process requires strategies such as: regular review (questionnaire technique is key), active listening/advising; ask for and provide feedback so that the learning

experience is satisfying and the pace is comfortable, provide timely support, create appropriate challenges to facilitate learning, use shared time productively, assess goals and deadlines throughout the process, make constructive criticism and accepting and reflecting, seeking other resources if mentor guidance is not possible, celebrating every small success, to name a few. Finally, resources such as a personal learning journal with a notes guide can be quite interesting.

4. **Develop a relationship based on trust.** Trust cannot simply be asked for, nor given at the beginning of the relationship between the mentor teacher and the young person in VT. It must be created over time. However, the factors that can contribute to the creation of trust are confidentiality, respect, consistency, commitment, or the ability to apologise when we are wrong. A good mentor teacher is friendly without being a "friend", is honest and close but maintains boundaries, is clear and firm in his/her expectations, but negotiates the rules of engagement with the young person.
5. **Arrival at closing (*goal review, final discussion and feedback*).** Once the mentoring relationship is established and fostered, it is important to understand the parameters of when the partnership should change or end. Ending a mentoring relationship does not mean it has failed. Often, it simply means that the initial goals of mentoring have been achieved and that it is time to move forward with greater autonomy. It is important to end a mentoring project with a check on the achievement of the objectives, giving each other feedback and making suggestions for improvement. The aim of this part is to build a commitment between the two people and create sustainability in terms of what has been experienced.

Remember: These activities must be carried out within the framework of **tutoring sessions**.

RESOURCES (*What is needed?*)

☐ Mentor and student figure

☐ Adequate and comfortable space

☐ Schedule

☐ Materials / tools:

☐ Diary

☐ Discussion guide

☐ Worksheets

☐

☐ **Other (specify):**Examples of Mentoring Plans.....

OTHER CONSIDERATIONS

- Related protective factors:
 - Health and wellness.
 - Positive vision of oneself and career options (future expectations).
 - Positive self-perception linked to learning ability.
- Strategy relevant to personal factors, social factors, institutional factors and compensatory factors.
- Key element to address the social support strategy: feeling cared for by teachers and/or tutor teachers.
- It must include an educational element to use social media effectively and responsibly.
- Need to specify parameters for communication. For example, when are mobile messaging apps (WhatsApp, text) used? How many hours of the day/week must the young person wait to get an answer?

REFERENCES (*Related resources*)

CEDEFOP. Toolkits. *VET toolkit for tackling early leaving*. <https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervention-approaches/one-one-support-through-coaching-or-mentoring>

IMPULSA Foundation. <https://www.fundacioimpulsa.org/es/>

A mentor. <https://www.mentora.cat/>

Mentor guide. <https://www.educause.edu/-/media/files/wiki-import/2014infosecurityguide/mentoring-toolkit/siguccsmentorguidepdf>

Mentoring. Service-Learning Project. <https://www.mentoriaescolar.es/>

Mentoring in Dual Vocational Training, at the Edith Stein col·legi. <https://www.alianzafpdual.es/buenas-practicas/colegio-edith-stein/>

Monograph *La orientación en FP*.

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Strategy 3 | Motivational activities to learn or activities to self-development to engage young VET student in learning

Motivational activities to learn or activities to self-development to engage young VET student in learning

(Listening to the voice of students: educational notebook, student voice board, ...)

TYPES OF STRATEGY

☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ Personal challenges
 - ☐ Lack of motivation, interest and expectations
 - ☐ Low self-esteem and self-perception
 - ☐ Low educational achievement
 - ☐ Disengagement
 - ☐ Irregular transitions
- ☐ Family circumstances
 - ☐ Parental values: low family aspirations, parental expectations
 - ☐ Low family support: lack of attention, educational support and affection
- ☐ Institutional factors
 - ☐ The educational environment
 - ☐ Absenteeism/exclusion from classes
 - ☐ The program and its development especially related to teaching strategies and/or methodologies

STRATEGY LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Education system level (actions of the education system)

AIM

Prevent dropout due to risk factors through the motivation and involvement of young people in VET in learning by activities that, on the one hand, make possible the development of young people's interests and curiosity, the positive vision of 'self and a positive attitude towards learning and, on the other hand, facilitate scenarios to improve social skills, improve the relationship of trust with the educational system, improve the relationship with teachers and training, and improve the ability to deal with learning barriers arising from complex personal problems.

DESCRIPTION OF THE STRATEGY

Once a VET student at risk of leaving prematurely has been identified, it is important to assess their motivation to continue or return to education. Many of these young people have had an ongoing bad experience at school, which has diminished their confidence in their abilities and their interest in education. Measures to

foster motivation can help all students build confidence in their abilities and interest in education. These activities are particularly useful for reactivating those who are very disengaged from education and at-risk students who show signs of low motivation.

The actions should be developed to motivate and involve the young person in learning and should strengthen their confidence in themselves and rediscover their interest in learning.

BENEFICIARIES

☐ Young people ☐ Teachers ☐ Families ☐ Community ☐ Others.....

WHO IS IN CHARGE OF THE STRATEGY

☐ Tutor ☐ Teacher/Trainer ☐ Support staff (e.g. counsellor) ☐ Families
☐ Other professionals (internal or external to the institution):

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

☐ At the beginning ☐ During the academic year ☐ At the end of the academic year
☐ Transition between compulsory secondary education and post-compulsory studies (CFGM/Baccalaureate)
☐ Others (specify):

COST OF THE STRATEGY

☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

Thinking about this strategy involves taking these premises into account:

- ☐ *Listen to the voice of the students.* The young person must be given the opportunity to present their views. This can be, for example, problems related to student welfare or making suggestions to improve the teaching-learning process. This is an important way to keep students engaged and avoid disaffection if they feel their opinions are not being heard or taken into account. It is very important not only to invite students to give their opinion, but also to respond and, if necessary, act. If the young person perceives that their voices are not heard or that their opinions are not taken into account, this can lead to greater disaffection.
- ☐ *Community participation.* Provide a range of activities to engage and motivate young people in learning which often require cooperative development with the community (e.g. local services and organisations), although educational institutions are responsible for these activities and who promote them. According to this premise, it is also important to think about:
 - Activities that are outside the formal learning environment. Reintegration measures for young people with a long history of negative experiences at school tend to include actions that are not directly linked to a training or qualification program. These activities promote interaction between peers, external faculty or other staff who are outside of a formal learning environment. The main objective is to ensure that the young person in VET can enjoy a group activity and feel valued for their contribution, promoting their sense of belonging.
- ☐ *Ensure that activities promote personal and social development.* Motivating activities provide a safe place for the youth to spend their time. In addition, these activities can provide a forum for young people to share their problems and an opportunity for staff to offer support. Even if provided outside of a formal learning environment, motivational activities must set specific goals and be guided by professionals (for example, external faculty and trainers, guidance counsellors, etc.). These activities aim to help the young person to have a better self-awareness and to interact with others and, for example, to promote cooperation and positive conflict resolution. This can strengthen students' ability to cope with their difficulties or challenges.

- *Build relationships of trust between young people and other professionals.* A key factor in enabling young people in VET to succeed in education and training is for the adult figures around them to demonstrate that they believe in their abilities and support them in achieving their goals. Motivational activities that bring staff and young people together in an informal activity can help them form a positive relationship with another professional who can become the adult figure they can connect with and motivate them to work towards a qualification.

According to the previous premises, some of the activities and/or actions that are suggested to be developed are:

1. **Educational record (for transition).** A logbook is a way to record and keep track of events. There are many different types of record books that are determined for the purpose of an educational record. Within the framework of this project, two types of educational booklet are suggested:
 - a. *Educational book aimed at the organisation of students' learning.* A student's tool to write down the goals they want to achieve at school and those they are already working on. It serves the students to document the steps they have taken and to plan his learning path with the teaching staff (see *Strategy 1. Individual planning or custom plans action*).
 - b. *Educational book that aims to enable students to make decisions about their future education and career.* This book must be prepared by the students independently, together with internal agents of the educational institution (for example, tutor or advisor), and also with an external agent of the educational institution (for example, municipal youth guidance technician). A mentoring action between internal and external agents is suggested here. It is quite important that the logbook includes information about the planned transition to post-compulsory education and describes the individual transition plan. Success factors: good personal relationships and dialogue between guidance counsellor and student, consistency in guidance and family involvement.
2. **Student Voice Table.** It is a regular meeting between the management team (or the team that is selected as a representative) and the young person, in which their representatives present their concerns of their colleagues.
3. **Weekly assemblies/student council (in second chance programs).** It is a methodological tool with pedagogical nature that aims to improve the teaching-learning processes, promote integral and participative training and promote an experiential culture of young people's rights. The weekly assemblies are based on the holding of regular student-staff meetings in which the young people can discuss what they like, or don't like, for example about their career path. Success Factor: Responding to the student voice, timely publication of the student view and a response from the recipient of the proposals (e.g. suggestions received and response to them, minutes of student council meetings / students-staff).
4. **Student cooperative (in second chance programs).** Student cooperatives are an innovative educational experience where students, in collaboration with teachers and tutors, create a cooperative company with democratic values and its own functioning. In this way, the participation and involvement of the students is key, since the decisions are taken by them who are also responsible for the social and economic management of the cooperative and the results of its activity. The cooperatives, which are organisations rooted in the territory, ensure the improvement of themselves and the environment, so that part of the profits they generate are allocated to solidarity or improvements to the environment where the school is located or to the same school.
5. **Paper in the box.** For one month, the young people, anonymously, must write their concerns on a piece of paper and put it in a box. The teaching staff will open the box and check the most identified topics. The teaching staff will reserve a space where students of different levels can meet and talk about the problems identified and shared.

RESOURCES (What is needed?)

- Figure of external agents and/or external organisations
- Adequate and comfortable space

- ☐ Schedule
- ☐ Materials/One
- ☐ Others (specify):

OTHER CONSIDERATIONS

- Related protective factors:
 - Positive self-perception linked to learning ability.
- Focus on building skills identified as essential supporting factors, including resilience, ownership of learning, self-confidence, esteem and emotional well-being.
- Importance of personal challenges, also of the participation of the home-family-peer group, since one of the young people's motivations is family and social motivation.
- The key to achieve motivation is to listen to the VET youth's concerns and respond. This should be the first task when planning motivational activities.

REFERENCES *(Related resources)*

- CEDEFOP. Toolkits. *VET toolkit for tackling early leaving*. Available to: <https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervention-approaches/building-motivation-learn>
- Development of an educational logbook in Danish Youth Guidance Centres. Available to: <https://www.cedefop.europa.eu/en/content/development-educational-logbook-danish-youth-guidance-centres>
- Federation of student cooperatives of Catalonia. Available to: <https://escolescooperatives.cat/cooperatives-alumnes/>
- Handwork. Student cooperative in the first and second cycle of ESO (open classroom). Available to: <https://doblevia.coop/primera-cooperativa-dalumnos-dun-institut-public-al-valles-oriental/>
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Strategy 4 | Peer to peer learning and support in VET Education

Peer to peer learning and support in VET Education

TYPES OF STRATEGY

- ☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ **Personal challenges**
 - ☐ Lack of motivation, interest and expectations
 - ☐ Low self-esteem and self-perception
 - ☐ Low educational achievement
 - ☐ Disengagement
 - ☐ Irregular transitions
- ☐ **Social relations**
 - ☐ Difficult relationships at the VET centre (with tutors, teachers, colleagues, etc.)
 - ☐ Peer group pressure / negative external influence
 - ☐ Internet risks: social media pressure, online gaming, preparation vulnerability
 - ☐ Family expectations: low expectations for the future
- ☐ **Institutional factors**
 - ☐ The educational management of student behaviour
 - ☐ The educational environment
 - ☐ Absenteeism/exclusion from classes

STRATEGY LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Education system level (actions of the education system)

AIM

Peer learning and support is an educational strategy that aims to prevent dropout through enhanced social interaction, which can help motivate and engage students in learning. It is about giving young people the confidence, resources and skills to respond to their support needs through a positive support role.

DESCRIPTION OF THE STRATEGY

Learning and interacting with colleagues is a very useful strategy. Peer learning occurs when students learn collaboratively.

Peer-to-peer learning and support can be understood as a kind of mentoring, but it is important to consider that within this strategy the peers should be students. Everyone gets something educationally beneficial from the collaboration.

Peer-to-peer learning and support has a positive impact on preventing the risk of dropping out as it helps young people to overcome any problem that affects their learning, whether related to studies or not; maintain motivation to learn; provide young people with the confidence, resources and skills needed to fulfil their potential.

BENEFICIARIES

☐ Young people ☐ Teaching staff ☐ Families ☐ Community ☐ Others

WHO IS IN CHARGE OF THE STRATEGY

☐ Tutor ☐ Teacher/Trainer ☐ Support staff (e.g. counsellor) ☐ Families
☐ Other professionals (internal or external to the institution):

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

☐ At the beginning. ☐ During the academic year ☐ At the end of the academic year
☐ Transition between compulsory secondary education and post-compulsory studies (CFG/Baccalaureate)
☐ Others (specify):

COST OF THE STRATEGY

☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

Any strategy that involves the collaboration of colleagues in a learning situation can be related to peer learning. In accordance with this premise, some actions are suggested that can be developed within the framework of learning and peer group support:

1. **Mentoring programs or peer tutoring programs.** They are based on young people supporting each other; match student mentors with student mentees to provide guidance and support, serving as positive role models. With appropriate training, guidance and supervision, mentor figures are able to listen and support other students; giving help to face challenges they may have difficulty with.
2. **Supervisor model.** The supervisor model includes second-year students tutoring first-year students. The student who acts as a tutor can also be a student of the same course, so that a more qualified student helps a less qualified student.
3. **Discussion seminars.** The aim of the discussion seminar is for the students to talk to each other and in groups about the topic they have just learned about. Discussion seminars tend to be unstructured and designed so that students can contribute when they feel they have something important to say. A teacher can present students with a stimulus question. Students use this stimulus as a starting point in a discussion about the topic at hand. For these seminars to be successful, teachers must create a safe and comfortable space where students feel free to speak in front of others.
4. **Peer support groups.** Peer support groups are also known as private study groups. A peer study group can be beneficial in motivating students. When studying with peers, a student can give ideas and provide support and explanations. These support groups do not usually have the presence of a teacher and are often organised by the classmates themselves. Peer study groups usually take place outside school hours. However, it is possible to promote this type of group with the support of a tutor in spaces/places of the educational institution. This support action is linked to the *Strategy 6. Support for young people's learning outside the formal curriculum.*
5. **Cooperative learning methods.** Cooperative learning methods organise young people in small groups with the aim of establishing the links and requirements necessary for cooperation. There is no one method that can be considered the best or more relevant than the others. It is about using the method that best suits the needs of the young person, taking into account the characteristics of the group of students and the activity to be carried out, so that the factors that favour cooperation and learning are improved. Example of cooperative learning methods: Puzzles, student team learning, group research, reciprocal teaching, CO-OP CO-OP, etc.

RESOURCES *(What is needed?)*

- ☐ Adult tutor teacher figure
- ☐ Figure of the student/teacher tutor or the student/mentor
- ☐ Figure of the student-mentor
- ☐ Initial training and ongoing support
- ☐ Adequate and comfortable space
- ☐ Schedule
- ☐ Materials/One
- ☐ Others (specify):

OTHER CONSIDERATIONS

- Related protective factors:
 - Health and wellness.
 - Positive self-view and positive career choices (future expectations).
 - Positive self-perception linked to learning ability.
- It is relevant to personal challenges, social factors and compensatory factors when working with or learning from colleagues, it could have an impact on self-confidence and self-esteem.
- It is important that peers have personal experience and/or understand the barriers the young person has, as peer group testimonies (young people with similar barriers who have been successful in education) are particularly effective.
- It is a particularly important strategy for young people whose mental and emotional well-being is influenced by their previous negative educational experience.

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Strategy 5 | Family support in VET Education

Family support in VET

TYPES OF STRATEGY

- ☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ Personal challenges
 - ☐ Lack of motivation, interest and expectations
 - ☐ Low self-esteem and self-perception
 - ☐ Low educational achievement
 - ☐ Disengagement
 - ☐ Irregular transitions
- ☐ Family circumstances
 - ☐ Parental values: low family aspirations, parental expectations
 - ☐ Low family support: lack of attention, educational support and affection
 - ☐ Lack of education or low educational success of the parents, in some cases, is linked to the distrust of the parents in the school
 - ☐ Low socio-economic status/financial problems: living in a disadvantaged context, dependence on government subsidies. In some cases, it is related to having to support your family
- ☐ Institutional factors
 - ☐ Lack of professional/personal/academic orientation
 - ☐ Lack of trust and support from the institution

STRATEGY LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Education system level (actions of the education system)

AIM

Family support and commitment is a key factor in preventing the premature abandonment of young people and for their involvement in education, as the family contributes in an essential way in guiding the professional trajectories and expectations of teens. This strategy aims to increase the knowledge and information of families about the curriculum, training and academic life of their children and to promote their active participation in their education and personal development. This strategy makes more sense in the framework of training and insertion programs (PFI) and cycles of basic and intermediate degrees, given that a large part of the young people who attend them are minors and with educational trajectories of school failure. It also makes sense in education aimed at young people with special educational needs associated with a mild or moderate intellectual disability - in the case of Catalonia, the so-called Specific Training Itineraries (IFE).

DESCRIPTION OF THE STRATEGY

Family support and commitment is a key factor in preventing young people from leaving prematurely and for them to continue their education by accessing post-compulsory studies. We must not forget that the assessment of education and training in the family sphere is reflected in the educational aspirations, or lack thereof, of the young person. If families have a negative and stereotyped image of VET as a secondary route for the less gifted, or lack confidence in it, they are likely to pass it on to their children. As a result, the young person may not participate with a positive attitude or expectations and tend towards the option of abandonment. That is why it is important to provide information to families about VET programs and their professional possibilities in order to support their children's academic choices.

In the case of the young person underage, or with a previous history of abandonment, the support and participation of the family is important to approach the strategy, recognizing that this is a pillar of support for the young person.

The actions that can be developed within the framework of this strategy must show attention to families, set the boundary between the educational institution and the family, share the successes of the young person and promote communication.

BENEFICIARIES

☐ Young people ☐ Teaching staff ☐ Families ☐ Community ☐ Others

WHO IS IN CHARGE OF THE STRATEGY

☐ Tutor ☐ Teacher/Trainer ☐ Support staff (e.g. Counsellor) ☐ Families
☐ Other professionals (internal or external to the institution):

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

☐ At the beginning ☐ During the academic year ☐ At the end of the academic year
☐ Transition between compulsory secondary education and post-compulsory studies (VET)
☐ Others (specify):

COST OF THE STRATEGY

☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

Actively involving families in the education and personal development of their children can contribute to reducing the risk of early leaving and access to post-compulsory education. There are many ways to build and promote family support and engagement. This strategy aims to provide knowledge, tools, guidance and, above all, support to families. Different actions can be developed to improve family support: provision of information, training activities and role models.

Improve the provision of information on professional training programs. It is about providing information about the content, the level of the programs, the way they are taught and the professional possibilities in order for families to have a more accurate picture of VET studies, having as main purpose to combat the stereotypical image they may have towards these studies. That families perceive that VET leads to meaningful, prestigious and sought-after jobs in the labour market will contribute to them having a positive image and supporting their sons and daughters in their choices.

Growth space for families. Although family participation in the education of their children decreases in the post-compulsory stage, there may be families who need information and psychosocial and educational support to provide them with educational tools that guarantee the well-being of the young person. This action facilitates opportunities for families to learn new skills, develop positive relationships and build confidence. It can also help families learn more about the educational centre life and VET studies. These spaces can be created in each educational institution or be spaces grouped

in a district or municipality, where information and training spaces are built, where experiences can be shared, and collective reflection can take place. It is a way of building and promoting school-family collaborations. It is also important to consider this action in collaboration with other community organisations.

The activities to be promoted within the framework of growth spaces for families can be the organisation of talks, debates, training modules and workshops for families depending on their interests, concerns, age of the children, etc.

Family support worker. Fostering school-family partnerships that are based on trust and mutual respect can help identify families with high levels of need. Specific outreach measures can be implemented to support them. There may be a need for a dissemination strategy for families facing complex challenges; or it may be useful to designate a specific school worker with a specific role to liaise with families. The role of a family support worker is ideal for anyone who wants to have a positive impact on the lives of young people and families. Family support workers must familiarise themselves with the local community and the barriers that young people and families have when it comes to learning. They must also be familiar with the key groups affected. A core task for the family support worker is to understand "alternative learning provision" in the local area in order to identify which providers or types of provision are most suitable for the young person. This accompaniment can take place in municipal or educational institutions, although it is also possible to think of accompanying actions on the street, without expecting that it is the young people and their families who turn to the service.

RESOURCES *(What is needed?)*

- ☐ Families
- ☐ Figure of the family support worker
- ☐ Formation
- ☐ Adequate and comfortable space
- ☐ Schedule
- ☐ Materials/One
- ☐ Others (specify):

OTHER CONSIDERATIONS

- Related protective factors:
 - Supportive family environment.
 - Health and wellness.
 - Positive future vision for oneself and positive career choices.
 - Positive self-perception linked to learning ability.
- See *Strategy 7. Establish links with the wider community.*

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Strategy 6 | Support for young people's learning outside of formal curriculum

| Support for young people's learning outside of formal curriculum | |
|---|---|
| TYPES OF STRATEGY | |
| <input type="checkbox"/> Prevention | <input type="checkbox"/> Intervention <input type="checkbox"/> Compensation |
| ADDRESSED TO THE RISK FACTORS | |
| <input type="checkbox"/> Personal challenges <ul style="list-style-type: none"> <input type="checkbox"/> Low self-esteem and self-perception <input type="checkbox"/> Low educational achievement <input type="checkbox"/> Family circumstances <ul style="list-style-type: none"> <input type="checkbox"/> Low family support: lack of attention, educational support and affection <input type="checkbox"/> Social relations <ul style="list-style-type: none"> <input type="checkbox"/> Difficult relationships at the VET centre (with tutors, teachers, colleagues, etc.) <input type="checkbox"/> Peer pressure / negative external influence <input type="checkbox"/> Institutional factors <ul style="list-style-type: none"> <input type="checkbox"/> Lack of professional/personal/academic orientation <input type="checkbox"/> The school or educational environment <input type="checkbox"/> Lack of trust and support from the institution <input type="checkbox"/> Structural factors <ul style="list-style-type: none"> <input type="checkbox"/> Education administration (lack of support, school funding crisis, early detection mechanisms, etc.) | |
| STRATEGY LEVEL | |
| <input type="checkbox"/> Individual level (psycho pedagogical actions) <input type="checkbox"/> Institutional level (institutional actions) <input type="checkbox"/> Education system level (actions of the education system) | |
| AIM | |
| Provide educational support for young people's learning through actions that go beyond the curriculum to prevent early dropout and contribute to their educational success. | |
| DESCRIPTION OF THE STRATEGY | |
| It is a set of guidance actions and personalised attention aimed for the social and educational integration of young people. These actions consider educational reinforcement and others that combine leisure with educational support and the development of basic skills. In coherence, the articulation of a more optimal educational support will require the configuration of solid and sustainable alliances between educational institutions and social and educational support organisations and companies, thus overcoming the strictly academic perspectives of the educational relationship, from a basis of joint and community work. | |
| BENEFICIARIES | |
| <input type="checkbox"/> Young people <input type="checkbox"/> Teachers <input type="checkbox"/> Families <input type="checkbox"/> Community <input type="checkbox"/> Others: | |

WHO IS IN CHARGE OF THE STRATEGY

- ☐ Tutor
 ☐ Teacher/Trainer
 ☐ Support staff (eg guidance counsellor)
 ☐ Families
 ☐ Other professionals (internal or external to the institution): Social and educational support agents and organisations

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

- ☐ At the beginning
 ☐ During the academic year
 ☐ At the end of the academic year
 ☐ Transition between and
 ☐ Others (specify):

COST OF THE STRATEGY

- ☐ Low
 ☐ Medium
 ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

The achievement of educational success, especially in highly complex environments, requires the collaboration of an institutional framework that is capable of sharing educational objectives and cooperating in common spaces of intervention. This involves identifying institutional strengths and weaknesses, analysing the opportunities and threats of the context, establishing processes and collective actions, as well as designing and developing alliances between institutions and their professionals to face the challenge of educational success with guarantees. However, creating and consolidating actions around educational and training support is a complex task.

In this sense, the approach of a full-time education is relevant for its desire to integrate teaching and non-teaching time, encourage participation and cooperation between the different social and educational agents, execute a shared leadership and orchestrate cohesive networks that transfer different learning opportunities for young people. Its philosophy aims to break with individuality and educational fragmentation and move towards an idea of a broad and networked education that comes together in systemic and community action.

Some actions that can be promoted for the development of this strategy are:

- **Alliances between training institutions and social and educational support organisations.** Dynamics and work processes are required from the coordination between the professionals of the educational institutions and those of the socio-educational support organisations. The aim is to establish stable relationships between these professionals to improve learning processes and offer a global and integrated intervention based on sharing knowledge about the realities of the young participants.
- **Alliances between educational institutions and the business sector.** This alliance must occur in a double direction. On the one hand, it is important that training institutions carry out actions to raise awareness and promote VET so that companies value what graduates of professional training programs can offer them. On the other hand, employers can approach educational institutions to show young people that vocational training can lead them to professional success. Among the actions that can be promoted are: participation in talks and job fairs organised by municipalities and/or educational institutions; the collaboration with VET centres to promote learning based on challenges (formulating real challenges that the company goes through so that they can be solved by the students of VET centres); collaborate in the creation of simulated companies for educational purposes to enhance the transversal skills of VET students; others.
- **Educational support space** (see *Strategy 4. On peer learning and support*). They are spaces for young people to work in a supportive environment outside school hours. Here they can find information to do academic tasks. They can also find supporting study materials that allow them to solve specific questions. These spaces include the possibility of being supervised by staff willing to support young people with their dilemmas, and guide them in the search for information, access to documentation, etc.

- **Study techniques workshops.** Knowing the study habits and learning techniques they must develop helps young people to study more effectively and, at the same time, to better enjoy their free time. Therefore, these workshops train young people in the competence of learning to learn, providing them with a set of tools and methods to improve their learning process and face their studies successfully. The workshops can have various specific purposes such as: promoting appropriate study habits; learn to organise and plan time and tasks; improve attention, concentration, and memory skills; develop strategies to deal with the difficulties encountered at the time of study; increase motivation and improve attitude; provide strategies for preparing and facing exams; others.

Extra-curricular activities (sport, music, arts, language, etc.). Voluntary extra-curricular activities, in their fair measure and without overloads, contribute in a beneficial way to the integral development of young people and represent an opportunity to work on other skills complementary to the curriculum. The main advantages that these extra-curricular activities bring are related to: socialisation through interaction with others, teamwork and its associated values (tolerance, respect, cooperation, etc.), the promotion of organisational capacity (learning to better manage free time, manage one's own routines, etc.), the development of skills and aptitudes, responding to deficiencies (for example, in language learning), improving physical and emotional health (e.g. alleviating hyperactivity or stress), or fun and stimulation, because it's also important to disconnect from the academic life.

RESOURCES *(What is needed?)*

- ☐ Tutor-a/mentor-a figure
- ☐ Adequate and comfortable space
- ☐ Schedule
- ☐ Materials / One:
- ☐ **Other (specify): collaboration with other organisations and professionals**

OTHER CONSIDERATIONS

- Socio-educational support organisations are a set of institutions that provide support, guidance and resources for educational success beyond educational institutions.
- The quality of educational support is often linked to highlight the production of personal and academic learning, in an environment of communitarian relations where alliances between training institutions and social and educational support organisations revolve around curriculum content and these are the result of optimal coordination.
- The common visions between the teaching staff and the educational teams of social and educational support are transcendental in the creation and exchange of knowledge and in the effective realization of inter-institutional alliances. Coordination between institutions must promote alliances and work in a network.
- The evaluation of the training support processes and actions reflects the level of achievement of the results and their impact on the young person. Effective alliances contribute to the improvement of the academic performance of young women and to the intensification of their social and cultural participation in the community to which they belong.

REFERENCES *(Related resources)*

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Strategy 7 | Establish links with the wider community

Establish links with the wider community

TYPES OF STRATEGY

- ☐ Prevention
 ☐ Intervention
 ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ Personal challenges
 - ☐ Low educational achievement
 - ☐ Disengagement
- ☐ Family circumstances
 - ☐ Low family support: lack of attention, educational support and affection
 - ☐ Lack of education or low family educational profitability which, in some cases, links with family mistrust towards training or the authorities
- ☐ Social relations
 - ☐ Peer pressure / negative external influence
- ☐ Institutional factors
 - ☐ The educational environment
- ☐ Structural factors
 - ☐ Educational administration (lack of support, educational funding crisis, premature identification mechanisms, etc.)

STRATEGY LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Education system level (actions of the education system)

AIM

Improve the relationship of the VET educational centre with the community and the environment as an exercise of shared responsibility with the educational success and being at service of the social and educational development of the students.

DESCRIPTION OF THE STRATEGY

The relationships of the VET educational centre with the community and the environment must be specified in concrete actions that enable progress towards individual and collective social and educational development. This, from the perspective of co-responsibility in education, must be promoted through the active participation of all the agents involved and in accordance with the shared educational objectives.

The commitment of the VET educational centre to the community and the environment helps to generate a common training project, where socially established values are shared. Thus, it is possible to include the factors that converge in the training of students and, this way, the educational centre can become an institution that promotes socio-educational inclusion, social justice and democratic values.

BENEFICIARIES

☐ Young people ☐ Teaching staff ☐ Families ☐ Community ☐ Others.....

WHO IS IN CHARGE OF THE STRATEGY

☐ Tutor ☐ Teacher/Trainer ☐ Support staff (e.g. guidance counsellor) ☐ Families
☐ **Other professionals (internal or external to the institution): Educational centre and organisational and social and educational agents in the context**

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

☐ At the beginning ☐ During the academic year ☐ At the end of the academic year
☐ Transition between and
☐ Others (specify):

COST OF THE STRATEGY

☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

The starting point is that the VET educational centre must commit to respecting and promoting collective values (collaboration, commitment, solidarity, dialogue, etc.), linked to both individual rights (freedom, privacy, etc.) and collective rights (self-determination, respect for own cultures, etc.), regardless of the students' origin (social, cultural, etc.), ideology (political, religious, etc.) or the personal circumstances. Thus, it is necessary to promote a community training and cultural project that considers the community and the environment, which means opening up to other organisations and agents, seeking their involvement in the realisation of proposals inside and outside the educational centre and from the collaboration with the educational team and families.

From the perspective of social participation in the education of a democratic society, it is needed, in a medium term, a democratic educational centre, which is only reachable if there exists involvement of the community and the environment. The commitment strengthens the intervention, and it has an intrinsic value, since it contributes to improve the training processes of the students. Training as a right must engage the community, and this is related to the co-responsibility between the educational centre and the environment. In this direction, some actions that can be developed are the following:

- **Collaboration between VET educational centres, municipality and families.** The municipality, as the closest environment to the educational centre, can be a training agent and a source of learning and coexistence. It represents an important level of participation and a suitable space for making decisions, given its proximity to the needs and interests of the students. The collaboration between the educational centre and the municipality makes it possible to develop areas such as the promotion of complementary activities to the usual training offer for students, the implementation of training plans and programs in different transversal axes, or socio-educational and labour inclusion through mediation between education, employment and the transition to the labour market.

The participation of families can be grouped into several areas of cooperation. For example: the educational centre as a source of support for families so they can fulfil their basic obligations; families as sources of support for the educational centre to achieve a more effective training intervention; the collaboration of families to articulate complementary support activities; the involvement of families in the management of the different management bodies of the school; or the connection of families with other institutions and socio-educational communities.

- **Network work.** Involving the community and the environment means working in a network, which links with systematic collaborative work between the educational centre and the different agents and socio-educational organisations in the context. For example, designing and developing participative socio-educational actions, avoiding duplication of the training offer, or making efficient use of available

resources. Interpersonal networks between peers, collective networks between institutions, networks internal or external to the educational centre, networks between services and others can be considered. The possibilities of networking are real and can be used to increase mutual knowledge, report on situations of interest and demand improvements, share resources, participate in common projects, establish permanent networks and other commitments. Some examples would be: networks of meeting spaces to foster the relationship between providers of work experience and local employers and students, and networks of spaces for the development of cultural and recreational activities that aim at the socio-educational inclusion of the students.

- **Environmental education plan.** It is an integrated and community response to the educational needs of students and, especially, of the most vulnerable groups, through coordinated action in the territory. The areas of impact are in the formal sphere (relationship of the educational centre with the environment and continuity between educational stages), the non-formal (student social participation), and the informal and families (educational co-responsibility). Its goals are related to the educational success of students in all its dimensions (personal, social, academic and work), as well as the promotion of social cohesion through intercultural education, equity, inclusion and coexistence. An environmental education plan should incorporate various actions such as: awareness and training; optimization of training processes; welcome and support; complementary and extra-academic activities; educational induction; response to social demands; coexistence spaces; etc.

RESOURCES *(What is needed?)*

- ☐ Tutor-a/mentor-a figure
- ☐ Adequate and comfortable space
- ☐ Schedule
- ☐ Materials / One:
- ☐ Other (specify): **collaboration between organisations and professionals**

OTHER CONSIDERATIONS

- The VET educational centre, as a social creation, promoted and developed to fulfil the purposes that society has established, should be an instrument that considers social needs and demands. The impact on the socio-community development that promotes equity and equal opportunities from training requires commitment and participation of local, political, civil and social authorities in the context of action.
- Usually, the relationship of the VET educational centre with the community and the environment has been formalised through participatory structures or through participation in associations, also through informal interrelations. However, while these possibilities are real and not exclusive, we need to go further to share approaches, policies and actions.
- The proposed actions involve taking into account different degrees of openness of the VET educational centre to the community and the environment. The important thing is that the educational centre becomes aware of its state of maturity and its starting point, in order to decide which action is most suitable to adapt to specific needs. For this reason, it is interesting to analyse in each case which institutions are likely to collaborate and work together to achieve common and shared objectives, finding a better effectiveness and efficiency of the social and educational resources available to students.

REFERENCES *(Related resources)*

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mplicar%20a%20las%20empresas](#)

State network of Vocational Training centers of excellence. <https://www.educacionyfp.gob.es/servicios-al-ciudadano/catalogo/general/27/2713788/ficha/2713788-2022-creacion-red.html>

Vocational Training Access Office (Barcelona). <https://fp.edubcn.cat/oficina-acces>

Strategy 8 | Curriculum Guidance in VET Education

Curriculum Guidance in VET Education

TYPES OF STRATEGY

- ☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ Personal challenges
 - ☐ Lack of motivation, interest and expectations
 - ☐ Low educational achievement
 - ☐ Disengagement
 - ☐ Irregular transitions
- ☐ Institutional factors
 - ☐ Lack of professional/personal/academic orientation
 - ☐ Lack of educational identification mechanisms for the risk of dropping out
 - ☐ Absenteeism/exclusion from classes
 - ☐ Institutional rigidity: educational rules, strict daily routines, centres not included
- ☐ Structural factors
 - ☐ Educational policy/educational system/structure
 - ☐ Education Administration (lack of support, educational funding crisis, early detection mechanisms, etc.)
 - ☐ Transitions

STRATEGY LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Education system level (actions of the education system)

AIM

Curricular orientation aims to prevent dropout by supporting motivated and intelligent career choices, and also flexible training that enables students to adapt their training path at the same time and according to their interests and skills.

DESCRIPTION OF THE STRATEGY

The orientation curriculum consists of development experiences presented and structured systematically through classroom and small group activities for all students. It is closely linked to professional guidance and flexible training, which implies considering the necessary involvement and collaboration on the part of the educational administration.

As for professional guidance, it refers to a whole series of activities that aim to support the students' professional career, and so the training options consider their personal characteristics (for example, strengths, learning styles learning, etc.). And with regard to flexible training, it alludes to the convenience of providing options to students, and this implies the commitment of the Education Administration in order to provide flexibility in the Education System.

BENEFICIARIES

☐ Young people ☐ Teachers ☐ Families ☐ Community ☐ Others:

WHO IS IN CHARGE OF THE STRATEGY

☐ Tutor ☐ Teacher/Trainer ☐ Support staff (e.g. counsellor) ☐ Families
☐ Other professionals (internal or external to the institution): Educational administration.

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

☐ At the beginning ☐ During the academic year ☐ At the end of the academic year
☐ Transitions
☐ Others (specify):

COST OF THE STRATEGY

☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

Designing and developing an orientation curriculum entail referring to some of the actions considered above. It is important to have career guidance activities in mind, and to consider an effective use of career guidance. For example: supporting students in the acquisition of professional management skills with guidance led by them; ensuring coordination between guidance providers; offering guidance during the training life and transition stages; integrating labour market information as guidance; and offering a wide variety of orientation activities.

At the same time, it is necessary to create flexibility in the Education System through actions such as: modular assessment, the development of alternatives to suspension or expulsion from the educational centre, ensuring that Vocational Training pathways lead to academic progress and are a real training alternative, applying second chance measures to return to training, offering flexibility when developing the training program, or promoting alternatives for retention:

- Individual or small group support, tutoring and advice.
- Cooperative learning and peer tutoring.
- Support in training tasks.
- Involvement of the environment.
- Establishing positive relationships between the educational team and students.
- Organisational measures for student grouping.
- Participation in extra-academic activities to improve motivation.
- Increase training time in the educational centre, outside it or during the holidays.

RESOURCES *(What is needed?)*

☐ Agents interns (tutor/a, assessor/a, etc.)
☐ External agents
☐ Schedule
☐ Materials/One:

- ☐ Interview guide
- ☐ Tracking sheets
- ☐ Contract
- ☐ Case study sheet
- ☐ Assessment tools (self-assessment)
- ☐ Websites with information

☐

☐ Others (specify):

OTHER CONSIDERATIONS

- Related protective factors:
 - Positive future vision for oneself and positive career choices.
 - Positive self-perception linked to learning ability.

REFERENCES *(Related resources)*

CEDEFOP. Toolkits. VET toolkit for tackling early leaving. *Career guidance*.
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CEDEFOP. Toolkits. VET toolkit for tackling early leaving. *Flexible education and training*.
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Strategy 9 | Response services or Responsive crisis resolution services for young VET Education students

Response services or Responsive crisis resolution services for young VET Education students

TYPES OF STRATEGY

☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ Personal challenges
 - ☐ Low educational achievement
 - ☐ Disengagement
 - ☐ Irregular transitions
- ☐ Social relations
 - ☐ Difficult relationship at the VET educational centre (with tutors, teachers, colleagues, etc.)
- ☐ Institutional factors
 - ☐ The educational management of student behaviour
 - ☐ Lack of educational identification mechanisms for the risk of dropping out
 - ☐ The educational environment

STRATEGY LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Education system level (actions of the education system)

AIM

The purpose of the response services is to deal with abandonment and to focus on the management of students' disruptive behaviour while focusing on its causes and consequences.

DESCRIPTION OF THE STRATEGY

The care services represent short-term advisory interventions to solve immediate problems and conflicts, respond to crisis situations, and intervene in specific cases in the educational centre that make it difficult for students to learn. School staff, families, community members and students can start a response service.

Suspension within the educational centre is always preferable to this or expulsion outside the same. It is necessary to make this compatible with measures to encourage behavioural change, and to allow students to continue their education with the right support. The procedures applied must be linked to the improvement of behaviour and the return to the classroom with guarantees for personal, educational and social well-being.

BENEFICIARIES

☐ Young people ☐ Teachers ☐ Families ☐ Community ☐ Others.....

WHO IS IN CHARGE OF THE STRATEGY

- ☐ Tutor
 ☐ Teacher/Trainer
 ☐ Support staff (e.g. counsellor)
 ☐ Families
 ☐ Other professionals (internal or external to the institution):

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

- ☐ At the beginning
 ☐ During the academic year
 ☐ At the end of the academic year
 ☐ Transition between compulsory secondary education and post-compulsory studies (CFG/Baccalaureate)
 ☐ Other (specify):

COST OF THE STRATEGY

- ☐ Low
 ☐ Medium
 ☐ High

DEVELOPMENT OF THE STRATEGY *(How will the strategy be achieved?)*

The VET educational centre and the Educational System must promote preventive measures to reduce the suspension and expulsion of students as a resource. This includes the incorporation of warning systems that identify students at risk (for example: low attendance, low academic performance, etc.), and exploring these facts with students before they can become serious disciplinary problems. It is also important to promote positive educational environments.

Some tips to consider when developing response services actions:

- Analyse the causes of disruptive behaviour.
- Classroom management (clear rules, relationships, flexible teaching styles, democratic management styles, establishment of positive teacher-student, student-student relationships, etc.).
- Create welcoming and inclusive learning environments: offer cultural activities to help create a positive climate and sense of belonging; create common spaces to encourage diversity; promote the use of shared spaces to build relationships between teachers, students and families; ensure that the student has access to teachers and other professionals who can support their personal and training development needs; celebrate learning success; ensure that there are anti-harassment and conflict resolution strategies; and incorporate evaluation and monitoring systems for all these services and devices.

Develop alternatives for suspension or expulsion from the educational centre: on-site advice and support with multidisciplinary teams; short courses to promote the development of social skills, conflict resolution and behaviour change; involvement of families, including better communication between the educational centre and them, with a coordinated approach to behavioural change; the behavioural contracts that specify the expected behaviour, the consequences of bad behaviour and the incentives for appropriate behaviour and that should be negotiated with the students; behavioural monitoring which may involve the use of checklists for students, families and teachers, and sessions to make positive behaviour visible when it occurs; and restitution, such as an oral or written apology, or participation in community service activities.

RESOURCES *(What is needed?)*

- ☐ Internal agents (tutor, counsellor, teaching staff, etc.)
 ☐ External agents
 ☐ Safe spaces
 ☐ Schedule
 ☐ Materials/One:
 - ☐ Interview guide
 - ☐ Tracking sheets
 - ☐ Contract
 - ☐ Case study sheet
 - ☐ Evaluation tools (self-evaluation)

- ☐ Websites with information
- ☐
- ☐ Others (specify):

OTHER CONSIDERATIONS

- Related protective factors:
 - ☐ Positive self-perception linked to training and learning capacity.
 - ☐ Educational achievement and assistance.
 - ☐ Inclusive environment.
 - ☐ Positive relationships.
 - ☐ Health and wellness.

Support from the educational and family environment.

REFERENCES *(Related resources)*

CEDEFOP. Toolkits. VET toolkit for tackling early leaving. *Community involvement*.
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GOVERNMENT OF CATALONIA. *Child and youth mental health crisis care program in Catalonia*.
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Management and positive resolution of conflicts. XTEC resource.
<https://xtec.gencat.cat/ca/centres/projeducatiu/convivencia/recursos/resconflictes/conflicteslleus/>

Conflict resolution. XTEC resource.
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Strategy 10 | VET Education Training: didactic strategies and practices for educational success

VET Education Training: didactic strategies and practices for educational success

TYPES OF STRATEGY

☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ Personal challenges
 - ☐ Lack of motivation, interest and expectations
 - ☐ Low educational achievement
- ☐ Institutional factors
 - ☐ The program and its development is particularly related to teaching strategies and/or methodologies

LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Education system level (actions of the education system)

AIM

The action aims to:

1. Share didactic strategies that are used in the context of the classroom in order to promote the success of VET students.
2. Share resources to promote active learning.
3. Present alternative modalities to evaluate student progress and achievements.
4. Promote the improvement of differentiated teaching.
5. Raise awareness about knowledge and respect for diversity.
6. Share successful practices among participating VET centres.

DESCRIPTION OF THE STRATEGY

The didactic and pedagogic training of teachers is key to improve the motivation and interest of VET students. In this sense, the exchange of pedagogical and didactic strategies in the context of the VET classroom can contribute to encouraging the use of more practical and motivating activities. There are some issues that can be addressed, such as: differentiated learning strategies; digital technologies in the classroom; continuous assessment strategies; active teaching and learning methodologies, among others.

This strategy aims to raise awareness of the importance of a practical approach to foster students' motivation and interest in learning. For this reason, the exchange of professional experiences and good practices between VET teachers is considered as an added value for all.

The training sessions can be carried out through face-to-face and semi-face-to-face activities.

BENEFICIARIES

☐ Young people ☐ Teaching staff ☐ Families ☐ Community.

☐ Others.....

WHO IS IN CHARGE OF THE STRATEGY

☐ Tutor ☐ Teacher/Trainer ☐ **Support staff (e.g. counsellor)** ☐ Families
☐ **Other professionals (internal or external to the institution)**

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

☐ At the beginning ☐ **During the academic year** ☐ At the end of the academic year
☐ Transition between compulsory secondary education and post-compulsory studies (CFG/Baccalaureate)
☐ Others (specify):.....

COST OF THE STRATEGY

☐ Low ☐ **Medium** ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?):*

The application of this strategy requires specific activities, such as:

- **Meetings** to share knowledge and pedagogical needs derived from each VET context, strategies and pedagogical resources to promote reflection on their efficiency and effectiveness in each context.
- **Spaces for debate and reflection** around emerging issues and the new needs they generate in the context of vocational training such as: increase in NESE and SEN students; of the students' emotional, mental health and social problems; the need for support for VET students, etc.
- **Training actions** to explore new ways, strategies and didactic and pedagogical resources (active methodologies, learning styles, appropriate use of technologies by VET students, etc.) that respond to the identified needs.

RESOURCES *(What is needed?):*

☐ Adequate and comfortable space.
☐ Calendar planning.
☐ Online learning platform.
☐ Computer / tablet with Internet connection.
☐ Evaluation tools.
☐ Websites with information.

OTHER CONSIDERATIONS

- Related to protective factors:
 - ☐ Sufficient practical component for professional training.
 - ☐ Improvement of the training environment in VET.
 - ☐ Support the VET teachers to help and provide support and accompaniment to the students.

The teaching staff needs to relearn teaching techniques in order to face the new needs and learning styles (Stanley and ETF, 2019, p. 51).

REFERENCES *(Related resources)*

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Strategy 11 | Support with mid-term and end of key-stage educational transitions

Support with mid-term and end of key-stage educational transitions *(Strategy based on practices in Anglo-Saxon contexts)*

TYPES OF STRATEGY

☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ Personal challenges
 - ☐ Need for motivation, aspirations and expectations
 - ☐ Disengagement
 - ☐ Irregular transitions
 - ☐ Lack of training to transit (transitions)
- ☐ Social relations
 - ☐ Difficult relationship at the VET educational centre (with tutors, teachers, colleagues, etc.)
 - ☐ Feeling uncared for by the teachers (and the staff of the VET school)
 - ☐ Peer group expectations: low future expectations of the peer group
- ☐ Institutional factors
 - ☐ Transitions in risk stages: post education
 - ☐ Need for information on the different training alternatives
 - ☐ Need for more personal, professional and academic guidance
 - ☐ Need for greater trust and support from the institution
- ☐ Structural factors
 - ☐ Education policy: compulsory secondary and post-secondary education up to the age of 18
 - ☐ Transition from school to Vocational Training
 - ☐ Being out or disconnected from the system
 - ☐ Erroneous referral processes
 - ☐ Lack of continuity

LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)

AIM

Offer young people, at risk of dropping out, personalised support to reduce the inherent risks involved in educational transitions, giving them the possibility to effectively direct their own educational trajectory and allowing smoother transitions.

DESCRIPTION OF THE STRATEGY

The students at risk of dropping out are at risk of disengaging from education in the previous period, during and after an educational transition. This is the case of mid-term transitions (also called "turbulent" or "irregular" transitions), those that take place outside the normal entry and exit point for all students. Mid-term transitions support, and completion of key stages, refers to the support given to young people's planned and unplanned transitions, so that they experience a positive transition. Support will include working with various stakeholders such as faculty, administration staff and management teams of vocational training centres, receivers, families

and/or legal guardians and the young person, friendships and peer group. Fundamentally, support for educational transitions must ensure that a response is given to the needs of young people, which may differ according to their cultural background, family context, material resources, social and emotional support, academic achievements, their talents, or their interests. This action requires the active involvement of young people, with the support of an adult.

Key challenges to face for young people to experience successful transitions:

- ☐ **Resources.** Transitions can be very difficult for teachers and vocational training centres, especially when young people require specific educational needs and do not have the necessary resources.
- ☐ **Empowerment and control.** Young people need to feel that they can successfully face this transition. It is important to recognize that young people at risk of dropping out are the group of students least likely to feel in control during the educational transition, and neither they nor their parents, guardians and/or legal guardians can face it.
- ☐ **Support for the development and maintenance of relationships.** Research shows that one of the critical factors for young people experiencing both positive and negative transitions is the impact on their relationships with family, educators, community members and, above all, friendships. Support should therefore involve the management of existing relationships and the development of new relationships. For young people who suffer from financial problems, it is more difficult to maintain previous relationships to the transition after this one. This can lead to: a) Low self-perception and self-concept, b) Developing new friendships with weak emotional bonds, c) Avoiding new friendships, d) cutting off relationships before a transition. However, transitions can also create positive opportunities, such as ending previous negative relationships and creating new ones. Therefore, support must include help in the transition between old relationships and possible new ones.
- ☐ **Creating a sense of continuity and assigning a reference tutor.** By recognizing the significant changes that the young person will experience in this transition (for example, new curricular areas, new spaces, new dynamics, etc.) it is especially important to strive to create the maximum feeling of educational continuity. The more information about a young person that is presented before transition (or at least at the point of entry), the greater will be the ability to support it. In this regard, research suggests for the young person (and their family) to be assigned to a reference person (guardian or reference tutor), who is the person responsible for their transition and who takes responsibility for all the aspects derived from the transition (Demie et al., 2004).

Create a sense of academic progress. It is also important to build a positive educational trajectory as a young man or woman, as this has an impact on the feeling students have of themselves. This recognizes the pragmatic challenges of transitions, where there is a risk of disconnection from curriculum areas and where it is difficult to maintain adequate academic performance and achievement. Therefore, it is important to recognize the achievements of young people while in an educational environment, as well as pass through their expectations and aspirations for the new educational environments in which they must move. Efforts to manage this positive vision of the centre of origin and the receiving centre can support a sense of progress in the educational and labour market trajectories of young people and can respond to the objective of supporting the youth in need of feeling "owners" of their future plans.

BENEFICIARIES

- ☐ **Young people**
☐ Teaching staff
 ☐ **Families**
☐ Community
- ☐ Other beneficiaries:.....

WHO IS IN CHARGE OF THE STRATEGY

- ☐ **Tutor**
☐ Teacher/Trainer
 ☐ **Support staff (for example; counsellor, social worker)**
- ☐ Expert external
 ☐

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

- ☐ At the beginning.
 ☐ **During the academic year**
☐ At the end of the academic year
- ☐ **Transition between the key stage**
☐

COST

☐ Low ☒ Medium ☐ High

STRATEGY DEVELOPMENT *(How can it be achieved?)*:

The following actions distinguish between the two types of transitions (midterm and end of stage). Actions that fit both types of transition are highlighted in bold.

1. *Support the completion of key stages to transfer to optional-compulsory studies.* These support actions are designed to make it easier for young people to become familiar with new educational environments as quickly as possible.
 1. *Follow-up during the days of incorporation* (school / university, vocational training, institute of higher or further education) to organise individually or in groups according to the needs and preferences of the young person.
 2. *Information on mobility.* Familiarise the young person with bus routes or mobility routes to reach the new environment.
 3. *Welcome.* When the tutor, on the first day, accompanies the young person in their new environment and introduces them to this new environment.
 4. **Communication skills training.** Provide guidance to the young person on how they can present themselves to teachers, peers, etc. in his new training environment.
 5. **Develop individual or career learning plans.** A road map to achieve educational and career goals (see strategy 1).
 6. **Respond to other learning support needs.** Work with support staff, teaching staff, external agents, special educational needs teaching staff to ensure additional resources are available early in the transition.
2. *To support half term (irregular school transitions) which occur at key stages.* This type of transition requires support strategies that involve sharing information between institutions in order to prepare young people to experience a positive transition. It includes specific actions such as:
 1. **Compile an up-to-date record of the young person's educational history (curriculum vitae to date and academic progress).** It can be useful both for sharing information with the receiving educational environment, and for the registration and monitoring of the young person in the educational centre where they are.
 2. *Collection of key information about family and personal circumstances (custom profile).* Elaborating this personalised profile involves knowing information about the young person's domestic and/or family situation, knowing their interests, talents, significant relationships, pets, preferences in terms of learning styles (for example, individual work, group work), etc., which may be important for teachers to know. This personalised profile must comply with data protection guidelines.
 3. **Support with relationships** (see strategy 14). It is particularly important to get involved early in a transition to vocational school. This may involve providing support in practical, social and emotional guidance on how to end and maintain relationships and how to start new ones.
 4. **Generate an active alumni directory, where each new student has an entry.** This is important so that outgoing and incoming students can feel that they have a legacy at the school.
 5. **Have contact with the old school and the new one.** This is important so the young person (and their family) can be introduced to the new educational context before the transition. It is important to have information about the new educational context.
 6. **Organise a Skype welcome between classmates from the old and the new school to catch up on the new institution.** This is important for the young person to feel welcomed before the transition, but it is also important to generate a feeling of appreciation with previous friendships after it.
 7. *Discussion groups / support group, in small groups and with the whole class group, on the impacts of educational transitions.* This is particularly important in cases where there are a significant number of students who have moved to new educational contexts. Transition impacts may vary by student group, and it is important to consider the social and academic impacts for those who are left behind.

8. *Support and training in communication.* This is especially important for students with financial problems. Training involves ensuring that a student is familiar with email platforms, has an email address, or knows how to store the email addresses of their friends. However, does the student have access to a computer/laptop or the necessary resources such as, for example, making a Skype (microphone, camera)? Does the student have any communication device, such as a mobile phone?

These activities require action and commitment on the part of the assigned transition tutor, young people, teachers and management team to guide, help and support the students during the entire pre-transition and post-transition process. **Therefore, the assigned tutor who supports students must have the ability to coordinate transition actions.**

RESOURCES *(What is needed?)*:

- ☐ Designated person (tutor, counsellor)
- ☐ Private space for meetings
- ☐ Professional specialist in social and emotional aspects (educational psychologist, school counsellor)
- ☐ External agents (e.g., social worker, health professional, social worker)
- ☐ Materials / One:
 - ☐ Academic record sheet
 - ☐ Registration of personalised information
 - ☐ Internet access and communication platforms (Skype, email account, etc.)
 - ☐ Student directory and online forum or blog (password protected)
 - ☐ Camera and ease of taking, sending and printing photos
 - ☐ Mobile phone access

OTHER CONSIDERATIONS

Related protective factors:

- Individualised support when needed.
- Well managed changes.
- Build trust.
- Guidance of students when necessary.
- Faculty to support students.
- Good reception.
- Build a positive identity towards learning.
- Non-teaching support.
- Improvement of expectations and aspirations.
- Construction of support networks.
- Strategies to establish a network of positive friendships.
- Integrate the young person in the educational community.
- That the student feels supported.

REFERENCES *(related resources)*

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Strategy 12 | Promoting quality inclusive learning environment and Alternative learning arrangement in VET Education

Promoting quality inclusive learning environment and Alternative learning arrangement in VET Education *(Strategy based on practices in Anglo-Saxon contexts)*

TYPES OF STRATEGY

☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ Personal challenges
 - ☐ Lack of motivation, aspirations and expectations, unrealistic expectations, worry about the future
 - ☐ Disengagement
 - ☐ Low self-esteem or confidence in themselves
 - ☐ Negative academic self-perception
- ☐ Social relations
 - ☐ Isolation
 - ☐ Feeling different
- ☐ Institutional factors
 - ☐ Institutional rigidity, rigidity of rules, non-inclusive VET schools
 - ☐ Educational environment (building too warm or too cold, class size, group too large, feeling of insecurity in the centre, etc.)
 - ☐ Difficulties in managing student behaviour
 - ☐ Exclusion, impact of the most complicated students
 - ☐ Segregation: Working in the corridors
 - ☐ Lack of trust and support from the institution
- ☐ Structural factors
 - ☐ Lack of alternatives in the area
 - ☐ Being outside or disconnected from the system

LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)

AIM

Promote inclusive learning for young people at risk of dropping out. This includes all educational contexts (compulsory and non-compulsory).

DESCRIPTION OF THE STRATEGY

Young people at risk of dropping out are in danger of disengaging from education. They often have difficulties building relationships in the learning environments and may therefore experience isolation or a feeling that

their learning needs are not being considered. This strategy is specifically aimed at those young people for whom (full-time) education is difficult or not appropriate.

This strategy is effective when it is led and coordinated by a person with the knowledge and ability to review and address the inclusion of learning environments and to coordinate the planning of alternative learning. It is about making the necessary adjustments (when possible) to face the institutional rigidity, so that the learning environment is experienced as an inclusive space, and that it meets all the needs that the students present. Ultimately, this strategy will require an inclusive teaching practice and an inclusive centre culture.

BENEFICIARIES

- ☐ Young people ☐ Teachers ☐ Families ☐ Community
☐ Other beneficiaries:.....

WHO IS IN CHARGE OF THE STRATEGY

- ☐ Tutor/a ☐ Teaching staff ☐ Families ☐ Young people
☐ Other professionals (internal or external to the institution): Management team, counsellor, psychology professional

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

- ☐ At the beginning ☐ During the academic year. ☐ At the end of the academic year
☐ Transition between the key stage ☐

COST

- ☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can it be achieved?):*

The following description distinguishes the actions that can be developed within the framework of this strategy in formal educational learning environments (high school - VET centre) and non-formal ones. Actions that fit both types of educational contexts are highlighted in bold.

1. Actions that can favour the promotion of inclusive learning in formal learning environments.

Actions are proposed to generate an inclusive learning culture. This is a comprehensive list including:

In the classroom

- ☐ *Pay attention to how they sit in class.* Ensure that young people sit with peers who can be effective learning "partners".
- ☐ *Guarantee a comfortable classroom environment for young people and conducive to learning.* The temperature, too hot or too cold? Are the chairs comfortable? Can all students participate in learning activities?
- ☐ *Ensure that young people have the necessary resources to access the curriculum.*
- ☐ *Periodic review and negotiation of reduced hours.* Address students, but also include teachers and families.
- ☐ Make sure that the "breaks" or "time-out" mechanisms are negotiated beforehand with the teachers.
- ☐ *Creation of a "safe space" at school.* Ideally, it would be a closed room with therapeutic resources to relieve anxiety (comfortable seats, "relaxed" decoration, the possibility of access, in this space, to a member of the orientation team).
- ☐ *Guarantee that, under no circumstances, young people are expelled from class.*

Inclusive practice

- ☐ *A creative, varied and stimulating curriculum,* in which achievements in extra-curricular areas are treated with the same educational importance as those in curricular areas.
- ☐ *Learning opportunities.* Activities that young people can learn from their self-directed actions through resource management individually, in pairs or in groups.

- *Pedagogical experiences in different areas of learning*, outside school contexts (outdoor activities, in the community, etc.).
- *Opportunities to work in pairs and in groups*. For example, seminars, debates and discussion activities.
- *Wide opportunities to ask and formulate questions*. Knowledge makes more sense when students want to learn. This includes a balance between seeking answers from other students and, if possible and appropriate, seeking answers independently.
- *Student-driven projects that pose problems*, especially through educational activities linked to current local, national and global issues.
- *Transversal education*. It is often facilitated through project-based learning.
- *Audiovisual learning environments*. Learning environments that stimulate the senses can lead to an emotional response that facilitates commitment, emotion, joy, inspiration, tranquillity, connection. It is important to recognize in this case that some students may experience sensory overload.
- *Celebrate and showcase student achievements*. For example, in temporary exhibitions and more permanent displays within the school and/or learning environment.
- *Guest speakers from the community or alumni*. Examples of testimonials to overcome challenges and aspire to long-term educational (and work) goals.

Build a positive identity as a student.

- *Individual collaboration with the young person so that they see themselves as a valued student*. This may involve understanding their educational and biographical histories with the aim of knowing, recording and referencing their talents, interests and achievements. This approach involves a reflective listening approach that allows young people to trust their teachers and education.
- *Individual work with the young person to understand their individual barriers to learning*.
- *Develop individual learning or career plans*. A road map to achieve educational and career goals (see strategy 1).
- *Communication skills training*. Provide guidance to the young person on how they can present themselves to teachers, peers, etc. in their new educational environment, how to listen and ask questions, etc.

Create an inclusive student culture.

- *Educate in what it means to be an "inclusive community"*. While not making individual distinctions, the focus is on the diversity of learning and skills, and the value added by various sections of society.
- *Relationship education*. Stimulate discussion activities in groups and in pairs with the aim of generating a feeling of empathy, respect and tolerance between students.
- *Student voice platform*. A representative body (or council) responsible for bringing student issues to the school's management team. It is important that student representatives reflect their diversity (not just the most "dedicated" to studies).

2. *Promotion of inclusive alternative learning agreements*. Inclusion in this context includes specific actions such as:

1. **Knowledge of the local offer**. All the offers available for young people in Education, Health and Care plans in the local area.
2. **Compilation of an updated record of the curriculum and academic progress of young people**.
3. **Mobility training** (familiarise the young person with bus routes or mobility plans to reach the post-transition / work experience for teaching / work training).
4. **Welcome**. When the tutor, on the first day, accompanies the young person in their new environment and introduces them to this new environment.
5. **An educational record that** documents the young person's educational journey in order to achieve their goals and progress educationally, personally and socially.
6. **A personalised record of achievements and learning requirements**. This document serves as a record of additional learning needs. However, it is important that it is not just about what the young person finds challenging, but that it also captures their achievements and skills (which include personal, social, emotional skills, "soft skills"). The record could include examples of work well done.

7. **Alternative learning visits**, which are organised individually or in groups according to the needs and preferences of the young person.
8. **Participation contract**. Meet with the young person before they start at the new school. It is about working individually with them to identify their aspirations, goals, motivations and purposes. It must also include a section completed by the educator.

These activities require action and commitment from the appointed inclusive learning coordinator, young people, peers, teachers, management teams, support staff and administrators to ensure that inclusive learning be the centre of the culture and ethos of the vocational training centre.

RESOURCES *(What is needed?)*:

- ☐ Designated person / person responsible for the strategy (ideally, this should be someone in a leadership role who has the authority to guide policies and take inclusive actions in building an inclusive culture throughout the training centre)
- ☐ Private space for individual meetings
- ☐ Teaching staff
- ☐ External agents (for example, social worker, health professionals, social workers)
- ☐ Materials / One:
 - ☐ Software and hardware to develop key documents
 - ☐ Academic performance tracking software
 - ☐ Internet and youth communication platform (eg Skype, email account)
 - ☐ Training programs in inclusive education
 - ☐ Adaptations to make the learning environment comfortable

OTHER CONSIDERATIONS

Young people at risk of dropping out, who have difficulty participating in learning environments, can show their frustration in ways that can have a detrimental impact on the rest of the educational community. Therefore, it is important to know that the actions taken to help young people do not have a negative impact on the rest of the students. In other words, "special plans" must be communicated for the creation of an inclusive community. Actions taken in isolation are unlikely to be effective.

Related protective factors:

- Individualised support when needed.
- Flexible learning environments, time out of class when needed, reduced hours, homework choice, breaks between classes.
- Positive behaviour management system.
- Work on the bonds of trust.
- Work on self-confidence and self-esteem (self-concept, self-perception and self-esteem).
- Inclusive school culture. A supportive ethos, the school as a safe space.
- Work on your own identity.
- Autonomy and independence of young people.
- Improve the learning environment.
- Warm welcome.
- Raise aspirations.
- Non-teaching support.
- Integrate the young person into the community.
- Perceptions of students who have support.
- Support mechanisms.

REFERENCES *(related resources)*

Fischer Family Trust Aspire Pupil Tracking tool. The Aspire tracking tool comprises two trackers integrated into one system. The assessment tracker is designed to Convert and compare DfE tests, standardised tests, teacher assessments, targets and FFT estimates in one single tracking system and the Curriculum Tracker aims to Record and track pupil objectives using our ready-made curriculum templates or your own customised curriculum plans. <https://fft.org.uk>

Local Offer Wiltshire. Services for young people up to age 25 with special educational needs and/or disabilities. <http://www.wiltshire.gov.uk/local-offer>

Roots of Empathy is an international organization that offers empathy-based programs for children, with research to prove impact. It is a leader in the empathy movement. website: <https://uk.rootsofempathy.org/>

The Boxall Profile Online is: “an assessment tool for social emotional and behavioural difficulties for children and young people. It is a resource for the assessment of children and young people's social, emotional and behavioural development. The two-part checklist, which is completed by staff who know the child and young person best, is quick — and, very importantly, identifies the levels of skills the children and young people possess to access learning”. <https://www.nurtureuk.org/introducing-nurture/boxall-profile>

The PiXL club (Partners in Excellence) is a partnership of over 1,400 secondary schools, 450 sixth forms, 900 primary schools and 50 providers of alternative education. Through our support for schools together we share best practice to raise standards and to give students a better future and brighter hope. PiXL is now the largest network of schools in England and Wales. Full information is available on its website: <https://www.pixl.org.uk/> In particular these programmes were recommended: PiXL secondary (<https://www.pixl.org.uk/page/?title=PiXL+Main&pid=9>) and PiXL Character (<https://www.pixl.org.uk/edge>).

Strategy 13 | Support in building and navigating healthy peer relationships

Support in building and navigating healthy peer relationships (Strategy based on practices in Anglo-Saxon contexts)

TYPES OF STRATEGY

☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

☐ Personal challenges

- ☐ Lack of motivation, aspirations and expectations; unrealistic expectations, worry about the future
- ☐ Disengagement
- ☐ Low self-esteem or confidence in themselves
- ☐ Negative academic self-perception or identity as a student
- ☐ Emotion management problems; insensitivity

☐ Social relations

- ☐ Difficult relationships in the VET educational centre; difficult relationships with teachers.
- ☐ Difficulty managing friendships; friendship culture, poor friendship management skills, friendship expectations, not trusting friends, losing friends or having trouble keeping friends, not having friends around.
- ☐ Feeling that teachers (or school staff) are not concerned.
- ☐ Isolation.
- ☐ Difficult relationships at work.
- ☐ Group challenges: low future expectations with a peer group, social and equality concerns, peer pressure and feeling, peer pressure to take drugs, alcohol, smoke.

☐ Institutional actors

- ☐ Lack of personal, work, academic, social orientation.
- ☐ Lack of trust and support from the institution.

LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)

AIM

Support young people at risk of abandonment to build and maintain positive and healthy relationships with peers. "Peer" relationships refer to various forms of social relationships including friendships, learning, affective and work relationships.

DESCRIPTION OF THE STRATEGY

One of the key barriers that causes young people to leave education is the social challenges they face when it comes to building and managing healthy relationships with their peers. Psychological research has shown that early friendship experiences have a significant impact on future relationships, particularly on how young people learn to trust others. Therefore, helping young people to "build healthy relationships" and "make friendships" is a priority when it comes to supporting their social and emotional development. This strategy is committed to building and managing healthy peer relationships.

BENEFICIARIES

- ☐ Young people ☐ Teachers ☐ Families ☐ Community
☐ Other beneficiaries:.....

WHO IS IN CHARGE OF THE STRATEGY

- ☐ Tutor/a ☐ Teaching staff ☐ Support staff ☐ Management team
☐ External expert (e.g. counsellor, psychology professional)

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

- ☐ At the beginning ☐ During the academic year ☐ At the end of the academic year
☐ Transition between the key stage ☐

COST

- ☐ Low ☐ Medium ☐ High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?):*

This strategy involves a variety of actions and resources. The following list is by no means exhaustive, but may include:

Social and emotional activities

1. *Social and emotional education focused on the reciprocal dynamics of friendship.* It includes social and emotional learning programs that work on ways to co-manage relationships.
2. *Identifying what are "healthy" and "unhealthy" relationships.* It is essential that young people are able to identify the characteristics of healthy and unhealthy relationships before changing or ending their current relationships and having new ones.
3. *Guidance for the responsible use of social networks and mobile technology.* It includes raising awareness of threats and risks (for example, sending sexual images), as well as developing a respectful and responsible awareness in the use of these platforms.
4. *Strategies for ending and starting relationships.* Young people will not be able to start building healthy relationships while they are immersed in unhealthy relationships. This action involves mental, emotional and pragmatic strategies to end negative relationships, as well as to establish new ones.
5. *Programs that emphasise the importance of collective values, respect, empathy, tolerance, social boundaries.*
6. *Organise informed and reflective class work groups.* For example, making the young people reflect regularly on how they work in their group through co-evaluation rubrics that they have to send to the teaching staff for regular review.

Individual, couple and group support

1. *A systemic approach to managing friendships.* It consists of considering the relational dynamics of a couple or friendship group to work out how each member's beliefs, actions, communication and expectations shape and inform friendship processes, particularly regarding exclusion and inclusion.
2. *Peer mentoring.*
3. *Communication skills training.* Provide guidance to the young person on how they can present themselves to teachers, peers, etc. in their new educational environment, how to listen and ask questions, etc. (consult the *Centre for non-violent communication* in the resources section of this strategy).
4. *Conflict management and resolution sessions.* Mediation can play a key role in recognizing conflict, disagreement and compromise as key aspects of relationship management. These skills can also have direct application for other types of peer relationships.

5. *'Safe space' to address social problems.* A little time in the usual schedule of the daily/weekly routine in order to raise, discuss and debate relational problems.
6. *Model appropriate relationships,* where adults who work with young people demonstrate what the components of positive and respectful reciprocal relationships are.
7. *Identification of "equal colleagues".* Peers and equal companies are representatives of young people who offer friendship and support to all those who have trouble making friends.

Support from external agents or support organisations

8. *Work with organisations that provide educational support on healthy and unhealthy relationship issues.*
9. *School nursing and related sexual health services.*

In conclusion, it is important to recognize that strategies to help young people build and manage healthy peer relationships must be incorporated within a culture of peace and empathy. Strategies treated in isolation, as a complementary curriculum, will have less chance of being effective than if they are incorporated into the culture of the whole school. These activities require the action and commitment of the entire educational community, as well as designated support and external professionals to ensure that positive healthy relationships are at the centre of the school's culture and values.

RESOURCES *(What is needed?):*

- ☐ Person responsible for the strategy (e.g. a pastoral leader)
- ☐ Private space for meetings
- ☐ 'Safe space / or wellness room' (Area dedicated to pastoral support)
- ☐ Social area, for young people to spend time in a relaxed and comfortable environment (personalised)
- ☐ Teaching tutor
- ☐ External agents (for example, educational psychology professional, health professional, school nurse)
- ☐ Materials / One:
 - ☐ Training programs in inclusive education
 - ☐ Resources for group work, for example round tables

OTHER CONSIDERATIONS

Vocational training centres must be aware of the difficulty of achieving a culture of respectful and healthy relationships within a neoliberal education context of what we call High Stakes Testing (HST). The HST refers to the priority given to national tests and examinations and the pressure on schools, teachers and students to achieve them. This ethic, based on comparison and competition between students and schools, contrasts with a supportive approach to peer relationships based on care, compassion and empathy. Actions taken in isolation and not targeted are likely to be ineffective.

Related protective factors:

- Individualised support when needed.
- Flexible learning environments, time out of class when needed, reduced hours, homework choice, break between classes.
- Positive behaviour management system.
- Work on the bonds of trust.
- Work on self-confidence and self-esteem (self-concept, self-perception and self-esteem).
- Inclusive school culture. A supportive ethos, the school as a safe space.
- Work on your own identity.
- Autonomy and independence of young people.
- Improve the learning environment.
- Warm welcome.

- Raise aspirations.
- Non-teaching support.
- Integrate the young person into the community.
- Perceptions of students who have support.
- Support mechanisms.
- Educate in relationships. Teach social boundaries, build teamwork skills, teach empathy, model appropriate relationships.
- Construction of support networks.
- Peer mentoring.

REFERENCES *(related resources)*

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- Roots of Empathy*. <https://uk.rootsofempathy.org/>
- Splitz Support Services*. <https://www.splitz.org/>
- The Boxall Profile Online*. <https://www.nurtureuk.org/introducing-nurture/boxall-profile>



Co-funded by
the European Union

