

## 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

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(2021-ES01-KA220-VET-000033043)

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 (CFG/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.

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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

Orienta4VET  
(2021-ES01-KA220-VET-000033043)