

## 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.*

## REFERENCES *(Related resources)*

CEDEFOP. Toolkits. *VET toolkit for tackling early leaving - Supportive family environment.*  
<https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/protective-factors/supportive-family-environment>

CEDEFOP. Toolkits. *VET toolkit for tackling early leaving - Improving VET image and attractiveness.*  
<https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/intervention-approaches/improving-vet-image-and-attractiveness>

Education Endowment Foundation. Available at:  
<https://www.schoolgateway.eu/files/esl/uploads/bb2928a.pdf> &  
<https://www.coe.int/en/web/pestalozzi/training-resources>

*School of mothers and fathers. Government of Catalonia.*

<http://familiaiescola.gencat.cat/ca/escolaritat/formacio-families/escola-pares-mares/>

García, S., & Ordóñez, R. (2016). The educational implication of families of professional training students. *Journal of Sociology of Education-RASE*, 9(3), 372-384. <https://idus.us.es/handle/11441/67240>

Triple-P. Positive Parenting Programme. <https://www.wiltshirehealthyschools.org/core-themes/whole-school-approach/working-with-parents/parenting-programmes/>



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