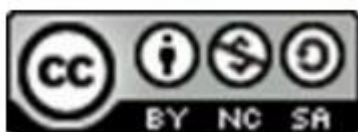Supporting educational and social inclusion of youth early leavers and youth at risk of early leaving through mechanisms of orientation and tutorial action

ORIENTATION AND TUTORIAL ACTION PROPOSAL
-- *Strategies for the Action* --

Barcelona, April 2021

Cover picture: freepick.es

TABLE OF CONTENTS

Document information

Project Title	Supporting educational and social inclusion of youth early leavers and youth at risk of early leaving through mechanisms of orientation and tutorial action
Project Acronym	Orienta4YEL
Project Number	604501-EPP-1-2018-1-ES-EPPKA3-IPI-SOC-IN
Work package	WP3: Orientation and tutorial action proposal
Date of Delivery	20.03.2020
Status	Version 2.0
Author (Partner Institution)	Universitat Autònoma de Barcelona (UAB)
Responsible Author(s)	Patricia Olmos Rueda (UAB)
Contributor(s):	José Luís Muñoz (UAB) Catarina Mangas, Carla Freire, Rita Cadima, Sandrina Milhano, Sara Lopes (IPLeiria) Ceri Brown, Ioannis Costas, Nicola Savvides (UoB)
Abstract (for dissemination)	The purpose of this document is to provide educational institutions and involved agents with a set of strategies and tutorial actions, which have been designed according to a previous diagnostic, to support them on their task of preventing young people's risk of early leaving in each one of their specific contexts.

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

Strategy 1 | Individual planning or Personalised Plans

Individual planning or Personalised plans
TYPE OF STRATEGY
☑ **Prevention**   ☐ Intervention   ☐ Compensation
ADDRESSED RISK FACTOR

☐ **Personal challenges**
    ☐ **Lack of motivation, interest and expectations**
    ☐ **Low self-esteem and self-perception**
    ☐ **Low educational achievements**
☐ **Social relations**
    ☐ **Difficult relationship in school (with tutors, teachers, peers, etc.)**
☐ **Institutional factors**
    ☐ **The school management of pupil behaviour**
    ☐ **Absenteeism / Exclusion of teaching lessons**
    ☐ **Lack of trust and support of the institution**

STRATEGY LEVEL
☐ **Individual level (psycho-pedagogical actions)** ☐ **Institutional level (institutional actions)** ☐ Educational system level (educational system actions)
AIM
To give young people, who are at risk of EL, **individualised educational responses** (individual support) to have the opportunity to steer their own educational pathway and increase their engagement and motivation.
DESCRIPTION OF THE STRATEGY
Young people at risk of EL need individualised educational responses. Individual Planning refers to the idea of the tutor facilitating the young person to develop an individual learning and career plan that meets their specific needs and clearly setting-out learning objectives, which relate to these. Individual planning should provide young people with tools to improve their sense of well-being and develop positive attitudes to learning, education and training, leading to improved understanding of education options, lower absenteeism, improved education outcomes. By identifying the specific barriers they face and the strategies they need as individuals, young people are encouraged to feel a sense of ownership over their future plans and to feel more in control of the actions needed to achieve them. To this end, individual planning strategy has to ensure provision based on these young people's needs and has to address the additional support needs of the young person to break down barriers to learning. Individual planning strategy requires young people's active involvement, with the support of a tutor, in developing their individual plan. If they are actively involved in developing their individual plan, this will give them skills to continue to plan and manage their careers in the future and contribute towards increasing their motivation, attendance and ultimately their success rates.

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

5

Co-funded by the
Erasmus+ Programme
of the European Union

Individual planning or Personalised plans

BENEFICIARIES

☐ **Young people**   ☐ Teachers/Trainers   ☐ Families   ☐ Community
☐ ....

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 TIMELINE *(When the strategy is going to be implemented)*

☐ **At the beginning/welcoming**   ☐ **During the academic year**   ☐ At the end of the academic year
☐ Transition between ……………. and ………………….
☐ Other (specify): ………………………………………………….

COST OF THE STRATEGY

☐ Low   ☐ **Medium**   ☐ High

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

An individualised approach can be achieved through establishing individual learning or career plans; ensuring needs-based learning support is provided; establishing individual health or well-being plans; implementing effective case management approach to support students' needs.

Individual planning strategy requires the implementation of activities addressed to:

1. Develop individual learning or career plans: *road map*
2. Assess the individual's existing skills and knowledge base: *individual balance (to help student to identify existing skills and competences, and possibly how these pertain to the curriculum. This can help to boost student's self-awareness, confidence and self-esteem)*
3. Tailor the plan to the young people and ensure that the young person is committed to the plan: *contract (contracts can also be used as a way of setting out an individualised learning pathway and support plan which formalises the commitment from the young person)*
4. Conduct regular reviews of progress against the plan: *tracking sessions, case study approach (there should be periodic opportunities to provide one-to-one feedback on progress in relation to the plan and if necessary, to revise the plan in line with this progress. These regular reviews help to ensure the young person is committed to the plan)*
5. Address other learning support needs: *working with the support staff, teaching staff, external experts when it is needed*

These activities should be developed within the framework of *individual tutorial sessions*. According to this, these require not only the active young people's role, these also require the active role of the tutor who has to guide, help and support the student during all the process through active tutorial sessions so it needs for adequate planning during all the academic year. That is meant that individual planning strategy need to be incorporated into curriculum development as another academic activity (for instance, as it has been said before, through individual tutorial sessions).

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta4YEL

Individual planning or Personalised plans

RESOURCES *(What is needed?)*

- ☐ Figure of the tutor / counsellor
- ☐ Adequate and comfortable space
- ☐ Timetabling
- ☐ Materials / Tools:
  - ☐ Interview guide
  - ☐ Tracking sheets
  - ☐ Contract
  - ☐ Case study sheet
  - ☐ Assessment (self-assessment) tools
- ☐ Others (specify): ………………………………………….

OTHER CONSIDERATIONS

- ▪ Related protective factors:
  - Education achievement and attendance
  - Inclusive environment
  - Positive view of education and training
- ▪ Essential for personal challenges and compensatory factors
- ▪ To support young people with the personal challenges they face, we need to help them build a strong foundation of emotional well-being. With this, they are likelier to be capable of becoming more resilient, as well as strengthening their self-esteem and self-confidence.
- ▪ Fostering emotional well-being needs can be achieved by allowing young people to have ownership and autonomy over what they do, and how they do it. Removing barriers, which enable ownership and autonomy includes addressing each person's individual needs, such as providing transport and providing for material necessities.
- ▪ By doing the above, twinned with targeted support mechanisms (linked to each person's individual needs and challenges), should help to raise young people's aspirations (given they'll have greater self-esteem and self-confidence), in turn helping them develop a more positive learner identity (which fosters resilience by young people being able to appreciate that learning is worthwhile, but hard work, and fraught with difficulties).

REFERENCES *(related resources)*

CEDEFOP. Toolkits. VET toolkit for tackling early leaving. Available on:
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. Available on:
https://www.erasmusplus.sk/uploads/publikacie/2017_compendia_early_school_leaving_geraldine_6174.pdf

Strategy 2 | Blended media mentoring

Blended media mentoring

TYPE OF STRATEGY

☐ Prevention   ☐ Intervention   ☐ **Compensation**

ADDRESSED RISK FACTOR

☐ **Personal challenges**
- ☐ **Lack of motivation, interest and expectations**
- ☐ **Low self-esteem and self-perception**
- ☐ **Low educational achievements**
- ☐ **Disengagement**
- ☐ **Irregular transitions**

☐ **Social relations**
- ☐ **Difficult relationships in school (with tutors, teachers, peers, etc.)**
- ☐ **Peer pressure/negative external influence**
- ☐ **Peer group expectations: low peer group expectations for the future**

☐ **Institutional factors**
- ☐ **Absenteeism / Exclusion of teaching lessons**
- ☐ **Lack of trust and support of the institution**

STRATEGY LEVEL

☐ **Individual level (psycho-pedagogical actions)**
☐ **Institutional level (institutional actions)**
☐ Educational system level (educational system actions)

AIM

To provide **one-to-one support** whit respect to young people's learning and development using a range of methods to support and engage the young person, including face-to-face, email and social media. To provide them with a positive role model and the confidence, the resources, and the skills needed to live up to their potentials and to response their support needs.

DESCRIPTION OF THE STRATEGY

Mentoring works as a strategy for owering young people's risk of EL, for preventing drop-out at risk points, such as when making a transition from one pathway to another, and during the initial stages of a new pathway. It can help them to overcome issues affecting their learning, either related to the course or unrelated. Ongoing mentoring can help to maintain a young person's motivation to learn, can improve young person's professional opportunities and succeed in life or, can provide young people with the confidence, the resources, and the skills needed to achieve their potentials.

Mentoring can achieve a range of aims, depending on the needs of the young person involved and the characteristics of the mentor (e.g. if they are internal/external to the learning provider, adults/peers, volunteers/paid staff). The relationship and the communications/activities involved will vary depending on the needs of the learner.

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

Blended media mentoring

Quality mentoring is characterised by a relationship built on trust, continuity and commitment of the mentor. It involves includes a range of strategies such as pointing out to young people their interests and talents, therapeutic listening, advocating for the child, boundary setting and apologising when wrong. All these implies, to the importance of the young person and mentoring agreeing on individual goals as well as the activities tailored to the young person in order to achieve them. The is no single model of the right mentor as different skills and engagement styles will be appropriate for different types of learner. The mentor should also be well positioned in order to signpost relevant training, and long-term support.

BENEFICIARIES

☐ **Young people**   ☐ Teachers/Trainers   ☐ Families   ☐ Community
☐ ………………

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 TIMELINE *(When the strategy is going to be implemented)*

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

COST OF THE STRATEGY

☐ Low   ☐ **Medium**   ☐ High

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

"Blended Mentoring" is a mix of on-site (face-to-face) and online activities designed to allow for adopting mentoring as an ordinary practice in career counselling and development services. Within the blended mentoring approach communication is supplemented by means of social media so that barriers are broken down, and continuous cooperation is possible. The advantages of the blended mentoring approach are flexibility as regards time and independence in terms of space; and engagement given young peoples' preference for online and social media forms of communication. Drawbacks can be minimised by agreeing the boundaries for engagement between mentor and young person at the outset. This may include negotiating the hours of the day and means of contact that can be expected; the time-frame within which the young person and mentor may be expected to respond and the parameters and focus for contact.

Successful mentoring relationships go through four phases: preparation, negotiating, enabling growth, and closure. These sequential phases build on each other and vary in length. In each phase, there are specific steps and strategies that lead to mentoring excellence. Nevertheless, it is important to take into account that mentoring should offer long-term support. In order to achieve a relationship of trust, it is important for the mentoring to take place over the long-term rather than as a one-off session. The length of the intervention will depend on the young person's needs but in particular, for those facing complex barriers to learning, the intensity and length of the mentoring are important.

Mentoring phases:

1. **Preparation**. This first step requires the preparation of the mentoring process and the selection and matching of mentors and mentees. During this first phase, it is needed to decide, for example, which students are going to be involved in the mentoring action and who is going to act as mentor. Mentors may be professionals (e.g. guidance counsellors, teachers or tutors), volunteers (e.g. from the business community, students) or peers. If the mentor is external to the educational setting, then this may make

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

9

it easier for the young person to discuss their questions and difficulties, with the educational institution, but it may also mean that the mentor has less power to address these concerns. Similarly, peer mentoring brings together young people who are independent from 'the system' and who may have experienced similar issues. For this reason, peer mentoring may be useful to address, for example, social issues, motivational issues, sharing experiences of learning, and study techniques, etc. We suggest the collaboration between external professionals to the educational setting as mentors (for example, professionals who are working on administrative institutions such as technical advisor for youth of the City/Town Council or technical specialist in labour insertion of the City/Town Council). The tutor and the leadership team for the educational setting should oversee the matching involved of students and with mentors, and working together with the mentors on tasks of monitoring, support, etc.

Required task and suggested activities:

- *Choose the right mentors and provide training.* Training is important for the mentors, prior to starting to work with young people. It is particularly important for student or peer mentors, for example.

- *Meeting between tutor/counsellor and mentor/s to agree the mentoring plan*: objectives, phases, roles and tasks, description of students' profile and needs, etc.

- *Strategies for preparing the relationship between students and mentors*. Tutors/counsellors have to explain their students the mentoring programme and to prepare their students for the meeting with their mentors. This action could be developed individually (individual tutorial session) or in group (group tutorial session).

- *Meeting between students and mentors*. Mentors match students and start the relationship using the interview as a tool. It is very important to build a relationship based on trust. A key benefit of mentoring is that through the relationship which develops, the young person can benefit from advice and support from an adult who is (often) 'external' to their learning and home environments, or is seen by the young person as being neutral or 'on their side'. This kind of positive relationship with an adult may be important for young people who are (at risk of) disengaging or EL from their learning. For some, it may be the only adult they feel is supporting them with their learning and/or career.

2. **Negotiating**. This is the phase to agree the goals to achieve through the mentoring partnership. After the first meeting between student and mentor, it is important that the mentor negotiate the mentoring goals with the young person. For example with reference to the SMART criteria and to plan the actions that have to be developed in order to achieve them (*the planning meeting – individual tutoring session*).

Suggested activities:

- *Description and analysis of the starting situation.* Setting up a mind map detailing all the essential aspects of the personal circumstances of the mentee. Mind mapping serves as a means to visualise and document the starting point for mentoring. The focus of attention should be on perceptions from the mentee's perspective; therefore, it is one of the first tasks to carry out before new points of view are developed. Building up on this mind map, targets can be developed, and resources identified.

- *Self-assessment and self-perception exercise.* Mentees have to think on and be aware of their own circumstances and their expectations, of their learning styles, etc.

- *Mentees identifying their own targets*. This exercise should take place in order to discuss targets with mentees. In the mentoring process, the task can be carried out online as well in a personal exchange. It is helpful if mentees take time to think about their targets and document these in writing.

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

Blended media mentoring

- *Action plan*. The written agreement on the mentoring activities that will take place during the course of the mentoring relationship.

3. **Enabling Growth**. Phase for carrying out the activities agreed on, the phase for encouraging and empowering. Regular contact should take place via face-to-face and social media (*communication is supplemented by means of social media, so that possible barriers are broken down, and continuous cooperation is possible*). The time intervals have to be determined by mentor and mentee, as well as the rules of cooperation. It makes sense to set this out in an agreement in writing which both parties sign. This phase of the mentoring process requires from strategies such as: *regularly check in (questioning technique is key); actively listen/advise; ask for and give feedback so that the learning experience is satisfactory and the pace is comfortable; provide timely support; create appropriate challenges to facilitate learning; use the time together productively; evaluate goals and deadlines throughout the process; give constructive criticism and accept and reflect on it; find other resources if it is not possible to provide guidance by the mentor; celebrate each small success*, to name a few. To this end, resources like a journal date with discussion guideline and notes could be useful a guide.

4. **Developing a relationship based on trust**. Trust cannot be requested or given at the start of the mentor-relationship, it must be built over time. However, factors that can contribute towards the building of trust include boundaries intimacy- where the mentor is open with the young person about the range and limits of their support, sets and models respectful and consistent parameters (both in the means on contact but also the focus of engagement); and transparency concerning where ideas may fail and apologising for when they are in the wrong. A good mentor is friendly without being a 'friend' they are honest and warm but keep their boundaries, they are clear in their expectations but negotiate the rules of engagement with the young person.

5. **Coming to closure (*target check, final discussion and feedback*)**. Once the mentoring relationship has been established and fostered, it is important to understand the parameters for when the association should change or end. Ending a mentoring relationship does not mean it has failed. Often, it simply means that the initial goals of the mentorship have been attained, and it is time to move on. It is important to finish a mentoring project with a joint target check, giving each other feedback and making suggestions for improvement. The aim of this part is to build commitment between the two people and create sustainability in terms of what has been experienced.

Remember: these activities should be developed within the framework of **tutorial sessions**.

RESOURCES *(What is needed?)*

☐ Figure of the mentor and mentee

☐ Adequate and comfortable space

☐ Timetabling

☐ Materials / Tools:

    ☐ Journal date

    ☐ Discussion guideline

    ☐ Worksheets

    ☐ …

☐ Others (specify): ………………………………………

POLITÉCNICO DE LEIRIA
UNIVERSITY OF BATH
UNIVERSITY OF BUCHAREST
Universität Bremen
UAB Universitat Autònoma de Barcelona

11

Co-funded by the
Erasmus+ Programme
of the European Union

Blended media mentoring

OTHER CONSIDERATIONS

- Related protective factors:
  - Health and well-being
  - Positive future vision for oneself and positive career choices
  - Positive self-perception linked to learning ability
- Relevant strategy for personal factors, social factors, institutional factors and compensatory factors
- Key element in addressing social support strategy: feeling cared about by teachers/tutors.
- Should include an education element in using social media effectively and responsibly.
- Need to specify parameters for communication e.g. if using mobile messaging applications (WhatsApp, texting) what times of day/week can young people expect (not) to get a response?

REFERENCES (related resources)

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

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

Tandem now project. Available on: http://www.tandemnow.eu/index.html

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

Strategy 3 | Bridge building motivation activities to learn/ Personal development activities to engage young people in learning

<table>
<tr><td colspan="3">

Bridge building motivation activities to learn/ Personal development activities to engage young people in learning

Listen to students' voice: educational logbook, students' voice panel, …

</td></tr>
<tr><td colspan="3">

TYPE OF STRATEGY

</td></tr>
<tr><td>☐ **Prevention**</td><td>☐ **Intervention**</td><td>☐ **Compensation**</td></tr>
<tr><td colspan="3">

ADDRESSED RISK FACTOR

</td></tr>
<tr><td colspan="3">

☐ **Personal challenges**
    ☐ **Lack of motivation, interest and expectations**
    ☐ **Low self-esteem and self-perception**
    ☐ **Low educational achievements**
    ☐ **Disengagement**
    ☐ **Irregular transitions**
☐ **Family circumstances**
    ☐ **Parental values: low family aspirations, parental expectations for young people**
    ☐ **Low family support: lack of attention, educational support and affection**
☐ **Institutional factors**
    ☐ **The school or education environment**
    ☐ **Absenteeism / Exclusion of teaching lessons**
    ☐ **The syllabus and their development specially related to teaching strategies and/or methodologies**

</td></tr>
<tr><td colspan="3">

STRATEGY LEVEL

</td></tr>
<tr><td colspan="3">

☐ **Individual level (psycho-pedagogical actions)**
☐ **Institutional level (institutional actions)**
☐ Educational system level (educational system actions)

</td></tr>
<tr><td colspan="3">

AIM

</td></tr>
<tr><td colspan="3">

To prevent drop-out at risk points through focus on the **motivation and engagement** of young people in learning. This involves activities that on the one hand, aim to make possible the develop young people's interests and curiosity; positive vision of oneself; and positive attitude towards learning; and, on the other hand, make possible improved social skills; improved relationship with the education and training system (increased trust in the system), improved relationship with teaching / training staff and improved capacity to deal with barriers to learning (complex personal issues).

</td></tr>
</table>

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

13

Orienta 4YEL

Bridge building motivation activities to learn/ Personal development activities to engage young people in learning
Listen to students' voice: educational logbook, students' voice panel, …

DESCRIPTION OF THE STRATEGY

Once a learner at risk of early leaving or an early leaver is identified, it is important to assess his or her motivation to continue or return to education. Many of these young people have experienced continued underachievement at school which has undermined their trust in their own capacities and their interest in education and training. Measures to build motivation can help all learners to build trust in their capabilities and interest in education and training. These activities are particularly useful to reengage those who are highly disengaged from education and training, and at-risk students showing signs of low motivation.

The actions that should be developed to motivate and engage young people in learning need to strengthen their self-confidence and rediscover an interest in learning, before they actually engage in education and training.

BENEFICIARIES

☐ **Young people**   ☐ Teachers/Trainers   ☐ Families   ☐ Community
☐ ………………

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 TIMELINE *(When the strategy is going to be implemented)*

☐ At the beginning/welcoming   ☐ **During the academic year**   ☐ At the end of the academic year
☐ **Transition from lower secondary education to upper secondary education (VET/Baccalaureate)**
☐ Other (specify): ……………………………………………………….

COST OF THE STRATEGY

☐ **Low**   ☐ **Medium**   ☐ High

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

Thinking about this strategy implies to take into consideration these premises:

- *Listening to the students' voice*. Young people need to be given opportunities to present their viewpoints. This might be, for example, in regard to the quality of provision, issues relating to student welfare, or to make suggestions for improving the provision. This is an important way of maintaining the engagement of students and avoiding disaffection if they feel that their opinions are not listened to or acted upon. It is very important to not only invite the students to give their views, but also to respond to these and where appropriate to act. If young people feel that their voices are not heard or that their views are not addressed, this can lead to greater disaffection.

- *The community involvement.* Activities to engage and motivate young people in learning often require the involvement and cooperation of the community (e.g. local services and organisations, local employers and community groups). According to this premise, it is important to consider:

    - *Activities that are outside the formal learning environment*. Re-engaging measures for young people with a long history of negative experiences at school tend to include activities that are not directly linked to a training programme or qualification. The stress or pressure associated with a formal outcome may be a barrier to engagement and provoke a fear in young people

that they will fail to achieve it. Activities should therefore promote interaction with peers, teachers, or other staff outside a formal learning environment for its own intrinsic value and not as a predetermined channel to other objectives. The main objective is to ensure that the young person can enjoy an activity in a group and feel valued for his/her contribution, promoting his or her sense of belonging.

- *Activities to promote personal and social development.* Motivational activities provide a safe place for young people to spend their time in. Moreover, such activities can be a forum for young people to open up about their problems, and an opportunity for staff to offer support. Even if provided outside a formal learning environment, motivational activities must establish concrete objectives and be guided by professionals (e.g. teachers and trainers, counsellors, etc.). Such activities aim to help young people to get to know themselves better and to interact with others and should for instance promote cooperation and conflict resolution. This will strengthen learners' ability to cope with difficulties or challenges.

- *Building trusting relationships between the young person and members of staff*. A key factor in enabling young people to succeed in education and training is for the adults around them to show that they believe in their abilities and to support them towards achieving their goals. Motivational activities which bring together staff and young people in an informal activity can help young people form a positive relationship with a member of staff. This staff member could just turn out to be the one adult who they can 'connect with' and who motivates them to work towards achieving a qualification.

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

1. **Educational logbook (*for transition*)**. A logbook is a way to record and keep track of events. There are many different types of logbooks that are used for different aims. Within the framework of this project, two kind of educational logbook are suggested:

    a. *An educational logbook which aims to organise students' learning*. A student's tool to write down the goals s/he want to achieve at school and the ones s/he is already working on. A student's tool to document the steps s/he take and plan her/his learning path with the tutor (*see Strategy 1. Individual planning or Personalised plans action*).

    b. *An educational logbook which aims to enable the student to make decisions about his/her future education and career*. This logbook should be developed by the students with the support of internal agents of the educational institution (e.g. career's advisor, tutor or guidance counsellor) or together with an external agent of the educational institution (e.g. youth guidance counsellor of the municipality). This could involve a co-tutoring action between internal and external agents. It is important that the logbook includes information on the planned transition to upper secondary education (remaining in education and training) and describes and individual transition plan. *Success factors*: good personal relations and dialogue between counsellor and student; coherence in guidance; involvement of parents.

2. **Students' voice panel.** This is a regular meeting between School leaders and young people across the educational setting, in which young people representatives bring the concerns and queries from their cohorts. It is important that representatives are reflective of the whole student population (i.e. by gender, cultural background, ethnicity, ability) and not just those who are the most educationally engaged or high achieving (which are frequently those most keen to take the role).

3. **Weekly assemblies / students' council (*in second chance programmes*)**. This is a pedagogical methodological tool to improve teaching-learning processes, promote integral and participatory training, promote an experiential culture of the rights of children and adolescents. The weekly assemblies are based on regular student-staff meeting where young people can discuss what they like/don't like about their VET pathway, for example. *Success factor*: Respond to students' voice; that

is, timely publication of the student's view and a response from the provider (e.g. suggestions received and response to these, minutes of student council/student-staff meetings).

4. **Students' co-ops (in second chance programmes).** Student co-ops are an innovative educational experience where students, in collaboration with faculty (tutors or teachers), create a cooperative enterprise with the democratic values underpinning its leadership. In this way, the participation and involvement of the students is key, as the decisions are made by the students who are also responsible for the social and economic management of the company and the results of its activity. Cooperatives are organizations rooted in the local region, address the improvement of the community and of the people who live in them, so that part of the profits that they generate must go to solidarity or to improvements in the environment where the school is located or in the same school.

5. **Paper on the box.** During a month students, in anonymous way, must write their worries and put the paper in a box. The tutor will open each paper and check the most referred subjects. The tutor book a meeting where students of different levels can meet and talk about the most problematic issues identified in the box.

RESOURCES *(What is needed?)*

☐ Figure of external agents and/or external organizations

☐ Adequate and comfortable space

☐ Timetabling

☐ Materials / Tools

☐ Others (specify): ………………………………………………..

OTHER CONSIDERATIONS

- Related protective factors:
    - Positive self-perception linked to learning ability
- With a focus on building soft skills identified as essential support factors including; resilience, ownership in learning, self-confidence and esteem, emotional wellbeing.
- Relevant for personal challenges and compensatory factors, also relevant for home-family engagement as one route to motivating young people is motivating the family.
- Key to motivation is listening to young people's worries and concerns and responding to them. This should be the first task when planning motivational activities
- Support for preparing for exams such as; focusing on the positives of exam/ performance success; strategies for managing test related anxiety; and help with revision.

REFERENCES *(related resources)*

CEDEFOP. Toolkits. *VET toolkit for tackling early leaving*. Available on:
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 on:
https://www.cedefop.europa.eu/en/content/development-educational-logbook-danish-youth-guidance-centres

Federació de cooperatives d'alumnes de Catalunya. Available on: https://escolescooperatives.cat/cooperatives-alumnes/

Bridge building motivation activities to learn/ Personal development activities to engage young people in learning

Listen to students' voice: educational logbook, students' voice panel, …

Handwork. Cooperativa d'alumnes en el primer i segon cicle de l'ESO (aula oberta). Available on:
https://doblevia.coop/primera-cooperativa-dalumnes-dun-institut-public-al-valles-oriental/

Manual de asambleas escolares. Available on:
https://programainfancia.uam.mx/pdf/s_doc/manual_asambleas.pdf

Student Panel Workbook - Student Voice. Available on: https://sites.google.com/a/mds3online.org/mds3-resource-binder/student-voice

The teacher toolkit. Logbooks. Available on: http://www.theteachertoolkit.com/index.php/tool/log-books

Weekly assemblies in a Portuguese second chance school. Available on:
https://www.cedefop.europa.eu/da/content/weekly-assemblies-portuguese-second-chance-school

What are the benefits of school assemblies? Available on: https://www.academicentertainment.com/what-are-benefits-school-assemblies

Strategy 4 | Peer to peer learning and support

Peer to peer learning and support
TYPE OF STRATEGY
☐ Prevention ☐ Intervention ☐ **Compensation**
ADDRESSED RISK FACTOR
☐ **Personal challenges**
☐ **Lack of motivation, interest and expectations**
☐ **Low self-esteem and self-perception**
☐ **Low educational achievements**
☐ **Disengagement**
☐ **Irregular transitions**
☐ **Social relations**
☐ **Difficult relationship in school (with tutors, teachers, peers, etc.)**
☐ **Peer pressure/negative external influence**
☐ **Internet risks: social media pressure, gaming online, grooming vulnerability**
☐ **Peer group expectations: low peer group expectations for the future**
☐ **Institutional factors**
☐ **The school management of pupil behaviour**
☐ **The school or education environment**
☐ **Absenteeism / Exclusion of teaching lessons**
STRATEGY LEVEL
☐ **Individual level (psycho-pedagogical actions)**
☐ **Institutional level (institutional actions)**
☐ Educational system level (educational system actions)
AIM
Peer-to-peer learning and support is an educational strategy that aims to prevent EL through social interaction and support to the young person a peer from the same or similar cohort (i.e. a student at the educational/training setting, or a young person who has experience of barriers to educational engagement). Peer-to-peer learning and support aims to address drop-out at risk factors through peer-to-peer support to young people's learning and providing them with a positive role model and the confidence, the resources, and the skills needed to live up to their potentials and in response to their support needs.
DESCRIPTION OF THE STRATEGY
Learning from and interacting with peers is an incredibly useful strategy because young people are best equipped to relate to other young people, and because the power dynamic is more egalitarian than with an adult. Peer learning occurs when students learn collaboratively. Peer learning and support is a strategy that motivates the learning for both peer and mentor.

Peer to peer learning and support

Peer-to-peer learning and support can be understood as a kind of mentoring but it is important to take into account that within this strategy peers should ideally both be students, each get something educationally beneficial out of the collaboration and be equals either in terms of achievement level or status as 'students'.

As happens with adult mentoring, peer-to-peer learning and support works for preventing young people's risk of EL by helping them to overcome issues affecting their learning, either related to the course or unrelated; to maintain their motivation to learn; providing those young people with the confidence, the resources, and the skills needed to live up to their potentials.

BENEFICIARIES

☐ **Young people**   ☐ **Teachers/Trainers**   ☐ Families   ☐ Community
☐ ....

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 TIMELINE *(When the strategy is going to be implemented)*

☐ At the beginning/welcoming   ☐ **During the academic year**   ☐ At the end of the academic year
☐ Transition from lower secondary education to upper secondary education (VET/Baccalaureate)
☐ Other (specify): ………………………………………………….

COST OF THE STRATEGY

☐ **Low**   ☐ Medium   ☐ High

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

Any strategy involving collaboration of peers in a learning situation can be called 'peer learning'. According to this premise, some actions are suggested here to be developed within the framework of peer to peer learning and support:

1. **Peer tutoring or Peer mentoring programmes**. These are based on young people supporting each other; matching peer mentors with mentees in one-on-one relationships so they can provide guidance and support, serving as positive role models. With appropriate training, guidance and supervision peer mentors are able to listen and support fellow pupils (mentees); helping them deal with the challenges they face that they may be struggling with.

2. **Proctor model.** The proctor model involves senior students tutoring junior students. The senior student can be: a) an older student from a higher grade level; b) a more skilled student helping a less skilled student in the same class (in this instance, the students may be the same age level and in the same class).

3. **Discussion seminars.** The purpose of the discussion seminar is for peers to talk together in a group about the topic on which they have received teacher-led instruction. Discussion seminars tend to be unstructured and designed with the flexibility to enable students to jump in with thoughts or contributions when they feel they have something important to add. A teacher or discussion group facilitator may present the group of students with a stimulus question. The students use that stimulus as an entry point into a discussion on the topic at hand. For discussion seminars to be successful, teachers need to create a safe, comfortable space where students feel free to speak up and ask questions in front of their peers.

4. **Peer support groups.** Peer support groups are also known as private study groups. A peer study group can be beneficial for motivating students. When studying with peers, a student has people to bounce

ideas off and provide support and explanations. These tend to take place outside of the teacher's presence and are often organized by peers themselves. Common peer study groups can take place during free time, after school or on weekends. Nevertheless, it is possible to promote peer support groups with the support of a tutor in spaces/places of the educational institution. For example a designated space and time for young people to work together on formal or extra curricular activities and projects offers a place for young people to work in a supportive environment out of school hours (*see Strategy 6. Support for young people's learning outside of formal curriculum*).

5. **Cooperative learning methods.** Cooperative learning methods organize the small peer groups with the objective of establishing the ties and requirements necessary for cooperation. There is no one method for doing this. It is a matter of using the method, which better adapts to our needs, taking into account the characteristics of the group of students and the activity to be worked on, in such a way that the factors favouring cooperation and learning are enhanced. Example of cooperative learning methods: Jigsaw, Student Team Learning, Group-Investigation, reciprocal teaching, CO-OP CO-OP, etc.

RESOURCES *(What is needed?)*

- ☐ Figure of adult tutor
- ☐ Figure of student-tutor or student-mentor
- ☐ Figure of student-mentee
- ☐ Initial training and continuous support
- ☐ Adequate and comfortable space
- ☐ Timetabling
- ☐ Materials / Tools
- ☐ Others (specify): ………………………………………..

OTHER CONSIDERATIONS

- ▪ Related protective factors:
  - Health and well-being
  - Positive future vision for oneself and positive career choices
  - Positive self-perception linked to learning ability
- ▪ Relevant for personal challenges, social factors and compensatory factors in that working with, or learning from peers, could have an impact on self-confidence and self-esteem.
- ▪ Important for peers to have personal experience and/or understanding of the EL barriers that young people face, as peer group testimonials (young people facing similar barriers who have succeeded in education/ training) are particularly effective.
- ▪ A particularly important resource for young people whose mental, and emotional wellbeing is affected by schools/college work.

REFERENCES *(related resources)*

CEDEFOP. Toolkits. *VET toolkit for tackling early leaving*. Available on: https://bit.ly/3wWglKN

Cooperative learning methods. Available on: https://bit.ly/3adTOQ6

Kidscape. Thrive Peer Mentoring programme. Available on: https://bit.ly/3e0nGAo

Share to Know: Furthering peer-to-peer and collaborative learning methods. Available on:
https://bit.ly/3snSRuq

Strategy 5 | Family support / School-Family engagement

Family support / School-Family engagement

TYPE OF STRATEGY

☐ **Prevention**   ☐ **Intervention**   ☐ **Compensation**

ADDRESSED RISK FACTOR

☐ **Personal challenges**
- ☐ **Lack of motivation, interest and expectations**
- ☐ **Low self-esteem and self-perception**
- ☐ **Low educational achievements**
- ☐ **Disengagement**
- ☐ **Irregular transitions**

☐ **Family circumstances**
- ☐ **Parental values: low family aspirations, parental expectations for young people**
- ☐ **Low family support: lack of attention, educational support and affection**
- ☐ **Lack of education or low parental educational achievement that, in some, cases link with parental distrust of school or authorities**
- ☐ **Low socio-economic level/economic problems: living in an underprivileged context, dependence on government subsidies. In some cases, is related with having to support their family**

☐ **Institutional factors**
- ☐ **Lack of professional/personal/academic guidance**
- ☐ **Low trust in and support from the institution**

STRATEGY LEVEL

☐ **Individual level (psycho-pedagogical actions)**
☐ **Institutional level (institutional actions)**
☐ Educational system level (educational system actions)

AIM

Family support and engagement is a key factor for preventing young people's early leaving and for young people's engagement in education. This strategy aims to increase parents' knowledge and information regarding the curriculum, education and training, as well as the community participation of their children more generally, and promote their actively engaging in their child's education and personal development.

DESCRIPTION OF THE STRATEGY

Family support and engagement is a key factor for preventing young people's early leaving and for young people's engagement in education. The extent to which education is valued by the family is reflected in young people's educational aspirations and their plans for the future. Low parental support in educational activities negatively affects educational achievement and is associated with absenteeism. If parents view or a lack of trust in education and training, they are likely to communicate this directly or unknowingly to their children. As a

Family support / School-Family engagement

result, young people may not engage in education and training positively and are more likely to drop out. It is therefore important to inform parents about the education choices available for their children, and to give them tools to support their children's' educational choices.

This strategy of supporting families and engaging them in education is important to be underpinned by the associated support strategies of 'not judging parents' recognising that 'families are a supportive pillar' for young people and of 'showing care to parents'.

Services that demonstrate that the education provider cares about and understands the pressures on families (as opposed to viewing them as the point of blame) are key to getting families to engage in their child's learning.

The strategies that will be developed within the framework of this strategy should include; demonstrating care towards parents, facilitate consistent boundary-setting between school and home, share young people's achievements between school and home, and promote home-visits or communication over young people welfare, to name some tips. Here it is very important to provide clear guidance to guidance families as to how they can support young people's learning because most parents want to support learning but do not know how.

BENEFICIARIES

☐ **Young people** ☐ Teachers/Trainers ☐ **Families** ☐ Community
☐ ………………

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 TIMELINE *(When the strategy is going to be implemented)*

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

COST OF THE STRATEGY

☐ Low ☐ **Medium** ☐ High

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

Actively engaging parents in their child's education and personal development can be a powerful determinant to reducing the risk of early leaving. There are many ways to build and promote school-family support and engagement being one example being the **family' support service**. Conceived as primarily parenting counselling service, this strategy aims to provide the necessary knowledge, tools, guidance, and especially support to parents. To develop family' support service, below are showed some strategies to be developed in terms of strengthening relations with schools. This implicates a family support worker as a key actor/agent that could be involved in this type of strategy.

1. **Parents' school**. Parents serve as an important resource to each other. They can also serve as an important resource to the school. Parents' school is thought as a strategy to support families in the education of their children. Its overall objective is to provide psychosocial and educational information and support that will provide useful educational tools to the family as a nucleus in charge of guaranteeing the well-being of young people. This strategy provides opportunities for parents to learn new skills, develop positive relationships with the school/other parents and build self-confidence. It can also help parents learn more about the life of the school and the curriculum.

   Parents' school strategy should include space for information and training, where the exchange of experiences and collective reflection become tools that improve the educational task and develop

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

22

strategies that contribute to the integral development of the children. This strategy is a way to build and promote school-family partnerships. It is important to consider this strategy in collaboration with other community organisations.

Activities that can be promoted within the framework of parents' school should be:

– Organization of talks, discussions, training modules and workshops for families based on their interests, concerns, age of children, etc.

– Creating designated spaces for parents and families which promote their participation in formal and/or informal activities. For example:

– Inviting parents to share their expertise in schools by delivering talks about their job voluntary, or specialist skill-set as part of a guidance activity

– "Coffee space (family tea/coffee time)" (coffee morning or coffee afternoon), a regular time/space in schools for families where refreshments are provided to stimulate social interaction.

2. **Family support worker**. Promoting school-family partnerships that are built on trust and mutual respect can help identify families with high levels of need. Specific outreach measures can then be deployed to support them. There may be a need for an outreach strategy to individual families facing complex challenges; or it can be useful to designate a specific **key family support worker** with a concrete role to engage with parents. The challenging and varied role of a family support worker is ideal for anyone hoping to make a positive impact on the lives of young people and families. Within the framework of this project, and according to one of the risk factors that has been identified (Gypsy Traveller/Roma (GTR) families), one example of family support worker should be a person from GTR community that can work together with the internal agents (tutor, counsellor, etc.) from the educational institution. The family support workers should be familiar with the local community and the barriers that young people and families face to learning. They should also have familiarity of the key groups affected. A key role for the family support worker is an understanding of 'alternative learning provision' in the local region in order to identify which providers or types of provision are most appropriate for the young person. A key effective strategy for this role is to facilitate transitional and alternative learning arrangements through providing 'a warm handover' and 'travel training' (See Strategy 12. *Promoting inclusive learning environments and alternative learning arrangements action*)

3. **Engagement games,** such as Treasure Hunt, with sequential challenges based on real life problems that should be discussed and overcame through collaborative approaches between parents and their children. The collaborative approaches, used to overcome the real-life problems exposed by the game, should be presented among parents and shared in a face-to-face session with an expert orientation (e.g. psychologist, coach, financial adviser, social worker...)

RESOURCES *(What is needed?)*

☐ Families

☐ Figure of family support worker

☐ Training

☐ Adequate and comfortable space

☐ Timetabling

☐ Materials / Tools

☐ Others (specify): …………………………………………..

Family support / School-Family engagement

OTHER CONSIDERATIONS

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

REFERENCES *(related resources)*

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

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

Escola de mares i pares. Generalitat de Catalunya. Available on:
http://familiaiescola.gencat.cat/ca/escolaritat/formacio-families/escola-pares-mares/

La maleta de les famílies. Diputació de Barcelona. Available on:
https://www.diba.cat/es/web/educacio/orientacio/maleta

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

Co-funded by the
Erasmus+ Programme
of the European Union

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

Support for young people's learning outside of formal curriculum
TYPE OF STRATEGY
☐ **Prevention**   ☐ **Intervention**   ☐ **Compensation**
ADDRESSED RISK FACTOR
☐ **Personal challenges**
☐ **Low self-esteem and self-perception**
☐ **Low educational achievements**
☐ **Family circumstances**
☐ **Low family support: lack of attention, educational support and affection**
☐ **Social relations**
☐ **Difficult relationship in school (with tutors, teachers, peers, etc.)**
☐ **Peer pressure/negative external influence**
☐ **Institutional factors**
☐ **Lack of professional/personal/academic guidance**
☐ **The school or education environment**
☐ **Lack of trust and support of the institution**
☐ **Structural factors**
☐ **Educational Administration (lack of support, school funding crisis, early identification mechanisms, etc.)**
STRATEGY LEVEL
☐ **Individual level (psycho-pedagogical actions)**
☐ Institutional level (institutional actions)
☐ Educational system level (educational system actions)
AIM
To provide school support for young people's learning through actions which are outside of formal curriculum to prevent drop-out and contribute to the educational success of young people.
DESCRIPTION OF THE STRATEGY
It is a set of actions of orientation and personalized attention addressed to young people's social and educational integration. These actions consider the school reinforcement and others that combine educational leisure with school support and the development of core skills. In coherence, the articulation of a more optimal school support will require the configuration of solid and sustainable alliances between schools and social and educational support organizations, thus exceeding the strictly academic perspectives of the educational relationship, from the basis of joint work and a clear community approach.

Support for young people's learning outside of formal curriculum

BENEFICIARIES

☐ **Young people**　　☐ Teachers/Trainers　　☐ Families　　☐ **Community**
☐ ………………

WHO IS IN CHARGE OF THE STRATEGY

☐ **Tutor**　　☐ Teacher/Trainer　　☐ Support staff (e.g. Counsellor)　　☐ Families
☐ **Other professionals** (internal or external to the institution): **Agents and organizations of social and educational support**

IMPLEMENTATION TIMELINE *(When the strategy is going to be implemented)*

☐ At the beginning/welcoming　　☐ **During the academic year**　　☐ At the end of the academic year
☐ Transition between ……………. and ………………………
☐ Other (specify): ………………………………………………………

COST OF THE STRATEGY

☐ Low　　☐ **Medium**　　☐ **High**

DEVELOPMENT OF THE STRATEGY *(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 areas of intervention. This entails the identification of institutional strengths and weaknesses, analysis of the context opportunities and threats, establishing collective processes and actions, as well as designing and developing alliances between institutions and professionals to face the challenge of educational success with no guarantees. However, creating and consolidating actions around school support is a complex task.

In this regard, the approach of a full-time education is relevant due to recognition that learning happens during teaching and non-teaching time, following the principles of; educational participation and cooperation between the different social and educational agents; shared leadership and cohesive networks that transfer different learning opportunities to young people. The underpinning philosophy is to break with individuality and educational fragmentation, and progress towards an idea of a broad and networked education that is reunited in systemic and community action.

Some actions that can be promoted in order to this strategy development are:

- **Alliances between schools and social and educational organizations of school support that support young people's learning**. These require the coordination between the professionals of the educational institutions and those of the social and educational support organizations. The end is to establish stable relationships among these professionals to improve the learning processes and to offer a global and integrated intervention based on sharing knowledge about young participants' realities.

- **Homework club in school** *(see Strategy 4. Peer to peer learning and support)*. These are spaces for young people to work in a supportive environment outside of school hours. Here young people can find informational supports for doing homework and schoolwork. They can also find support materials for studying that can facilitate the resolution of specific doubts when doing schoolwork. These spaces may be most effective in being supervised by adult personnel willing to lend a hand to young people with their work dilemmas, and guide them in the information search, access to resources, etc.

- **Extra-curricular activities (sport, music, arts, language, etc.)**. Extra-curricular activities –outside of school hours, voluntary, disconnected from formal learning outcomes, and without overloading young people– contribute beneficially to their integral development and represent an opportunity to offer other knowledge bases complementary to the school curriculum. The main advantages that extra-

curricular activities bring are related to: socialization through the interaction with others; teamwork and its associated values (tolerance, respect, cooperation, etc.); the promotion of organizational capacity (better management of free time, to manage one's own routines, etc.); the development of skills and aptitudes; fill gaps (e.g. in language learning); the improvement of physical and emotional health (e.g. helping the prevention of obesity or improving hyperactivity); or fun and stimulation, because it is also important to disconnect from homework. However, it should be ensured that extracurricular activities are not an indicator of inequality for economic reasons, among others.

- **Workshops for study techniques**. Being aware of the study habits and learning techniques that young people need helps them to study more effectively and, at the same time, to better enjoy their free time. Therefore, workshops to 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 successfully face their studies can be highly beneficial. The workshops have several specific purposes such as to promote adequate study habits; learn to organize and plan time and tasks; improve attention, concentration and memory skills; develop strategies to cope with the difficulties encountered at the time of study; increase motivation and improve attitude; provide instruments to prepare and face exams.

RESOURCES *(What is needed?)*:

Figure of the tutor / counsellor

Adequate and comfortable space

Timetabling

Materials / Tools:

Others (specify): **Collaboration with other organizations and professionals**

OTHER CONSIDERATIONS

- Social and educational support organizations are though as a set of institutions that provide school support, educational support beyond schools, and orientations and resources for educational success.
- The quality of school support is often linked to highlight the production of personal and academic learning, in a community relations environment where alliances between schools and social and educational support organizations revolve around curriculum content and these are the result of an optimal coordination.
- The mutual visions between teaching staff and educational teams (social and educational support) are transcendental in the creation and sharing of knowledge and in the effective realization of inter-institutional alliances. Coordination among institutions must promote alliances and networking.
- The evaluation of school support processes and actions reflects the level of achievement of the results and its impact on young people. Effective alliances contribute to the improvement of young people's academic performance and to the intensification of their social and cultural participation in the community to which they belong.

REFERENCES *(related resources)*

Iglesias, E., López, S., Muñoz, J. L., & Tarrés, A. (2019). Partnerships between schools and socio-educational support organizations around school support. *Pedagogía Social: Revista Interuniversitaria*, 34, 163-177.

Fundació Jaume Bofill; Diputació de Barcelona; Federació de Moviments de Renovació Pedagògica. (2018). *Educació 360. Educació a temps complet*. Available on: https://www.educacio360.cat/

Sintes, E. (2015). *Escola a temps complet. Cap a un model d'educació compartida*. Barcelona: Fundació Bofill. Available on: https://www.fbofill.cat/publicacions/escola-temps-complet

Co-funded by the
Erasmus+ Programme
of the European Union

orienta
4YEL

Strategy 7 | Establishing links with the wider community

Establishing links with the wider community
TYPE OF STRATEGY
☐ Prevention ☐ Intervention ☐ Compensation
ADDRESSED RISK FACTOR

☐ Personal challenges
    ☐ Low educational achievements
    ☐ Disengagement
☐ Family circumstances
    ☐ Low family support: lack of attention, educational support and affection
    ☐ Low educational achievement of young persons' that, in some cases, link with parental distrust of school or authorities
☐ Social relations
    ☐ Peer pressure/negative external influence
☐ Institutional factors
    ☐ The school or education environment
☐ Structural factors
    ☐ Educational Administration (lack of support, school funding crisis, early identification mechanisms, etc.)

STRATEGY LEVEL
☐ Individual level (psycho-pedagogical actions) ☐ **Institutional level (institutional actions)** ☐ Educational system level (educational system actions)
AIM
To improve relations between of the educational settings, the environment and the community as an exercise of shared responsibility within the service of young people's social and educational development.
DESCRIPTION OF THE STRATEGY
Good relationships between educational settings, the environment and the community must be reflected in specific actions that allow progress towards individual and collective social and educational development. From the perspective of co-responsibility to educate this strategy should be promoted from the active participation of all the involved agents according to shared educational goals. The commitment of educational centres to the environment and the community helps to generate a common educational project, in which socially set values are shared. Thus, it is possible to integrate the factors that converge in students' education and, in this regard, educational centres can be institutions that promote social and educational inclusion, social justice and democratic values.

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

Establishing links with the wider community

BENEFICIARIES

☐ **Young people**   ☐ **Teachers/Trainers**   ☐ **Families**   ☐ **Community**
☐ ....

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 centre and organizational and social and educational agents of the context**

IMPLEMENTATION TIMELINE *(When the strategy is going to be implemented)*

☐ **At the beginning/welcoming**   ☐ **During the academic year**   ☐ **At the end of the academic year**
☐ Transition between ……………. and ………………………
☐ Other (specify): …………………………………………………………….

COST OF THE STRATEGY

☐ Low   ☐ **Medium**   ☐ High

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

Democratic educational centres need to involve the community as a whole and consider the local environment. This strategy is concerned with promoting a community cultural project that considers the local environment and community, which means opening up to other organizations and agents beyond the individual setting and involving them in the realization of proposals inside and outside of the educational centre, in collaboration with teachers and families. There needs to be co-responsibility between educational centres and a commitment to respecting and promoting collective values (collaboration, commitment, solidarity, dialogue, etc.), linked to individual rights (privacy, freedom, etc.) and collective rights (respect for own and other cultural backgrounds, self-determination, etc.), regardless of origin (social, cultural, geographic, etc.), ideology (political, religious, etc.) or personal circumstances.

In line with this, some actions that can be developed include:

- **Collaboration between educational centres and the municipality and families**. The municipality, in which the educational settings are situated, is its own educational agent and a source of learning. It is important for working towards educational participation and an appropriate space for making decisions, due to its familiarity with the needs and interests of the community through its work. Collaboration between the educational centres and the municipality makes possible should lead to these key actions: the promotion and development of activities complementary to young people's usual educational offering; the implementation of educational plans, programs and projects on different transversal axes (education for coexistence, for health, for leisure, for social justice, for climate sustainability, etc.); or the social, educational and labour integration through the mediation between the educational and occupational fields and the school-work transition. The participation of families in the educational centre can be grouped around different areas of cooperation (*see Strategy 5. Family support / School-Family engagement*). To name a few: the educational centres as a source of support for families so that they can fulfil their basic educational obligations; families as sources of support for the educational centre to achieve a more effective and efficient educational intervention; the collaboration of the families to develop complementary activities of school support; the involvement of families in learning activities with young people in the home; the intervention of families in management through the different participation bodies of the educational centre; and the connection of the families of the educational centre with other social institutions and educational communities. Some more specific proposals that can be developed are: to organize joint seminars

between families and teachers; publish newsletters and general dissemination addressed to the educational community; include, within the working hours of teachers, a time allocated for meetings with families; or take advantage of classroom meetings to address educational issues of interest to families.

- **Networking**. Involving the context and the community means thinking about working in a network, which links to systematic collaboration between the educational centres and the different agents and social and educational organizations in the context in which they operate. For example, by designing and developing participatory social and educational actions and avoiding duplication of supply or inefficient use of available resources. It is possible to consider interpersonal networks among peers, collective networks between associations, internal or external networks to educational centres, networks between services and others. Working as part of a network can serve to enable, foster and increase reciprocal knowledge; report unfair situations and make suggestions for improvement; share resources; participate in common projects; set permanent networks and other commitments. Some examples would be: meeting spaces to encourage relationship-building between work experience providers and local and young employers; and space networks for developing activities –like sport, cultural, music, art, playful, etc.– that aim to promote the social and educational integration of young people.

- **Context Specific Educational Plan**. The aim of this plan is to support young people in different areas of their lives (personal, social, academic and labour). This needs to involve an integrated and community response to young people's educational needs, especially for the most vulnerable groups, through coordinated educational action in a particular territory (neighbourhood, district, municipality or city). The plan focuses on: formal education (for example, development of the relationship between the educational centre and the specific context; continuity between educational stages) and non-formal education (youth participation and associations); informal education and families (educational co-responsibility). The promotion of social cohesion through intercultural education and inclusion are important. A context-specific educational plan should incorporate a variety of actions such as:

  - Awareness and training (campaigns, conferences, exhibitions, revitalization of entities and agents, training addressed to families and professionals, etc.)
  - Optimization of schooling (balanced schooling, family and work reconciliation, educational transitions, counselling and accompaniment, etc.)
  - Welcoming and families (information, guidance, monitoring, etc.)
  - Complementary, extra-curricular or holiday activities
  - School inducement (educational innovation, supported study, school reinforcement, open school libraries, etc.)
  - Response to social demands (solidarity, citizenship, health, violence prevention, racism and xenophobia, etc.)
  - Academic and professional accompaniment (social and labour guidance, professional initiation workshops, social and labour itineraries in collaboration with companies, etc.)
  - Living spaces (knowledge of the local context, cohabitation, parties, intercultural meetings, literary gatherings, etc.)

- **Role-play**, to create work situations and reflect on them.

- **Sessions of experiences** with company managers to bear their testimonies and highlight the importance of academic qualifications for the labour market.

- **Contact sessions with *alumni*** of professional courses, in order to highlight the importance of the school path for personal and professional success.

- **Study visits** to companies, institutions, where students can have direct contact with the labour market.

Establishing links with the wider community

- **Digital Journal** made by students and guided by one or more tutors. This newspaper, in addition to disseminating school events to the community, should contain different subjects (health, psychology coaching, financial tips, among others) where everyone may participate, anonymously or identified.

RESOURCES *(What is needed?)*

☐ Figure of the tutor / counsellor

☐ Adequate and comfortable space

☐ Timetabling

☐ Materials / Tools:

☐ Others (specify): **Collaboration between organizations and professionals**

OTHER CONSIDERATIONS

- The educational centershould be an instrument sensitive to the social needs and demands of the community. Impact on socio-community development promoting equity and equal opportunities from education requires the commitment and involvement of local, political, civil and social authorities in the context of action.

- Usually, the school's relationship with the context and the community has been formalized through participatory structures or through participation in associations, as well as through informal interrelations. Nevertheless, there remains a need to collaborate further to develop and share approaches, policies and actions.

- The proposed actions require taking intoconsideration the extent to which the educational centres are in a position to collaborate with the context and communities. In order to decide which actions to implement, it is important that each educational centeris aware of its state of maturity and its starting point and consider and consider which institutions it will be able to collaborate withto develop common and shared goals and to make the best use of the social and educational resources available to young people.

REFERENCES *(related resources)*

Martín-Moreno, Q. (Dtra.). (2001). *Interrelación de los centros educativos con su entorno social*. Madrid: Consejería de Educación (Comunidad de Madrid).

Muñoz, J. L., Rodríguez, D., & Barrera, A. (2013). Herramientas para la mejora de las organizaciones educativas y su relación con el entorno. *Perspectiva Educacional*, *52*(1), 97-123.

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

Strategy 8 | Curriculum Guidance

Curriculum Guidance

TYPE OF STRATEGY

☐ **Prevention**   ☐ **Intervention**   ☐ **Compensation**

ADDRESSED RISK FACTOR

☐ **Personal challenges**
- ☐ **Lack of motivation, interest and expectations**
- ☐ **Low educational achievements**
- ☐ **Disengagement**
- ☐ **Irregular transitions**

☐ **Institutional factors**
- ☐ **Lack of professional/personal/academic guidance**
- ☐ **Lack of school identification mechanisms for EL risk**
- ☐ **Absenteeism / Exclusion of teaching lessons**
- ☐ **Institutional rigidity: school rules, strict daily routines, schools not inclusive**

☐ **Structural factors**
- ☐ **Educational policy / Educational system/structure**
- ☐ **Educational Administration (lack of support, school funding crisis, early identification mechanisms, etc.)**
- ☐ **Transition from school to VET / Access to options pathways for GCSE: the difficulties for accessing to programmes that become an alternative to GCSE before the age of 16**

STRATEGY LEVEL

☐ **Individual level (psycho-pedagogical actions)**
☐ **Institutional level (institutional actions)**
☐ **Educational system level (educational system actions)**

AIM

Curriculum guidance aims to prevent EL from dropping out of education and training through supporting motivated and informed career-choices and flexible education that enables young people to adapt their learning pathway to their interests and abilities.

DESCRIPTION OF THE STRATEGY

Curriculum guidance consists of structured developmental experiences presented systematically through classroom and small group activities for all students. It is closely related to career guidance and flexible education and therefore there is a need to consider the involvement of the Educational Administration.

Regarding *career guidance*, it refers to a range of activities that aim to support individuals to manage their careers and make educational, training and occupational choices that match their personal characteristics (e.g. strengths, learning style, etc.).

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

Co-funded by the
Erasmus+ Programme
of the European Union

rienta
4YEL

Curriculum Guidance

In regards to *flexible education and training*, this refers to the need to provide choices to young people and not closing doors. Again, there is a need to involve the Educational Administration to enable flexibility in education systems.

BENEFICIARIES

☐ **Young people** ☐ Teachers/Trainers ☐ Families ☐ Community
☐ ....

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 TIMELINE *(When the strategy is going to be implemented)*

☐ **At the beginning/welcoming** ☐ **During the academic year** ☐ **At the end of the academic year**
☐ **Transition from lower secondary education to upper secondary education (VET/Baccalaureate)**
☐ Other (specify): ……………………………………………….

COST OF THE STRATEGY

☐ Low ☐ **Medium** ☐ **High**

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

The design and development of curriculum guidance implies integrating some of the actions that have been developed previously.

Some considerations to bear in mind in order to effectively implement career guidance activities are:

- Support young people to acquire career management skills and guidance should be steered by the young person
- Ensure coordination between guidance providers
- Provide guidance throughout life and during transition phases
- Integrate labour market information into guidance
- Offer a variety of guidance activities

Creating flexibility in education system could involve actions such as:

- Modular assessment
- Promoting alternative to grade retention:
  - One-on-one or small group support, tutoring or counselling
  - Cooperative learning, peer tutoring
  - Support with homework, e.g. school's homework club, support by university students
  - Parental involvement, e.g. development of routines and time management for homework and out of school activities
  - Establishment of positive teacher-pupil relationships
  - Organisational measures such as grouping students by level of achievement in certain subjects, multi-age grouping, or smaller class groups
  - Participation in extracurricular activities to increase motivation
  - Increase of instructional time at school, out of school or during summer breaks

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

Curriculum Guidance

- Development of alternative arrangements to suspension or expulsion from school
- Ensure that VET pathways can lead to progression
- Second chance measures to return to mainstream education
- Offer flexibility in programme delivery

RESOURCES *(What is needed?)*

☐ Internal agents (tutor, counsellor, etc.)
☐ External agents
☐ Timetabling
☐ Materials / Tools:
    ☐ Interview guide
    ☐ Tracking sheets
    ☐ Contract
    ☐ Case study sheet
    ☐ Assessment (self-assessment) tools
    ☐ Webs 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*. Available on: https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervention-approaches/guidance-supporting-youth-manage-their-careers

CEDEFOP. Toolkits. VET toolkit for tackling early leaving. *Flexible education and training*. Available on: https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervention-approaches/flexible-education-and-training-systems

Ferrer-Esteban, G. (2019). Medidas y recursos de atención a las necesidades educativas y diversificación curricular: ¿Qué funciona para mejorar los aprendizajes y reducir el abandono? *Ivalua*, 15. Available on: https://www.fbofill.cat/sites/default/files/Que_funciona_15_diversificaciocurriacular251119.pdf

Ferrer-Esteban, G. (2019). Mesures i suports d'atenció a les necessitats educatives i diversificació curricular: Què funciona per millorar els aprenentatges i reduir l'abandonament? *Ivàlua*, 15. Available on: https://www.fbofill.cat/publicacions/mesures-i-suports-datencio-les-necessitats-educatives-i-diversificacio-curricular-que

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta4YEL

Strategy 9 | Responsive services or Responsive crisis resolution services for young people

Responsive services or Responsive crisis resolution services for young people

TYPE OF STRATEGY

☐ **Prevention** ☐ **Intervention** ☐ **Compensation**

ADDRESSED RISK FACTOR

☐ **Personal challenges**
  ☐ **Low educational achievements**
  ☐ **Disengagement**
  ☐ **Irregular transitions**
☐ **Social relations**
  ☐ **Difficult relationship in school (with tutors, teachers, peers, etc.)**
☐ **Institutional factors**
  ☐ **The school management of pupil behaviour**
  ☐ **Lack of school identification mechanisms for EL risk**
  ☐ **The school or education environment**

STRATEGY LEVEL

☐ **Individual level (psycho-pedagogical actions)**
☐ **Institutional level (institutional actions)**
☐ Educational system level (educational system actions)

AIM

Responsive services aim to tackle early leaving by focussing on resolving or responding to the causes and consequences that may lead to young peoples' disruptive behaviours.

DESCRIPTION OF THE STRATEGY

Responsive services are short-term counselling interventions to resolve immediate conflicts/problems, respond to crisis events, and intervene in school-specific situations that disrupt learning. School staff, parents/family, community members and students can initiate responsive services.

Alternative learning arrangements or in-school suspension are preferential to out-of-school suspension and expulsion. It should be combined with measures to promote behavioural change and allow the student to continue academic instruction. Procedures must link improved behaviour and return to the regular classroom, and be clear for students and staff.

BENEFICIARIES

☐ **Young people** ☐ Teachers/Trainers ☐ Families ☐ Community
☐ ....

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

Responsive services or Responsive crisis resolution services for young people

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 TIMELINE *(When the strategy is going to be implemented)*

☐ **At the beginning/welcoming**   ☐ **During the academic year**   ☐ **At the end of the academic year**

☐ Transition from lower secondary education to upper secondary education (VET/Baccalaureate)

☐ Other (specify): …………………………………………………….

COST OF THE STRATEGY

☐ **Low**   ☐ Medium   ☐ High

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

Educational institutions and the education system should promote prevention measures to reduce the use of suspension and expulsion. This includes introducing early warning systems to identify at-risk students (e.g. low attendance, declining grades) and explore issues with students before they result in behavioural problems. It is also important to promote a positive school climate.

Points to bear in mind in order to develop responsive services action include:

- Analysing the causes of the disruptive behaviour.
- Managing the classroom (clear rules, rapport, flexible teaching style, authoritative managing style, establishment of positive teacher-student relationships, etc.)
- Create a welcoming and inclusive learning environment:
    - Offering sports and/or cultural activities to help create a positive climate and a sense of belonging for all learners
    - Creating common spaces to promote diversity
    - Promoting the use of shared facilities and spaces to build relationships between teachers, trainers, learners and parents
    - Ensuring all learners have access to teachers, trainers and other professionals who can support their educational and personal development needs
    - Celebrating learner achievement
    - Ensuring anti-bullying / conflict resolution strategies are in place
    - Engaging staff and young people in the educational institution surveys and evaluations
- Develop alternative arrangements to suspension or expulsion from school (*see Strategy 8. Flexible education*):
    - Counselling and onsite support with multidisciplinary teams
    - Short courses to promote social skill development, conflict resolution, and behavioural change. These can address specific topics such as discrimination, sexual harassment, alcohol/drug use, inappropriate language or other
    - Parental involvement, including better communication between school and parents and coordinated approach to behaviour change
    - Behaviour contracts that specify expected behaviour, consequences of misbehaviour and incentives for appropriate behaviours. These contracts should be negotiated with the student

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta4YEL

Responsive services or Responsive crisis resolution services for young people

- Behaviour monitoring which can involve the use of behaviour checklists for students, parents and teachers, and feedback sessions focusing on positive behaviour when it occurs
- Restitution, such as a verbal or written apologies to the victims of antisocial behaviour or participation in activities to clean and improve the school environment

RESOURCES *(What is needed?)*

☐ Internal agents (tutor, counsellor, teacher staff, etc.)

☐ External agents

☐ Safe spaces

☐ Timetabling

☐ Materials / Tools:

    ☐ Interview guide

    ☐ Tracking sheets

    ☐ Contract

    ☐ Case study sheet

    ☐ Assessment (self-assessment) tools

    ☐ Webs with information

    ☐ …

☐ Others (specify): …………………………………………….

OTHER CONSIDERATIONS

- Related protective factors:
  - Positive self-perception linked to learning ability
  - Education achievement and attendance
  - Inclusive environment
  - Positive relationships
  - Health and well-being
  - Supportive school and family environment

REFERENCES *(related resources)*

Alegre, M.A. (2018). Els programes conductuals milloren les actituds i els resultats de l'alumnat? *Ivàlua*, 10. Available on: https://bit.ly/3ellLGX

CEDEFOP. Toolkits. VET toolkit for tackling early leaving. *Community involvement*. Available on: https://bit.ly/3slR21o

CEDEFOP. Toolkits. VET toolkit for tackling early leaving. *Flexible education and training*. Available on: https://bit.ly/3e9HNfB

Ferrer-Esteban, G. (2019). Medidas y recursos de atención a las necesidades educativas y diversificación curricular: ¿Qué funciona para mejorar los aprendizajes y reducir el abandono? *Ivalua*, 15. Available on: https://bit.ly/3wRVmsu

Ferrer-Esteban, G. (2019). Mesures i suports d'atenció a les necessitats educatives i diversificació curricular: Què funciona per millorar els aprenentatges i reduir l'abandonament? *Ivàlua*, 15. Available on: https://bit.ly/3sqBeu6

POLITÉCNICO DE LEIRIA

UNIVERSITY OF BATH

UNIVERSITY OF BUCHAREST

Universität Bremen

UAB Universitat Autònoma de Barcelona

Strategy 10 | Teacher training: didactic strategies and practices for educational success

Teacher training: didactic strategies and practices for educational success

TYPE OF STRATEGY

☐ **Prevention**   ☐ Intervention   ☐ Compensation

ADDRESSED RISK FACTOR

☐ **Personal challenges**
    ☐ **Lack of motivation, interest and expectations**
    ☐ **Low educational achievements**
☐ **Institutional factors**
    ☐ **The syllabus and their development specially related to teaching strategies and/or methodologies**

STRATEGY LEVEL

☐ Individual level (psycho-pedagogical actions)
☐ **Institutional level (institutional actions)**
☐ Educational system level (educational system actions)

AIM

The action intends to:

1. share didactic strategies to be used in the classroom context in order to promote student's success
2. share resources to promote active learning
3. present alternative modalities to assess students progresses and achievements
4. promote the pedagogical differentiation enhancement
5. raise awareness of knowledge and respect of human diversity
6. share successful practices between participating schools

DESCRIPTION OF THE STRATEGY

Young people at risk of early school leaving advocate the need for classes with a stronger interactive approach. In this sense, it is understood that teacher training is relevant to improve student's motivation and interest toward school. Therefore, the sharing of pedagogical strategies to be used in the classroom context, may contribute to foster the use of more practical activities pointed as a necessity in these courses. There are certain issues that may be addressed, such as: differentiated learning strategies; digital technologies in the classroom; continuous assessment strategies; active teaching and learning methodologies, among others.

The strategy "Teacher training": didactic strategies and practices for educational success" aims to raise awareness of the importance of the practical approach of the courses as a way to promote students' motivation and interest for learning. For that, the sharing of professional experiences and good practices among teachers is seen as an added value for all.

The training sessions may be undertaken through face-to-face as well as b-learning activities.

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

Teacher training: didactic strategies and practices for educational success

BENEFICIARIES

☐ Young people ☐ **Teachers/Trainers** ☐ Families ☐ Community
☐ ....

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 TIMELINE *(When the strategy is going to be implemented)*

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

COST OF THE STRATEGY

☐ Low ☐ **Medium** ☐ High

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

The implementation of the action requires specific actions, such as:

- **Meetings** to expose knowledge and pedagogical needs arising from each school context; sharing pedagogical strategies and resources to promote reflection upon its efficiency and effectiveness in each context; discuss and reflect about preconceptions about diversity issues and its impacts on the school environment.

- **Training actions** to explore new pedagogical strategies and resources in bLearning modality:
  - Digital technologies - tools to create roadmaps and timeline (strategy 1); mental maps (strategy 2); Blogs, etc.
  - Dynamic activities to apply in classroom: games with images representing human diversity where participants should describe the images and reflect about the notions and conceptions that emerged from that activity; videos to explore concepts;
  - Activities to explore current issues: workshops about health and wellbeing themes suggested by students, such as sexuality, additive behaviours, food, sustainability, among others.

Teachers should adapt and apply the formative pedagogical sequence and resources for their students.

RESOURCES *(What is needed?)*

☐ Adequate and comfortable space
☐ Timetabling
☐ Online learning platform
☐ Computer/tablet with internet connection
☐ Assessment tools
☐ Webs with information

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

39

Teacher training: didactic strategies and practices for educational success

OTHER CONSIDERATIONS

- Related protective factors:
    - enough practice component to Vocational Education and Training
    - improving school environment
    - supporting teachers to support students

Vocational teachers need to re-learn instructional techniques in order to address new learning

needs and new learning modes (Stanley & ETF, 2019, p. 51).

In Portugal continuous teachers training is necessary to update professional knowledge and skills, professional mobility and to career development. The training actions must be accredited by Scientific and Pedagogic Council for Continuous Training of the Portuguese Ministry of Education. This actions are regulated by de Law n.º 22/2014 of February 11th.

REFERENCES *(related resources)*

CEDEFOP. *Toolkits. VET toolkit for tackling early leaving. Flexible education and training.* Available on: https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervention-approaches/flexible-education-and-training-systems

Law n.º 22/2014, february 11th. – Regime Jurídco da Formação Contínua dos Professores. Diário da República, 1ª série – n.º 29. Lisboa: Mistério da Educação e Ciência.

Stanley, J. & European Training Foundation (2019). *The Power of demonstration - Supporting reform of professional development for vocational teachers and trainers.* Available on: https://www.etf.europa.eu/sites/default/files/2019-10/the_power_of_demonstration.pdf

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

Support with mid-term and end of key-stage educational transitions
TYPE OF STRATEGY
☑ **Prevention** ☐ Intervention ☐ Compensation
ADDRESSED RISK FACTOR
☐ **Personal challenges**
☐ Need for motivation, aspirations and expectations
☐ Disengagement
☐ Irregular transitions
☐ Lack of travel training
☐ **Social relations**
☐ Difficult relationship in school (with tutors, teachers, peers, etc.)
☐ Feeling not cared about by teachers (and school staff)
☐ Peer group expectations: low peer group expectations for the future
☐ **Institutional factors**
☐ Key stage transitions risky: Post 16 transition risky
☐ Need for further signposting to FE and training pathways
☐ Need for further personal-professional-academic guidance
☐ Need for further trust and support of the institution
☐ **Structural factors**
☐ Educational policy: compulsory education and training to 18
☐ Transition from school to VET: The difficulties of accessing programmes alternative to GCSE before the age of 16; unclear transition destination on leaving school; unclear VET pathways
☐ Being outside of or disengaged from the system
☐ Flawed referral process
☐ Lack of continuity
STRATEGY LEVEL
☑ **Individual level (psycho-pedagogical actions)**
☑ **Institutional level (institutional actions)**
☐ Educational system level (educational system actions)
AIM
To give young people, who are at risk of Early Leaving (EL), personalised support to alleviate the inherent risks posed by educational transitions, by empowering them to steer their own educational pathway effectively and enabling smoother transitions between educational institutions.

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

DESCRIPTION OF THE ACTION

Young people at risk of EL are at particular risk of disengaging in education/training in the period before, during and immediately following an educational transition. This is particularly the case when transitions are 'mid-term' (also referred to as 'turbulent' or 'irregular' transitions), meaning that they take place outside of the normal admission and exit point for the student cohort. Support with 'mid-term' and end of key-stage transitions refers to support with the planned and unplanned transitions of the young person, in order that they experience the transition positively, including in the period before, during, and following the transition point. Support will include working with a number of stakeholders including; teachers, administrators and leadership teams across the setting and well as the receiving institution; parents/care-givers and the young person and their friends and peers. Fundamentally, support with educational transitions has to ensure provision is responsive to young people's needs, which may differ according to cultural background, family background, material resources, social and emotional support, academic achievements and talents and interests. This action requires the young people's active involvement, with the support of a designated person, in co-ordinating all aspects of the move.

Key challenges to address for young people to experience transitions successfully:

Resources

Transitions can be very difficult for teachers and schools, especially where young people require specialist or additional educational needs and do not have the resources they need (for example in the case with Traveller children for whom frequent moves can interrupt their application for an Education Health and Care Plan).

Empowerment and ownership

Young people need to be empowered to feel positive about the move. It is especially important to recognise that young people at risk of EL are the least likely student group to feel a sense of control over an educational transition and neither themselves nor their parents/caregivers may welcome it.

Supporting relationship development and maintenance

Research shows that one of the critical factors in young people experiencing transitions as positive or negative is the impact on their relationships with family, educators, members of the community, and particularly on friendships. Support should, therefore, involve managing existing relationships and developing new ones. For young people experiencing economic hardship, it is much harder to maintain pre-transition relationships following the transition. This can lead to a) a sense of low-value and feeling forgettable as a person, b) developing insecure attachments when developing new friendships, c) avoiding building new relationships, and d) severing relationships before a transition. However, transitions can also create positive opportunities, like ending previous negative relationships and creating positive new ones. Support should therefore include help in navigating old and new relationships.

Creating a sense of continuity

In recognising the significant changes that the young person will experience (e.g., different curriculum areas, settings) it is especially important to strive to create as much of a sense of continuity as possible. The more information about a child that can be presented before the transition (or at least at point of entry) the more they are able to support. To this end research suggests that a designated person (transition manager) who takes responsibility for all aspects of the move (as opposed to designating actions to staff in different posts) is particularly valued by the young person (and their family) (Demie et al., 2004).

Creating a sense of academic progress

It is also important to build on a young person's educational trajectory positively, since this impacts how students' feel about themselves as learners. This recognises the pragmatic challenges involved in transitions; where curriculum areas can be disconnected and where performance and achievement are difficult to track. It is therefore important to facilitate young people's recognition for their achievements while at the sending

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

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

educational setting, as well as their hopes and aspirations for the receiving educational setting. Efforts to manage young peoples' positive sense of legacy at the former institution, and receiving institution can support a sense of progress in young peoples' educational, training and labour market trajectories. Generating a sense of progress throughout previous educational institutions contributes to the fundamental goal of supporting young people in developing a sense of ownership over (and positivity about) their future plans.

BENEFICIARIES

☐ **Young Person**   ☐ Teachers/Trainers   ☐ **Families**   ☐ Community
☐ Other beneficiaries:………………………….....................

WHO IS IN CHARGE OF THE STRATEGY

☐ **Tutor**   ☐ Teaching staff   ☐ Families
☐ **Other support staff (e.g. counsellor, e.g. counsellor, family liaison officer, careers' advisor)**
☐ Young people   ☐ Other professionals (internal or external to the institution): ……………………………….

IMPLEMENTATION Timeline *(When the strategy is going to be implemented)*

☐ At the beginning/welcoming   ☐ **During the academic year**   ☐ At the end of the academic year
☐ **Transition between key stage**   ☐ …………………………………………………….

COST OF THE ACTION

☐ Low   ☐ **Medium**   ☐ High

DEVELOPMENT OF THE ACTION *(How can the strategy be achieved?)*

Support for educational transitions can be achieved through a range of methods relevant to the different phases of the transition. The below actions are distinguished between the two different types of transition. The actions that suit both types of transition are highlighted in bold.

1. Supporting <u>end of key-stage</u> transitions to further or higher education, VET or training. These support actions are devised to facilitate making new educational settings familiar to young people quickly.

1. *Taster-days at follow on settings* (school/college, VET setting, apprenticeship provider, Higher or Further education institute) to be organised individually or in a group depending on needs and preferences of the young person.

2. *Travel training.* Familiarising the young person with bus routes or travel plans to arrive at post transition /work experience/ taster-day setting.

3. *Warm handover*. When a tutor accompanies a young person to a new education/training setting on their first point of contact and/or first day, and introduces them to a point of contact in the new setting.

4. ***Communication skills training*:** providing scripts and/or guidance in how the young person can best present themselves to different teachers, peers, employers and leadership team staff; how to listen and ask questions; how to address and correspond with employers, tutors, members of the community.

5. ***Develop individual learning or career plans:*** i.e., a road map to the pathways and actions needed to achieve educational and career goals.

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

43

6. **Address other learning support needs:** working with the support staff, teaching staff, external agencies, special educational needs co-ordinator to ensure additional resources are available at the outset following the transition.

2. Supporting <u>*mid-term (irregular school transitions; turbulent moves)*</u> *which happen within key stages.* This type of transition requires support strategies that involve information sharing between educational settings and preparing the young person to experience the transition positively. This includes specific actions such as:

1. **Compiling an up to date record of young person's educational pathway (curriculum to date and academic progress):** This can be useful both to share with the receiving educational setting as well as for the young person's own records.

2. **Compiling a personalised profile of key information on family and personal circumstances**. This includes an understanding of a young person's domestic and family situation, interests and talents, significant relationships, pets, preferred learning arrangements (individual, group work), examples of good work, and any additional learning needs (below the threshold of an EHCP) that may be important for teachers to know. The personal profile should comply with data protection guidelines.

3. **Support with navigating relationships** *(see Action 14):* This is particularly important to engage in as soon as school is informed of a transition. This can involve one-to-one support in practical, social and emotional guidance about how to end and maintain relationships as well as 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. **Make contact with the sending and receiving school.** This is important so that a young person (and their family) can receive a virtual introduction prior to transition; send and receive information to assist inclusion such as campus maps, photos of teachers, building and learning area*.

6. **Organise a skype welcome and catch up with peers between sending and receiving educational settings***. This is important for young person to feel welcome before transition, but it also important in generating a sense of feeling valued with previous peers/friends following transition.

7. **Small group and whole-class discussion/support groups on the impacts of educational transitions**. This is especially important in cases where several students may be moving (e.g. service children). Incoming and outgoing transitions impacts can vary by student cohort and it is important to consider social or academic impacts for those 'left behind'.

8. **Communication support and training**. This is especially important for students in economic hardship. Training involves ensuring a student is familiar with email platforms, has an email address and knows how to store the email addresses of friends and relationships. Does the student have access to a computer/laptop, or the resources needed for Skype (microphone, camera)? Does the student have communication device (pay-as-you-go sim and mobile phone)?

These activities require action and commitment on the part of both the designated transition support worker, young people, teachers, leadership team and administrators in guiding, helping and support the students during the entire process of prior to- during and following transition. **Therefore, the designated person supporting students must have the capacity to co-ordinate transitions actions**.

RESOURCES *(What is needed?)*

☐ Designated person (tutor, counsellor, family liaison person, SENCO)
☐ Private space for one-to-one meetings with young person and peer group

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta 4YEL

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

- ☐ Social (i.e. relationship) and emotional specialist (e.g. ELSA, educational psychologist, school counsellor and nurse)
- ☐ External agencies (e.g. social worker, health practitioner, virtual school officer, traveller liaison worker)
- ☐ Materials / Tools:
  - ☐ Academic record sheet
  - ☐ Personalised information record
  - ☐ Internet facility and communication platform e.g. Skype, email account
  - ☐ Alumni directory and online (password protected) forum or blog
  - ☐ Camera and facility to take, send and print photos,
  - ☐ Pay-as-you-go sim (and access to mobile phone)

OTHER CONSIDERATIONS

Transition effects those left behind as well as those involved in the transition. This is especially the case where student cohorts move (i.e. with respects to service children) or where friends left behind are vulnerable (in care, have Special Educational Needs or Disabilities (SEND) or Social, Emotional and Mental Health Difficulties (SEMH)).

Related protective factors for this action include:

- Individualised support when needed
- Managed moves
- Building trust
- Student guidance when needed
- Supporting teachers to support students
- Warm handover
- Building students' sense of a positive learner identity
- Non-teaching pastoral support
- Raising aspirations
- Building support networks
- Strategies for navigating friendships; developing positive friendships
- Integrate child into the community
- Students' perceptions that they are supported

REFERENCES *(related resources)*

Brown, C., James, C., & Lauder, H. (2011) *Managing Mobility to Maximise Learning. Nottingham:* National College for Leaderships of Schools and Children's Services. Available on https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/339990/managing-pupil-mobility-to-maximise-learning-summary.pdf

Demie, F., Dobson, J., Lewis, K., McAndrew, E., Power, C. Strand, S. Taplin, A., & Thompson, A. (2004). *Pupil Mobility in Lambeth Schools: implications for raising achievement and school management*, Lambeth LEA.

Department for Education and Employment (2000) *Pupil Mobility in schools.* Available on: http://www2.geog.ucl.ac.uk/mru/docs/pupil_mobility.pdf

POLITÉCNICO DE LEIRIA UNIVERSITY OF BATH UNIVERSITY OF BUCHAREST Universität Bremen UAB Universitat Autònoma de Barcelona

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

Department for Education and Skills (2003a) *Managing Pupil Mobility.* Available on:
http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/0780-2003.pdf

Department of Education and Skills (2003) *Managing pupil mobility: a handbook for induction mentors.* London: DfES.

Pollack, D. & Van Reken, R. (2009) *Third Culture Kids: Growing Up Among Worlds* Boston MA/ London: Nicolas Brealey Publishing.

Royal Society of Arts (2013) *Between the cracks: Exploring in-year admissions in schools in England.* Available on:
http://www.thersa.org/__data/assets/pdf_file/0007/1527316/RSA_Education_Between_the_cracks_report.pdf

Orienta YEL

Strategy 12 | Promoting quality inclusive learning environments and alternative learning arrangements

Promoting quality inclusive learning environments and alternative learning arrangements

TYPE OF STRATEGY

☐ **Prevention**　　☐ Intervention　　☐ Compensation

ADDRESSED RISK FACTOR

☐ **Personal challenges**
　☐ Lack of motivation, aspirations and expectations; unrealistic expectations, worry about the future
　☐ Disengagement
　☐ Low self-esteem or self confidence
　☐ Negative academic self-perception or learner identity
☐ **Social relations**
　☐ Feeling not cared about by teachers (and school staff)
　☐ Isolation
　☐ Feeling different or singled out
☐ **Institutional factors**
　☐ Institutional rigidity; school rules rigidity, schools not inclusive
　☐ School or education environment: classroom environment: building too warm or too cold, class size, classroom too overwhelming, not feeling safe in school
　☐ School management of pupil behaviour; School environment that can't accommodate student behaviour
　☐ School exclusion, the impact of disruptive students
　☐ School segregation: working in the corridors
　☐ Lack of trust and support of the institution
☐ **Structural factors**
　☐ Alternative provision in the region: lack of continuity, limited availability;
　☐ Being outside of or disengaged from the system

STRATEGY LEVEL

☐ **Individual level (psycho-pedagogical actions)**
☐ **Institutional level (institutional actions)**
☐ Educational system level (educational system actions)

POLITÉCNICO DE LEIRIA　　UNIVERSITY OF BATH　　UNIVERSITY OF BUCHAREST　　Universität Bremen　　UAB Universitat Autònoma de Barcelona

Promoting quality inclusive learning environments and alternative learning arrangements

AIM

To promote inclusive learning for young people, who are at risk of Early Leaving (EL). This includes the learning environments of formal learning institutions as well as in 'alternative provision' settings such as Vocational Education and Training and non-formal education providers.

DESCRIPTION OF THE STRATEGY

Young people at risk of EL are at particular risk of disengaging in education/training. They often find it difficult to engage with the formal learning environment of school or college and as such may experience education as isolating or inappropriate to their learning needs. The action promoting quality *inclusive learning environments and alternative learning arrangements is therefore* specifically orientated towards those young people for whom full-time formal education/training is difficult or not appropriate*.*

This action is best achieved through the leadership of an identified person with knowledge of and the power to review and address the inclusivity of formal learning environments and for co-ordinating alternative learning arrangements for young people for whom full time learning in school/college in not appropriate.

A recurring observation that emerged from our research in the Orienta4YEL project was that students who struggle to engage with full-time formal education were reported to find the classroom (of 30 students) difficult to engage with for a full lesson/period. This challenge frequently presented as disruptive behaviour, conflict or refusal to engage within the classroom with the consequence that the student was removed to learn separately from the group. Where human resources were scarce this could lead to the young person being placed within inappropriate and unsupervised learning environments,- such as the corridor,- for the primary purpose of protecting the learning environments for the remainder of the classroom cohort. Students who had experienced being removed from the classroom (for example to work in the corridor, outside a teacher's office, in the reception area or in the 'isolation room' for poor behaviour) reported a significant negative impact upon their learner identity, in generating a conception that they did not belong in school/education. A key aspect of this action therefore concerns tackling students' assumption that they do not deserve a quality education and that they are not appropriate learners. It involves making the adjustments necessary (where possible) in order to tackle the rigidity of institutional settings in order that the learning environment is experienced as inclusive for learners of all needs. In recognising the limits to the school and leadership team's powers to accommodate flexibility on rigid national structures, this role also involves promoting inclusive learning within the 'alternative learning arrangements' made for the young person in other non-formal educational settings.

One aspect of this action concerns inclusive teaching practice. While students will differ in their educational needs and their preferred learning styles, nevertheless the features of excellent teaching engage and stimulate the learning of all students (not just those at risk of EL). Features of excellent teaching are multiple (see examples below). In recognising that the vast majority of teachers are highly dedicated and demonstrate good practice, stakeholders' concern with the rising pressures from educational policy and performative requirements were identified as issues impacting negatively on the best and most passionate teachers. With this in mind this action involves firstly working with the young person to help them identify their barriers to learning (see Action 1 for more detail) and preferred learning activities; and secondly, acting as an intermediary with key teachers in incorporating identified pedagogical actions across the curriculum.

Another aspect of this action is aiming to redress the isolation some students feel within learning environments. While students with particular educational, social or mental health difficulties may struggle with large classroom sizes, the alternative, -learning in isolation,- is rarely appropriate, and certainly not as their dominant learning experience. From this perspective what adjustments can be made to the learning environment of the classroom to be more inclusive? And where whole-class teaching is not appropriate, what learning experiences among peers (e.g. small group learning) can be put in place.

Promoting quality inclusive learning environments and alternative learning arrangements

In the case of alternative learning arrangements it is also important to manage all young people's and educators' expectations regarding the purpose, objectives, norms and rules for the alternative setting, as well as for the reason as to why that setting has been identified as appropriate for the young person. Clear expectations prior to the first visit can help ease assimilation and set the precedent for how the setting is experienced by the young person. Whether the young person sees their placement as a 'punishment' or an 'opportunity' can have an important bearing on their learner identity (how they feel about themselves as a learner). Therefore, efforts to link the opportunities presented by the alternative setting to the skills, interests and past achievements can help to generate a sense of continuity in young peoples' educational, training and labour market trajectories. Generating a sense of progress over previous educational trajectories also contributes to the fundamental goal of supporting young people in developing a sense of ownership over (and positivity about) their future plans.

A related aspect of 'inclusive learning' is that the culture of inclusivity (recognising and celebrating the diversity of learners' needs) must be embraced across the institution including leadership teams, teachers, support staff and pupils. Behaviour management issues can play a key role in facilitating this culture. An unclear, inconsistent and didactic behaviour policy was reported by young people in this study as alienating, frustrating and consequential to a lack of trust in the educational system on the part of engaged and disengaged learners. This was especially the case with respects to how bullying is dealt with by the school. This action therefore promotes the design of pastoral policies in consultation with students, where students are clear in the processes, confident that will be followed through consistently, and involve discussion and mediation as resolution strategies, in generating student trust.

To this end, *promoting quality inclusive learning environments and alternative learning arrangements* has to ensure provision is responsive to young people's needs, which may differ according to cultural group, family background, material resources, social and emotional support, academic achievements and talents and interests. This action requires the young people's active involvement, with the support of a designated person, in co-ordinating all aspects of promoting inclusive learning. Support will include working with a number of stakeholders including; teachers, educators, administrators and leadership teams across both formal and non-formal educational institutions; parents/care-givers and the young person and their friends and peers.

BENEFICIARIES

☐ **Young Person**   ☐ **Teachers/Trainers**   ☐ **Families**   ☐ Community
☐ Other beneficiaries:…………………………….................

WHO IS IN CHARGE OF THE ACTION

☐ **Tutor**   ☐ Teacher/Trainer   ☐ Support staff
☐ **External expert** (e.g. educational advisor, educational psychologist)
☐ **Leadership team (e.g. SENCO)**

IMPLEMENTATION Timeline *(When the strategy is going to be implemented)*

☐ **At the beginning/welcoming**   ☐ **During the academic year**   ☐ At the end of the academic year
☐ **Transition between key stage**   ☐ …………………………………………………….

COST OF THE ACTION

☐ **Low**   ☐ **Medium**   ☐ **High**

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

Promoting quality inclusive learning environments and alternative learning arrangements

DEVELOPMENT OF THE ACTION *(How can the strategy be achieved?)*

Promoting quality inclusive learning can be achieved through a range of methods relevant both to formal and informal learning settings. The below actions are distinguished between the two different types of educational setting; formal learning environments (such as school/college) and alternative learning provision (such as non-formal education settings). The actions that suit both types of inclusive practice are highlighted in bold.

1. *Actions that can support promoting inclusive learning within formal learning environments.* Actions are devised to generate a culture of inclusive learning across all physical and material aspects of the educational setting. This is by no means an exhaustive list but may include:

   In the classroom:

   1. *Reviewing the seating plan with the young person:* to ensure that young people are grouped with seatmates who they deem to be effective learning partners. Acting as an intermediary with teachers in order to adjust seating/grouping arrangements where necessary.

   2. *Ensuring that the classroom environment is comfortable* for young people and conducive to learning; is the temperature too hot or too cold? Are the chairs comfortable; can all learners engage in learning activities?

   3. *Ensuring that young people have the resources they need to access the curriculum* e.g. 'ear defenders', 'voice recorders', 'class/lecture capture facilities,'

   4. *Regular review and negotiation of reduced timetable*: To be led by student voice but to include teachers and families where appropriate.

   5. *Ensuring that 'comfort breaks' or 'time out' arrangements are negotiated in advance with teachers.* This may involve a displaying a 'time-out' card as a proxy to a verbal request.

   6. *A 'safe space' in school:* Where young people can visit when feeling overwhelmed or needed support. NB Ideally this would be an enclosed room with therapeutic resources to alleviate anxiety (comfortable seating, calming wall displays, access to a pastoral staff member).

   7. *Ensuring that under NO circumstances are young people removed from class to learn in the corridors.*

   Inclusive teaching practice

   1. *A creative, varied and stimulating curriculum;* where children's achievements across the broader or extra -curricular areas are treated with the same educational significance as in core subject areas.

   2. *Opportunities for hands on learning;* this involves kinaesthetic activities that children can learn by their self-directed actions by handling resources individually, in pairs, or groups.

   3. *Pedagogical experiences in different learning settings:* This is particularly valued in settings that are outdoors in nature; and in the community;

   4. *Opportunities for paired and group work*, For example, seminar, debate and discussion activities;

   5. *Ample opportunities for asking and forming questions:* Knowledge holds more meaning when learners take ownership for learning. This includes a balance between seeking the answers from knowledgeable others and (where possible and appropriate) seeking out the answers independently.

   6. *Projects driven by student led problem-posing*; Particularly through educational activities that relate to issues of current local, national and global concern

   7. *Cross-curricular teaching*; Often facilitated through project based learning.

   8. *Visual and audio stimulating learning environments*: Learning environments that stimulate the senses can provoke an emotional response that facilitates engagement including; excitement,

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

50

joy, inspiration, sense of calm, connection and grounding. Here it is important to recognise that some learners can experience sensory over-load.

9. *Celebrate and display students' achievements*: For example, in temporary exhibitions and on more permanent display within the school/learning environment.

10. *Guest speakers from industry, the community or alumni:* Particularly as testimonials for overcoming challenges and inspiring aspirations about longer term educational/ training and labour market goals.

Pastoral policies

1. *Pastoral policies devised in attendance to the young person's and teachers' voice:* Students and teachers have opportunity to opt into the behaviour policy: and comment on the adjustments they may require.

2. *Signposting pastoral support mechanisms:* The process for responding to social, and behavioural, psychological and emotional issues is transparent, identifies, key persons responsible, is followed consistently.

3. *A clear student-informed bullying policy,* e.g. physical, verbal, 'cyber', relational aggression (exclusion by subtle methods such as ignoring, smirking or dismissing victim's attempts to be included).

4. *Rubber boundaries:* The concept that while rules apply to all, they can be bent to accommodate individual difference. It is the principle of reassuring learners that try to be excluded that their efforts will not be effective; 'we can change and we will help you to make positive change in order that that you can feel you belong here'.

Building a positive learner identity

1. *Working one-to-one with the young person to enable them to see themselves as a valued learner*; This may involve understanding their educational and biographical histories, their significant relationships; with an intended goal to elicit, record and refer back to their gifts, talents, interests and achievements. At the heart of this approach is a 'reflective listening' approach to enable the young person to build trust in their teachers and in education.

2. *Working one-to-one with the young person to understand their individual barriers to learning*; whether they are specific to subject areas, physical learning environment, teaching, peer group, the structure of the school day, access to 'time-out'; the sensory aspects of school (noise, smells, bustle, visual stimulus).

3. *Develop individual learning or career plans:* i.e. a road map to the pathways and actions needed to achieve educational and career goals*.

4. *Communication skills training*: For example in providing a script, prompt sheet and/or guidance in how the young person can best present themselves to different stakeholders e.g. teachers, peers, employers and leadership team; how to listen and ask questions; how to address and correspond with employers, tutors, members of the community).

Creating an inclusive culture within the student body

1. *Small group and whole*-class *education on the what is an 'inclusive community' :* While being careful not to single out individual children the focus is on diversity of learners and skills, and value added by diverse sections of society (such as those experiencing SEND and those from non-majority socio-cultural groups).

2. *Inclusive education:* possibly through PSHE or 'relationships education' where different types of bullying are discussed in whole-group, small group and paired discussion activities, with an objective to generate a sense of empathy, respect and tolerance among students.

3. *Student voice platform:* a representative body (or council) responsible to bring student issues to the school leadership team. It is important that student representatives reflect the diversity of learners (not just those most engaged in education).

4. *Mediation or restorative justice approaches to social relational challenges or bullying:* Working with young people to aid their communication in response to social issues.

2. Promoting inclusive alternative learning arrangements: This action concerns the inclusive learning environment of 'alternative' education providers aimed at young people for whom full-time formal education is not appropriate. Inclusion in this context includes specific actions such as;

1. *Knowledge of the 'local offer':* all the provision available for young people with Education, Health and Care plans in the local area**.**

2. *Compiling an up to date record of young person's curriculum and academic progress*

3. *Travel-training* (Familiarising the young person in bus routes or travel plans to arrive at post transition/ /work experience/ taster-day for educational/training/work provider.

4. *Warm handover-* when tutor accompanies young person to education/training setting on their first point of contact and/or first day and introduces them to a point of contact in the new setting.

5. *An educational log*: a record that documents the young person's educational journey in order to cross reference achievements and progress educationally, personally, socially.

6. *A personalised record of achievements and learning requirements: skills, interests and learning needs.* In the case that the young person falls under the threshold for an EHCP, or has yet to receive it. This document serves as a proxy record outlining the any additional learning needs or requirements. However, it is important that this is not just concerning what the young person finds challenging but also captures their achievements and skills (which include personal, social, emotional, 'soft skills'). The record could include examples of good work.

7. *Taster-visits at alternative learning providers* to be organised individually or in a group depending on needs and preferences of the young person.

8. *Contract of participation.* To be compiled prior to the young person's commencement at the alternative education provider, this involves working individually with the young person to identify their aspirations, objectives, motivations and purpose for participation. It should also include a section completed by the educator 'key person' laying out their expectations, what they offer and how they see the young person adding value to the aims and aspirations of the provider.

These activities require action and commitment on the part of both the designated inclusive learning co-ordinator, young people, peers, teachers, leadership team, support staff and administrators in ensuring that inclusive learning is at the heart of the school's culture and ethos.

RESOURCES *(What is needed?)*

☐ Designated person (ideally this should be someone in a leadership role who has the authority to guide policy and employ inclusive action in building a whole-school inclusive culture)

☐ Private space for one-to-one meetings with young person and peer group

☐ Teachers responsible for social and emotional curriculum areas (i.e. PSHE; Relationships Education; Health and Wellbeing education; Character and civic education)

☐ External agencies (e.g. social worker, health practitioner, virtual school officer, traveller liaison worker)

☐ Materials / Tools:

Co-funded by the
Erasmus+ Programme
of the European Union

rienta
4YEL

Promoting quality inclusive learning environments and alternative learning arrangements

- ☐ Software and hardware to develop key documents; education log, contract of participant record of achievement etc.
- ☐ Academic performance tracking software
- ☐ Internet facility and communication platform for young person e.g. Skype, email account
- ☐ Inclusive education training programmes (e.g. roots of empathy)
- ☐ Adaptations to make learning environment comfortable; ear defenders, comfortable chairs, lesson capture facility;

OTHER CONSIDERATIONS

Young people at risk of EL, who find it difficult to engage in full-time education in formal learning settings may display their frustration in ways that can have a deleterious impact upon the rest of the learning community. It is important therefore to be cognisant that the actions taken to support individuals do not have a negative impact upon other learners. That is 'special arrangements' must be communicated to the classroom community in a way that welcomes discussion in the context of building an inclusive community. Suggested actions taken in isolation and not routed within a whole-school approach are unlikely to be effective.

Related protective factors:

- ▪ Individualised support when needed
- ▪ Non-rigid learning environment; flexibility, time out of class when needed; reduced timetables, rubber boundaries, choice about homework, a break between lessons.
- ▪ Positive behaviour management system: Effective bullying strategy; patience with YP, consistent routines; managed moves
- ▪ Building trust
- ▪ Building self confidence and self-esteem
- ▪ Inclusive school culture; a caring ethos, school as a safe space
- ▪ Building students sense of a positive learner identity
- ▪ Young person autonomy and ownership; being trusted, supporting young person towards independence, student voice platform, too dependent upon school support
- ▪ Improving learning environment; increasing staff to student ratio, small class sizes, elective seating plan, comfortable chairs; ear defenders
- ▪ Warm handover
- ▪ Non-teaching pastoral support
- ▪ Raising aspirations
- ▪ Integrate child into the community
- ▪ Students perceptions that they are supported
- ▪ Increasing quality of educational provision: Positive or fun activities, time outside and in nature, motivational teachers or guest speakers; broad creative curriculum
- ▪ Targeted 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

POLITÉCNICO DE LEIRIA

UNIVERSITY OF BATH

UNIVERSITY OF BUCHAREST

Universität Bremen

UAB
Universitat Autònoma
de Barcelona

curriculum templates or your own customised curriculum plans. Full information is available on its website: https://fft.org.uk

Local Offer Wiltshire. Services for young people up to age 25 with special educational needs and/or disabilities. Full information is available on its website: 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. Full information is available on its 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". Full information is available on its website: 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).

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

Strategy 13 | Support in building and navigating healthy peer relationships

Support in building and navigating healthy peer relationships

TYPE OF STRATEGY

☐ **Prevention** ☐ **Intervention** ☐ Compensation

ADDRESSED RISK FACTOR

☐ **Personal challenges**
   ☐ Lack of motivation, aspirations and expectations; unrealistic expectations, worry about the future
   ☐ Disengagement
   ☐ Low self-esteem or self confidence
   ☐ Negative academic self-perception or learner identity
   ☐ Emotion Management issues; desensitisation

☐ **Social relations**
   ☐ Difficult relationships in school; difficult relationships with teachers
   ☐ Difficulty navigating friendships; friendship culture, poor friendship management skills, friendship expectations, not trusting friends, losing friends or difficulty retaining friends, not having friends around.
   ☐ Feeling not cared about by teachers (and school staff)
   ☐ Isolation
   ☐ Difficult relationships at work.
   ☐ Peer group challenges: low peer group expectations for the future, peer and social anxiety, peer pressure and feeling judged, peer pressure to take drugs/alcohol/smoke.

☐ **Institutional factors**
   ☐ Lack of personal, labour market, academic, social guidance
   ☐ Lack of trust and support of the institution

STRATEGY LEVEL

☐ **Individual level (psycho-pedagogical actions)**
☐ Institutional level (institutional actions)
☐ Educational system level (educational system actions)

AIM

To support young people, who are at risk of Early Leaving (EL) in building and maintaining positive and healthy peer relationships. 'Peer' relationships refer to various forms of social relationship including friendships, learning and co-working relationships and romantic relationships.

POLITÉCNICO
DE LEIRIA

UNIVERSITY OF
BATH

UNIVERSITY OF
BUCHAREST

Universität Bremen

UAB
Universitat Autònoma
de Barcelona

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4YEL

Support in building and navigating healthy peer relationships

DESCRIPTION OF THE STRATEGY

One of the key barriers that causes young people to drop out of education or training is the social challenges they face in terms of building and navigating healthy relationships with peers. Psychological research has demonstrated that early friendship experiences have a significant impact on future relationships, particularly in how young people learn to trust and become trustworthy. Therefore, helping young people to 'build healthy peer relationships' and 'do friendships' is a priority when supporting young people's social and emotional development. Key issues include an understanding of conflict and resolution in friendships, juggling social demands with other expectations (like work), and help navigating friendships through key transition points such as when new pupils join and children leave. This action– support in building and navigating healthy peer relationships – includes a range of strategies that can be used to support young people in navigating healthy relationships. There are three aspects to consider:

- Firstly, learning to recognise the difference between healthy and unhealthy relationships (social, learning, working, romantic);
- Secondly, support in building healthy new relationships, alongside support with ending negative or 'unhealthy' relationships. Young people require a social support network to effectively end unhealthy relationships;
- Thirdly, strategies to support young people in 'navigating' relationships. This refers to their understanding of conflict and disagreement as a fundamental part of 'doing' relationships, as opposed to seeing it as a signal to end the relationship (and the associate risks of leaving or changing educational/ training provider). 'Navigating' relationships is also about learning strategies of collaboration, compromise, and giving and taking, as key aspects in maintaining positive peer relationships.

This action views friendships and peer dynamics in the following two ways:

- Friendship development is a relational process, not an individual one. Educational approaches using this approach explore relationship issues within paired and small-group activities. This action could sit alongside the newly developed Relationships and Sex Education curriculum (within schools' Personal, Social, Economic and Health programme in England).
- Our view of friendship development aligns with a systemic therapeutic (also known as family therapy) approach. This approach focuses on a social group by looking at a) how each group member affects a group dynamic, and b) how any changes in group dynamics in turn affect individuals. This approach can help address students' assumptions that they are not 'good' or 'worthy' learners by strengthening positive relationships within an educational community, therefore making young people feel part of said community.

The impact of friendship on learning

Research exploring the impact of friendship on learning has identified a range of benefits including; better adjustment to school following a transition, the formation of pro-schooling values, consolidating learning through the giving and receiving of help with school and homework, and in sharing and developing thoughts and ideas. However, the link between friendship and achievement in school can be negative - friendship can also act as a barrier to learning. For example, not all friendships are founded upon pro-schooling values, there may be a disjuncture between the values of the friendship group and those of schooling and education. Furthermore, the link between friendship and school achievement is complicated by a need to understand the processes of social inclusion and exclusion that generally characterize friendship patterns for boys and girls.

Gender and friendships

Research suggests there are (generally speaking) differences in how boys and girls use exclusion to develop friendships. Whereas boys are more likely to form part of horizontal social groups (where each member is of a broadly equal power and intimacy status), girls are more likely to form close one-on-one alliances within

POLITÉCNICO
DE LEIRIA

UNIVERSITY OF
BATH

UNIVERSITY OF
BUCHAREST

Universität Bremen

UAB
Universitat Autònoma
de Barcelona

56

Co-funded by the
Erasmus+ Programme
of the European Union

orienta
4YEL

Support in building and navigating healthy peer relationships

tightly structured friendship hierarchies. Social psychological research into the formation of boys' friendship groups has shown that an important element in 'earning your stake' within a given friendship group is the active denigration of other boys' friendship groups founded on different social values. This suggests that boys may feel compelled to exclude children in other friendship groups to achieve a secure peer group position. Sociological research into girls' friendships, on the other hand, has highlighted that social exclusion is more likely to take place within the friendship group, as opposed to outside of it. They are more likely to be characterized by frequently shifting close alliances between group members, associated with friendship bust-ups and divisions, often with a high degree of emotionality. At the heart of this action are therefore strategies tailored by gender that support young peoples' understanding of and orientation towards navigating friendships.

Healthy romantic relationships

Educating about healthy romantic relationships could include:

- How young people use technology and social media, as well as the inherent risks and threats associated with this.
- Sexual education that addresses the social, emotional and long-term impacts of contraception as well as more pragmatic guidance in accessing and incorporating contraception into daily life routines.
- Protecting young people from 'grooming': exploitative attempts to lure young people into harmful and coercive relationships which could entail abuse, drugs and disempowerment.
- Learning to recognize physically, sexually or emotionally abusive relationships. As well as to signpost support in order to end or avoid such relationships.

To this end, support in building and navigating healthy peer relationships has to ensure provision is responsive to young people's circumstances, which may differ according to cultural background, gender, age, material resources, social and emotional and mental health needs, special educational needs and disabilities. This action requires the young people's active involvement, with the support of a designated person, in co-ordinating internal and well as external expertise and practice. Support will include working with a number of stakeholders including; teachers, educators, counsellors, health practitioners, educational psychologists and leadership teams across both formal and non-formal educational institutions; as well as the young person and their friends and peers.

BENEFICIARIES

☐ **Young Person**   ☐ **Teachers/Trainers**   ☐ **Families**   ☐ Community
☐ Other beneficiaries: ………………………………………....

WHO IS IN CHARGE OF THE STRATEGY

☐ **Tutor**   ☐ Teacher/Trainer   ☐ Support staff
☐ **External expert** (e.g. educational advisor, educational psychologist)
☐ **Leadership team (e.g. SENCO)**

IMPLEMENTATION Timeline *(When the strategy is going to be implemented)*

☐ **At the beginning/welcoming**   ☐ **During the academic year**   ☐ At the end of the academic year
☐ **Transition between key stage**   ☐ ……………………………………………………….

COST OF THE ACTION

☐ Low   ☐ **Medium**   ☐ High

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

Co-funded by the
Erasmus+ Programme
of the European Union

Orienta
4 YEL

Support in building and navigating healthy peer relationships

DEVELOPMENT OF THE ACTION *(How can the strategy be achieved?)*

The action *supporting young people in building and navigating healthy peer relationships* involves a range of strategies and resources to be employed at the whole school, classroom and small group level, as well as utilising support from specialist external services. The following is by no means an exhaustive list but may include:

Social and emotional educational activities

1. *Social and emotional education that focuses upon the reciprocal dynamics of friendship* instead of facilitating individual skills and competencies. This includes a critical lens on social and emotional learning programmes that can risk being too individualistic and overlooking the ways in which relationships are co-produced.

2. *Identifying what are 'healthy' and 'unhealthy' relationships:* Young people that have experiences of childhood abuse or neglect may not have experienced healthy relationships in their childhood. It is therefore imperative that young people are able to identify what are the features of healthy and unhealthy relationships before they alter or end existing relationships and develop new ones (e.g. https://youngandfree.org.uk/relationships/healthy-and-unhealthy-relationships/ https://janebluestein.com/2013/healthy-vs-unhealthy-friendships/; https://www.thelist.com/40945/know-youre-unhealthy-friendship-get/)

3. *Guidance in using and engaging responsibly in social media and mobile technology:* This includes raising awareness of the threats and risks (e.g. sexting, or sending indecent images) as well as developing a respectful and responsible etiquette in using such platforms. (e.g. https://youtu.be/z1n9Jly3CQ8 ; https://youtu.be/_o8auwnJtqE)

4. *Strategies for ending and starting relationships:* Young people will be unable to start building healthy relationships while they are still immersed within unhealthy peer relationships (and vice-versa). This action involves the mental, emotional and pragmatic strategies for ending negative relationships, as well as developing new relationships.

5. *Education programmes that emphasise the importance of collective values, respect, empathy and tolerance:* (see Roots of Empathy programme in the resources).

6. *Informed and reflective class grouping arrangements:* Grouping decisions are often made according to children's performance and attainment tracking mechanisms. Children's seatmates can make a significant difference to their experience of the classroom environment and their participation in either helping or hindering learning. High ability groupings can cause unhealthy competitiveness, while mixed ability can a) help less able children learn the task and b) support the high abled students to consolidate their learning. One strategy might be to regularly prompt children to reflect on how they are working in their group and submit their evaluations in a box whereby the teacher reviews seating arrangements at regular intervals. Children might also conduct termly appraisals of which seating and grouping arrangements work best for them.

7. *Teaching social boundaries and empathy.* For guidance on what social boundaries and empathy are and how they may be supported see https://childmind.org/article/teaching-kids-boundaries-empathy/)

Leadership strategies for supporting peer relationships

1. *Time in the curriculum to address friendship issues and respond within whole-class and small group activities* that promote the importance for children in maintaining longer-term friendships that can accommodate positive change.

2. *Critical reflection of the 'best friends ban' employed by s*ome schools in London and the US whereby one-to-one friendships are discouraged due to the perceived disruption on attainment (particularly) for girls following friendship fallout. Such short-sighted policies do not recognize

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

58

the importance of long-term close friendships upon children's later positive navigation of other types of relationships, including in the labour market.

3. *Signposting pastoral support mechanisms:* The process for responding to social, behavioural, psychological and emotional issues is transparent. It identifies the key persons who are responsible for providing support, and is followed consistently.

4. *A clear student-informed bullying policy,* e.g. physical, verbal, 'cyber', or 'relational' and 'micro' aggressions (exclusion by subtle methods such as ignoring, smirking or dismissing victim's attempts to be included).

5. *The shift from individual to collective assessment:* Students are de-incentivised to build collaborative relationships because they are rewarded only in terms of individual merit and performance in assessments. Assessments that include group work and collaborative learning elements would emphasize the value of doing relationships. These skills have been shown to be at least as important as cognitive ability for the labour market.

6. *Low-cost or community sponsored residential school trips:* Research has highlighted the effects of (non) participation in school trips and excursions on relationships in school as in-school are far reaching in building close bonds with friends and teachers or alternatively in contributing to social exclusion. Can schools partner up with local businesses, cultural/educational providers to provide free places for low-income families? Even low-cost is too much for some families. A number of schools in Wiltshire acknowledge this and use Pupil Premium funding for school trips.

7. *Applying restorative justice approaches to behaviour issues in school.* Particularly as an alternative to exclusion. This may be effective in responding to bullying or social exclusion practices within peer cohorts (see https://www.weareteachers.com/restorative-justice/)

8. *Instilling within teachers a recognition for the value of friendship navigation:* Peer relationships operate within the formal as well as the informal parts of school. It is therefore important that teachers also recognize the importance of supporting young peoples' peer relationships in informing the way they may respond to friendship issues within the classroom.

Individual, paired and group support for navigating relationships

1. *A systemic therapeutic approach to navigating friendships:* This involves considering the relational dynamics involved in the friendship pair or group to consider how beliefs, actions, communication, and expectations of each member shape and inform friendship processes (particularly concerning exclusion and inclusion). For example training in how systemic therapeutic practice can be applied to the education context (e.g. https://www.ift.org.uk/training-courses/further-training-opportunities/systemic-ideas-and-models-for-education-settings/)

2. *Peer Mentoring:* Older young people are well positioned to understand and relate to social relationship issues affecting younger learners. Peer mentoring must be underpinned by a recognised training programme so peer mentors are equipped to support young peoples' social and emotional concerns (see Kidscape Thrive peer mentoring programme in Wiltshire: https://www.wiltshirehealthyschools.org/partnership-projects/kidscape/)

3. *Communication skills training*: particularly in providing a script and or guidance in how the young person can best present themselves to different teachers, peers, employers and leadership team; how to listen and ask questions; how to address and correspond with employers, tutors, members of the community. (see the Centre for Non-Violent Communication in resources)

4. *Conflict management and resolution sessions:* This action recognises that some children may need help and support in navigating friendship issues. Schools can think that these issues are trivial or not within their role. However, mediation for friendship issues can play a key factor in recognising conflict, disagreement, and compromise as key aspects in managing relationships. These skills can also have direct application in navigating other types of peer relationship.

5. *Circle-time 'safe space' for addressing social issues:* a regular timeslot in the daily/weekly routine in order to raise, discuss and debate relational issues.

6. *Modelling appropriate relationships:* where adults working with young people demonstrate to each other and to learners what are the constituents of positive and respectful reciprocal relationships.

7. *Help in identifying what are the features of 'pro' and 'anti' educational friendship cultures:* a focus upon the values, expectations, norms and behaviours of the friendship group and to what extent they align with those of school, education, or training. This is useful in order to depersonalise friendship or social group structures.

8. *Identifying a panel of 'peer buddies';* Peer buddies are young people representatives that offer friendship and support for young people who have experienced challenges in making friends.

Support from external agencies or support organisations

1. *Working with organisations that provide education and support on the topic of healthy and unhealthy relationships* (see Splitz which includes individual resources but also an educational element on domestic abuse and consent).

2. *School nurse and related sexual health services* (e.g. http://www.wiltshire.gov.uk/public-health-sexual-health; and BaNES see 'clinic in a box' and C-Card: https://www.safebanes.com/help/emergency-contraception)

3. Terrence Higgins Trust Young and Free: For advice and resources for healthy and unhealthy relationships, and strategies for promoting sexual health (https://youngandfree.org.uk/relationships/)

In conclusion, it is important to recognize that strategies to support young people in building and navigating healthy peer relationships must be embedded within a culture of care, compassion and empathy. Strategies treated in isolation as an add-on or compartmentalized curriculum will have less chance of being effective than if they are embedded within a whole-school culture that reflects and embodies the same principles. These activities require action and commitment on the part of the designated navigating healthy peer relationships' co-ordinator, young people, peers, teachers, leadership team, support staff and external professionals in ensuring that positive healthy relationships are at the heart of the culture and ethos of the educational institution.

RESOURCES *(What is needed?)*

☐ Designated person (ideally this should be someone in a leadership role (e.g. pastoral lead or PSHE lead who has the authority to implement a range of strategies for supporting healthy relationships and in building a whole-school culture based on healthy relationships)

☐ Private space for one-to-one meetings with young person, friends and peer group

☐ 'Safe space/ or wellbeing room' – dedicated area for pastoral support,

☐ Social area – for young people to spend time in a relaxed and comfortable (personalised) environment

☐ Teachers responsible for social and emotional curriculum areas (i.e. PSHE; Relationships Education; Health and Wellbeing education; Character and civic education)

☐ External agencies (e.g. educational psychologist, health practitioner, school nurse, virtual school officer, traveller liaison worker)

☐ Materials / Tools:

　☐ Inclusive education training programmes (see resources and 'developing the actions' sections)

　☐ Group working resources e.g. round tables

Co-funded by the
Erasmus+ Programme
of the European Union

orienta
4YEL

Support in building and navigating healthy peer relationships

OTHER CONSIDERATIONS

Schools must also be mindful 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). HST refers to the precedence that national tests and exams have and the pressure upon schools, teachers and pupils to achieve in tests. This ethos based on comparison and competition between pupils and schools stand in stark contrast to an approach to supporting peer relationships that is founded on care, compassion and empathy. Suggested actions taken in isolation and not routed within a whole-school approach are unlikely to be effective.

Related protective factors identified from the Orienta4YEL project:

- Individualised support when needed
- Positive behaviour management system: Effective bullying strategy; patience with YP, consistent routines; managed moves
- Building trust
- Building self confidence and self-esteem
- Building young peoples' emotional wellbeing and welfare; advocating for young people, resolving problems quickly.
- Inclusive school culture; a caring ethos, school as a safe space
- Building students sense of a positive learner identity
- Young person autonomy and ownership; being trusted, supporting young person towards independence, student voice platform, too dependent upon school support
- Warm handover
- Non-teaching pastoral support
- Raising aspirations
- Integrate child into the community
- Students perceptions that they are supported
- Targeted support mechanisms
- Relationships Education: Teaching social boundaries, building teamwork skills, teaching empathy, modelling appropriate relationships.
- Building support networks
- Peer mentoring

REFERENCES *(related resources)*

FRIENDS for Life Youth (Youth for teenagers) *and Special FRIENDS* (for children and young people on the autistic spectrum, aged 9-13 years) is an evidence based educational programme that enables children to learn a range of social and emotional skills, including how to: Identify "anxiety increasing" thoughts and to replace them with more helpful thoughts; Identify anxious (and other difficult) feelings and learn to manage them; Learn to overcome problems rather than avoid them. The programme has received a level 3 rating from the Education Intervention Foundation, which means that it has evidence from at least one rigorously conducted RCT/QED demonstrating a statistically significant positive impact on at least one child outcome. Full information about the programme is available on its website: https://bit.ly/3aeINhh

Hadley, A., Ingham, R., & Chandra-Mouli, V. (2016). *Implementing the United Kingdom's ten-year teenage pregnancy strategy for England (1999-2010): How was this done and what did it achieve? Reproductive Health*, 13, 139. Available on https://bit.ly/3wYMxgF

Hill, A. (2016). *How the UK halved its teenage pregnancy rate*, the Guardian newspaper. Available on https://bit.ly/3tzyxbf

POLITÉCNICO DE LEIRIA   UNIVERSITY OF BATH   UNIVERSITY OF BUCHAREST   Universität Bremen   UAB Universitat Autònoma de Barcelona

Support in building and navigating healthy peer relationships

Horvarth, M.A.H., Alys, L., Massey, K., Pina, A., Scally, M., & Adler, J.R. (2013). *'Basically... porn is everywhere': a rapid evidence assessment on the effect that access and exposure to pornography has on children and young people*. London: Office of the Children's Commissioner (OCC). Available on https://bit.ly/3aepJji

NSPCC (2013). *Sex Education Survey 2013 Evaluation.*

NSPCC (2015). *"Always there when I need you": ChildLine review: what's affected children in April 2014 - March 2015.* London: NSPCC. Available on https://bit.ly/2Q53rcR

Parker, I. (2014). *Young people, sex and relationships: the new norms June 2014 Institute for Public Policy Research (IPPR) Survey.* Available on https://bit.ly/3aaA8MM

Public Health England (2016). *Health promotion for sexual and reproductive health and HIV*. Available on https://bit.ly/3gbtxFB

Public Health England. *Health Profiles -Children and Young People's Health, Under 18 conceptions.* Available on https://bit.ly/3x1eUdW

Roots of Empathy: 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. *The Roots of Empathy*: As an international initiative started in Canada it is now employed in 11 countries worldwide. It aims to build SEL and empathy. The concept runs from pre-school to year nine and involves bringing a parent and baby from the community into school every 3 weeks alongside a guided empathy coach. The baby's social, emotional and cognitive development is the focus of the visits and through these children reflect on and learn about healthy social and emotional development. Through the baby's bond with the parent, they also learn about responsible parenting. The programme has received a 2+ rating from the ESF and a cost rating Level 1. Full information about the organization is available on its website: https://uk.rootsofempathy.org/

Splitz Support Services: Splitz Support Service is a registered charity delivering support services to adults and young people experiencing the trauma of domestic abuse and sexual violence. Splitz delivers services across south-west England. Full information is available on its website: https://www.splitz.org/

Systemic ideas and models for education settings, The Institute of Family Therapy. Available on https://bit.ly/2OXGJ60

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". Full information is available on its website: https://bit.ly/3snN6NB

The Centre for Non-violent communication: is a global organization that supports the learning and sharing of Nonviolent Communication (NVC) and helps people peacefully and effectively resolve conflicts in personal, organizational, and political settings. *CNVC* is a steward of the integrity of the NVC process, and a nexus point of NVC-related information and resources, including training, conflict resolution, projects and organizational consulting services. *CNVC*'s mission is to contribute to more sustainable, compassionate, and "life-serving" human relations in the realms of personal change, interpersonal relationship and in social systems and structures, such as business/economics, education, justice, healthcare, and peacekeeping. Full information about the organization is available on its website: https://www.cnvc.org/