



**EQAVET**  
**4-INCLUSION**

**EQAVET4INCLUSION**  
**training curriculum for**  
**vocational school's staff**  
**Module 3**

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# EQAVET for Inclusion Training Curriculum

This curriculum aims to use EQAVET in general and Indicator 8, Prevalence of vulnerable groups in specific, for quality improvement in their VET school. The training material will assist schools in creating a long-term plan to detect and prevent dropouts by the selection of policies, strategies and activities that address the particular needs of the school. Most schools nowadays are taking corrective actions to keep pupils in danger of dropping out of School. What the Prevention Plan training material will do is train teachers, managers and other school actors in order to develop preventive actions instead. It will offer step by step advice on how schools can focus their efforts to keep young people connected to their VET school. It will help VET schools to create an inclusive school through the improvement of the school climate and also a process to identify and track pupils who are at risk of drop-out and respond to the warning signs. It will cover school-wide actions enabling VET schools to take steps towards excellence by creating an inclusiveness atmosphere.

## Target Group – To whom it may concern

The target groups of the training are:

- teachers,
- school management officers
- guidance counsellors

## Training Methodology

The EQAVET for Inclusion will be developed in the form of a distance course through Moodle open-source

Objectives of the training

The objectives of the training include:

- Inform the school staff about using EQAVET
- Develop the Prevention Plan training material
- Develop a process to identify and track pupils who are at risk of drop-out and respond to the warning signs



## Module 3: Student development (orientation and guidance)

### Introduction to the module:

The ability to support students effectively through their educational journey is a defining characteristic of quality VET institutions. This module, "Student Development (Orientation and Guidance)," is crafted to empower VET schools, providers, and trainers with the knowledge, skills, and competence necessary to be at the forefront of this mission.

VET education plays a pivotal role in preparing individuals for careers and lifelong learning. However, this journey isn't always straightforward. Students come with diverse backgrounds, aspirations, and challenges. Some may face barriers that hinder their progress, and others may require additional guidance to chart their academic and career paths effectively. The module recognises this diversity and equips you to meet the unique needs of your student population.

### A Three-Unit Approach:

This module unfolds over three interconnected units, each addressing crucial aspects of student development:

#### **Unit 3.1: Content of the Guidance and Prevention Offer of the Institute**

In this unit, you will explore the foundational elements and resources that should be integrated into your VET institute's guidance and prevention services. You will understand how to create a robust support framework, ensuring that no student is left behind. By the end, you will be able to include essential elements and resources effectively.

#### **Unit 3.2: Integration of guidance support in the educational program**

Guidance and support services should not be isolated; they should be seamlessly woven into the educational program. This unit delves into the practical aspects of embedding guidance into your institution's curriculum and activities. You'll learn how to create a holistic learning experience that enhances student success. By the end, you'll possess practical skills in integrating guidance and support effectively.

#### **Unit 3.3: Development of career management competencies and Lifelong Learning**

Preparing students for their careers isn't enough; you must also equip them for a lifetime of learning and adaptability. This unit focuses on nurturing career management skills and fostering a culture of lifelong learning. You'll guide students in making informed career choices and embarking on a journey of continuous growth. By the end, you'll have the competence to empower your students for lifelong success.



## A Path to Inclusivity and Quality Improvement:

Throughout this module, inclusivity and quality improvement are recurring themes. The ability to prevent dropout, address the unique challenges faced by vulnerable groups, and create a supportive and equitable learning environment is at the core of our mission. This aligns seamlessly with EQAVET Indicator 8: Prevalence of vulnerable groups, emphasizing our commitment to data-driven, quality-focused education.

### Learning Objective:

Upon completing the module "Student Development (Orientation and Guidance)," participants will have acquired the knowledge, skills, and competence necessary to support and guide students in vocational education and training (VET) institutions. This module equips participants to be effective champions of student success, empowering them to make a positive impact on their students' educational journeys and future careers.

### Units:

#### **3.1: Content of the guidance and prevention offer of the institute**

As educational institutions strive to provide comprehensive support to their diverse student populations, understanding the content of guidance and prevention services becomes paramount. This unit, "Content of the Guidance and Prevention Offer of the Institute," is dedicated to exploring the essential elements and resources that should be integrated into these services. By the end of this unit, you will have a solid grasp of what constitutes effective guidance content, equipping you to create a robust support framework for your students.

#### **Understanding guidance content:**

At the heart of any effective guidance and prevention service lies its content. But what does this encompass, and why is it so crucial in the realm of VET? Guidance content can be broadly defined as the informational, educational, and support resources educational institutions provide to guide students in their academic, personal, and professional development. This content is designed to equip students with the knowledge, skills, and resources to make informed decisions, overcome challenges, and thrive in their educational journey.

To achieve our first learning outcome, which is to "Include essential elements and resources of Guidance Content in the guidance and prevention services of their VET institute," we must begin by understanding the key components of guidance content:

**Academic counselling:** This element focuses on providing students with guidance related to their educational pursuits. It includes services such as course selection, study strategies, and academic planning. Effective academic counselling ensures that students are on track to meet their educational goals and can navigate any academic challenges they may encounter.



**Career planning:** Career guidance is an integral part of VET education. It involves helping students explore career options, set career goals, and develop the skills and knowledge needed to enter and progress in their chosen field. Career planning often includes activities like career assessments, resume building, and job search strategies.

**Psychosocial support:** Many students face personal and emotional challenges during their educational journey. Psychosocial support services offer counselling, mentorship, and resources to help students cope with these challenges. This element is particularly crucial in preventing student dropout by addressing issues that may hinder progress.

Now, let's delve into why guidance content matters in the context of VET education. At its core, VET is about equipping students with practical skills and knowledge that prepare them for the workforce. However, the journey to becoming a skilled professional involves more than just acquiring technical know-how. It requires a holistic approach that addresses academic, personal, and career development.

In a VET institution, students come from diverse backgrounds, each with unique strengths, challenges, and aspirations. Some students may face barriers due to socioeconomic factors, disabilities, or other circumstances that make their educational path more challenging. Others may need additional support to discover their career interests and navigate the complex world of work effectively. This is where guidance content plays a transformative role.

### 3.2 Integration of guidance support in the educational program

Effective guidance and support services are not isolated entities within an educational institution; they are integral components that should be seamlessly integrated into the educational program. This unit, "Integration of Guidance Support in the Educational Program," delves into the practical aspects of embedding guidance and support into your VET institution's curriculum and activities. By the end of this unit, you will possess the skills needed to ensure that guidance is not an add-on but an intrinsic part of your educational offerings, enhancing the overall learning experience for your students.

#### Defining Integration:

Before we discuss the intricacies of integration, let's define it in the context of guidance and support services. Integration is more than scheduling counselling sessions or career workshops into the academic calendar. It's about creating a seamless and interconnected experience for students, where guidance is woven into every aspect of their educational journey.

To align with our second learning outcome, which is to "Develop practical skills in integrating guidance and support into the educational program," we need to understand what integration entails. Integration involves the intentional blending of guidance and support activities with



academic and co-curricular programs. It means that guidance is not seen as an isolated service but as an integral part of the learning process.

**Assessment question:** How would you define the process of integrating guidance into the educational program of a VET institution?

At its core, integration recognizes that learning doesn't happen in isolation. Students' personal and academic lives are intertwined, and their experiences inside and outside the classroom are interconnected. Therefore, guidance and support should reflect this reality by being present throughout the student's educational journey.

Here are some key aspects of integration:

**Alignment with curriculum:** Integration involves aligning guidance activities with the curriculum. For example, career planning workshops can be incorporated into coursework related to career exploration.

**Timely and accessible support:** Integrated guidance is timely and accessible. It means that students can access support when they need it, whether it's regarding academic challenges, career decisions, or personal issues.

**Holistic development:** Integration recognises that students are not just learners but individuals with multifaceted needs. Therefore, guidance addresses both academic and non-academic aspects of student development.

**Collaboration:** Integration encourages collaboration among educators, counsellors, and support staff. It's a team effort to ensure that guidance is seamlessly woven into the fabric of the educational experience.

Integrating guidance helps prevent students from falling through the cracks and ensures they receive the support they need to excel.

### 3.3: Development of career management competencies and lifelong learning

In today's rapidly evolving employment landscape, navigating one's career and engaging in lifelong learning is paramount. This unit, "Development of Career Management Competencies and Lifelong Learning," focuses on equipping you with the knowledge and tools to nurture career management skills and foster a culture of continuous learning among your students. By the end of this unit, you will possess the competence needed to guide your students in making informed career choices and embarking on a lifelong journey of skill development and personal growth.



### **Fostering career management:**

Our third learning outcome revolves around fostering career management competencies. But what exactly does this entail, and why is it essential in vocational education and training (VET)?

Career management is more than just finding a job; it's about proactively shaping one's career path, making informed decisions, setting goals, and adapting to an ever-changing job market. In the VET sector, where students are preparing for specific careers, fostering career management skills is particularly crucial. Here's a breakdown of what this involves:

**Career exploration:** Encouraging students to explore various career options and understand their interests, strengths, and values in relation to those options.

**Goal setting:** Assisting students in setting clear, achievable career goals and creating a plan to reach those goals.

**Skill development:** Supporting students in acquiring not only technical skills but also soft skills such as communication, problem-solving, and adaptability, which are vital in today's job market.

**Networking:** Teaching students how to build and leverage professional networks to access career opportunities and stay updated on industry trends.

**Resume and interview skills:** Providing guidance on crafting effective resumes and mastering interview techniques to secure desired positions.

**Adaptability:** Preparing students for a dynamic job market, where they may need to pivot and acquire new skills throughout their careers.

**Assessment question:** How would you evaluate the impact of your guidance and mentorship efforts on students' career management and lifelong learning skills?

In a VET institution, the goal is not just to prepare students for their first job; it's to empower them for a lifetime of career success and adaptability. Career management skills are the compass that helps students navigate this journey effectively.

### **Promoting Lifelong Learning:**

But career management isn't a one-time skill; it's intrinsically linked to the concept of lifelong learning (LLL). LLL is the practice of continuously developing one's skills and knowledge throughout their career. In today's knowledge-based economy, the ability to learn, unlearn, and relearn is a cornerstone of professional growth and adaptability.

### **Fostering LLL involves:**



**Instilling a growth mindset:** Encouraging students to embrace challenges and view failures as opportunities for learning and growth.

**Access to learning resources:** Ensuring that students have access to a variety of learning resources, including online courses, workshops, and mentorship opportunities.

**Setting learning goals:** Teaching students how to set and pursue learning goals that align with their career aspirations.

**Self-directed learning:** Empowering students to take ownership of their learning journeys and seek out opportunities for skill development.

**Reflection:** Encouraging regular reflection on their learning experiences and how they can apply new knowledge and skills in their careers.

**Adaptation:** Preparing students for the reality of a dynamic job market, where continuous learning is not just an option but a necessity.

As we progress through this unit, we will delve deeper into strategies for fostering career management competencies and promoting LLL among your students. You will gain the competence needed to guide students in making informed career choices, setting meaningful goals, and embarking on a lifelong journey of learning and growth.

**Keywords:**

Inclusivity, Quality Improvement, Vulnerable Groups, Career Management, Lifelong Learning, Guidance Integration, Student Success, Dropout Prevention, Supportive Learning Environment, EQAVET Indicator 8

**Expected Learning outcomes**

Knowledge	<ul style="list-style-type: none"> <li>- Include essential elements and resources of Guidance Content in the guidance and prevention services of their VET institute.</li> <li>- Define the process of Integration of Guidance into the educational program.</li> <li>- Identify vulnerable student groups and their specific challenges in VET education.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>- Create comprehensive guidance programs tailored to diverse student needs.</li> <li>- Integrate guidance and support effectively into the educational program to enhance the learning experience.</li> </ul>
Competences	<ul style="list-style-type: none"> <li>- Assess the effectiveness of career management and lifelong learning support for students.</li> </ul>





Please see below some indicative Training Techniques per type of training methodology.

- **Case studies**

In a group exercise a cohort of trainees work together through a given scenario or problem to identify and explore a solution. Then they have to present their solution(s). This technique provides the opportunity for participants to use multiple skills, from problem solving to presentation skills as well as appreciating the opinions of others and working effectively in a team.

- **Power Point Presentation**

The most well-known technique used for classroom training. Power Point Presentation can be combined with any other lecturing technique. For its effective implementation, a Power Point template has been designed, in order to help trainers to deliver their lectures. Apart from basic written information, PPTs will also include visual stimulators, such as images, graphs, and tables, to better describe and frame their topic of interest.

- **Open Questions**

Open questions consist of a question that cannot be answered with a single yes or no but requires a developed answer. It is raised over a matter which is undecided and invites trainees to provide longer responses in order to demonstrate their understanding, using their own knowledge and/or feelings.

Open-ended questions also tend to be more objective and less leading providing trainees the context to construct a free-form answer. Open-ended questions typically begin with words such as "Why" and "How", or phrases such as "Tell me about...". Open-ended questions are useful for examining in-depth understanding and comprehension while at the same time, they may question reasoning or critical thinking.

- **Closed Questions**

The closed Questions and answers technique consists of composing specific questions that will be asked to the trainees. This technique increases trainees' participation and encourages active learning. In this project, six different formats of Closed Questions and answers will be used, namely:

- True or False,
- Multiple Choice,
- Multiple Response,
- Multiple Choice Text,
- Sequence Matching Questions

True or False format is mostly used in order to emerge a crucial difference between two sentences, while multiple-choice asks the learner to select the most appropriate option. Multiple response is similar to multiple choice but provides more than one correct answer. Multiple-choice texts extend the multiple-choice technique in the context of a whole text with gaps filled by various provided choices. Sequence matching is a procedure that asks the learner to match terms of two groups while Word Bank consists of a text with gaps and a provided pool of words aiming to be placed in the correct place in order for the text to make sense. Closed questions are often used in assessments; therefore, this technique is useful when preparing trainees for exams.

- **Video Analysis**



The main aim of video analysis is to create resources that objectively display key information and facts about an activity that can be used to support and enhance the feedback process. When delivering training sessions on video analysis tools to a group of trainees, whatever their level of education or experience, it is a good practice to base the analysis on three main but trivial steps:

- Present video
- Ask the trainees for key messages
- Ask important questions and get the feedback from the trainees
- Provide additional coaching or feedback

### ● **Self-directed Activity**

In a self-directed activity, the learner is provided with a case study or another type of challenge and is requested to provide comments, express opinions, or resolve an issue. Feedback is provided to the learner at the end to ensure that the activity is effective enough for the learner.

### ● **Bibliographic Review**

A bibliographic review or literature review is a type of review resource. A bibliographic review is a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources and do not report new or original experimental work.

A literature review has four main objectives:

- It surveys the literature in your chosen area of study
- It synthesizes the information in that literature into a summary
- It critically analyses the information gathered by identifying gaps in current knowledge; showing limitations of theories and points of view; formulating areas for further research and reviewing areas of controversy
- It presents the literature in an organised way

A literature review shows that its contactor has an in-depth grasp of a subject.



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