



EQAVET
4-INCLUSION

EQAVET4INCLUSION
training curriculum for
vocational school's staff
Module 1



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:

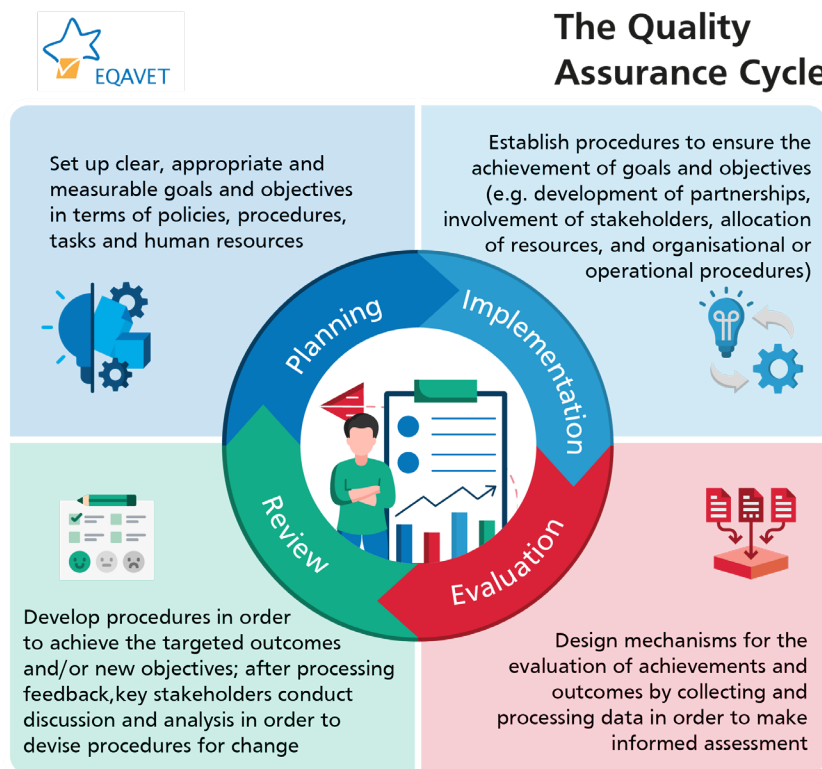
- Inform the school staff about using EQAVET
- Develop the Prevention Plan training material
- Develop a process to identify and track pupils who are at risk of drop-out and respond to the warning signs



Module 1: Understanding and Applying the EQAVET Model for Inclusive Education

Introduction to the module

The European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) emerged from the 2009 European Parliament and Council recommendation as a European-wide framework to support quality assurance in vocational education and training (VET) across Europe. EQAVET is based on a quality assurance and improvement cycle (planning, implementation, evaluation/ assessment, and review/revision) and descriptors and indicators applicable to quality management at both VET system and VET provider levels.



Regardless of where the quality assurance journey begins, using all four stages of the cycle is necessary to achieve high-quality VET. The EQAVET Framework has resulted in the development of a wide range of quality assurance approaches in Member States that meet national and regional needs, circumstances, and traditions. All of these approaches use the EQAVET cycle, indicators, and indicative descriptors to support national, regional, or local quality assurance processes.

Learning Objective:

The objective of this module is to enable VET schools, providers, and trainers to comprehend the EQAVET Model and its relevance to inclusive education, with a special



emphasis on Indicator 8: Prevalence of vulnerable groups. Participants will learn to analyse data, identify challenges faced by vulnerable groups, and develop strategies for quality improvement, fostering a more inclusive learning environment within their VET institutions.

Units:

1.1: Introduction to EQAVET and Quality Improvement in VET

The European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) consists of ten (10) indicators that measure different aspects of vocational Education and Training (VET). The ten (10) indicators are:

Indicator No. 1 Relevance of quality assurance systems for VET providers: (a) share of VET providers applying internal quality assurance systems defined by law/at own initiative;

(b) share of accredited VET providers.

Indicator No. 2 Investment in the training of teachers and trainers:

(a) share of teachers and trainers participating in further training

(b) the amount of funds invested

Indicator No. 3 Participation rate in VET programmes:

(a) Number of participants in VET programmes (b), according to the type of programme and the individual criteria besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.

Indicator No. 4 Completion rate in VET programmes:

Number of persons having completed/abandoned VET programmes, according to the type of programme and the individual criteria

Indicator No. 5 Placement rate in VET programmes:

(a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria;

(b) Share of employed learners at a designated point in time after the completion of training, according to the type of programme and the individual criteria

(3) For IVT: including information on the destination of learners who have dropped out.

Indicator No. 6 - Utilisation of acquired skills at the workplace:

(a) information on occupation obtained by individuals after completion of training, according to the type of training and individual criteria

(b) satisfaction rate of individuals and employers with acquired skills/competencies

Indicator No. 7 - Unemployment rate

According to individual criteria - individuals aged 15-74 without work, actively seeking employment and ready to start work

Indicator No. 8 - Prevalence of vulnerable groups:

(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender



Indicator no 9 - Mechanisms to identify training needs in the labour market:

- (a) information on mechanisms set up to identify changing demands at different levels
- (b) evidence of their effectiveness.

Indicator no 10 - Schemes used to promote better access to VET:

- (a) information on existing schemes at different levels
- (b) evidence of their effectiveness

Analysing and Addressing Vulnerable Groups in VET

All people have the right to non-discrimination and equality in education. Despite progress made over decades, vulnerable groups, such as girls and women, refugees and migrants and persons with disabilities, are more likely to suffer from educational inequalities and face discrimination. The role of the vocational education and training system (VET) in addressing the economic and social needs of vulnerable youth from low-income households can be significant. It enables economic empowerment, providing them with a pathway to sustainable employment opportunities; improving their overall well-being and sense of personal identity.

Indicator No. 8 in EQAVET concerns the **prevalence of vulnerable groups**:

- a)** Percentage of participants and of programme completers from disadvantaged groups, defined at European and national level, from the total number of participants and VET programme completers;
- b)** Percentage of programme completers from disadvantaged groups defined at European and national level, compared to the number of those entering.

The policy intention of indicator 8 is to give Background information for policy decision-making at the VET-system level, support access to VET for disadvantaged groups, and adapt training provisions for underprivileged groups. Indicator 8 is a **context indicator** which:

- a) May assist in giving background information for policy decisions at the system level and in supporting accessibility and adapted training provision of VET, particularly for disadvantaged groups;
- b) May be used for planning at the system level, budgetary target setting and the assessment of the attractiveness and suitability of VET for vulnerable groups. It may also indicate the capacity of VET providers to deal with those groups;
- c) May be used in the quality cycle's planning, implementation, evaluation and review phases.

The subgroups that are commonly reported for this indicator are:

- ✓ Gender and age;
- ✓ People with low educational levels, students with learning difficulties or learners with special educational needs;
- ✓ Imprisoned persons, migrants;



- ✓ Early school leavers (drop-outs);
- ✓ Long-term unemployed; young unemployed people (under 25 years of age);
- ✓ older people (over 55 years of age);
- ✓ Disabled people.

For some vulnerable groups clear definitions at the European level are available, and for those groups' data can be provided through Eurostat. Those groups are the following: early school leavers (drop-outs); young unemployed people (under 25 years of age); long-term unemployed people (more than one year); older people (over 55 years of age); disabled people.

Implementing EQAVET for Quality Improvement

According to UNESCO, Inclusive education is a process of a comprehensive transformation of the education system by identifying and responding to the diverse needs of all students, regardless of social, economic, cultural, linguistic, physical, or other material factors. High-quality inclusion should have the following components: intentional, sufficient, and supported interactions between peers with and without disabilities; specialised, individualised supports; family involvement; inclusive, interdisciplinary services and collaborative teaming; a focus on critical sociological outcomes; effective, ongoing professional development; and ongoing program evaluation. In this sense, EQAVET indicator eight is a **context indicator** which:

- a) May assist in giving background information for policy decisions at the system level and in supporting accessibility and adapted training provision of VET, particularly for disadvantaged groups;
- b) May be used for planning at the system level, budgetary target setting, and the assessment of the attractiveness and suitability of VET for vulnerable groups. It may also indicate the capacity of VET providers to deal with those groups;
- d) May be used in the quality cycle's planning, implementation, evaluation, and review phases.

Step 1 – Situational analysis

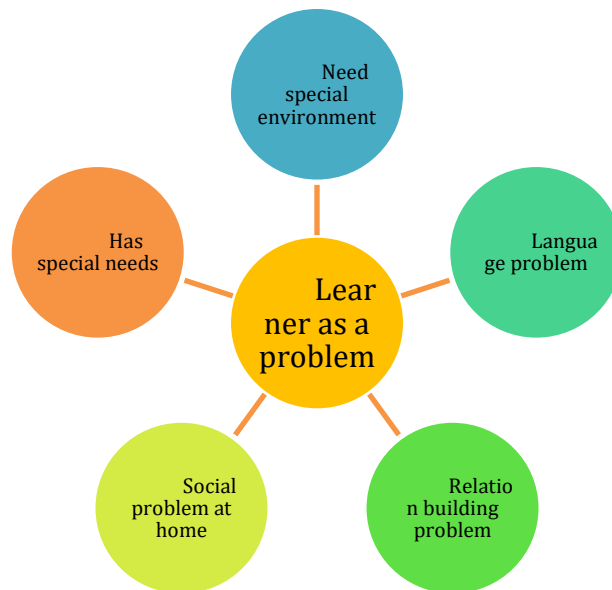
While working with teachers, children, government officials, and communities keep asking:

- What are the barriers to access, participation, and learning?
- Who is perpetuating the barriers, how, and why?
- Who is experiencing these barriers? Are some people more affected by these barriers than others?
- How can these barriers be minimised?
- What resources (human, financial, material) are available to support access, participation, and learning of previously excluded children? How can we mobilise additional resources?



When you are trying to collect the above information,

- Ensure the situational analysis information you collect is disaggregated by gender, disability, economic situation, rural-urban, ethnicity, language, etc.
- Ensure the situational analysis provides a clear picture of learners' diversity in and out of school (including reasons for exclusion)
- Ensure that learner at risk of exclusion and their families are consulted
- Collect data on how diversity is perceived (attitudes/ behaviours) in the community/society



It is essential to review situational analysis questions and data collection methods from an inclusion perspective across all three levels, considering diversity issues such as gender, ethnicity, disability, language, geographical coverage, and age.

Step 2 - Planning inclusive program

Real inclusion anticipates that the school intentionally design inclusive and responsive activities that acknowledge and meet the diverse needs of learners. Adequate time and effort must be allocated to developing a program that uses appropriate strategies to address the real needs identified through a transparent process. A design that promotes quality for all learners requires targeted capacity building at different levels for different school staff. Workshops and training are often chosen as the only approach to addressing capacity gaps. However, many skills for inclusion can be incorporated into the program design, such as team-teaching mentoring by more experienced teachers, classroom-based action research or teacher exchange visits. It is critical that the training design does not rely uniquely on one-off workshops. Still, it creates regular



opportunities for training and mentoring and time between sessions to practice new skills in the classroom.

Since there is a clear overlap between quality and inclusion, many of the activities the school already implementing to improve quality will contribute to a more inclusive environment. To further strengthen the inclusion and quality of schools, consider:

- ✓ Ensure that all teachers and headmasters/ principals are trained in inclusive education
- ✓ Work with headmasters/principals to increase their approval and buy-in of inclusive education and ensure that they understand how to support their teachers in using inclusive methodologies
- ✓ Encourage teachers to use self-assessment tools to reflect on the inclusiveness of their classrooms.

Step 3 – Monitor implementation

Creating a truly inclusive school environment is a process. There are no set paths or ready-made solutions, and it takes time. Programs that aim to develop inclusive education may face resistance or uncertainty from various directions who feel the work is impossible or unnecessary. As part of making implementation more inclusive, there is a need to work with these players, too.

Inclusion is often a tense topic. Many children who are discriminated against in the school system are discriminated against due to very long-standing stigma and cultural beliefs. Remember this as you are conducting focus groups or observations.

Likewise, if schools know a monitoring visit will occur, they may prepare for such a visit, and what you monitor may not be the reality. Inclusive monitoring requires asking the right questions and not being satisfied with what can be seen or is obvious, using probing and open questions and exploring the perspectives of different groups.

To measure inclusiveness, actions are the inclusive version of the Quality model that the school applies. Indicator 8 gives a direction, but all the practical actions that a school takes to increase the inclusiveness of their education count. Those actions have to be monitored and evaluated.

Here are some practical indicators that can help schools to design and monitor to increase the inclusiveness of their education:

- ✓ welcoming attitudes and behaviours from teachers, school staff, and peers
- ✓ The learning space is fully accessible to all learners, including those with disabilities
- ✓ All teachers have some knowledge and skills in inclusive methodologies
- ✓ Learning is not only evaluated against set standards but also in terms of individual progress (e.g., about Individual Education Plans)
- ✓ The participation of learners with different backgrounds, cultures, and abilities is ensured in existing structures/mechanisms
- ✓



The indicators that can be used to monitor and evaluate can be:

- % Of teachers trained in inclusive education
- % Of teachers receiving ongoing mentoring in inclusive education
- % Of learners with improved learning outcomes (disaggregated by gender, disability, language, poverty, and other groups commonly discriminated against)

Step 4 - Review

Evaluation can be conducted in different ways and at different levels. Assessing a program's impact can also be demonstrated in other stories and perspectives. When assessment and lessons learned are not inclusive, we may only learn from our perspective. This, in turn, can mean that the next initiative/project does not fully understand the successes and challenges of this one, and our programs may continue to exclude certain groups of children inadvertently. End-line evaluations must verify whether the planned results were achieved for all learners. Inclusive education is a process, and it is expected that the challenges identified in one initiative/project will be used to strengthen the next one.

Questions to evaluate a program and identify lessons learned are program-specific depending on the school, legislation, resources and so on, but typical guiding questions may include:

- ✓ What procedures are in place as a result of the program to measure the increase or decrease in the enrolment of different learners?
- ✓ What strategies have been implemented to ensure that all learners attend school?
- ✓ What has worked best? Why? Has the awareness and understanding of learner diversity increased amongst school and program staff? What can be learned about the initiatives undertaken? Were some more successful than others? Why?
- ✓ Do different learners have a better understanding of their rights and entitlements? How do we know that this is the case?
- ✓ Have teachers and principals been trained on inclusive education? What are they doing differently as a result of such training? How do we know?
- ✓ Have learners – especially previously excluded ones – been included? Do they tell evaluators That they feel safe in school and receive adequate support from their teacher?

Keywords:

EQAVET Model, Inclusive Education, Vulnerable Groups, Quality Improvement



Expected Learning Outcomes:

Knowledge	<ul style="list-style-type: none">- Define the key components of the EQAVET Model, including its purpose and scope.- Identify the indicators within the EQAVET Model, particularly on Indicator 8: Prevalence of vulnerable groups in VET.- Explain the principles and guidelines of the EQAVET Model for quality assurance and improvement in VET education.
Skills	<ul style="list-style-type: none">- Analyse data and relevant information to assess vulnerable groups' prevalence and specific challenges in a VET institution.- Collaborate with stakeholders to implement the EQAVET Model effectively and ensure inclusive practices in VET schools.
Competences	<ul style="list-style-type: none">- Demonstrate a commitment to fostering inclusivity and equity in VET education through the application of the EQAVET Model

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.

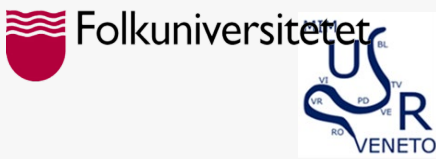


Co-funded by
the European Union



EQAVET 4-INCLUSION

LEARN MORE: <https://eqavet4inclusion.eu/>



Mihai Eminescu College, Soroca

