EQAVET 4·INCLUSION

EQAVET4INCLUSION training material for vocational school's staff

Module 1

Training Methodology

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

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

Target Group – To whom it may concern

The target groups of the training are:

- teachers,
- school management officers
- guidance counsellors

Detailed Training Programme

Module 1: Understanding and Applying the EQAVET Model for Inclusive Education	Training Methodology: Distant asynchronous learning
	Duration hours: Appx 15-20 hours

Unit 1.1: Introduction to EQAVET and Quality Improvement in VET

Activity 1 - Using the indicative descriptors in the EQAVET Recommendation Background For each of the four phases of the quality assurance cycle, the EQAVET Recommendation identifies a series of indicative descriptors for VET providers. These describe different parts of the EQAVET approach to quality assurance. They enable each VET provider to consider their quality assurance arrangements and decide whether their approach is compatible. To help VET providers to reflect on their process, this activity presents two contrasting statements for each indicative descriptor. VET providers are encouraged to consider which of the two statements better explains their practice.

Outcome
At the end of this 45-minute activity, participants will better understand how their quality assurance approach aligns with the indicative descriptors in the EQAVET Recommendation.

Audience
VET providers are involved in initial or continuing VET. The activity can be used with groups of up to 32 participants. It can also be used with smaller groups.

Approach
This is a simple exercise, and the following method can be modified to respond to the size of the group and the time available.
- ✓ 5 min introduction to the EQAVET quality assurance cycle and the indicative descriptors
- ✓ 10 min working in pairs, participants consider the statements for one stage of the quality cycle (e.g., planning). They discuss how they would assess their own practice.
- ✓ 20 min in groups of eight they discuss common features and strengths 10 min if there are more than eight participants, comments can be shared between each group of eight.
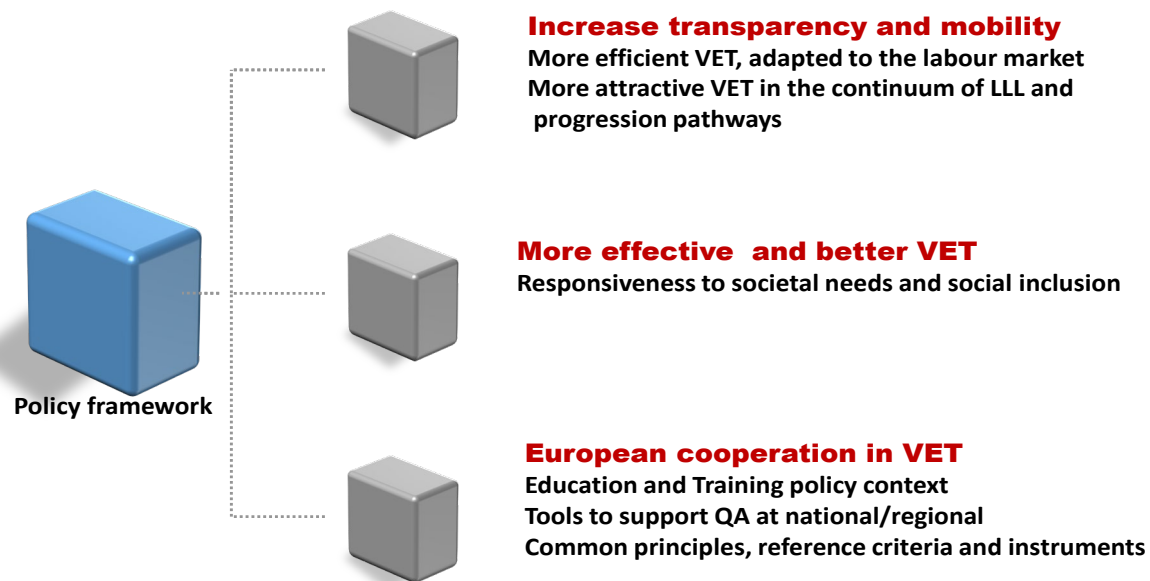- ✓ 5 min overall conclusions Notes

This can be used with large and small groups. It can be repeated with each stage in the EAQVET quality assurance cycle. Participants can repeat the activity within their VET organisation.

EQAVET - The Reference Framework for Quality

The European Quality Assurance Reference Framework for VET (the Framework) provides a European-wide framework to help Member States and stakeholders to document, develop, monitor, evaluate, and improve the effectiveness of their VET provision and quality management practices.

It can be applied at both the system and VET provider levels and help document the VET provision's efficiency. It is adaptable to the different national systems and can be used by national legislation and practice. The framework comprises a quality assurance and improvement cycle (planning, implementation, evaluation/ assessment, and review/revision) based on quality criteria, descriptors, and indicators. The aim is not to introduce new standards but to support Member States' efforts while preserving their approaches' diversity.

Why does Europe need EQAVET?

Policy framework

Increase transparency and mobility
More efficient VET, adapted to the labour market
More attractive VET in the continuum of LLL and
 progression pathways

More effective and better VET
Responsiveness to societal needs and social inclusion

European cooperation in VET
Education and Training policy context
Tools to support QA at national/regional
Common principles, reference criteria and instruments

Show the EQAVET PPT -annex 1

Unit 1.2: Implementing EQAVET for Quality Improvement - Six actions to develop quality assurance.

Background

For VET providers new to quality assurance, we have identified six Building Blocks that could be used to get started. These are not part of the EQAVET Recommendation; they are techniques that can help VET providers think about introducing quality assurance.

Outcome

This exercise is in two parts: an introduction to the Building Blocks and considering how they could be linked to the four stages of the quality cycle. At the end of the first part of the activity (45 minutes), participants will better understand how to introduce a quality assurance approach that aligns with the EQAVET Recommendation. At the end of the second part (30 minutes), participants will have discussed how the Building Blocks align with the four stages of the quality cycle.

Audience

VET providers involved in initial or continuing VET. The activity can be used with groups of up to 32 participants. It can also be used with smaller groups.

Approach

The first part of this exercise is simple. The approach can be modified to respond to the size of the group and the time available.

5 min introduction and explanation of the six Building Blocks

15 min working in pairs, participants consider whether each Building Block could form the basis of a quality assurance process. They discuss whether they could be helpful in their context.

10 min in groups of eight, they discuss whether there is a consensus.

10 min if there are more than eight participants, comments can be shared between each group of eight 5 min conclusions.

The second part of the exercise will likely lead to more discussion, and the importance of context and local circumstances will be necessary.

30 minutes is needed for this second part. In some contexts, trainers may only use the first part of the exercise.

10 min working in pairs, participants consider whether each Building Block is linked to one or more of the four stages of the quality assurance cycle. They are invited to complete the grid on the following page.

10 min in groups of eight, they discuss whether there is a consensus, 5 min if there are more than eight participants, comments can be shared between each group of eight 5 min overall conclusions.

Building Blocks at provider level	Plan	Implement	Evaluate and assess	Review and revise
Ensure there is a management culture which is committed to quality assurance.				
Develop approaches which reflect the provider's circumstances.				
Develop a culture of self-assessment				
Support staff training concerning quality assurance				
Use data and feedback to improve VET				
Ensure VET is based on the involvement of external and internal stakeholders.				

Unit 1.3: Analysing and Addressing Vulnerable Groups in VET

Introduction
Real inclusive VET requires that VET institutions proactively 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 participatory process.

Self-monitoring for increasing the inclusiveness of VET education using the EQAVET indicators there is no blueprint or recipe. It is always a point of departure for reviewing and improving VET provision and/or for continued development of inclusiveness of VET provision. The EQAVET Recommendation exploits VET monitoring and evaluation by using a set of ten indicators, of which indicator 8 is focused on inclusiveness. Given that VET providers' contexts, needs, and circumstances are not identical or homogeneous, this activity presents a several-step approach supported by guiding questions to the organisation of a self-monitoring exercise. VET providers are invited to reflect on the planning of their self-monitoring practice and consider:
a) which steps are most adequate in their context
b) which indicators they are using.

Outcome
At the end of this 45-minute activity, participants will better understand whether their self-monitoring is organised in line with the EQAVET quality cycle based on indicator 8.

Audience
VET providers are involved in initial or continuing VET. The activity can be used with
a) groups of up to 32 participants
b) smaller groups.

Approach
5 min introduction to the EQAVET quality assurance cycle with a focus on the evaluation phase and the EQAVET indicator 8:
10 min working in pairs, participants consider the approach (either the flowchart or the checklist format) and the respective questions. They discuss how they would assess their practice in organising self-monitoring.
20 min in groups of eight, they discuss common features and strengths.

10 min if there are more than eight participants, comments should be shared between each group of eight 5 min overall conclusions

A design that promotes quality for all learners requires targeted capacity building at different levels for different stakeholders. Workshops and training are often selected as the only approach to addressing capacity gaps. However, many other ways to increase professional knowledge and 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. The training design mustn't rely uniquely on one-off workshops but create regular opportunities for training and mentoring and time in between sessions to practice new skills in the classroom. It is also important to remember that teachers are not alone in creating inclusive learning environments. There are many resources they can turn to, including other teachers, headmasters/principals, students, parents, and government officials. Schools that are further along in ensuring inclusion can be recognised as model schools for their cluster and can help showcase what an inclusive, learner-friendly school can do for all its learners. School clusters or higher-quality special schools can also be used to share experiences between schools near each other and ensure that all teachers have a built-in support network. Since there is a clear overlap between quality and inclusion, many of the activities you already implement to improve quality will contribute to a more inclusive environment. To further strengthen the inclusion and quality of your schools, consider:

Problem	Possible Solutions	Solutions for your school
Particular groups and individuals are not learning or participating.	- Promote respect for diversity (gender, disability, minorities, health, social status, poverty) and model behaviour valuing diversity. - Develop social safety nets, including school scholarship programs for economically and otherwise disadvantaged learners. - Sensitise "mainstream" groups and individuals on the meaning of equal rights and opportunities.	
Poor teaching practice due to theoretical, rigid, poor quality/ quantity of training programs	- Invest in practical training and support of teachers from local communities by using teacher training guides. - Support with relevant, school-based or cluster-based in-service training on inclusive methods.	

Learners are passive and not encouraged to engage in learning activities. Many are excluded, repeat classes or drop out.	• Promote learner-friendly schools and active learning based on learner's individual needs. • Involve all learners in creating solutions. Use learner-to-learner approaches.	
Poor school facilities and environment: building facilities, unsafe and unhealthy environments.	• Involve communities, local NGOs, and government in improving infrastructure,	
School is not relevant to life, not related to daily life realities. Over-loaded and/or outdated curricula.	• Learn from successful non-formal or special schools. • Participate in and influence curricula reviews to make curricula relevant to the needs and abilities of different learners.	
A social-emotional school environment, where violence and disrespect prevent learners from fully participating and learning (e.g., physical punishment, bullying)	• Train teachers, principals, teacher educators, and parents on alternative methods of classroom management and discipline based on improved knowledge and understanding of learner development • Create stakeholder awareness of learners, especially those vulnerable to bullying or abuse, such as those from minorities or learners with disabilities. • Support and monitor the application of new knowledge and skills. • Support teaching about child rights linked to the right to non-discrimination, protection and participation.	

Please see bellow 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 to 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, PPT's will also include visual stimulators, as images, graphs and tables, in order 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**

  Closed Questions and answers technique consist of composing specific questions that will be asked to the trainees. This technique increases trainees' participation and encourage active learning. In this project six different formats of Closed Question 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 a 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 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 which objectively display key information and facts about an activity that can be used to support and enhance the feedback process. When deliver training sessions on video analysis tools to a group of trainees, of whatever the level of education or experience, it is a good practise 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 resources. 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 synthesises the information in that literature into a summary
  - It critically analyses the information gathered by identifying gaps in current knowledge; by showing limitations of theories and points of view; and by 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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