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EQAVET
4-INCLUSION

EQAVET4INCLUSION training curriculum for vocational school's staff

Module 2

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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 2: Vision and Policy

Introduction to the module:

Education is an essential pillar of the society's development, and vocational schools play a crucial role in preparing young people for a successful career. However, in order to ensure quality education and an effective transition to the labour market, it is imperative to develop training programs that meet students' diverse needs and promote social inclusion. In this context, the module "Vision and Mission" is a fundamental component of the EQAVET 4 INCLUSION Training Curriculum for personal training in vocational schools.

The EQAVET 4 INCLUSION curriculum is designed to support the development and implementation of high-quality vocational education focused on social inclusion and educational equity. It is based on the principles of ECVET (European Credit System for Vocational Education and Training), EQF (European Qualifications Frameworks), and EQAVET (European Quality Assurance Frameworks for Vocational Education and Training) to ensure high standards of quality and relevance of vocational education.

The module "Vision and Mission" substantiates and guides the process of developing educational strategies and practices in vocational schools. This essential component of the EQAVET 4 INCLUSION curriculum aims to provide school staff with an understanding of the institution's vision and mission. This creates a solid basis for defining specific objectives and values that guide all aspects of the educational process.

The vision that the school wants to achieve in the future is an inspirational and bold statement of what the educational institution aims to accomplish for students and the community. This is not just a simple phrase, but a guide to all decisions and actions taken in school.

The mission, on the other hand, describes how the school aims to achieve this vision. It is the institution's commitment to the personal and professional development of students and service to the community. The mission provides a clear framework for developing curricula, teaching, and assessment strategies and for interacting with parents, the local community, and external partners.

Learning objective:

The fundamental objective of this module, "Vision and Mission" within the EQAVET 4 INCLUSION Training Curriculum, is to develop the vision and mission of the institution among school staff, thus ensuring that all decisions, whether related to curriculum planning, teaching strategies, assessment or interaction with the community, are coherent and align with the strategic direction of Institution

Units:

2.1: Vision of career guidance and career support

The vision for career guidance and support represents a comprehensive and sustainable approach to developing and managing the individual career. This vision aims to provide support and guidance in the career decision-making process, identify and capitalize on individuals' professional potential, and facilitate their adaptation to the labour market's requirements and changes.

Career guidance within this vision involves careful assessment of individual skills, interests, values, and aspirations in order to provide a clear understanding of the right career direction. This may include activities such as vocational counselling, aptitude tests, exploration of educational and professional options, and identification of opportunities for skills development.

Career support refers to the implementation of strategies and resources designed to facilitate career progression and success. This may include ongoing counselling, mentoring, training and professional development programs, as well as providing up-to-date information on labour market trends and emerging opportunities.

While working with participants, it is necessary to take into account the realization of such actions as:

- Assessment of career options;
- Self-assessment;
- Online investigations;
- Interviews with professionals;
- Attendance of the career fairs;
- Participation in thematic seminars or conferences;

Exploring career options is an ongoing and dynamic process, and these activities can help students gain information, get to know themselves better, and make the right decisions about their professional future.

2.2: Support and leadership

Support and leadership are two critical elements in building an effective work environment and encouraging the personal and professional development of team members.

Key support and leadership issues to consider are:

Mentoring and development: An effective leader provides support through mentoring by guiding team members in the right direction and sharing experiences to help them develop their skills. Implementing structured mentoring programs to promote knowledge sharing and to support the professional growth of employees.

Open and empathic communication: Leadership involves open and transparent communication. Leaders should be accessible, active listeners, and show empathy for the needs and concerns of team members. Holding regular meetings to discuss goals, share information, and address employee questions or concerns.

Responsible delegation: A supportive leader understands the individual abilities of team members and shares responsibilities appropriately. Responsible delegation not only supports the development of individual skills but also strengthens team members' trust and autonomy.

Constructive feedback: A leader provides constructive and growth-oriented feedback, recognizing achievements and providing guidance for improvement. He or she organises regular performance review sessions to discuss progress, goals, and individual development plans.

Recognition and rewards: A motivated and supportive leader recognises and rewards the valuable efforts and contributions of the team members. Implementing recognition programs such as monthly awards or special events to celebrate team achievements.

People-oriented organisational culture: A supportive leader cultivates an organizational culture based on mutual respect, collaboration, and continuous development. He or she develops initiatives that promote work-life balance and encourage employee engagement and loyalty.

By combining these practices, leaders can create an environment where team members feel supported, encouraged to develop their potential, and actively contribute to the success of the organization.

2.3: School Policy regarding prevention

School policy on prevention is an essential document for every educational institution, designed to establish specific rules, procedures, and objectives in order to ensure a safe, healthy and inclusive school environment for all students and school staff. This policy aims to prevent a wide range of issues, including problematic behaviour, harassment, violence, substance use, absenteeism, dropping out of school, etc.

Approaching this topic with teachers, the following questions will be asked:

1. What is the mission statement?

An effective policy begins with a clear mission statement that emphasises the school's commitment to creating a safe and inclusive environment for the school community.

2. What are the concrete, measurable specific objectives the school wants to achieve in terms of prevention? These goals should be aligned with the needs and values of the school community.

3. How do you define the responsibilities and roles of those involved in policy implementation, including head teachers, teachers, counselling staff, parents, and pupils? It is essential to clarify who is responsible for monitoring and reporting incidents.

4. How to prevent problem behaviours by establishing strategies and programs, including health education and substance use prevention programs, civic and ethical education programs, and conflict management methods.

5. What are the security and safety measures in school, such as emergency management protocols, intruder monitoring procedures, and emotional and psychological support for students and staff in difficult situations?

6. How to collect and analyse relevant data to monitor progress and make adjustments when necessary?

School policy on prevention is an essential tool for promoting a healthy and safe school environment that facilitates the development and success of all students. It should be regularly reviewed and updated to keep pace with changes in society and ensure the effectiveness of prevention measures.

When these questions will be answered:

- make sure the information presented is in accordance with the school's prevention policy;
- make sure all responsibilities and roles of those involved in the prevention process are known;
- make sure there is a correct data collection mechanism.

2.4: A prevention and career guidance work plan

The elaboration of the Work Plan aims to develop and implement effective strategies to prevent school dropout and to support students' career guidance. The ultimate goal is to create a favourable school environment that encourages students to stay in school, need skills, and outline an appropriate career plan.

This work plan is a commitment to prevent early school leaving and support the career guidance of students. Its rigorous implementation and continuous monitoring of progress will contribute to the creation of a school environment favourable to the academic and professional success of all students. By working with parents, solid bridges can be built to help people fulfil their potential and young people to develop successful careers.

Keywords:

School dropout prevention, career guidance, personal and professional development, career counselling, and personalised career plans.

Expected Learning outcomes

Knowledge	<ul style="list-style-type: none"> - Define the mission and vision of the institution. - Identify the causes of school dropout by collecting data.
Skills	<ul style="list-style-type: none"> - Elaborate the prevention plan correctly and consistently. - Collaborate with career guidance counsellors on the exclusion of the phenomenon of school dropout. - Develop institutional policies regarding prevention and career guidance.

Competences

-Train career planning and decision-making skills.

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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