EQAVET4INCLUSION training material for vocational school's staff

Module 2

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 2: Vision and policy	Training Methodology: Distant asynchronous learning Duration hours: Appx 15-20 hours

Unit 2.1: Vision on career guidance and career support

Activity 1

Outcome
At the end of this 45-minute activity, participants will be familiarized with the concepts of career guidance and support.

Audience
Vocational education and training providers are involved in initial or continuing education and training in VET schools. The activity can be used with groups of up to 15 participants. It can also be used with smaller groups.

Method
This is a simple exercise, and the following method can be modified to meet the size of the group and the time available.
- 5 min introduction and definition of the concept. Defining and clarifying the concepts of professional guidance and career support. Inviting participants to a brief discussion about their previous experiences regarding career guidance and how they see their role in the process.
- 10 min work in small groups on identifying available resources to support vocational guidance in school and community.
- 20 min work in groups on developing an action plan to provide ongoing career support for students, including extracurricular activities and orientation events.
- 5 min- summary of the main ideas and tools discussed during the workshop.

Activity 2

Outcome
At the end of this 45-minute activity, participants will be able to determine better their own needs, aspirations, future career and will have developed critical analysis skills. They will also notice and understand more easily how students approach the career choice process.

Audience

Vocational education and training providers are involved in initial or continuing education and training in VET schools. The activity can be used with groups of up to 15 participants.
It can also be used with smaller groups.

Method
This is a simple exercise, and the following method can be modified to meet the size of the group and the time available.

- ✓ 5 min - open discussions on what it means to choose a career and how you could benefit from support in this choice.
- ✓ 10 min - participants provide a list of the most trending professions and briefly present what this involves (a brief description of the daily work, skills required, possible advantages and challenges).
- ✓ 20 min in groups – participants are involved in a simulation of a group counseling session, having different roles, such as school counselor and teachers who provide mutual support in assisting students. After the simulation, are organized group discussions to highlight experiences and identify effective communication and career support strategies.
- ✓ 5 min - summary of the main ideas and tools discussed during the workshop.

Unit 2.2: Support and leadership

Activity

Outcome
At the end of this 45-minute activity, participants will better understand how to provide support and use their leadership skills, share experiences and solutions, and develop concrete plans for the future. It is an exercise that combines practical learning with reflection and collaboration within the team.

Audience
Vocational education and training providers are involved in initial or continuing education and training in VET schools. The activity can be used with groups of up to 20 participants.
It can also be used with smaller groups.

Method
This is a simple exercise, and the following method can be modified to meet the size of the group and the time available.

- ✓ 5 min. presentation of the activity objectives and the importance of developing supportive and leadership skills within the teaching team.
- ✓ 10 min. - participants form 3-4 small groups. Each group is given a specific task, such as discu recent challenges and identifying the ways each team member provided support. Each group s the conclusions and solutions found during the discussions. It is realized a collective analysis o teams managed challenges and provided support.
- ✓ 20 min. Each participant receives a sheet of paper and pen to plan his/her own future "leadership journey". This "journey" may include stages, goals, and resources needed to develop leadership

skills. Each participant shares his/her plan with the group, and the others provide constructive feedback and suggestions. There are organized group debates on how each teacher can encourage and support the development of leadership skills within the team.

✓ 5 min. - participants provide feedback on activities and can ask questions or offer suggestions.

Unit 2.3: School Policy regarding prevention

Activity

Outcome
At the end of this 45-minute activity, participants get to know better the procedure of developing an effective school policy on preventing early school leaving.

Audience
Vocational education and training providers are involved in initial or continuing education and training in VET schools. The activity can be used with groups of up to 20 participants.
It can also be used with smaller groups.

Method
This is a simple exercise, and the following method can be modified to meet the size of the group and the time available.

✓ 5 min. - participants receive sheets with specific data on school dropout. There are formed small groups and are initiated group discussions about trends, risk factors on identifying potential reasons of abandonment.

✓ 10 min – Brainstorming. Each participant receives self-adhesive plates and is encouraged to down ideas regarding school dropout prevention. The plates are attached to a flipchart to cre "Wall of Solutions". Discussions and priorities are initiated.

✓ 20 min – Policy development – Based on data analysis and brainstorming solutions, teachers work together to create the first version of the school's dropout prevention. teachers work together to create the first version of the school's dropout prevention.

Specific activities	Responsibilities	Time limits

✓ 5 min - the team builds a visual board summarizing the school's policy and action plans.

Unit 2.4: A prevention and career guidance work plan:

Activity 1

Outcome
At the end of the 45-minute activity, participants know better how to develop and implement an effective prevention and career guidance program within the institution, with a focus on supporting students in identifying and planning their professional goals.

Audience
Vocational education and training providers are involved in initial or continuing education and training in VET schools. The activity can be used with groups of up to 15 participants. It can also be used with smaller groups.

Method

This is a simple exercise, and the following method can be modified to meet the size of the group and the time available.
- ✓ 5 min- participants reflect on their own career path and identify ways to guide students in exp their career.
- ✓ 10 min. share each teacher a sheet of paper or a flipchart page and colored markers.
- ✓ Ask them to draw a simple map of their own career evolution, highlighting key milestones, suc obstacles, and learning moments. Each teacher presented his map to his colleagues in a minutes.

- ✓ 20 min.- participants form 2 groups.
  They develop a Work Plan for dropout prevention:

Specific activities	Responsibilities	Time limits	Indicator

- ✓ 5 min - participants provide feedback on activities and can ask questions or offer suggestion

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.

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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