EQAVET4INCLUSION training curriculum for vocational school's staff

Module 4

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 4: Organisation

Introduction to the module:

International experts and professionals nowadays pay considerable attention to the organisation of vocational guidance and career advice for students to promote their career development, prevent dropout rates and promote lifelong learning. The wrong choice of the training programme, wide gaps between the expectations and the actual training of students, and inconsistencies in the way the staff of the institution works on career development led to a lack of motivation among the students, and consequently to their expulsion from the institution or transfer to another programme.

Effective career advice and guidance services in educational institutions help students to unlock their potential, increase their own competence awareness and develop career management (lifelong learning) competences. Personalised, non-biased and relevant information from the career and education advice services enables students to make constructive decisions regarding their future career, its development, and the successful realisation of their potential in their future professional activities.

The organisation of vocational guidance and career advice for students will be active if the management and teachers/trainers of the educational institution cooperate with vocational guidance specialists (teachers/trainers) working in other educational institutions, representatives of career development services, state employment services, and public and volunteer organisations. In the context of such cooperation, the organisation of vocational guidance and career advice for students requires new forms of work to create flexible relationships between employers, management, teachers/trainers of educational institutions and students' parents.

The successful organisation of vocational guidance and career advice for students is focused on cooperation with external organisations and educational institutions for further education, taking into account current trends in improving career and educational trajectories in educational institutions and includes a number of related activities that will promote career development; dissemination of career information; individual and group career guidance/counselling; interaction with employers; development of skills necessary for job search and self-employment.

The use of the suggested areas in the organisation of vocational guidance and career advice for students is necessary for the formation and development of the students' career competencies (lifelong learning) that meet national and regional needs, circumstances, and traditions. The suggested areas of organisation use the EQAVET cycle, indicators, and indicator descriptors to support national, regional, or local quality assurance processes.

Learning Objective:

This module aims to enable VET schools, providers, and trainers to understand the importance of Career guidance and support and its relevance for inclusion and prevention of drop-out in vocational education. The participants will get to know the peculiarities of providing career and education counselling services; learn to analyse the distribution of roles and tasks to determine the directions of career counselling and support to prevent students from dropping out and organise professional development of staff to conduct career guidance and support career counselling with all the participants of the educational process.

Units:

4.1: Organisation of Career and study Advice services

Career and study advice services should be an integral part of the educational process, and therefore, a wide range of programmes and services should be offered at a VET school. The focus should be on providing students with the knowledge, skills and competences that will help them to manage their lives and careers effectively. It is important that information on the labour market, education and training programmes and courses is relevant and accurate, considering that the economic environment and demand for skills are difficult to predict.

We use the term "Career and study advice services" to refer to a wide range of programmes and services that aim to help learners acquire the knowledge, skills and competencies to develop life skills and manage their learning, work and career.

Career counselling is a specially organised process aimed at helping to unlock professional potential, build career competence, support in obtaining IVET and assist in finding a job.

An effective career development service today must go beyond the VET school and promote itself as an inclusive and effective service. It needs to have the skills, knowledge, and staff to help learners think about what they want to achieve in their professional lives. This involves helping the students to identify their personal strengths and weaknesses, interests, and capabilities, as well as creating conditions for their self-development.

At a VET school, career counselling and training services can be provided through:

- career counselling, provided individually or in small groups, where the focus is on preparing students to start their career path and solving specific career problems they face;
- career education, as part of a curriculum that focuses on helping groups of students develop career competence;
- career counselling, which can be provided online and/or offline. It includes information on courses, professions, career paths, and the labour market.
  Career counselling services should also have an online and social media profile so that students considering VET in schools or apprenticeships know that they exist and how to access them.

In this sense, the eighth EQAVET indicator is a content indicator that:

a) Can facilitate the provision of background information for the development and implementation of a vision and strategy for career counselling and guidance with a focus on inclusion and dropout prevention;
b) Can be used to plan career guidance and career counselling at the level of the educational institution, appoint responsible personnel, and improve their skills. It can also indicate the capacity of the VET school to organise career and academic counselling;
c) Can be used at the stages of planning, implementation, evaluation and review of the quality cycle of career counselling and training services

The following model will serve as a checklist for developing recommendations on the organisation of career and study advice services for educational institutions and will help to check whether all factors related to the educational institution's sphere of control are considered in the recommendations.

- Ensure that the institution has developed and implemented a vision on career guidance and career support, school policy regarding prevention and a prevention and career guidance work plan.
- Cooperate with the educational institution's administration to ensure that career guidance and career counselling are provided to the educational institution's staff.
- Encourage educational staff to integrate guidance support into the educational program.
- Support students in raising their own awareness of competencies and in creating and developing career management (lifelong learning) competencies.
- Organise career guidance activities to create and develop career management and lifelong learning skills.
- Organisation of career and study advice services to support students and focus on developing career competence, preferences, and professional needs.
- Before giving final guidance, consult with educators and parents to ensure the student is effectively redirected to another curriculum or educational institution.

Indicator 8 provides a direction, but all practical actions taken by the VET school to improve the organisation of career and study advice services, including the prevention of drop-outs, are taken into account.

Here are some practical indicators that can help a VET school develop and monitor a procedure to support the development of career competence in order to ensure inclusion and prevent drop-outs:

- VET school staff focuses on the needs of each student and the development of their competencies.
- all recommendations and tips are discussed with the responsible persons (support team) and pedagogical staff working with the student.
- the responsible persons (support team) consult not only teachers but also parents for recommendations and suggestions.
- information about the referral to study under another study programme, recommendations and the ground for these recommendations is provided to all responsible persons in a time-bound manner
- information about the referral to study at another educational institution, as well as advice and grounds for such a decision, is provided to all responsible persons in a time-bound manner.

Indicators that can be used for monitoring and evaluation may include:

- % Supporting staff trained to provide career and study advice services for inclusion preventing students from dropping out
- % Teachers involved in the provision of career counselling and advice services for inclusion preventing students from dropping out
- % Students who receive ongoing support in the provision of career and study advice services for inclusion preventing students from dropping out
- % Parents who receive ongoing support in the provision of career and study advice services for inclusion to prevent students from dropping out.

4.2: Division of roles and tasks regarding career advice and support

Each role in career advice and support has key responsibilities that are specific to the position. It is important to understand the meaning of terms when considering the importance of roles and responsibilities. This ensures that each employee can do their job effectively in terms of

career advice and guidance. Job responsibilities refer to the duties and tasks assigned to specific roles. Therefore, the distribution of roles and tasks in career counselling and support may differ depending on the characteristics of the educational institution, country, etc. For example, career counselling and support may be provided by professional and engaged career guidance specialists or other professionals working in career services, public employment services single window services (e.g. youth (employment) services) and/or teachers or support staff working in educational institutions.

A clear division of roles and responsibilities among school staff for career counselling and support plays a significant role in implementing inclusive education and preventing dropout, as it ensures that students are supported in managing their careers and that their education, training, and career choices are appropriate to their personal characteristics (e.g., strengths, learning style, etc.). For example:

- Designated staff at the educational institution and teachers can provide career information and counselling on education, training, and job opportunities.
- Career counselling can be provided by professionals with appropriate training, engaged vocational guidance specialists or other professionals working in career services, state employment services.
- Conducting career management skills development activities, such as: assessment (e.g. through psychological tests or skills portfolios) - psychologists; career guidance activities - specially appointed staff and/or teachers of the educational institution, employers; teaching (VET schools may provide vocational education as part of the curriculum (as a separate subject, as part of another subject or as an interdisciplinary subject, e.g. a course on self-effectiveness, CV and presentation letter development, etc.); mentoring, this type of career counselling can involve all of the above officials as well as senior students.
Questions for evaluating a programme and determining outcomes in terms of the distribution of responsibilities and tasks for career counselling for inclusion and dropout prevention will vary by programme, institution, legislation, resources, etc., but typical guiding questions might include the following:

- Is the management of the educational institution responsible for involving all staff in career guidance counselling and preventing students from dropping out? How do we know this?
- Does the management of the educational institution involve all staff in career counselling and support, defining the role and responsibility of each for the successful resolution of these issues? How do we know this is the case?
- Does the management appoint competent employees to perform specific tasks and responsibilities and delegate appropriate authority to them? Please provide examples.
- Does the management support middle managers in addressing issues related to student career counselling and support? How?
- Do students know where to apply when they have a dilemma between their careers and their studies? Where exactly?
- Do teachers in the educational institution know about early warning signs for students at risk? What are they?

- Are educators able to engage in a collaborative dialogue about issues related to students' choices between career and education? How do we know this is the case?
- Do the educational institution's teachers know who to contact for counselling? Has awareness and understanding of this aspect increased among school staff and programme participants?
- Are teachers in the educational institution aware that certain staff members are responsible for specific functions and tasks but that their authority and responsibilities extend to all staff members? Has awareness and understanding of this aspect been increased among school and program staff?
- What procedures have been implemented because of the program?

The roles and tasks of career counselling and support may be distributed differently within an educational institution, but they are all crucial to the overall success of inclusion and dropout prevention in vocational education. It should be kept in mind that there are no big organisational roles for one person: everyone has a role to play.

4.3: Staff development regarding career advice and support and the prevention of drop-out

Staff development in career advice and support and dropout prevention is implemented through a comprehensive approach. Staff development is aimed at providing high-quality labour market advice, developing their ability to help students make career management decisions at different stages of their lives (e.g., retraining, further education and career change), as well as their ability to provide constructive recommendations on career advice and support and prevent drop-outs, based on the defined strategic directions and vision of the educational institution.

To achieve this goal, it is recommended to develop a special programme of professional development for employees of educational institutions based on the concept of career guidance and prevention of student dropout. The development of a special in-service training programme for educational institution staff is based on the concept of career guidance and dropout prevention in educational institutions and is aimed at finding and implementing innovative practices and tools for effective career advice and support for students.

The questions for evaluating the programme and determining the results obtained in terms of staff development in career advice and support and dropout prevention depend on the specific programme, the specifics of the educational institution, legislation, the vision of the educational institution, information resources, etc:

- Is there a programme of in-service training for educational institution staff on career advice and support and dropout prevention?
- Does the in-service training programme for educational institution staff consider the concept of career guidance and prevention of student dropout?
- Do the staff's preferences for career advice and support and dropout prevention consider the professional development of the educational institution's staff?
- Are staff ambitions for career advice and support and the prevention of drop-outs discussed to ensure that students are considered for further education?

- Are there any individualised approaches to the professional development of educational institution staff on career advice and support and prevention of student dropout?
- Are the rights and responsibilities of the staff of the educational institution defined in the in-service training programme to improve their knowledge and experience on these issues at the appropriate level?
- Is the experience of the promising practice of partnerships between local enterprises, non-profit organisations, government agencies and public groups for career advice and support of students in the process of their studies in educational institutions considered in the professional development programme for educational institutions staff?
- Does the educational institution have information support for staff on career advice services and support and prevention of student dropout?

Keywords:

Organisation of Career, Career guidance and support, Advice services, Regarding career, Advice and support career, Staff development regarding career, Inclusion, Prevention of Drop-out, Vocational Education.

Expected Learning Outcomes:

Knowledge	- Define the features of the organisation of career counselling and training services. - Explain the roles and responsibilities of career counselling and career support to promote inclusive learning and prevent student dropout. - Identify areas for professional development of employees in the field of career counselling and support.
Skills	- Analyse relevant information on the provision of career and training advice and the challenges faced in a particular VET. - Organise career guidance and support for career counselling with all the participants of the educational process. - Collaborate with stakeholders to effectively upskill staff in career counselling and support, and to prevent student dropout.
Competences	- Demonstrate readiness to prevent students from dropping out by organising career guidance and support for the students.

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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