



EQAVET
4·INCLUSION

EQAVET4INCLUSION
training material for
vocational school's staff
Module 4

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Training Methodology

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



Module 4: Organisation

Training Methodology:
Distant asynchronous learning

Duration hours: Appx 15-20 hours

Unit 4.1: Organisation of Career and study Advice services

Theme 4.1.1: The World Cafe «Promising areas for organising career advice and training services for inclusion and drop-out prevention»

Introduction

The main aim of our work is to contribute to the creation and/or improvement of a system that provides all VET learners, as well as parents, educational institutions and employers, with access to expert, inclusive, relevant, productive and evidence-based career and study advice services. This system should be provided with sufficient resources and be accessible to both those who have already started their studies and those who have not yet chosen their future profession. It should consider the role of VET in providing pathways to other areas of education and training, as well as to professional fulfilment. Effective career and study advice services provide students with individual assistance in making decisions about their future careers and how to pursue them, and help prevent students from dropping out.

Outcome

This exercise is divided into two parts: introduction to career and study advice services and an overview of how career guidance and advice is connected to inclusion and dropout (15 minutes). By the end of the first part of the session the participants will have a better understanding of the main areas of career advice and its importance in preventing drop-outs of VET students. During the second part (75 minutes) the participants will use The World Cafe «Promising areas for organising career advice and training services for inclusion and drop-out prevention» and discuss the directions and challenges of organising career advice and career guidance.

Audience

VET providers are involved in initial or continuing VET. The activity can be used with groups of up to 9 to 32 participants.

Approach

The first part (15 minutes).

15-minute introduction to Career and study Advice services and discussion of the impact of career guidance and career advice on preventing students from dropping out.



The second part of the exercise (75 minutes).

The methodology can be modified to suit the size of the group and the time available.

Working with The World Café method «Promising areas for organising career advice and training services for inclusion and drop-out prevention» the participants collect information and exchange knowledge and experience on the problems of organising Career and study Advice services. (You can read more about the methodology for preparing and conducting the event here: <https://theworldcafe.com/key-concepts-resources/world-cafe-method/>)

The World Cafe process varies depending on the goals and objectives set. But the main stages can be distinguished:

- 1 1. 5 minutes. Organization of work. The invited participants are divided into groups (4-5 people) at the desks, each group receives a flip chart sheet and a marker to write down ideas, and the participants are introduced to the rules of work.
2. 60 minutes. Group work. There are three 20-minute rounds, after which all the group members, except the «desk host», move to another new desk, «the desk host» welcomes the next group and tells them about the conclusions of the previous round. When preparing their conclusions, the participants should answer the following questions (for example):
 - What new directions for Career and study Advice services to organise inclusion and prevent students from dropping out were suggested during the discussion?
 - If you could choose only one way to organise career advice and training services for inclusion and dropout prevention, which one would it be?
 - What is the most important problem in the organisation of career guidance work if it is considered as a result of the discussion?
 - What is the «essence» of all the patterns (samples, examples, discoveries...) you have received or how have they inspired us?
 - What new directions will you introduce in the organisation of career advice and training services for inclusion and dropout prevention?
 - What do you currently know and understand about organising career advice and training services to be inclusive and prevent drop-outs as a result of discussion?
2. 10 minutes. Presentation of the findings, summing up the results

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

Theme 4.2.1. Division of roles and tasks regarding career advice and support

Introduction

The importance of appropriately trained and qualified career advice and support staff should be reflected in Vision on Career Guidance and Career Support, which includes a set of ethical principles



to be followed by those responsible for this area. These include the need for VET school staff to have the appropriate qualifications to provide general career advice and to perform specialised tasks or roles (for example, working with specialised groups); participation in training, and ongoing professional development aimed at both deepening knowledge and advancing their careers.

Career development should be an integral part of education and training for all the participants in the educational process. For this purpose, managers, teachers and staff of educational institutions should be involved in deepening the understanding of different types of career advice, which will contribute to the awareness of the importance of promoting career services among students. It will also emphasize the fact that career guidance, career competence building and career development are everyone's responsibility, not just the prerogative of those working in the field of career advice. It is also important to provide continuing professional development in their field to ensure that employees are aware of what is happening in their profession and develop useful connections with other professionals and practitioners.

VET providers are invited to discuss and consider which areas of career advice and support are most effective in the context of organising inclusive education and preventing drop-outs:

- a) which career advice and support roles are most effective in the context of inclusive education and dropout prevention;
- b) what tasks they perform.

Outcome

By the end of this 90-minute activity, the participants will have a better understanding of the roles and responsibilities of career advice and support to ensure inclusive learning and prevent dropout.

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

10-minutes. Introduction to the division of roles and responsibilities in career advice and support, with a focus on inclusion and dropout prevention.

30 minutes. Work in groups of 6-10 people. The participants discuss possible options for the distribution of roles and tasks in career advice and support during the Mind map exercise. Mind map is a scheme (diagram) of a tree structure (with possible connections between branches) that reflects semantic or other relationships between pieces of information, such as keywords, roles, ideas, tasks, or other elements arranged radially around the main word or idea.

It is better to include different specialists in each group: managers, teachers, specially appointed employees of the educational institution; practitioners, psychologists, involved specialists in vocational guidance, and mentors. This will allow the participants to discuss whether and how each of them can prevent students from dropping out without creating a detailed conceptual framework before starting work.

5 minutes. Conclusions.

45 minutes. The second part of the exercise.



20 minutes. Work in groups of 3-5 people. The participants reflect on how their findings relate to the roles and responsibilities of career advice and support in their VET schools and how their implementation will impact on the organisation of inclusive learning and the prevention of drop-outs. They are asked to complete the table on the next page.

15 minutes. Pair work, preparation of recommendations for roles and tasks in career advice and support.

10 minutes. General conclusions.

Career advice and support play a significant role in preventing students from dropping out, as it ensures that students are supported in managing their careers and that their education, training and career choices are appropriate to their characteristics (for example strengths, learning style, aptitude for relevant occupations, etc.). When implementing different roles and tasks, there are important considerations to keep in mind to use career advice and support effectively for inclusion and to prevent dropout. We offer several suggestions to address these considerations:

Suggestions for roles and tasks in career advice and support	Solutions formulated during the construction of the Mind map	How this decision affects inclusion and prevention of drop-outs
The management of the educational institution organises the work of structural units responsible for career advice		
The management of the educational institution involves all employees in career advice and support, defining the role and responsibility of each for the successful resolution of these issues		
Practitioners with appropriate qualifications conduct career trainings, consultations, and help establish interaction with social partners and regional institutions		
Involved career advice experts or other specialists working in career services provide consultations on career guidance, information on existing training and development programmes		



Specially appointed employees of the educational institution provide career information and conduct primary profiling; provide career planning services taking into account the needs of employers and individual and personal capabilities of students, drawing up individual plans and career development trajectories with psychological and pedagogical support for their implementation		
Psychologists are responsible for carrying out career management skills development activities, conducting and interpreting psychometric and specialised tests, student surveys and vocational diagnostics to help determine aptitudes for relevant professional activities		
Teachers of the educational institution provide career information and advice on education, training and professional development; conduct career guidance activities		
Teachers ensure the formation of concepts of professional success, career orientation, and the development of career competence in the course of the curriculum		
Employers provide career guidance, advice on careers, employment and the current labour market, on vocational education and skills development programmes required by employers, and support in finding jobs for students		
Your suggestions		
Your suggestions		

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





Co-funded by
the European Union

