# EQAVET4INCLUSION training curriculum and training material for vocational school's staff

# Detailed Training Programme

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# Detailed Training Programme

| EQAVET for Inclusion Training | |
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| | **Training Methodology / Duration Hours** |
| **Modules / Units** | Distant asynchronous learning |
| **Module 1: Understanding and Applying the EQAV Model for Inclusive Education** | Appx 2 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 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 or 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.
✓ For 20 minutes, groups of eight discuss common features and strengths. For 10 minutes, 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?
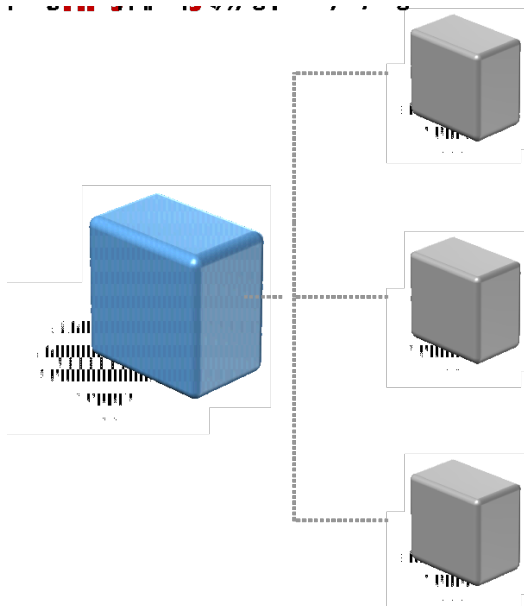
Show the EQAVET PPT -annex 1

**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 has two parts: an introduction to the Building Blocks and consideration of 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 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
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, and social status, poverty) and model behaviour valuing diversity.<br>• Develop social safety nets, including school scholarship programs for economically and otherwise disadvantaged learners.<br>• 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.<br>• 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.<br>• 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.<br>• 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 prevents learners | • Train teachers, principals, teacher educators, and parents on alternative methods of classroom management and discipline | |

| from fully participating and learning (e.g., physical punishment, bullying) | based on improved knowledge and understanding of learner development<br>● Create stakeholder awareness of learners, especially those vulnerable to bullying or abuse, such as those from minorities or learners with disabilities.<br>● Support and monitor the application of new knowledge and skills.<br>● Support teaching about child rights linked to the right to non-discrimination, protection and participation. | |

| **Module 2: Vision and Policy** | Appx 4 hours |
| --- | --- |

Unit 2.1: Vision on career guidance and career support

Activity 1:

Outcome
At the end of this 40-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 40-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 counselling session, having different roles, such as school counsellor 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 1:

Outcome
At the end of this 40-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 discussing r challenges and identifying the ways each team member provided support. Each group shares conclusions and solutions found during the discussions. It is realized through a collective analysis of 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 1:

Outcome
At the end of this 40-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, and risk factors to identify potential reasons of abandonment.

✓ 10 min – Brainstorming. Each participant receives self-adhesive plates and is encouraged to write dow ideas regarding school dropout prevention. The plates are attached to a flipchart to create a "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 40-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 exploring careers.

✓ 10 min. share each teacher a sheet of paper or a flipchart page and coloured markers.

✓ Ask them to draw a simple map of their own career evolution, highlighting key milestones, succe obstacles, and learning moments. Each teacher presented his map to his colleagues in a few 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 suggestions.

| Module 3: Student development (Orientation and guidance) | Appx 10 hours |
|---|---|

**Unit 3.1: Content of the guidance and prevention offer of the institute**

Activity 1: Guidance Resource Scavenger Hunt

Outcome: Participants will gain familiarity with various guidance resources available to support studen their VET institute.

Target Audience: VET school staff and trainers seeking to understand and utilize guidance reso effectively.

**Detailed Approach for Implementation:**
- Prepare a list of guidance resources available within the institute, including handbooks, online platforms, and counselling services.
- Organize participants into small teams.
- Provide each team with a list of resources and a set of clues or questions related to those resources – 10 min -
- Instruct teams to locate and explore the resources to find answers to the questions – 1 hour-
- Encourage discussion and collaboration among team members. -20 min-
- Debrief the activity by discussing the importance of these resources in student support. - 15 min-

**Accompanying Material:**

1) Indicative list of resources:
- Student Handbook: This resource typically contains important information about academic policies, support services, and campus resources. It's a go-to guide for students.
- Online Learning Platform: If your institution uses an online learning management system, it may host valuable resources like course materials, discussion forums, and academic support tools.
- Counselling Services: Information about counselling services, including contact details and the range of counselling available (e.g., academic, career, mental health).
- Career Centre: Details about the career centre's offerings, such as career assessments, job listings, and workshops on resume building and interview skills.
- Library Resources: Information on library services, databases, and research assistance available to students for academic support.
- Student Support Services: Details on support services for specific student populations, such as those with disabilities, international students, or veterans.
- Financial Aid Information: Resources on financial aid options, scholarships, and assistance programs for students seeking financial support.
- Mentorship Programs: Information about mentorship opportunities and how students can connect with mentors in their field of study.
- Study Skills Workshops: Schedules and descriptions of workshops or training sessions aimed at improving study skills and time management.
- Campus Clubs and Organizations: A list of student clubs and organizations that offer opportunities for personal development, networking, and leadership.
- Emergency Contacts: Important contact numbers for security, health services, and emergency situations.
- Academic Calendar: Key dates for the academic year, including registration deadlines, exam schedules, and holidays.
- Online Academic Resources: Links to online resources like academic journals, research databases, and e-books available through the institution's library.
- Student Portal: Information on how students can access their personalized portal for grades, schedules, and course registration.
- Feedback and Evaluation Forms: Resources for students to provide feedback on courses, instructors, and services, indicating avenues for improvement.
- Online Tutorials: Links to tutorials and guides on how to use the institution's online systems, access resources, and navigate academic processes.
- Peer Support Programs: Information on programs where students can seek support and advice from peers who have excelled in their studies.
- Community Resources: Details about nearby services and resources that students may find useful, such as healthcare facilities or public transportation options.

**2)** Indicative list of clues/questions

Clue/Question 1:
Clue: "Start by finding the official guide that contains everything you need to know about your journey in this institution."
Question: "What is the title of the handbook, and where can you find it?"

Clue/Question 2:
Clue: "Navigate to the digital space where you access your courses, assignments, and grades."
Question: "What is the name of the online platform, and what academic resources can you access through it?"

Clue/Question 3:
Clue: "If you ever need someone to talk to about academic challenges, personal issues, or career decisions, this place offers support."
Question: "What services are available at the counselling centre, and how can you contact them?"

Clue/Question 4:
Clue: "Looking to kickstart your career? Explore this centre to find tools and opportunities."
Question: "What resources does the career centre provide to help students in their career development?"

Clue/Question 5:
Clue: "If you need books, research materials, or assistance with academic inquiries, head to this place."
Question: "What services are offered at the library, and how can you access academic resources?"

Clue/Question 6:
Clue: "Support for students with unique needs can be found here. Look for information on accommodations and assistance."
Question: "What specialized support services are available for students with disabilities?"

Clue/Question 7:
Clue: "Find a space where you can connect with mentors who can guide you in your academic and career journey."
Question: "What mentorship programs are available, and how can you get involved?"

Clue/Question 8:
Clue: "Discover organizations and clubs that align with your interests and can enrich your college experience."
Question: "What student clubs and organizations are currently active on campus?"

Clue/Question 9:
Clue: "In case of emergencies or urgent situations, this number should always be at hand."

Question: "What is the emergency contact number for immediate assistance?"

Clue/Question 10:

Clue: "Stay updated with important dates, deadlines, and events throughout the academic year by checking here."

Question: "What are some key dates mentioned in the academic calendar?"

**Trainer Tip:** Make sure to include materials that are not available in the institute and discuss why those are important and how lacking those materials affects the quality of education.

**Unit 3.2: Integration of guidance support in the educational program**

**Activity 1: Curriculum Integration Workshop**

Outcome: Participants will develop a plan to integrate guidance and support activities seamlessly into their educational program.

Target audience: VET program coordinators, trainers, and curriculum developers responsible for curriculum design.

Detailed approach for implementation:

● Provide an overview of the importance of integrating guidance into the curriculum -15 min -
● Share examples of successful integration from other institutions – 30 min -
● Divide participants into small groups based on their respective program areas.
● Instruct each group to identify specific courses or learning modules that they provide where guidance can be integrated – 30min -
● Guide participants in brainstorming and outlining how guidance can enhance learning in these areas – 15 min -
● Encourage groups to create a sample integration plan – 45 min -
● Facilitate group presentations and discussions – 30 min -

Accompanying material: Sample integration plans, and examples of successful integrations from other institutions.

1) Overview of the importance of integrating guidance into the curriculum along with examples of successful integration from other institutions

Integrating guidance into the curriculum is a proactive and student-cantered approach to enhancing the educational experience. It recognizes that guidance is not a separate service but an integral part of a student's journey. Here's why it matters:

**1. Holistic student development:** Guidance integrated into the curriculum ensures that students receive support in various aspects of their development, including academic, career, and personal growth. It addresses the whole student, nurturing their skills, competencies, and well-being.

**2. Timely support:** When guidance is part of the curriculum, students receive support at critical moments in their academic journey. For example, career planning guidance can be embedded when students are selecting majors, ensuring timely and relevant assistance.

**3. Improved engagement:** Curriculum-integrated guidance engages students directly in their learning process. They see the practical relevance of what they're studying and how it relates to their future careers, making learning more meaningful.

**4. Equitable access:** When guidance is integrated into the curriculum, all students, regardless of background or needs, have access to it. This inclusivity aligns with the principles of equitable education.

**5. Academic success:** Guidance can help students navigate challenges, improve study skills, and set academic goals. When integrated, it contributes to better academic outcomes and reduces the risk of dropouts.

**6. Career readiness:** Integrating career guidance ensures that students are prepared for the job market. As part of their education, they receive guidance on skills development, internships, and job search strategies.

**7. Long-term benefits:** Curriculum-integrated guidance fosters lifelong learning and adaptability. It equips students with the skills to navigate their careers successfully beyond graduation.

**Examples of successful integration from other institutions:**

University of Manchester (UK): The university integrates employability skills workshops into the curriculum, helping students develop crucial skills like communication, problem-solving, and teamwork.

Aalto University (Finland): Aalto integrates entrepreneurship education into various programs, encouraging students to develop an entrepreneurial mindset and skills while pursuing their degrees.

Monash University (Australia): Monash integrates global citizenship and leadership development into the curriculum, preparing students to be responsible global citizens.

**Examples of successful integration per application:**

**Peer mentorship programs**: Some institutions have successfully integrated peer mentoring programs into specific courses. For example, a psychology course may include peer mentors who provide academic support and guidance to fellow students, enhancing engagement and learning outcomes.

**Capstone projects with career focus**: In engineering programs, students often complete capstone projects. Some institutions have integrated career guidance into these projects, requiring students to explore the real-world applications of their studies and consider their career paths as they work on their projects.

**Personalised learning plans**: In K-12 education, successful integration involves the creation of personalized learning plans for each student. These plans outline academic goals, career aspirations, and the courses required to achieve them, ensuring that guidance is an integral part of the curriculum.

**Embedded academic advisors**: Some universities embed academic advisors within specific academic departments. These advisors work closely with faculty to provide guidance tailored to the requirements of individual programs and courses.

**Experiential learning opportunities**: Institutions often integrate guidance into experiential learning opportunities like internships and cooperative education programs. Students receive academic credit for these experiences and are guided in making connections between their academic learning and practical work.

Embedded Workshops and Seminars: Integrating guidance may include incorporating workshops and seminars on study skills, time management, and career preparation into courses. These sessions provide students with practical skills and knowledge to excel academically and professionally.

<u>Sample Integration Plan 1: Embedding Academic Support in STEM Courses</u>

Program: STEM (Science, Technology, Engineering, and Mathematics) Education
Integration Focus: Academic Support

**Integration steps:**

**Course-specific academic resources**: Identify STEM courses with historically challenging content. Develop course-specific academic resource pages within the learning management system (LMS). Include supplemental materials, video tutorials, and links to virtual tutoring sessions.

**Embedded peer tutors**: Introduce a peer tutoring system where advanced STEM students offer virtual tutoring hours within the LMS. Ensure these tutoring hours align with course schedules.

**In-class support**: Collaborate with STEM instructors to allocate time within lectures for in-class review sessions. Academic support staff can lead these sessions, offering immediate clarification on complex topics.

**Online discussion forums:** Create discussion forums within the LMS for each STEM course. Encourage students to post questions and engage in peer-supported learning. Academic support staff can monitor and respond to inquiries.

**Individualised study plans**: Introduce individualized study plans for struggling students. These plans may include recommendations for supplementary materials, study strategies, or additional tutoring.

**Progress monitoring:** Implement a progress monitoring system to identify students at risk of falling behind. Send timely alerts to instructors and academic support staff to provide targeted assistance.

**Unit 3.3: Development of career management competencies and LLL**

**Activity 1: Career planning simulation**

Outcome: Participants will practice guiding students through career planning, applying the principles learned in the unit.

Target Audience**:** VET trainers and career counsellors responsible for guiding students in career development.

Detailed Approach for Implementation:
- Introduce a simulated scenario where participants act as career counsellors – 20 min -
- Provide profiles of fictional students with diverse backgrounds, interests, and career goals – 10 min -
- Instruct participants to conduct mock career counselling sessions for these students, helping them set career goals and create action plans – 45 min -
- Tip: Encourage participants to apply the career management competencies discussed in the unit.
- Facilitate group discussions after the simulation, allowing participants to share their experiences and strategies – 30 min -

Accompanying Material: Student profiles, career planning templates, and sample action plans.

**Scenario and Profiles**

1) Scenario: Career planning simulation
Background:
You are a career counsellor at the Virtual Career Guidance Centre of XYZ University. Today, you will be working with three fictional students, each with their unique backgrounds, interests, and career goals. Your role is to guide them through the career planning process, helping them set career goals, explore suitable career paths, and develop action plans.

Student Profiles:

Student 1: Sarah Rodriguez
Background: Sarah is a first-generation college student from a low-income background. She is majoring in social work and is passionate about making a difference in underserved communities.
Interests: Community service, advocacy, counselling, working with at-risk youth.
Career Goal: Sarah aspires to become a licensed clinical social worker and work with marginalized populations.

Student 2: Alex Chen

Background: Alex is an international student from China, pursuing a degree in computer science. He is fascinated by technology and has a knack for programming.

Interests: Software development, artificial intelligence, robotics.

Career Goal: Alex aims to secure a job as a software engineer in a renowned tech company.

Student 3: Maya Johnson

Background: Maya is a military veteran transitioning to civilian life. She holds a degree in logistics but has a strong interest in environmental sustainability.

Interests: Renewable energy, sustainable agriculture, conservation.

Career Goal: Maya hopes to combine her logistics expertise with sustainability by working for an eco-friendly logistics company.

**Simulation Process:**

Introduction:

Begin by introducing yourself as a career counsellor. Explain the purpose of the session and ensure students are comfortable sharing their aspirations.

Student Interaction: Participants (acting as career counsellors) interact with each student one by one, asking questions about their interests, skills, values, and any challenges they foresee in achieving their career goals.

Goal Setting: Encourage each student to articulate their short-term and long-term career goals. Help them define clear, achievable objectives.

Exploration: Offer guidance on suitable career paths, potential employers, and strategies to achieve their goals. Discuss the importance of networking, internships, and skill development.

Action Plan: Work with each student to create a personalized action plan outlining the steps they need to take to reach their career goals. Discuss timelines and milestones.

Feedback and Conclusion: Provide feedback and encouragement to each student, highlighting their strengths and areas for improvement. Emphasize the importance of continuous learning and adaptability in today's job market.

**Sample Career planning template:**

Student Name: _____

Date: _____

Career Goals:

Short-term (1-2 years): _____

Medium-term (3-5 years): _____

Long-term (5+ years): _____

Interests and Passions:

List your interests, hobbies, and activities you are passionate about.


Skills and Strengths:

    List your key skills, talents, and strengths.

Values and Priorities:

    What values are important to you in your career and life?

Potential Career Paths:

    Based on your interests and skills, list potential career paths or industries that align with your goals.

Education and Training:

    Identify any additional education or training you may need to pursue your career goals.

Action Steps:

    What specific actions will you take to move toward your short-term, medium-term, and long-term career goals?


**Activity 2: Skills-based workshops**

Outcome: Participants will facilitate and engage in skills-based workshops aimed at fostering career management and lifelong learning skills among students.

Target Audience**:** VET trainers, career counsellors, and educators responsible for delivering workshops and training

**Detailed approach for implementation**:

- Assign each participant a specific career management or lifelong learning skill to focus on (e.g., resume writing, goal setting, online learning). -10 min-
- Instruct participants to design and deliver a short workshop or training session on their assigned skill. -1 hour-
  TIP: Encourage interactive and hands-on activities during the workshops.
- Have participants go through each other's workshops designs and provide constructive feedback. -45 min-

- Debrief the experience, highlighting effective strategies and improvements. -30 min-

**Accompanying material:** Workshop design templates, resources on career management, and lifelong learning skills.

**Workshop design template: Career management and lifelong learning skills**

Workshop Title: Career Management and Lifelong Learning Skills
Duration: [Specify the duration, e.g., Half-day Workshop]

**Workshop objectives:**
- ✓ To equip participants with essential career management skills.
- ✓ To emphasize the importance of lifelong learning in career development.
- ✓ To help participants create actionable career development plans.

**Agenda:**
Introduction (15 minutes)
Welcome and icebreaker activity.
Overview of the workshop objectives and agenda.

**Session 1:** Understanding Career Management (30 minutes)
Presentation on the concept of career management.
Discussion on the significance of setting career goals and self-assessment.

**Session 2:** Lifelong Learning for Career Success (45 minutes)
Interactive session on the importance of continuous learning.
Case studies and examples of successful lifelong learners.
Break (15 minutes)

**Session 3:** Skills for Career Advancement (30 minutes)
Presentation on key skills needed for career advancement.
Self-assessment activity to identify areas for skill development.

**Session 4:** Creating a Career Development Plan (45 minutes)
Guided activity to help participants create a personalized career development plan.
Peer sharing and feedback.

**Session 5:** Resources and Tools (30 minutes)
Introduction to online resources for career management and lifelong learning.
Hands-on exploration of recommended websites and platforms.
Q&A and Wrap-up (15 minutes)

Open floor for questions and discussion.
Recap of key takeaways and next steps.
Networking and Resource Sharing (Optional) (30 minutes)

Participants can network and share additional resources or insights.

Materials Needed:
➢ Presentation slides
➢ Flipcharts and markers
➢ Laptop/projector
➢ Handouts and worksheets
➢ Internet access (for online resource exploration)

**Online resources for career management and lifelong learning:**

- LinkedIn Learning: Offers a wide range of online courses on career development, leadership, and soft skills.
- Coursera: Provides access to courses from top universities and organizations on various subjects.
- edX: Offers online courses, micro-credentials, and professional certificates from universities and institutions worldwide.
- MyPlan.com: Provides career assessment tools, including interest and skills inventories.
- Occupational Outlook Handbook (U.S. Bureau of Labour Statistics): Offers information on careers, industries, and job outlook.
- TED Talks: Features inspiring talks on personal development, career success, and lifelong learning.
- Khan Academy: Provides free educational content on a wide range of subjects.
- Skillshare: Offers classes in creative fields, such as design, photography, and writing.
- Code academy: Focuses on coding and programming skills for those interested in tech careers.

- Courageous Learning Hub: Offers resources on self-directed learning and building a learning mindset.

This workshop template and the accompanying online resources can be used to design and deliver an engaging session on career management and lifelong learning skills for participants. Adjust the content and duration as needed based on the specific goals of the workshop and the needs of the audience.

| Module 4: Organisation | Appx 3 hour |
|---|---|

### 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: an introduction to career and study advice services and an overview of how career guidance and advice are 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).

This is a 15-minute introduction to Career and study Advice services and a 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 because 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?

3. 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, 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:
а) which career advice and support roles are most effective in the context of inclusive education and dropout prevention;
б) 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. A 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 personal 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 in order 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 considering 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 during 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** | | |

| | |
|---|---|
| **Module 5: Collaboration and information** | Appx 15 hours |

**Unit 5.1: Collaboration with parents**

**Activity 1. Changing perspective, knowing, and understanding (2.15 h)**

Background
To implement strategies aimed at building an effective school-family relationship, it could be helpful to understand teachers' own communicative-relational approaches towards parents and parents' behaviours associated with specific parenting models. Based on existing literature, the following have been defined:
- the three most common parenting models and related behaviours when teachers communicate their children's positive or negative evaluations;
-the features and risks of the three main communication approaches of teachers.
 - tips for applying coping strategies to avoid conflicts, manage them, and strengthen the school-family relationship.


Outcome
Participants will be able to: 1) recognize their own style and apply it in a more effective way based on the parents they deal with; 2) apply strategies to be used based on different parenting styles to manage conflicts and strengthen the relationship.

Audience
VET teachers 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
The activity is in two macro-phases:

**Phase: 1.1 What communication approach do you adopt with parents? (1 h)**
A. Stimulation: propose the different approaches only with the description of the characteristics, <u>without showing the part on the risks</u> (10 minutes).
B. Contextualization: work in pairs (20 minutes), participants discuss their approaches and main characteristics**.**
C. Reflection: after the pair work, group work in plenary (30 minutes): Guiding questions: Do you think there are risks associated with each of these approaches? Which ones are they?
Show potential risks associated with each approach, feedback, and conclusions (15 min)


**"Parental Communication"** approach refers to an approach where teachers communicate with parents in a manner that reflects understanding, care, and a familial connection.

**Features**

1. Teachers engage in warm and affectionate conversations with parents, showing empathy and

understanding for the family's situation.
2.    Teachers may opt for informal meetings or discussions in front of the school.
3.    Teachers express care and concern for the child's well-being, ensuring that parents feel supported in dealing with challenges their child may face.
4.    Teachers work with parents to define the child's educational goals, taking into account the contributions and aspirations of both parties

**Risks**

1. Reinforcement of the parent's dependence on the teacher's decisions. Parental action and resource mobilisation could be limited and inhibited; parental decision-making autonomy relying on teacher input could be restricted; potential tendency to substitute educational roles.
2. Lack of structured communication, which may also discourage parents from attending formal meetings.
3. Feeling of discomfort and overwhelm by some parents, which may hinder collaboration on more challenging issues.
4.  Risk of blurring professional boundaries, implying a risk for the balance between support and professional distance

**The directive communication" approach** involves the provision of clear and explicit directions, instructions, or guidance by teachers who present themselves as representatives of the school, giving more importance to the institutional dimension than to the relational one

**Features**
1.   Prevalence of communication is direct and judgmental, with a less personal and affectionate approach.
2.    Focus on communication primarily aimed at conveying essential information regarding the child's academic performance and behaviour, rather than creating a familial atmosphere.
3.    Central role of assessment by teachers who provide direct evaluations or feedback.
4.   Use (almost exclusive) formal communication channels, such as scheduled meetings and official reports

**Risks**

1.   From such an approach, parents may experience feelings of incapability of supporting educational and learning tasks, avoiding meetings with the teacher, or seeking confrontation due to fear of negative judgments.
2.    Parents might perceive the approach as authoritarian and react defensively, by generating resistance.
3.   The emphasis on the institutional dimension and judgments may discourage active involvement of parents in their children's school life. Parents might feel marginalized or neglected.
4.   In situations where students face difficulties or challenges, an overly direct approach may not facilitate effective collaboration between teachers and parents in addressing these issues

**"Competent Communication"** fosters an environment where the educational relationship is functional, aiming to achieve shared objectives through effective collaboration between teachers and parents.

**Features:**
1. Use of technical and empathetic tools, supporting parents in promoting their child's potential.
2. The relationship is seen as collaborative, with the teacher recognizing the parent as a resource rather than a problem.
3. Predominantly collaborative, respecting the parent's decision-making autonomy.
4. Any issues are reported and managed, highlighting parental competence.

**Risks**

1. Reinforcement of the parent's dependence on the teacher's support and advice, neglecting their own educational autonomy
2. An indirect pressure might be exerted on the parent, who may feel obligated to follow the teacher's guidance although they disagree.
3. Parents might expect excessive involvement and interference from the teacher in family life.

**Phase: 1.2 What relationship strategies are most effective with the parents of your students? (1.15 hours)**

**A. Reflect: which parents are we dealing with?**
Work in groups of 4 to 8 participants (15 min): Think about your students' parents and how they relate to their children and you as teachers.
- Guiding questions: how do they behave towards their children? How do they behave when you tell them they got a good evaluation? and how do they behave when they got a bad evaluation?

**B. Understand:**
-Facilitator shows the Cards with the three most common parenting styles (Card 1) and the Cards with the most common reactions/behaviours (Card 2); (15 minutes)
- Work in groups (4-8 people), associating each style with the behavioural profile presented based on participants' experience with the parents of their students (15 minutes)
NOTE FOR THE FACILITATOR: "Cards 2" below are presented with a heading referring to the parenting style and with different colours. However, to stimulate reflection, it is advisable to remove the heading and the colours that distinguish them. Encourage participants to focus on the content and concepts rather than being influenced by visual cues.

**C. Act by defining effective strategies:**
- Facilitator shows Cards (Card 3) with strategies to build an effective relationship with all three parenting styles (10 minutes)
- Group work in plenary, discussion about effective strategies presented and those referring to the experience of the participants (20 minutes)

Guiding questions: Does what you usually do reflect any of these strategies? Can you give us a concrete example of a context in which you have applied some of these strategies? What other strategies have you adopted that have proven particularly effective, and with which "type" of parents?

- **AUTHORITARIAN_1st Card**

The authoritarian parenting style is essentially judgmental: it assesses, corrects, and enforces. Authoritarian parents impose rules on their children and demand specific behaviours. They appear detached and rarely encourage the expression of their children's opinions.

- **PIRMISSIVE_1st card**

One of the traits of the permissive parenting style is the overprotection shown towards the child. These parents have low expectations for their children regarding rules and discipline. Children are consulted on decisions, and the reasons behind family rules are explained to them. Permissive parents are incapable of implementing direct forms of healthy discipline; disciplining their own children, in their view, would equate to not loving them. Children growing up in this atmosphere tend to develop low determination and little interest in achieving goals

- **AUTHORITATIVE _1st card**

They are parents who, with their child, tend to explain the rationale behind rules and norms in a rational manner; the adoption of rules is flexible and appropriate to the situation; the emotional tone is one of benevolence towards the child. Even though they enforce discipline firmly and decisively, they communicate to their children the reasons behind their behaviours and articulate their educational choices.

- **AUTHORITARIAN_2nd Card**

In the case of a positive evaluation, they do not seem to

appreciate either the teacher's work or the academic efforts made by the child. Instead, they accept the communication content as something taken for granted, expected, and natural.

In the case of a negative evaluation, or even one that is not entirely satisfactory, they may become critical of the school or hostile towards the teacher. They may express their displeasure through sarcasm or overt criticism of the teacher's competence. They perceive the negative evaluation as a direct attack on their parenting style; what they cannot accept is any damage to their perceived perfect image as parents. Their presence at school is aimed at emphasising what is not working.

## • PIRMISSIVE_2nd card

In the case of positive evaluations from teachers, tend to express appreciation for their child's success and to attribute the merit of success primarily to the child itself, emphasizing their autonomy and ability to make their own choices They might downplay the relevance of a positive evaluation by emphasizing that academic assessments are not the primary or crucial focus in their child's life.

In the case of negative teacher evaluations, permissive parents have one goal: unconditional defense of their child, as they are not emotionally available to understand any difficulties, either in terms of learning or relationships. They may believe that negative evaluations are unfair or that they do not accurately represent their child's abilities; they may attribute difficulties to external factors dispute the teaching methods or downplay the importance of negative evaluations emphasizing that academic results are not the only indicator of their child's success or achievement.

Permissive parents develop a dependent relationship with the teachers. This can be an expression of passivity that delegates the primary educational responsibility for their child's learning to the teacher. They may be less inclined to actively participate in school meetings or events.

## • AUTHORITATIVE _2nd card

In cases of positive evaluations, they emphasize the importance of the experiences and learnings acquired along the way. They show gratitude toward the education received and support provided by the school and teachers. They recognize the importance of school-family collaboration in the child's success.
In cases of negative evaluations, they ask for detailed information about the area of learning in which the child received a negative evaluation to better understand the reasons behind that evaluation; and see the negative evaluation as an opportunity for improvement and growth.

- **AUTHORITARIAN_3rd Card**

The teacher faced with a parent with an authoritarian educational style should try not to take up the challenges and attempt the proposal of a welcoming relational dimension of the suffering of these parents, who have experiences of low self-esteem, devaluation and anxiety.
**Emphasizing the child's positive resources**, since, many times, their child's school represents, for this type of parent, a place of redemption and possible affirmation and confirmation of their abilities, through their child's eventual success.
**Understanding the authoritative parent's point of view**, listening to their concerns and perspectives, showing **empathy and respect**, even if there are differences of opinion. **Encourage sharing their point of view through open-ended questions**.
**Explain clearly and respectfully the rationale behind decisions** made, **avoiding adopting an equally authoritarian style in response**. The goal to be achieved is to **make them understand that teachers' decisions are based on careful observation and evaluation.**
**Provide information** based on studies and research **on the effectiveness of balanced parenting styles** to show how an approach that combines authority with emotional support can produce positive results-
**Hold regular meetings** to discuss the child's progress, allowing parents to express their concerns.
**Collaborate on learning plans**, by involving them in creating personalized learning plans for the child.

## • PIRMISSIVE_3rd card

When faced with a parent using a permissive parenting style, **the teacher should not accept any form of educational delegation** but should work to promote parenting skills, attempting to activate possible resources.

**Set clear expectations** regarding the parent's role in their child's education. Emphasize the importance of structure, consistency, and positive reinforcement in promoting a conducive learning environment.

**Organize informational and training** workshops/sessions specifically tailored to permissive parenting styles. Provide insights into effective parenting strategies, the importance of boundaries, and fostering a supportive learning environment at home.

**Provide successful examples** of how a combination of autonomy and parental guidance has led to academic success and positive development in other students.

**Emphasize the importance of limits and rules**, highlighting how limits and structured routines at home can promote child responsibility and maturity.

**Emphasize the importance of consistency** between home and school environments.

**Develop a step-by-step involvement plan for parents**, recognizing that some may need a more progressive approach, identifying practical steps that can be implemented over time.

**Highlight any positive changes** in the parent's involvement or parenting approach.

**Collaborate on learning plans, by i**nvolving them in creating personalized learning plans for the child.

**Provide educational suggestions that** balance the child's autonomy with more active parental guidance.

## • AUTHORITATIVE _3rd card

When a teacher is dealing with a parent with an authoritative parenting style, typically characterized by a balance of warmth and firmness, he or she can adopt some strategies to promote effective collaboration and the child's well-being.
**Involvement in the educational process,** inviting the parent to actively participate. Seek their input on educational goals and teaching strategies.
**Involve the parent in decision-making processes** related to the child when appropriate. This may include curriculum choices or behaviour management decisions.
If appropriate, **provide information about support resources available** in the community or school, such as counselling services or tutoring.
The goal is to **strengthen an already positive partnership** between the school and the parent, putting the child's well-being and academic success at the forefront

**Activity 2: Involve parents by considering them experts on their children (2h)**

Background**: I**nvolving parents, especially those who tend to participate little or not at all in their children's school life, value their knowledge about their children as an important source of information and learning for teachers.

Outcome
Participants will be able to apply practical tools to involve parents more meaningfully in the educational process and innovate their current involvement practices by enhancing parents' perspectives as experts on their children.

Audience:
VET teachers 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
The activity is made of 4 steps, in addition to the introduction and conclusions (2 h)
1. Presentation of the objective and structure of the activity (10 min)
2. Sharing Experiences (20 min)
   In small groups of 4, teachers share positive experiences and challenges encountered in involving parents, highlighting strategies that have worked;
3. Presentation and analysis of Success stories (25 minutes)
   Analysis of success stories from other schools that have successfully implemented engaging initiatives with parents;
   Discussion on what made these initiatives successful;

Examples of success stories are provided below.

4. Simulation of parent-teacher meetings (30 minutes)
   In pairs, teachers simulate a parent-teacher meeting in which they practice questions that enhance family perspectives (15 minutes).
   Collective discussion on how the dynamics of the simulations could be integrated into daily practice (15 minutes).
   Examples of questions are provided below.

   5. Building a parent involvement plan (30 minutes)
      Teachers work in groups of 4 to define ideas for parental involvement plans (15 mins);
      each group briefly presents their plan and shares it with the rest of the participants (15 mins)
   6. Conclusions (5 mins)

   **Grid of questions to give value to parents' perspectives**

   **Family history and experiences**
   1. Are there any family traditions or personal experiences that you think might influence your child's learning? I would like to know more about your family history.
   2. Let's talk a little bit about your family roots. Are there any past experiences that you think are relevant to better understanding your child?

   **Expectations**
   3. Are there specific goals you would like to achieve during the school year?
   4. How can I contribute to the achievement of these goals?

   **Family interests**
   5. What are your family's passions and interests?
   6. Is there anything your child particularly loves that we can incorporate into the school environment

   **Family skills**
   7. What practical skills can your child learn from you at home? For example, cooking, gardening, or manual skills."
   8. How many languages are spoken in the family? How can we value and respect linguistic diversity in your child's educational life?

   **Educational-cultural traditions**
   9. Are there any educational and/or cultural practices related to education in your family? I would like to better understand how I can respect and integrate them.
   10. How can we integrate these practices/experiences into educational planning?

   **Examples of parent involvement success stories**

**Success Story 1**
A school created a platform for parents to share their experiences, expertise, and suggestions on adolescence and their children's education. Teachers actively participate in these sessions, listen to parents' perspectives, and adapt educational strategies based on the information received

**Success Story 2**
One school implemented interactive workshops where parents have the opportunity to share their expertise with students. Each parent was invited to lead a short workshop on a topic of their expertise. Teachers facilitated these sessions, encouraging students' active participation and promoting respect for their parents' expertise.

**Success Story 3**
One school turned traditional parent-teacher meetings into interactive conferences. During these conferences, parents had the opportunity to briefly present their children's strengths, interests, and challenges. Teachers used this information to further customise educational approaches.


## Activity 3: Adopt a supportive and sensitive relational approach with underprivileged families (3h)

Background**:** To facilitate the creation of partnerships with disadvantaged families, it is important to create relationships that leverage so-called interdependent cultural norms in which not only the individual student**,** but the entire family context is at the centre.

Outcome
Participants will be able to: concretely support the participation of disadvantaged families; and apply tools based on the family-centred participation approach.

Audience**:** VET teachers

Approach
The activity consists of an introductory moment and two exercises (family-centred teacher-parents meetings scenarios simulation and role play)

Introduction (20 min., plenary session): to stimulate teachers' reflection on the implications for VET schools of involving parents with mainly interdependent norms.

| Underprivileged/ disadvantaged parents | Non- disadvantaged parents |
|---|---|

| interdependent cultural norms | independent cultural norms |
|---|---|
| **PARTICIPATION** ||
| **Extended family participation** Parents may prefer extended family participation in educational and support decisions since they conceive of education as a collective effort.<br>→ Example: parents may prefer that grandparents or uncles also participate in school meetings/activities.<br><br>❖ Extended participation focused on the needs of the family as a whole | **Personal participation** Parents may prefer more individual participation focused on their child's specific needs.<br>→ Example: parents may prefer that only parents participate in school meetings and have confidential conversations with teachers in which they talk about the needs and results of their children and not the relational, emotional, and behavioural needs of the peer group in which the children are placed.<br>❖ Individual participation, focused on the specific needs of the individual student. |
| **COMMUNICATION PARENTS/SCHOOL and vice versa** ||
| **Indirect communication** through social networks and close relationships with other parents, perhaps from the same community (in the case of migrants) or who have similar experiences to their own. Trust could | **Direct and formal communication** in institutional and more standardised environments and methods, focused above all on individual objectives and expectations towards the child. |

| | |
|---|---|
| be based on sharing common experiences.<br>→ Example: parents might be more willing to communicate openly with the school if within peer learning groups (more experienced and less experienced parents) where they can exchange information about the school, share concerns and expectations. This setting might make them more comfortable.<br>❖ Indirect communication, based on relationships. | → Example: a parent may prefer in-school and individual meetings with teachers to discuss their child's personal progress, communications on the class register or through official school channels<br><br>❖ Direct communication, focused on individual objectives. |

| INVOLVEMENT | |
|---|---|
| **Collective/community involvement in school activities**<br>→ Example: parents might prefer activities involving multiple families, such as collective events or group initiatives<br><br>Underprivileged parents may be more likely to be involved in the school community as a group. | **Selective involvement in school activities**<br>→ Example: parents may decide to only engage in events or activities directly related to their child's specific interests<br><br>❖ Parents may be more likely to want to be involved in the school only for limited activities aligned with their children's aspirations and needs, and not necessarily having to interface with the parents of other students. |

**Activity 4: Simulation of two family-centred teacher-parent meetings scenarios to promote family-centred relationship (1.10 h)**

1) (Tot. 20 min) Scenario's simulation. Two scenarios are presented here**,** and we recommend using both to generate more dynamics and insights for analysis.
   Form groups of 4 people: 1 person plays the teacher; 1 person plays the parent; 2 other people observe and take notes. The observers are provided with a grid of guiding questions useful for focusing on the most important points; the questions should be read before starting the exercise and will be taken up again in the next phase.

2) (20 min) Each group analyses the parent's answers and how the teacher managed the conversation (in groups of 4) based on the answers to the guiding questions.

3) (30 min) Analysis and discussion in plenary conducted by the facilitator. Below, for each of the two scenarios presented, suggestions are provided to the facilitator for structuring and conducting the analysis with the whole group; they are indications that can be enriched based on the sensitivity of the facilitator.

| **Guiding questions** |
|---|
| 1) How did the teacher create an open and welcoming environment at the beginning of the meeting? |
| 2) How did the teacher formulate the invitation to the family to share information about family well-being? |
| 3) How did the teacher demonstrate empathy for experiences or challenges the family may face? |
| 1) Has the teacher proposed any support strategies based on the family's responses? |
| 2) How was the meeting closed in a positive and inclusive way? |
| 3) Has the teacher discussed any next steps or planned future |

interactions based on the family's responses?

**SCENARIO 1**: **"What does your family need?"**
**Context:** A teacher prepares to meet an underprivileged family to better understand their needs.
**Objectives:** Identify the specific needs of the family; Create an open environment in which the family feels comfortable to share.

**Teacher:** "Hello, thank you for being here. We want to make sure that we support your family in the best possible way. Can you share with us what your family's main needs are at the moment?"
**Parent:** "Well, we are struggling with school expenses and sometimes it is difficult to put food on the table."
**Teacher**: "I understand that these can be significant challenges. We are here to help. Can we discuss together how we can reduce the burden of school expenses and if there is any additional support that would be helpful?"
**Parent:** "Yes, that would be really helpful. I don't know if there are financial assistance programs or resources to buy equipment (books, public transport costs) to come to school.
**Teacher**: "Thank you for sharing this with us. We will definitely explore all available options and try to find solutions. I would also like to ask you if there is anything else the school could focus on to improve your experience"

**Facilitator-led Scenario 1 analysis guide:**

**Parent's response**: " Well, we are struggling with school expenses and sometimes it is difficult to put food on the table."
**Analysis:**
- The parent provides a clear and specific response, indicating financial challenges related to school expenses and the family's food well-being.
- The teacher demonstrates openness and acceptance of the parent's sharing of difficulties.
**Parent's Response Nex**t: "Yes, that would be really helpful. I don't know if there are financial assistance programmes or resources to buy equipment (books, public transport costs) to come to school"
**Analysis:**
- The parent indicates a willingness to receive support and asks for specific information on financial assistance programmes and resources.
- The teacher responds with empathy and openness, promising to explore the options available.

**Teacher Question:** "I would also like to ask if there is anything else the school could focus on to improve your experience."

**Analysis:**

- The teacher recognises the importance of considering family needs more broadly in addition to school expenses

- The open-ended question indicates a willingness to address all facets of family needs.

**General Considerations:**

- The teacher handles the conversation with sensitivity, showing interest and willingness to support the family in various areas.

- Responds to parent's specific questions and offers active engagement in exploring solutions.

**Possible Improvements:**

- The teacher could ask if the family has previous experience with financial assistance programmes, to further tailor support.

- Could provide immediate information on known programmes and establish follow-up to explore further options.

## Activity 5: Role play "Organising and managing meetings with extended family members" (1.30 h)

The role-play is aimed at making teachers practice the skills of inviting and managing inclusive meetings, demonstrating sensitivity to family dynamics, and ensuring a welcoming environment.

1) (20 mins) Introduction to role play, objectives, roles, and rules; distribution of materials, group formation, and preparation for role play.
2) (10 mins) Role play**s** in groups of 4/5 people: 3 people play and 1 (or 2) observe;
3) Discussion post-role play:
a) (30 mins) Each group analyses how the teacher handled the invitation and created a welcoming environment. Use the analysis questions provided below;
b) (30 mins) Plenary session led by the facilitator to exchange ideas on how to adapt the approach to the specifics of each family. Use the stimulus questions provided below

Participants are 3 teachers with the following roles: Teacher, Parent, parent's brother (or other extended family member)

**Role Play:**

A teacher organises a meeting with an underprivileged family and wishes to involve not only the parents but also other extended family members, such as siblings and uncles living together.

1. **Initial invitation:**

**Teacher:** "Hello! We are excited to organise a meeting to discuss your family's needs. We would like to involve all family members who would like to participate. Do you have siblings or other family members who might want to participate?"

**2. Confirmation of participation:**

**Parent:** "Yes, my brother is very involved in my daughter's life. I think he would be happy to participate."

**3. Creating a welcoming environment:**

**Teacher:** "Perfect! We want everyone to feel comfortable. We'll have a dedicated space for everyone, and we'll make sure the meeting is inclusive and respectful of everyone's perspectives."

**4. Active involvement:**

**Brother:** 'I'm glad to be here, but I don't know how much I can contribute. I'm not very involved in the school usually."

**Teacher:** "We really appreciate your participation. Every perspective is valuable, and we want you to feel comfortable sharing any thoughts or concerns."

**5. Managing family dynamics:**

**Teacher:** "If there are family dynamics that we want to consider during the meeting, let me know. We want this to be a useful time for everyone."

**6. Conclusion and appreciation:**

**Teacher:** "Thank you both for being here today. We look forward to hearing all perspectives and working together to support your family."

**TOOLS FOR ANALYSIS AND DISCUSSION**

**a) Grid of questions for the analysis of how the teacher handled the invitation and created a welcoming environment**

1. How did the teacher show openness and interest in inviting all family members to participate?
2. Did the teacher ensure the family felt free to include anyone who wished to participate?
3. Did he/she consider the family's specific needs in creating a welcoming environment?
4. How did the teacher manage the active involvement of the brother during the role play?
5. How did the teacher deal with the possibility of complex or sensitive family dynamics during the meeting?
6. How did the teacher highlight the importance of different perspectives and encourage all participants to contribute?
7. How did the teacher deal with family dynamics, especially those that could be sensitive or complex?

8. What strategies did the teacher employ to actively involve the brothers and ensure that they felt an integral part of the meeting?
9. Did he/she use open questions and encourage participation?

b) **Stimulus questions for the facilitator for the session on exchanging ideas on how to adapt the approach to the characteristics of each family.**
1. How did the teacher show flexibility in adapting the approach according to the specific needs and dynamics of the family in the role play?
2. Did the teacher suggest strategies to personalise the invitations according to each family's preferences and circumstances?
3. How did the teacher emphasise consideration of individual needs and open discussion on how the school can best adapt to the characteristics of the family?
4. Did the teacher encourage feedback from the family on how to make interaction and participation more meaningful?

**Unit 5.2: Collaboration with other schools and external organisations**

**Activity 1: Active engagement of the territorial network (4.30 h)**

**Background**
Strengthening the collaboration of an area network (or even building new networks) can help schools generate greater impact for their students. To do so, it is necessary to create the conditions for collaboration to add value for all parties involved.

**Outcome**
Participants will be able to: apply tools to support partnerships with other schools/external stakeholders and other schools; and develop partnerships based on EQAVET quality criteria.

**Audience**
VET teachers and Headmasters.

**Approach**
The activity is structured in two steps: 1) reflection and self-assessment of one's territorial networking practices; 2) drafting a (rough) plan to improve existing collaboration and/or build new ones. It can also be conducted in two sessions.

**STEP 1 (2.15 h)**

1) Introduction and distribution to participants of the following checklist. The checklist proposes the main elements of a partnership, aligning them with the EQAVET criteria (20 min);
2) Pair work of teachers belonging to the same individual school (if there are not at least 2 teachers belonging to the same school, the work can also be done individually): reflection/self-evaluation on their school's past and present practices in collaboration with other schools/external stakeholders (45 min)
3) Group work (4 participants from different schools) on the results and significant insights that emerged (20 min);
4) Plenary session: identify the standard and most impactful critical issues and strengths that emerged; you can use the SWOT analysis tool.  (40 min)
5) Conclusion (10 min)

**Checklist:**

**1. Governance and leadership:**
➢ Presence of clear and engaging leadership in partnership management.
➢ Active involvement of school managers and other schools/stakeholders.

**2. Planning and design:**
➢ Clear identification of partnership objectives.
➢ Structured planning of activities with clearly defined times and resources.

**3. Information sharing and communication:**
➢ Clear and accessible communication channels
➢ Communication strategies to actively involve other schools/ stakeholders.

**4. Stakeholder involvement:**
➢ Active involvement of community representatives, local businesses and other key stakeholders.
➢ Mechanisms to collect feedback and evaluate other schools/stakeholders' engagement.

**5. Professional development:**
➢ Providing professional development opportunities for teachers and community members.
➢ Adequate training on how to manage and improve partnerships.

**6. Resource management:**
➢ Efficient use of available financial and human resources.
➢ Regular monitoring of resources to ensure the sustainability of partnerships.

**7. Teaching and learning processes:**
➢ Effective integration of partnership activities into the school curriculum.
➢ Direct involvement of students in practical learning activities.

**8. Quality assurance:**

➢ Implementation of activity evaluation and monitoring mechanisms.
➢ Using evaluation results to continually improve partnerships.

**9. Inclusion and diversity:**
➢ Ensuring that partnerships are inclusive and respectful of the diversity of the community. Adopt practices that promote fair access and equity in initiatives.

**10. Results and impact:**
➢ Monitoring the impacts of partnerships on the community, school, and students.
➢ Using findings to adapt and improve initiatives over time.

**11. Networking and cooperation:**
➢ Active participation in local networks and cooperation initiatives.
➢ Creation of synergies with other institutions and organisations in the area.

**12. Sustainability:**
➢ Implementation of strategies to ensure long-term sustainability of partnerships.
➢ Involvement in the creation of local policies to support initiatives.

**STEP 2 (2.15 h)**

1. Distribute and present the list of questions to participants. Explain to participants that the questions are inputs to be used as guidelines to begin sketching out a plan to strengthen collaboration with the territorial network. (20 min)
2. Group work (4 people) (50 min)
3. Sharing the various groups' draft plans to gather feedback, suggestions, and ideas (45 min)
4. Integration of the draft plan based on the suggestions/ideas provided by the other groups and finalisation (20 min)

**Questions:**

● What is the priority needs that the school wants to satisfy together with other schools/external stakeholders?
● What might be the needs of other schools/external stakeholders that the school can help meet?
● What contributions do we ask from other schools/external stakeholders? (How can external stakeholders help us?)
● What could be the benefit of this collaboration for other schools/external stakeholders?
● What resources do we have, both in the school and in the community, including expertise, facilities, and funding, and how are we likely to access external stakeholder resources for the project?
● What types of activities can we design that involve both students and the community, promoting collaboration and mutual learning, while also considering the contribution of external stakeholders?
● How can we develop achievable projects, considering the resources available in the school, in the community, and through the involvement of external stakeholders?

- How can we ensure clear and regular communication with all stakeholders, maintain transparency on progress, and involve them in the decision-making process?
- How can we regularly evaluate the effectiveness of our initiatives, gathering feedback from external stakeholders to make continuous improvements?
- How can we hope that the networks we create will be sustainable in the long term, perhaps through the training of local resources or the creation of stable funding mechanisms?
- What experiences, challenges overcome, and best practices can we record, involving both the school and external stakeholders, to create a replicable model to share with other communities?

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 must 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.

- **PowerPoint Presentation**

  The most well-known technique used for classroom training Is PowerPoint Presentations, which can be combined with any other lecturing technique. A PowerPoint template has been designed to help trainers deliver their lectures effectively. 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 questions that cannot be answered with a single yes or no but require a developed answer. They are raised over an undecided matter and invite trainees to provide longer responses 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 with the context to construct a free-form answer. They 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 consist 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 mainly used to emerge a crucial difference between two sentences, while multiple-choice asks the learner to select the most appropriate option. Multiple responses are like numerous choices but provide 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 for the text to make sense. Closed questions are often used in assessments; therefore, this technique is proper 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, which 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 essential 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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