

PART 1

Training Package Guideline for Innovative and Inclusive Pedagogies



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1. Executive Summary

The following document represents a comprehensive description of the training outline, designed in accordance with the GIVE project goals, aiming to support the conceptual operationalization process and the development of a workable roadmap of the approach, needed to ensure a successful execution of WP2 goals.

The training package aims to prepare the partners organizations adequately carrying out the following targets:

- Support for understanding diverse learners' profiles and needs and their potential assessment
- Guide for good practices mapping exercise, carried out as a self-assessment activity by the partners.

The specific **goals** of the training package are:

- Increasing participants level of common understanding of the mapping exercises, in order to collect accurate, relevant, and meaningful practices from the institutions activity they represent
- Organising and calibrating the internal self-assessment exercise (developed by each organization involved), performed against the agreed criteria and based on a clear definition of what an innovative and inclusive pedagogy stands for
- Building agreement and collectively validating the methodology for selecting innovative practices in functional governance, focusing on guidelines that bridge the gaps between governance theory and practice
- Guiding the process of applying the methodology for assessing the diverse learners needs by synthesizing the map of the knowledge presented in the Theoretical Framework and making it "teachable" and easily to be implemented.

In line with the application, with specificity on WP2, the above-mentioned Training Package was designed as an internal project interface aiming to prepare partners for the inventory exercises, notably deliverables 2.3. The differentiation and individualization elements of this package, compared to the usual training sessions, were focused on the learners' profiles, a better calibration of the tools to the needs of the institutions and the people directly involved in the project, and the rigorous preparation of the WP2 interventions, to be correctly understood and clarified before starting the specific inventory actions.

2. Training package guidelines, phases and specific activities

Supporting the inventory and the assessment process, prior to the screening exercises, the training package was designed as an accompanying instrument, able to facilitate understanding and support further developments. It can be considered an induction session, ensuring common understandings and operationalization frames, in order to produce to a list of sustainable and coherent actions.

The development of the training package can be structured in two distinct phases, according to some operational criteria, **designing phase and implementation phase**, so that we can monitor the entire inventory process and ensure a high level of awareness and synchronized actions. Thus, the characteristics and actions of the two phases are as follows:

- **Designing phase**
This stage aims at linking the initial actions, mainly concerning the operationalization of the project's main theoretical areas which result from the in-depth and comprehensive desk-research process, with the design of the tools and inventories methodologies, and, subsequently, the development of a training portfolio
- **Implementation phase**
Several meetings have been developed for building a common understanding around the main concepts and the organisation of general training sessions, as well as tailor-made sessions adapted to the needs of the partners who requested this type of support.

The activities specific to the two phases of the process will be further explored:

2.1. Building a common understanding on the main concepts and principles from the theoretical framework; operationalization of the concepts

An important step in carrying out the WP2 contextual scans of practices and conducting assessment exercises is the effort of creating a shared framework for understanding, communication, and action within the project consortium. The process helps all the partners to see the relevance and importance of the information, and make it understandable, as integrating new concepts into the grass root activities can be challenging due to their multidimensional nature and complexity.

For instance, the process of building a commitment to inclusive excellence (a term difficult to be explain by a common agreed definition) starts with the understanding of some correlated concepts: excellence (frequently contrasted with an egalitarian approach), innovation (the implementation of a new or significantly improved learning process or methodology), inclusion, diversity, **learning needs** etc.

For innovative and inclusive pedagogies, the focus of the training topics is on:

- Innovative pedagogies clusters, definitions, and taxonomies
- Characteristics of the relevant practices to be considered
- Organizational/ Contextual drivers for inclusive and innovative pedagogies practices
- Educational and career support services to enhance learning
- Assessing the specific learning and training needs of all students, including those facing diverse vulnerabilities etc.

2.2. Training support materials

This action, which required an adaptation of the academic discourse used in the implementation phase to the beneficiaries' and the transfer of theoretical concepts to the extremely varied institutional specificities of the involved partners, followed logically from the previous process, and aimed at designing and validating the course materials used explicitly for this purpose. Several support materials can be found in the annexes.

2.3. Meeting and training sessions delivered for the entire team of the project

These types of training activities were organized with the participation of the whole project team, both the management team, but also the beneficiaries/partners institutions (including here the main actors involved in the mapping process, experts).

Thus, the following meetings were organized:

| Date | Training session subject | Participants |
|------------|---|-------------------|
| 16.02.2021 | Presentation of the approach for the Innovative & Inclusive Pedagogies based on the literature screening, including the matrix proposal | All GIVE partners |
| 01.04.2021 | Reference Framework for Innovative & Inclusive Pedagogies | All GIVE partners |
| 18.05.2021 | Data collection instrument for innovative & inclusive pedagogies practices | All GIVE partners |

Following the analysis carried out at the end of these training activities and the collected feedback, emerged the need to proceed further, in depth, with each of the interested partners, both at a general level, but especially at a particular level, to initiate a homogeneous and coherent process for the mapping exercise delivered at the entire project, based on specific institutional needs. Thus, a second category of training activities emerged, presented below.

2.4. Tailor-made training sessions, adapted to the needs of the partners who requested this type of activities

The following meetings were organized:

| Date | Training session subject | Participants |
|------------|--|---------------|
| 10.03.2021 | Reference Framework for Innovative & Inclusive Pedagogies and Agile, Entrepreneurial and Anticipatory governance | Unibuc & HAMK |
| 22.04.2021 | Reference Framework for Innovative & Inclusive Pedagogies Agile, Entrepreneurial and Anticipatory governance data collection instruments | Unibuc & HAMK |

The most interesting and challenging situations were those associated with initiating the use of data collection tools for inter-institutional mapping, as well as the institutional practices centred around innovative pedagogies.

2.5. Designing guidelines for a further training on the methodology on assessing different learners needs

If needed and requested, a training on explain the methodology for assessing learners' profile and their needs can be further organized. The guidelines for such an activity are already designed (presented in annex 2).

- Further steps

Following the training activities carried out, both in a formal setting, with the whole project team, and in less formal settings, only with some of the partners, designed as customized sessions, some conclusions were drawn for the implementation of the mapping process:

- Screening theoretical approaches and best practices that could be shared, developed, or implemented, can be possible only when each partner institution makes the finest adaptation of the tools based on the existing specific governance models
- The inventory of good practices in effective VET governance supporting excellence through inclusion should be operationalized into a very friendly-designed screening, which would create robust evidence related to the topics
- The internal self-assessment exercise (developed by each organization from the consortium) should be performed against the agreed criteria and be based on a clear definition of what an innovative and inclusive pedagogy stands for. This is the case also for the inventory of case studies qualified as good practices in the governance area, and the related guidelines, that can bridge the gaps between governance theory and practice.

ANNEX PART 1

Training package learners' profile and learners' needs assessment



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1. Introduction

A quality education that ensures the maximum exploitation of the individual potential of each student must be centered on the students, on their needs and characteristics. The need to individualize the learning process is obvious in the case of educating students belonging to vulnerable groups. For this it is fundamental to know what the characteristic features of each category of vulnerable groups are as well as their main educational needs. In this sense, it is necessary to use an adequate methodology to assess the level of development of students and, in relation to the chosen level of development, their educational needs.

2. Purpose

This course on the characteristics of the profile of students coming from vulnerable groups and their evaluation was designed for teachers who, in the classes in which they teach, have such students. It is often believed that all those involved in teaching and learning need to constantly improve their practice by gathering information about students' characteristics and evaluating them to bring students closer to their learning objectives. The modules present a variety of purposes, approaches, and tools for explaining the profile of the student from vulnerable groups and the ways to assess their needs.

3. Learning Outcomes

By actively participating and completing this course, you will be able to:

- Integrate information on the profile of vulnerable student in the teaching and learning process using them flexibly in various contexts.
- Ensuring a learning activity focused on the student and their needs.
- Use assessment results to identify and fill gaps in knowledge and skills and to align your teaching with the strengths and diverse needs of students.

4. Structure And Course Components

Section 1 – Vulnerable groups presentation

Module 1 – students with disabilities, special educational needs and low skilled, in which the vulnerability is related to a number of **individual / internal factors**

This module focuses on the presentation of the main development characteristics of students with special educational needs, students with disabilities and low skilled students and the main needs they have in the learning activity in order to achieve the proposed objectives.

Learning objectives of Module 1

- Explain how knowing the characteristics of the students supports learning activity;

- Describe the main characteristics of each category of students in which the vulnerability is related to individual/internal factors;
- Explain how to create a classroom culture that is conducive to students centered learning, based on knowing their main learning needs
- Assess your own practices to determine whether they are supportive of individualized learning and determine what aspects of your teaching you might need to change and how
- Adapt and personalize the teaching and learning according to the characteristics of each type of vulnerability;

Module 2 – students with migration background, drop-out history students and student with difficult socioeconomic background, in which the vulnerability is related to a series of **environment / society factors**

This module focuses on the presentation of the main development characteristics of students with drop-out history, students with migration background and students with difficult socioeconomic background and the main needs they have in the learning activity in order to achieve the proposed objectives.

Learning objectives of Module 2

- Explain how knowing the characteristics of the students supports learning activity;
- Describe the main characteristics of each category of students in which the vulnerability is related to environment/society factors;
- Explain how to create a classroom culture that is conducive to students centered learning, based on knowing their main learning needs
- Assess your own practices to determine whether they are supportive of individualized learning and determine what aspects of your teaching you might need to change and how
- Adapt and personalize the teaching and learning according to the characteristics of each type of vulnerability;

Section 2 – Assessment of vulnerable groups needs

Module 3 – General information on evaluation process

This module provides general information related to the assessment process: definition, stages of the assessment process, types of assessment, how they should be selected according to the purpose and category of students assessed

Learning objectives of Module 3

- Identify and distinguish the various types of assessment and their uses;
- Explain how assessment process supports students' learning;
- Describe the main types of evaluation and their importance in the educational process;
- Explain how to how to select the types of evaluation according to the purpose pursued;
- Explain how to how to select the types of evaluation according to category of students assessed.

Module 4 – Specificity of evaluation process and prognosis in vulnerable groups

This module focuses on the characteristics of the assessment process of students who are part of vulnerable groups. The main criteria for selecting the assessment tools are approached according to the characteristics of the students to be assessed, conditions to ensure correct assessment and the realization of the prognosis of their evolution based on the results of the assessment.

Learning objectives of Module 4

- Explain how adapted assessment supports students' learning;
- Assess your own practices to determine whether they are supportive of adapted assessment and determine what aspects of your teaching you might need to change and how;
- Adapt and personalize the assessment process for your teaching contexts and students with vulnerable groups;
- Describe the relation between assessment process and prognosis;
- Select assessment tools accordingly to the needs of students from each type of vulnerable group.

Module 5 – Methods used in evaluation of students from vulnerable groups

This module focuses on the presentation of the main methods and assessment tools that can be used in the activity with students belonging to vulnerable groups as well as on the ways of recording and analyzing the data collected.

Learning objectives of Module 5

- Describe the main assessment tools used in educational activity with students from vulnerable groups;
- Explain how assessment tools and methods can be used in different educational contexts,
- Adapt and personalize assessment process accordingly to the main characteristics of students
- Use of appropriate models for recording the data collected by using the selected evaluation methods and tools.

PART 2

Training package guideline Governance for Inclusive Vocational Excellence (Anticipatory, Entrepreneurial and Agile Governance AEAG)



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1. General description

In accordance with the GIVE project application (hereinafter named application), a training package has been designed as preparation of the learners' profile and potential assessment, as well as for the good practices mapping phase done as a self-assessment development by the partners, for agile, anticipatory, and entrepreneurial functional VET governance comprisals.

In line with the application, with specificity on WP2, the Training Package was designed as an internal project interface to prepare partners for the inventory exercises, notably deliverables 2.3. The differentiation and individualization elements of this package, compared to the usual training sessions, were focused on the learners' profiles, a better calibration of the tools to the needs of the institutions and the people directly involved in the project, and the rigorous preparation of the WP2 interventions, to be correctly understood and clarified before starting the specific inventory actions linked to an agile, anticipatory, and entrepreneurial functional VET governance

Supporting the practices inventory process, **prior to the screening an induction session (as a training package), the University of Bucharest team will assume to deliver this training package**, ensuring also common understandings and operationalization frames, looking forward to a list of sustainable and coherent actions.

2. Main purposes of the training package

- preparing the learners' profile and potential assessment, as well as the good practices mapping phase done as a self-assessment development by the partners, for agile, anticipatory, and entrepreneurial functional VET governance;
- preparing the good practices mapping phase done as a self-assessment development by the partners, for agile, anticipatory, and entrepreneurial functional VET governance comprisals;
- increasing the participants and project managers level of common understanding of the mapping exercises, to collect the most accurate, relevant, and meaningful practices of the institutions they represent;
- organising and calibrating the internal self-assessment exercise (developed by each organization from the consortium), which will be performed against the agreed criteria and based on a clear definition of what an agile, anticipatory, and entrepreneurial functional VET governance, stands for;
- designing and validating a methodology for selecting innovative practices in functional governance, focusing on guidelines that bridge the gaps between governance theory and practice.

3. Training package phases

The training package proposed the University of Bucharest team is structured in two distinct phases, according to some operational criteria, **designing phase and implementation phase**, so that we can monitor the entire inventory process and ensure a high level of awareness and

synchronized action on the project's semantics, also in relation with its syntactics. Thus, the characteristics and actions of the two phases are as follows:

3.1. Designing phase

This stage aims at linking the initial actions, mainly concerning the operationalization of the project's main theoretical areas which result from the in-depth and comprehensive desk-research process, with the design of the tools and inventories methodologies, and, subsequently, the development of a training portfolio.

3.1.1. Operationalization of the main theoretical areas for agile, anticipatory, and entrepreneurial functional VET governance, in accordance with the training needs of all partners

The main actions undertaken during this phase aim at operationalizing the main theoretical areas for designing the methodology linked with agile, anticipatory, and entrepreneurial functional VET governance, correlating them with the real process of the partners' training need analysis, identified during the general meetings, but also further developed during the customized meetings with interested partners.

According to this process, the methodology will include areas, indicators for successful task achievement, and simple and pragmatic instruments agreed with the project partners and shared in terms of processes, roles, and responsibilities during this task implementation, namely the monitoring phase. All this process will be focused on a participatory and multi-directional dissemination process. At the same time, traditional approaches will be transgressed by addressing a wider audience and non-research communities (taking into account the specificity of all institutional partners).

- GIVE governance strategic attributes
- GIVE governance performance criteria
- GIVE regional context
- GIVE functional governance architecture (vertical and horizontal)

See all in the ANNEXES attached to this deliverable:

ANNEX 1: GIVE GOVERNANCE TRAINING PACKAGE RFAEAG

ANNEX 2: GIVE HELIX – TRAINING SUPPORT RFAEAG 1

ANNEX 3: GIVE TRAINING SUPPORT RFAEAG 2

3.1.2. Training portfolio / training package for agile, anticipatory, and entrepreneurial functional VET governance:

This action, which required an adaptation of the academic discourse used in the implementation phase to the beneficiaries' and the transfer of theoretical concepts to the extremely varied institutional specificities of the involved partners, followed logically from the previous process, and aimed at designing and validating the course materials used explicitly for this purpose. Thus, the following materials were designed, laid out and used:

- GIVE governance strategic attributes
- GIVE governance performance criteria
- GIVE regional context

- GIVE functional governance architecture (vertical and horizontal)

See all in the ANNEXES attached to this deliverable:

ANNEX 1: GIVE GOVERNANCE TRAINING PACKAGE RFAEAG

ANNEX 2: GIVE HELIX – TRAINING SUPPORT RFAEAG 1

ANNEX 3: GIVE TRAINING SUPPORT RFAEAG 2

3.2. Implementation phase

Looking forward to the internal self-assessment exercise organisation and calibration (developed by each organization from the consortium), which will be performed against the agreed criteria and based on a clear definition of what an agile, anticipatory, and entrepreneurial functional VET governance comprises, this phase of the training package took into account the organisation of general training sessions, as well as tailor-made sessions adapted to the needs of the partners who requested this type of activities:

3.2.1. General training sessions delivered for the entire team of the project

These types of training activities were organized with the participation of the whole project team, both the management team, but also the beneficiaries / partners institutions (including here the main actors involved in the mapping process, experts, delegates from the partners), but also governance bodies representatives. These were the types of activities that have been designed from the beginning of the project, right in the designing phase, and aimed to be a constant transversal line of this training package phase.

Thus, the following meetings were organized:

| Date | Training session subject | Participants |
|------------|--|-------------------|
| 16.02.2021 | Presentation of the approach for the Agile, Entrepreneurial and Anticipatory governance based on the literature screening, also including the matrix proposal | All GIVE partners |
| 01.04.2021 | Reference Framework for Agile, Entrepreneurial and Anticipatory governance | All GIVE partners |
| 13.04.2021 | Data collection instruments for Agile, Entrepreneurial and Anticipatory governance practices: Governance strategic attributes, Context regional development, Governance performance criteria | All GIVE partners |
| 18.05.2021 | Data collection instrument for Agile, Entrepreneurial and Anticipatory governance practices – Multilevel governance | All GIVE partners |

Following the analysis carried out at the end of these training activities and the collected feedback, emerged the need to proceed further, in depth, with each of the interested partners, both at a general level, but especially at a particular level, to initiate a homogeneous and coherent process for the mapping exercise delivered at the entire project, based on specific institutional needs. Thus, a second category of training activities emerged, presented below.

3.2.2. Tailor-made training sessions, adapted to the needs of the partners who requested this type of activities

This second typology of specific training activities emerged due to the specific needs identified and taken on board as feedback from partners that have contributed to a deeper theoretical documentation of practices and also have demonstrated their added value.

Thus, the following meetings were organized:

| Date | Training session subject | Participants |
|------------|---|------------------------------------|
| 10.03.2021 | Reference Framework for Agile, Entrepreneurial and Anticipatory governance | Unibuc & HAMK |
| 09.04.2021 | Agile, Entrepreneurial and Anticipatory governance data collection instruments | Unibuc & Cometa |
| 22.04.2021 | Agile, Entrepreneurial and Anticipatory governance data collection instruments | Unibuc & HAMK |
| 02.11.2021 | Agile, Entrepreneurial and Anticipatory governance data collection instruments | Unibuc, San Viator, Lantegi Batuak |
| 20.01.2022 | Agile, Entrepreneurial and Anticipatory governance data collection – Multilevel governance instrument | Unibuc & Cometa |

The most interesting and challenging situations were those associated with initiating the use of data collection tools for inter-institutional mapping, as well as the process of contextualizing institutional specificities and governance models, as well as the institutional practices centred around this type of governance.

4. Evaluation and further steps

Following the training activities carried out, both in a formal setting, with the whole project team, and in less formal settings, only with some of the partners, designed as customised sessions, some conclusions were drawn for the implementation of the mapping process:

- Screening theoretical approaches and best practices that could be shared, developed, or implemented, can be possible only when each partner institution makes the finest adaptation of the tools based on the existing specific governance models;

- The inventory of good practices in effective VET governance supporting excellence through inclusion should be operationalized into a very friendly-designed screening, which would create robust evidence related to the topics;
- The internal self-assessment exercise (developed by each organization from the consortium) should be performed against the agreed criteria and be based on a clear definition of what an agile and functional governance pedagogy stands for. This is the case also for the inventory of case studies qualified as good practices in the practical governance area, and the related guidelines, that can bridge the gaps between governance theory and practice.

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