



GIVE

Guidelines for Inclusive Vocational Excellence – Tutoring and Educational Support



Co-funded by the
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www.thegiveproject.eu

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Introduction

This is a very short introduction to the second (out of 3) volume of the Guidelines for Inclusive Vocational Excellence, focused on training and teaching activities. The three volumes aim at gathering among the most significant and effective practices (*relevant practices*, according to GIVE project WP2) that GIVE consortium have developed and implemented in order to foster inclusive vocational excellence.

The volumes consist of:

1. **Guidelines on Inclusive Training:** the focus here is on practices related to inclusive didactics and, of course, training;
2. **Guidelines on Inclusive Tutoring and educational support:** a specific volume is dedicated to tutoring, mentoring, and pastoral care, in order to effectively support learners with or without any disadvantage;
3. **Guidelines on Inclusive Work and transition to work:** this last volume collects all the practices related to transition to work or inclusive management, with a strong focus on young people with disabilities and young migrants.

“Tutoring and Education support” is a volume that puts together a set of practices aimed at supporting tutors and trainers in their daily work. Tutors, as well as mentors, coaches or people in charge of the pastoral care, oversee preparing and providing learners with a set of class activities, mainly targeted on learners’ age, experience and needs, and based on personalized educational plans. The goals of this practices consist of the definition and realization of a set of training modules focusing on tutor’s tasks and their role in the VET system.

For all the three sets of guidelines, the team did follow a specific methodology shared and approved by the internal Research Unit and Technical Unit. Here are the main points.

Identification & Mapping

- The starting point of this process consists of the scientific analysis of the literature on Inclusive Vocational Education and Training (the “Reference Framework for Anticipatory, Entrepreneurial and Agile Governance - RFAEAG” and the “Reference Framework on Vocational Excellence through for Innovative and Inclusive Pedagogies - RFIIIP” both developed by the WP2¹ team). It inspired, by the proposed models, the preliminary collection of abstracts of “*relevant practices*, defined as any functional initiatives that produce visible effects and results that are powerful enough to exhibit potential relevance beyond the specific context of their initiation [referring] both to processes and educational products, to results and resources that can be efficiently transferred, after being vetted against certain specific criteria” (RFIIIP, p.22).
- Abstracts were then analyzed by the team leaders and discussed in meetings in order to check both their quality and consistency, against a set of criteria jointly agreed and confirmed by the previous scientific analysis.

¹ <https://www.thegiveproject.eu/publications/pedagogical-and-management-approaches-modelization/> [last access: 19.9.2022]

- The practices, although in the form of abstracts, gave the team the possibility to identify a “map” of the areas of a VET ecosystem which these practices corresponded to. The main categories are:
 - Governance: Effective governance occurs when societal actors/stakeholders cooperate in order to solve collective problems (Driessen et al., 2012; Gonzalez and Healey, 2005; Kooiman, 1999; Mayntz,1998). Governance, as opposed to government, involves the collaborative engagement of the public in addressing common problems (see multilevel, multilateralism, multi-stakeholders, citizens included).
 - Human Resource Management: People are a very important variable for inclusive excellence. Human Resource management is the way through which people are selected, enrolled, trained, evaluated, compensated, helped with exit.
 - Research and Development: It is important to devise and implement successful or promising innovative programmes that can offer better quality education or educational resources to populations.
 - Teaching: From a general perspective, innovative pedagogies are focused on creating a stimulating and conducive learning environment where good, relevant, and robust learning can occur. Some opinions emphasize the creative and generative potential of teaching practices and environments, others are focused on the use of creative methods and techniques or, in some cases, on technology - enhanced learning (RFIIP, p. 6). Teaching practices were split into 3 main areas:
 - Inclusive methodologies;
 - Integral human development;
 - Professional skills development.
 - Mobility: International or national mobility is a very effective tool to include subjects with different abilities. These subjects get the possibility to enrich their life and work experience by visiting unknown and very stimulating contexts. Of course, mobility is difficult and good practices are needed to manage the entire process and to ensure learning.
 - Work and Transition to work: The International Labour Organization defines a successful transition to work as when a person is settled in stable employment defined as a job with an employment contract, written or verbal, lasting for 12 or more months (ILO, 2013 and 2015) or for those who do not have long-term wage employment, a job with a self-perception of continuity. This area has been scomposed into 3 sub-areas:
 - Skills development & consolidation;
 - Placement and Matching;
 - Coaching on the Job.
- Mapping has been done primarily through interviews of multiple people on the same practice, maximizing the inter-rater reliability. This mapping exercise helped the team to organize the practices, to check if all the relevant areas of a VET ecosystem were covered by this collection and, eventually, to offer a potential tag and to propose clear learning paths to users who wanted a more structured reading.

Implementation

- Practices should be homogeneous, for comparison and for being ready to make concrete steps towards dissemination. The team prepared, discussed and approved a template to

transform preliminary abstracts into what has been called a “descriptive practice” handout.

- The template includes a description of the elements needed to structure the practice, an explanation for every element and an example of a specific practice was also created and shared by the Cometa team. Each practice then was described in the following terms:
 1. Practice Name in National language and English.
 2. Position in the Practice Mapping, as previously mentioned.
 3. Author(s) (Organization) of the practice.
 4. *Practice journey*. This section is composed of two parts:
 - 4.1. Synthetic description of the practice, to give the audience a direct and easy-to-understand message of the practice purpose. This part should mention: the responsible person/entity that provides the service; those who are addressed by the subject and the activity, with a specific mention of categories with disadvantage and which disadvantage; the activities performed to reach the goal; main goals pursued through the practice
 - 4.2. In-depth description of the main elements: a set of information to better explain the elements of the initial short sentence (subjects; end users; functions; goals; outputs). This part is aimed at setting the scenes for a better understanding of the phases and the activities described later on.
 5. Phases and activities. Phases are parts of the practice with a defined input and output. Phases are useful because they lower the difficulty to teach and make the clarity higher. After an exhaustive list of all practice’s phases, a description of all phases and the single activities each phase is composed of have been requested. Description should include what the phase does and the goals of the specific phase; specific results of the phase; length of the phase and specific moment during the year when it is implemented. Every activity then includes a basic description of what the activity does, including specific tools and specific methods, if relevant or fundamental to achieve the activity goals.
 6. Resources Method: in this section the template includes a description of the main involved players (main and secondary operators, users, indirect beneficiary if any), specific tools needed to perform the practice and the spaces/places used in the practice.
 7. References Method: when available and if relevant, it was suggested to include one or two theoretical references or documents (in English) where it is possible to find more information on the practice or on the scientific background.
- This template allowed the team to collect 49 GIVE relevant practices in a homogeneous format, ready to be collected, assembled, put at test, making reviews of the practices very easy.

These “descriptive practices” are now split into these three volumes, and they represent a very knowledgeable source of materials to be applied in contexts willing to push inclusion as an essential value. A person (an instructor, a tutor, a manager, a clerk) can get insights and examples of inclusion in different and diverse contexts. In order to facilitate reading, here a very essential description on what a descriptive practice includes learning goals, target groups, resources needed to put in place the practice, scalability, and a reasonably long description of the usage of the practice itself.

Peer-review & fine-tuning

- After the collection of practices was finalized, a peer review process was implemented; the review was conducted on every partner's practice by two reviewers of two other different partners, in order to minimize the self-evaluation bias.
- Feedback was centrally collected, analyzed and shared with the partners to help them to fine tune their descriptive practices.
- To further improve the quality of this codified knowledge, the team decided to test at least two practices for every partner in focus groups composed of different stakeholders to understand their replicability (scalability) and interest towards the topic treated.

Further developments

- Last, together with all the project partners, a decision was taken to select a subset of descriptive practices to be transformed into what the project calls "Teachable practices".
- A teachable practice is a slides deck based on the corresponding descriptive practice. The difference is that descriptive practices are aimed at telling the broad contents of a practice to check whether it could be compatible with one's institution. Teachable practices are much more detailed, and they contain formal definitions and concepts to replicate the practice. These practices will be available on-line and they are not part of the volumes, given the size of the slide decks combined.

1

Practice name:

Individual Inclusive Education Unit Support Sessions

Position in the practice mapping

Teaching practices – Inclusive methodologies

Organization

MCAST



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Individual Inclusive Education Unit Support Sessions

1. Practice journey

1.1 The practice in short

The Inclusive Education Unit (IEU) at MCAST provides Individual Support Sessions to students. Such support is provided through a Learning Support Educator (LSE) in the form of a one-to-one, one-hour, weekly sessions in Mathematics, Maltese, English, IT, Science, assignment support, organisational skills, time management, and study skills. This support aims at providing additional support to students experiencing difficulties in any of the mentioned areas in order to promote further learning and course progression.

1.2 In-depth description of the main elements

1.2.1 Subject

Learning Support Educators support students in the above-mentioned areas both through the work carried out during lectures as well as by specifically prepared teaching material and activities.

1.2.2 End users

Students with and without a formal diagnosis of Special Educational Needs (SEN) may benefit from the service. Such students may be following courses on the main College campus as well as its satellite campuses.

1.2.3 Functions

Preparing and delivering 1-hour weekly sessions to support students in various subjects/domains which are crucial to their course progression and qualification attainment.

1.2.4 Goals

To support students in their studies at the College thereby promoting further education and training leading to better job opportunities and quality of life.

1.2.5 Output

The student's application for the support results in actual sessions addressing the identified learning challenges. Such support is also recorded digitally, thereby creating valuable data which is particularly relevant to evaluating and improving the service.

2. Phases and activities

List of phases of the practice "Individual IEU Support Sessions":

- Phase 1: Requesting Individual Support Sessions

- Phase 2: Processing Applications
- Phase 3: Delivery of Individual Support Sessions
- Phase 4: Monitoring Student Progress and Commitment

2.1 Description of phases and activities

Phase 1: Requesting Individual Support Sessions

The main goal of this phase is to reach out to students requiring additional support. This is done through an online application form which is mobile and desktop friendly, available in English and Maltese, and with integrated Text-To-Speech and other accessibility options. In order to increase the likelihood of having students submit the application, very minimal information is requested, and the system collects the rest of the details. This application can be completed and submitted within 50 seconds. Being an online form, the data is instantly received by the IEU to process accordingly. This also allows the IEU to respond to applications from students in satellite institutes as quickly as to applications from students on the central College campus.

Activity 1A: Application Submission

Applications for Individual Support Sessions are submitted through DOC 247 IEU Support Sessions which is an online application form complimented with accessibility features such as Text-To-Speech, dual language option, text enlargement etc. The form is available on the College website. The application link can be easily forwarded to students through their college email address. Students are required to sign in with their official College account to complete the application. This enables the IEU to request minimal information since the student details are collected automatically through the system. Preferably, students upload their course timetable so that the Individual Support Session can be assigned accordingly. If timetables are not uploaded, the IEU can access them through the College online Student Information Management System. In addition, students are requested to suggest two days and times when they would prefer to have the Individual Support Session scheduled. This information helps speed up the process of assigning the sessions as well as increases the likelihood of having students maintaining a consistent attendance.

The application can also be submitted on behalf of students by people having an active role in the students' education. These include, but are not limited to lecturers, LSEs, student mentors, support services coordinators, directors, deputy directors, and parents / legal guardians.

Before submitting applications on the students' behalf, the people submitting the application should ideally make the students aware of the areas they require support in and inform them that an application will be submitted in their personal interest. Should this be not as straightforward due to the sensitivity of the case, an application could still be submitted with the section regarding the students' awareness on the application duly marked as 'No'. The IEU will then discuss the students' needs with the person submitting the application and reach out to the students through sensitive and supportive ways.

The subject / domain in which support is requested is clearly stated on the application form through a dropdown menu. Further comments are also accepted. This enables the student to be specific about his request, and to submit multiple applications if necessary. It is also crucial for data collection exercises and statistic purposes.

Applications can be submitted from the first day of the academic year onwards however, the provision of support sessions starts in November. This timeframe allows students to obtain a better understanding of the areas in which they require support, and enables the IEU administration to process the requests effectively during such a busy period.

Applications can be submitted at any point throughout the academic year for two main reasons:

- Students might wish to start their course without support sessions in order to evaluate the level at which they are required to perform and explore ways to cope independently. Should students realise that additional support is not required at that point in time, they would still be able to submit an application at a later date. If students decide to apply after the initial evaluation period without support sessions, students would have had the opportunity to better identify their areas of need and would consequently be able to request more specific support.
- Support Sessions may be spread over a definite period, rather than just throughout the entire academic year. Such provision is geared towards supporting students to achieve a particular skill (e.g. using an assistive technology aid) or to complete a specific task (e.g. an assignment). The number and period of support sessions in such cases would be determined by the student's mastery of the skill or the deadlines involved.

Phase 2: Specific Training In Technical Skills

This phase aims at identifying the student's needs, assigning LSEs, and communicating the details to the stakeholders. The first step is done through email and phone communication. The second and third steps are carried out through the dedicated automated system designed by the IEU. This enables the IEU to complete Phase 2 within 5-10 minutes.

Activity 2A: Clarification and Identification of Requested Support

The details submitted through the online application form are automatically collected in an online database which is accessible by the IEU officers and administrative staff. Such details include the subject / domain in which support is requested. In most cases this information provides a clear indication of the support required. In cases where requests need clarification, the IEU contacts the students or their referees to obtain a better understanding of the students' challenges.

Activity 2B: Assignment of LSEs and Scheduling

The IEU proceeds by checking which LSEs are available on the days and time slots suggested by the student on the application. If no LSEs are available, the session is scheduled accordingly. This is done through the automated online system designed for this purpose.

In addition, LSEs are assigned according to their competence in the subject / domain requested. Certain LSEs may be stronger in languages, mathematics-related subjects, vocational subjects, or study domains. Such considerations are crucial to ensuring effective student support as well as higher job satisfaction among LSEs.

Preferably, Individual Support Sessions are held in the dedicated rooms at the IEU. In cases when this is not possible, the IEU liaises with other departments to book the required rooms accordingly. In certain cases, depending on the student's level and the kind of support required, sessions may also be held online through the official video conferencing platform adopted by the College (Microsoft Teams).

Should the subject / domain requested fall outside the IEU remit, the request cannot be fulfilled. Nonetheless, efforts are made by the IEU to refer the application to other entities within the College which would be able to satisfy, at least in part, the request for support. In order to achieve this, the IEU works closely with other departments, including the Learning Support Unit in particular.

Activity 2C: Communicating to Stakeholders

Once an LSE is assigned, the details of the Individual Support Session are automatically communicated to the student, the parents / legal guardians (if the student consents to such step), the respective LSE, the referee (if applicable), and to all the lecturers teaching the student. This practice aims at bringing all the stakeholders onboard and promoting a collective supportive approach to the student's challenges. Such communication is done through the official College email accounts. A calendar invite is also sent to the student and the LSE on the platform adopted by the College (Microsoft Outlook / Teams).

Phase 3: Internships In Companies

The goals of this phase are to deliver relevant and regular support to students. This is done through the scheduled Individual Support Sessions which are typically scheduled for 1 hour a week. Additional hours may be assigned on a case-by-case basis.

Activity 3A: Session delivery and maintenance

Following Activity 2C, Individual Support Sessions start immediately, typically the next weekday on which they are scheduled. The support required is discussed during the first session. This enables the LSE to gauge the student's needs and devise a plan of support. Thus, students are required to bring with them a sample of the tasks they need support in. LSEs may give students home tasks to be completed by the next session.

Sessions are delivered on a weekly basis for the duration of one hour each and can spread over an entire academic year. Sessions are scheduled during free periods according to the student's timetable. Thus, students experience no clashes with timetabled lectures, and they are never pulled out of lectures to attend the sessions.

Learners requiring similar support may be grouped and supported through common sessions.

Sessions may be rescheduled according to the needs of the IEU or changes in student timetables.

Students, who are 16 years or older, may decide to interrupt support sessions, even if these were intended to be provided throughout the entire academic year. This decision is entirely up to the students, and they are to assume responsibility for it. In the case of students who are under 16 years of age, the consent of parents / legal guardians needs to be sought.

In order to request the interruption of support sessions students are required to fill in and sign DOC 263 Declaration to Drop IEU Support Sessions. The form should be signed by the student's parents / legal guardians in the case of students under 16 years of age.

Activity 3B: Liaising with lecturers

If necessary, LSEs can liaise with the respective lecturers teaching a particular student in order to ensure an effective support plan and a common approach in the support provided. Such cooperation may be done verbally, through email, and/or by sharing learning resources and material covered during both the lectures and the Individual Support Sessions through shared online folders.

Phase 4: Recording And Monitoring

This phase aims at recording and evaluating the support provided by the LSE as well as monitoring the student's commitment. This is done through regular evaluation meetings and discussions between LSEs and the IEU officer in charge, as well as through the dedicated mobile app which records the support provided and the learners commitment. Recording the support provided in the app typically takes a maximum of 2 minutes.

Activity 4A: Recording support provided

The support provided in each Individual Support Session is recorded through a mobile app which was purposely designed by the IEU. LSEs can access all the data regarding the Individual Support Sessions they delivered. If a student is having multiple Individual Support Sessions in different subjects/domains with various LSEs, the LSEs involved can also view the support records inputted by each LSE. All the data is stored on an online database and can be accessed by the IEU management at any time. This enables real-time access to information about the support being provided and allows management to take immediate and effective supportive action when necessary. Data is also stored from one academic year to the next. This enables LSEs to build upon the support provided in previous years.

Activity 4B: Monitoring student's progress and commitment

The record of work submitted through the dedicated app is monitored by an IEU officer in a managerial position who can obtain a general overview of the strategies adopted by the LSEs and the resources used. Regular meetings are also held with each LSE to evaluate the progress of the respective students and discuss further learning strategies.

Student attendance is also recorded through the app. Students are expected to attend their Individual Support Sessions regularly and complete the tasks assigned by the LSE.

Students are expected to respect the time slot of the sessions. Whenever they cannot attend, they should inform the respective LSE beforehand, preferably through their official College email account, and provide a reasonable justification.

Failing to attend 3 consecutive sessions without a valid justification implies an automatic termination of the service. Students who miss sessions on a regular basis may be asked by the IEU to provide an explanation. Since attendance for the support sessions is voluntary, it is not related to the College's attendance policy.

3. Resources

Players:

- Students: Students attending courses on all the 3 satellite campuses can benefit from Individual Support Sessions.
- Learning Support Educator: LSEs from part of the IEU staff. They play a crucial role in supporting students in various domains and across multiple institutes and course levels. Their support is directly related to student motivation, course progression, and improved student learning experiences.
- Inclusive Education Unit Officers/Administration: These individuals take care of assigning the requested support, communicating to all stakeholders, and engage in follow-up activities to ensure that the support provided is relevant and effective.

Tools:

- Dedicated Mobile App: An app designed by the IEU deputy director that enables the efficient recording of the support provided. The app is also linked to online databases which can be accessed by the IEU officers/administration/management to make timely decisions as required.
- Online Application Form: The application form used by students or referees to apply for Individual Support Sessions. This is designed on the respective platform adopted by the College (Microsoft Forms) and is connected to online databases (Microsoft Sharepoint) which can be accessed by the IEU.
- Learning Resources: Resources used by LSEs during the Individual Support Sessions.

Spaces:

This practice requires a room for the delivery of the support sessions. In case of Individual Support Sessions held online, a computer equipped with the official College video conferencing software (Microsoft Teams) is required to be used by the respective LSE.

4. References and further contents

- DOC 247 IEU Support Sessions Application / Referral Form
- DOC 263 Declaration to Drop IEU Support Sessions
- DOC 250 Provision of IEU Individual Support Sessions Procedure (currently under review to reflect the switch to an automated digital process)



2

Practice name:

Youth Forum

Position in the practice mapping

Governance

Organization

Omnia



Youth Forum

1. Practice journey

1.1. Synthetic description of the practice

The Youth Forum is a group of young volunteers from different workshops who gather regularly. The Youth Forum provides an opportunity for young people to make an impact on issues that are important to them in Youth Workshops. The aim is to promote sense of community and well-being in youth workshops, and to support young people's participation and social empowerment.

(The Youth Forum has been on hiatus since March 2020 due to the Covid-19 situation. Operations will be restarted during the spring 2021.)

1.2 In-depth description of the main elements

1.2.1. Subjects

The Youth Forum is open to all young volunteers from Omnia's youth workshops. The young people in the workshops are aged 17-29, without a place to work or study or are otherwise in a challenging life situation. At the workshops, they are either on a job trial or in rehabilitative work activities, and in addition, the workshops also have apprentices in various fields.

The group coach and the apprenticeship student, in the field of youth and community counselling, guide and assist young people in the activities of the Youth Forum. If necessary, workshop instructors or heads of unit from different professions will also be invited to the Youth Forum meetings to bring perspectives or discuss young people's proposals.

1.2.2 End users

The activities of the Youth Forum are intended to promote the sense of community and well-being of Youth Workshops. The issues to be addressed well up from the wishes and needs of the young people in the workshops and the activities to be carried out, such as events, campaigns or acquisitions, are aimed at all young people in the Youth Workshops. Matters promoting the Youth Forum may also affect workshop staff.

1.2.3 Functions

The Youth Forum is part of the community activities of the Youth Workshops and participation takes place on weekdays as part of youth workdays. The Youth Forum is a group of young volunteers who meet at an agreed time to discuss common issues. The group is open to all young people in the workshops, and they can join in at any time.

The Youth Forum is a co-creation and in which young people play an active role. The Youth Forum enables the practice of meeting practices, for example, young people choose from among themselves a chair and a secretary for meetings and make arrangements for the meeting and other necessary arrangements. The group coach and the apprentice participate in the Youth Forum meetings and help the young people at different stages

of the Youth Forum. However, the intention is to make young people as independent as possible in maintaining the activities and taking responsibility.

In the Youth Forum, it is possible for young people to bring together suggestions and ideas for development and implement them where possible. For example, Youth Forum can come up with ideas and organise workshops, campaigns, events or suggest new ways of doing things or acquisitions. Suggestions may also relate to, for example, the comfort or convenience of the workshop environment. If necessary, a representative of the Youth Forum may attend staff meetings to present the views of young people.

One of the future development targets for the Youth Forum is the development and implementation of the missing peer tutoring practices in Omnia's Youth Workshops in cooperation with the group coach.

1.2.4 Goals

The purpose of the Youth Forum is to promote young people's opportunities to make a difference. The aim is to increase the empowerment and inclusion of young people, both in the workshop community and wider in their living environments and society. In addition, the Youth Forum strengthens the ability to study and work by providing opportunities for e.g., cooperation skills and meeting practices.

The aim of the Youth Forum is to promote sense of community and well-being through youth workshops and the social empowerment of young people. Participating in the development of common issues and bringing out one's own views are essential skills in today's working life.

1.2.5 Output

The Youth Forum can carry out various events and activities according to the wishes of the young people, or with the suggestions of the young people, the workshops can be used to acquire something of common interest. For example, in previous operating periods, Valentine's Day and May Day events designed by young people and implemented in cooperation with the staff have been organised, and clearer signboards have been acquired for the interior of the workshops at the initiative of young people. Sports equipment and a refrigerated case for snacks have also been procured in the past from the initiatives of the Youth Forum.

By participating in the Youth Forum, young people gain valuable experience of empowerment in a workshop environment. Through these activities, they also strengthen their study and working life skills, for example, by cooperating and adopting meeting practices. Participating in a youth forum creates opportunities to practice taking responsibility and acting in a variety of roles. With these, the young person can create an understanding of their own strengths and of themselves as an active actor.

2. Phases and activities

List of phases for the "Youth Forum"

- Phase 1: Starting the Youth Forum after a break
- Phase 2: Get to Know the Youth Forum and regular meetings
- Phase 3: Implementation of ideas

2.1 Description of practice

Phase 1: Starting the Youth Forum after a break

The Youth Forum has been on hiatus since March 2020 due to the Covid-19 situation. Operations will be restarted during the spring 2021. This phase describes the activities related to starting the Youth Forum, which are the responsibility of the group coach and the apprentice.

Activity 1A

Based on the feedback and wishes of the young people, the workshops identify the need for community activities where young people can have an impact on their own affairs. The Youth Forum has been responding to this need until March 2020 and there is a desire to relaunch activities after the break. The group coach plans a suitable time for convening the youth and discussing about the Youth Forum.

Activity 1B

The group coach prepares for the meeting by reading the minutes of the Youth Forum from previous years. In addition, during his/her own work, the group coach discusses with young people from different workshops, gathering young people's wishes and ideas to promote sense of community.

Activity 1C

An open discussion session will be organised for young people at the Youth Workshops, where all volunteers can come to discuss common issues and get to know each other. The meeting can be a cafe-style, low-threshold conversation moment. The group coach is responsible for the course of the meeting and presents the ideas and wishes of the young people who have appeared in different contexts and the activities of the Youth Forum in previous years. The meeting outlines the activities of the Youth Forum, agrees on the future and practices.

Phase 2: Get to know the Youth Forum and regular meetings

The aim of the phase is to make the idea and purpose of the Youth Forum known at Omnia's Youth Workshops. Through the activities of the phase, the Youth Forum will be implemented to "look like young people" and be embedded in the activities of the workshops. The activities of the Youth Forum are ongoing and live according to the views of the young people involved. This phase describes certain boundary conditions that the activity has.

Activity 2A (Gatherings/meetings)

The Youth Forum meets regularly, about once a month or more often, if necessary, in the premises of Omnia's Youth Workshops. Each meeting lasts 1-2 hours and the meeting minutes are written for the meeting, which is saved in the Teams folder of the Youth Forum. The group coach and the apprentice attend the Youth Forum meetings and provide guidance when needed. However, the intention is for young people to take responsibility for maintaining their activities as much as possible. The purpose of the meetings is for young people to discuss issues that concern them and to promote development proposals together. Example: Seven young people from different youth workshops gathered at the first Youth Forum meeting in spring 2022. They discussed in an informal way about the ideas related to the youth workshops, and the next meeting was scheduled. One idea that arose during the meeting was the wish for a regular diversion activity that everyone could participate and that would promote experimentations of different sports and to meet each other. Suggestions of yoga, art exhibitions or walks in the nature arose. All participants agreed on the fact that more information about young people's wishes would be needed and that a vote for diversion opportunities would be needed. One of the young people was the secretary and wrote the minutes of the meeting.

Activity 2B (Participation of the youths)

Any young person can attend Youth Forum meetings if they want to. The Youth Forum operates within the working hours of the workshop days. Participating in the Youth Forum can also support the young person's personal goals for their workshop work.

Together with the active youth of the Youth Forum, the group coach is responsible for ensuring that new young people starting at the workshops know about the Youth Forum. Young people are informed through a workshop guide distributed to beginners, Teams advertisements, group meetings and joint information sessions at the workshops.

Young people actively participating in the Youth Forum could also act as peer tutors for beginners and others. Utilising equality could motivate and encourage young people to participate not only in workshop work but also in joint activities.

Activity 2C (Meeting practises)

The group coach and the apprentice are responsible for the presentation and orientation of the meeting practices and monitor their implementation. The meetings will proceed in accordance with the minutes of the meeting. At each meeting, a chairman and a secretary are elected and, if possible, these are selected in advance for the next meeting. Voting practices will also be jointly agreed.

At the meeting, the agenda is followed and the previous topics as well as other issues are discussed. The participants are free to express their opinions and suggestions, and if needed, the coach can encourage the participants to reflect and to express their ideas. Voting between several suggestions is also possible.

Activity 2D (Information provision)

From the perspective of young people, the most appropriate means of information are agreed upon and who is responsible for information at any given time. They may practice or make use of their skills in creating an advertisement or they can ask for help for this. Omnia's Youth Workshops have a Teams platform for information, which is also used to inform about the Youth Forum. Other channels of information are naturally being used according to the opinion of the participants.

The group coach is responsible, together with the active participants in the Youth Forum, for the fact that all young people that come to youth workshops are aware of the Youth Forum. They are informed via Youth workshops guide, Teams advertisements, group meetings and other information meetings.

Activity 2E (Collection of ideas, suggestions for development and feedback through workshops)

In order to bring out the perspectives of as many young people as possible, you can also suggest things to the Youth Forum, even if you do not want to attend the meetings. A suitable way of collecting ideas and feedback is agreed upon, such as an idea box and/or an electronic version. The group coach may also remind the young people to bring their ideas to the Youth Forum. The group coach provides regular feedback to participants in the Youth Forum.

Phase 3: Implementation of ideas

The purpose of this phase is to describe how the issues raised in the Youth Forum will be put into practice.

Activity 3A (Selections of the ideas)

The young people decide at the meeting of the Youth Forum which ideas they will promote. If there are several ideas, there is going to be a vote. All ideas will be found in the minutes of the meeting, so it is always possible to get back to them, if needed. It is possible to have several ideas / proposals at the same time. The group coach helps and guides the participants to prioritise the proposals.

Activity 3B (Presentation of ideas)

The young people present their proposals from the Youth Forum meeting to the group coach and, if necessary, to the workshop facilitator and to the head of the unit. As agreed, one of the young people can also attend staff meetings to talk about the young people's perspectives, if necessary. If necessary, additional information is obtained from a suitable party to support ideation and decision-making. There will be a common discussion among the staff about the possibility to realize the proposals,

Activity 3C (Implementation of ideas)

During the implementation phase of the idea or development proposal, practical arrangements will be agreed, such as the division of responsibilities, timetables and possible budget, and information in the workshops. It will also be agreed whether to collect feedback on implementation.

This will be discussed at the Youth Form meeting and all decisions will be noted in the minutes of the meeting.

Example: The young people wanted to arrange a St Valentine's event at the workshops. The participants and guests made cards, watched videos and met each other at the breakfast. In order to make this possible, all young people at the workshops as well as the workshop guides were needed to carry out the arrangements. The workshop manager approved the budget for the event.

3. Resources

Players:

- Young person on job trial or in rehabilitative work:
A young, unemployed person, aged 17-29 years, living in the (Espoo) region is allowed to join the youth workshop activities. Depending on individual situation the young people have either a contract for work trial or for rehabilitative work activity. Each young person has individual objectives for the Youth workshop period and participating in the Youth Forum may support their objectives. Young people are considered as active experts who know the needs of other young people.
- Group coach:
A group coach cooperates with the coaches of other workshops and arranges activities for small groups, where the aim is to help the young people to integrate into the workshops and to advance their social skills. The group coach is responsible for organising the activities of the Youth Forum. He / she acts also as a workplace instructor for those young people in apprentice training who are participating actively in the Youth Forum activities. The group coach is responsible for providing suitable tasks for those young people in order to fulfil their learning objectives.
- Workshop Instructor:
Every workshop has a workshop instructor that is specialised in a specific vocational field. The Youth Forum may invite the workshop tutors to the meetings and to bring their professional points of view to the common discussion. For example, at the Youth Forum's

meetings in spring 2022, there was a workshop instructor from the social and health care section sharing the expertise with the young people. The workshop instructors, as well as all staff members may suggest issues to be discussed in the Youth Forum – issues for which the opinions from the young people is needed. For example, the procedures related to the feedback procedures were developed according to the ideas from the participants of the Youth Forum.

- Individual coach:
Individual coaches support the young people in many ways during the workshop period, including the skills of life-management and everyday management. They also support the young people to find the right services and guide them with further study or professional plans. The Youth Forum may use the individual coaches' professional experience and invite them to the meetings.
- Service Manager
The Youth Forum may also need the opinions of the Youth Workshops' service managers when planning and realising their ideas. The service managers have a deep understanding and vision of the Youth Workshop activities all in all and also as part of the whole training organisation. The service managers also approve the budgets related to the events or the purchases.
- Peer tutor:
There is no established procedure for peer tutors, but the need for it has been identified. The participants of the Youth Forum could act as peer tutors for the other young people and, at the same time, develop the procedures. The peer tutors could help the newcomers with practical issues, they could introduce them to the workshops' procedures and introduce the working environments. They could also share their experiences and give practical tips of how to act in the youth workshops. Moreover, their role could be to promote the young people' integration into the youth workshops' communities.

Tools:

- Meeting procedures:
The participants of the Youth Forum meetings practice normal meeting procedures. Good and well-known practices enable equal treatment and a safe atmosphere for participants. It is a place where the participants may acquaint themselves with various meeting procedures, and at least identify the methods of the meetings. The meetings are always announced beforehand via Teams platform and sometimes also via posters in workshops. A chairperson and a secretary are selected in the beginning of the meeting, everybody may show the interest for the tasks, and the people are voted, if needed. The chairperson leads the discussion according to the agenda and the secretary takes notes. The same person may be a chairperson and a secretary. The minutes of the previous meeting are handled as well as new topics that need to be discussed. Time for the next meeting is agreed. The chairperson closes the meeting, and the secretary saves the minutes in Teams. The Group coach and the apprenticeship trainee give support to the smooth progress of the meeting, they guide the discussion, if needed and give their opinions on the common discussion.
- Electronic minutes of the meeting:
The minutes of the meetings are made every time by using a word-processing program and they are saved in the common Teams platform where there is a separate channel for the Youth Forum activities. The minutes are made by one of the participants that is selected in the beginning (young person, apprenticeship trainee or group coach). The form of the minutes is made according to the formal model, and it is possible to add topics

already before the meeting. Place, time, participants, chairperson, secretary and the topics of the agenda are included in the minutes.

- Teams for information and file sharing:
Teams' platform is used for informing about the activities, for saving the feedbacks and ideas as well as sharing other common materials. It is also possible to participate online via Teams in the Youth Forum meetings. Moreover, group discussions allow active participants to plan events or to react quickly to the topics that need rapid reaction.
- Collecting ideas/feedback:
Everyone in youth workshops has the access to the Youth Forum's minutes of the meetings. Also, new ideas that has been presented and discussed at the meetings are of free access to all via Teams and comments and feedback are asked from all. Feedback from the Youth Forum's activities and especially from the events is also asked. Traditional papers as well as digital solutions, like padlets are used when collecting ideas and feedback. The links to the digital solutions and platforms are shared via Teams. Collecting ideas and feedback enables a larger possibility for sharing ideas in youth workshops and it makes the activities of the Youth Forum more transparent.
- Use of expertise and competences:
The Youth Forum may also invite to the meetings and events a workshop coach, a personal coach or the head of the workshop section to share their expertise and competences. It is also possible to look for experts outside the youth workshops. The expertise and competences of those young people participating in the Youth Forum is naturally also used in various occasions. For example, they may create posters and use their own professional skills in that way. The young people may also have other hobbies or skills that may be used in the activities of the Youth Forum.
- Events that promote inclusion and the sense of community
The Youth Forum may plan and arrange events that raise from the needs of the young people and that are open for all. For example, the Youth Forum arranged in spring 2022 a "Well-being Café" to promote the sense of community in the workshops and to start discussion about mental health. The group coach and the apprenticeship trainee help with the arrangements of the events, and also workshop coaches may be invited to join, if needed.
- Certificate of participation in the Youth Forum
A young person that has participated in the activities of the Youth Forum may receive a certificate. The certificate contains the young person's name, information of the participation in the activities and some general information about the activities and tasks related to the Youth Forum.

Spaces:

The Youth Forum uses the workspaces of Omnia's youth workshops for its gatherings and events. Especially facilities suitable for group work are used, as well as a canteen for workshops. The premises of Omnia's other offices are also available as needed, or activities can also be organised outdoors or at an external location. It is also possible for the Youth Forum to meet and organise activities remotely or online. Omnia's youth workshops take advantage of the Teams online environment.

3

Practice name:

Inclusive Holistic Student-Centered Guidance in VET

Position in the practice mapping

Teaching practices – Inclusive methodologies

Organization

HAMK



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Inclusive Holistic Student-Centered Guidance in VET

1. Practice journey

1.1. Synthetic description of the practice

The inclusive holistic student-oriented guidance model was created by updating the Watts & Esbroeck (1998) holistic guidance model. The updated guidance model responds to the needs of working life-oriented vocational education and training, also taking into account the acquisition of free-time learning and competence.

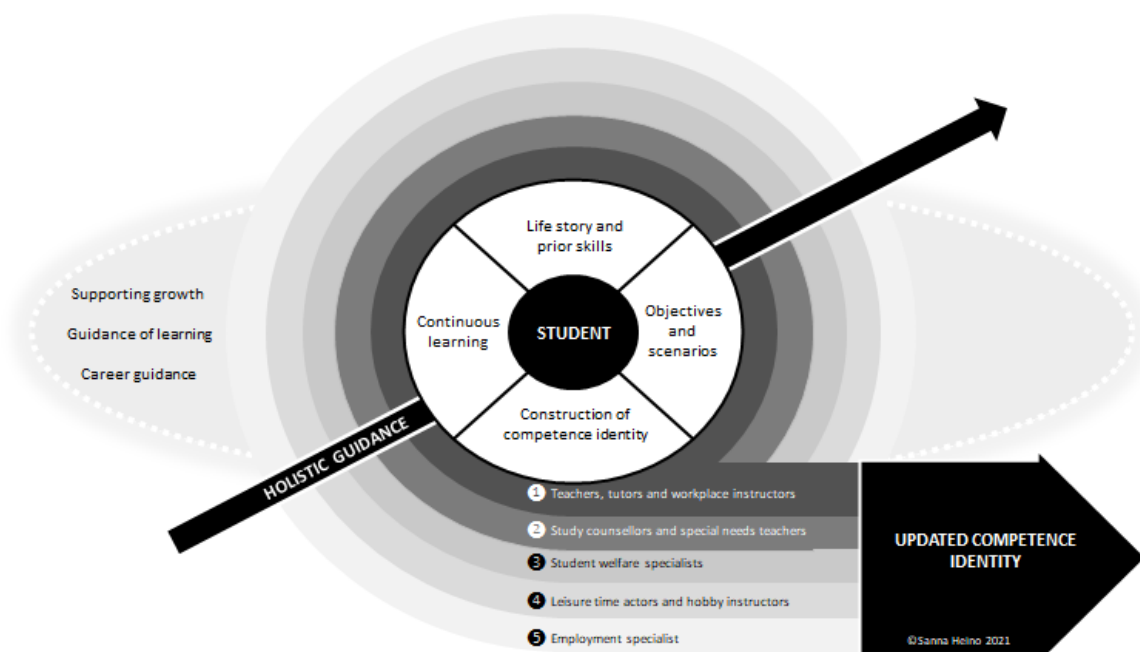


Figure 1. Inclusive holistic student-oriented guidance model

The inclusive holistic student-centred guidance model is based on the student's need for guidance, accessibility of guidance services in terms of both availability and location, anticipation of problems and multiprofessional cooperation. In the model, the content areas of guidance include guidance of learning, professional career guidance and supporting of the personal growth. These three areas of control content are not independent of each other, but are interconnected and interlinked. (see Watts & Van Esbroeck, 1998, p. 22).

Inclusive study guidance supports the development of student's agency and choices in studies and learning. Professional career guidance supports student's professional development, career choices and transitions in working life. Personal growth guidance refers to supporting a person's life situation and clarifying related social and personal issues. The model emphasises the overlapping of content fields, cooperation between guidance actors

and the holistic nature of guidance issues from the student's point of view. (Warts & Van Esbroeck, 1998, p. 22)

In inclusive vocational education, holistic guidance is a collaboration between many professionals to enable the student's individual study path. The actors include teachers, instructors, workplace instructors, guidance counsellors, special education teachers, possibly health professionals and hobby instructors, but also employment experts at the end of the training phase.

1.2 In-depth description of the main elements

In inclusive vocational education, the student's guidance involves actors from several different levels of guidance. The most important instructors for the student are the teachers, tutors and workplace instructors, with whom he/she cooperates most during his/her studies.

In vocational education, students have the opportunity to receive guidance and support from guidance counsellors and special teachers. Through their own work, they promote the implementation of the student's inclusive vocational education and training.

In vocational education, nurses, psychologists, curators and, if necessary, doctors support students' well-being and promote their health.

Various leisure actors and hobby instructors guide and support the student comprehensively from their own perspective. They may also offer students opportunities for professional development and career guidance.

In inclusive holistic guidance, employment experts also play an important role in supporting and enabling the employment of students. Employment experts cooperate with teachers and instructors in the employment of students.

1.2.1 Subjects

The person to be guided by holistic guidance is at the centre as an active agency. He or she is building his or her own future and his or her own competence identity with those who direct social interactions.

Students may need guidance to support their personal growth. Through guidance, the student learns to describe his or her own situation, ask for help and take responsibility even more strongly for his or her own affairs. In vocational education, the student receives feedback on his/her own learning and work from both teachers and workplace instructors. This feedback is important for the student's personal growth and development. Similarly, feedback through hobbies builds the student's self-esteem and strengthens the self-perception.

In vocational education and training, the student receives guidance to support his/her studies and to build individual study paths. Inclusiveness can be achieved by varying, for example, learning environments, ways of acquiring competence or time spent studying. In vocational education and training, studies can be completed entirely at the workplace, if this is the best option for the student to complete the studies. In this case, special attention must be paid to the guidance so that the student achieves the objectives set for vocational education and training and is able to demonstrate his/her competence in the required matters.

The aim of career guidance is to plan a future path suitable for the student, which may be a transition to working life or postgraduate studies. In the case of postgraduate studies, it is a good idea to design a few different options if the first option does not materialise.

1.2.2 End users

In vocational education, end-users are vocational education teachers, special teachers, guidance counsellors, workplace instructors, hobby instructors and employment experts who guide students in an inclusive and holistic manner along the student's individual study path.

1.2.3 Functions

Example of a possible process of holistic guidance:

- Lyrics of a student's existing competence and assessment of its adequacy in relation to the objectives of vocational education and training.
- Planning the student's individual study path according to his or her wishes and needs. Inclusiveness is taken into account in all guidance so that it is accessible to the student and supports his or her integration into society and working life.
- The instructors are familiarised with the student's individual study path and personal goals by talking to the student and teacher.
- Instructors in different frames of reference work together in a multidisciplinary way to provide the student with sufficient guidance and support to support their personal growth, studies and future planning. The planning of holistic guidance is the responsibility of a teacher or someone else from the vocational education and training staff.
- The teacher or someone else from the vocational education and training staff replies that the student receives the guidance and support they need to ensure that the studies go well. The aim is that with good guidance, the student's positive competence will increase and the competence identity will develop in accordance with the objectives.
- Evaluation of the whole guidance process together with the student and the principal guidance counsellor.

1.2.4 Goals

From the point of view of inclusive holistic guidance, it is important that the teacher and other instructors is able to build his or her own role as an expert in guidance in such a way that he or she comprehensively supports the student. The teacher must take into account the student's personal growth, guidance of learning and career guidance.

1.2.5 Output

The goal of inclusive holistic student-centred guidance is that the student learns to verbalize his or her own life story, current competence, the development skills and knowledge of his/her own new competence and his or her future goals.

2. Phases and activities

List of phases for the "Inclusive holist student-centered guidance in VET

- Phase 1: Life story and prior skills
- Phase 2: Objectives and scenarios
- Phase 3: Construction of competence identity
- Phase 4: Continuous learning

2.1 Description of phases and activities

In inclusive holistic student-oriented guidance, the teacher and / or other instructors has a conversation with the student with four main themes. From a holistic point of view, it is important that the teacher and / or other instructors gets to know the student and his or her life history with sufficient precision to support the student in his or her future planning. The teacher and / or other instructors designs the support and guidance needed by the student in his/her studies, taking into account the perspective of the inclusion. The teacher and / or other instructors supports the student in finding employment or planning continuous learning, depending on the student's personal study path and his or her goals.

- Life story and prior skills
The teacher and / or other instructors instructs the student to describe his or her own life story in such a way that he takes into account all areas of life and also describes the knowledge and skills he has learned in the past.
- Objectives and scenarios
The student draws up a plan with teacher and / or other instructors in which he/she defines what kind of skills he or she needs, how he or she can acquire it in different learning environments, and how he or she can prove that he or she has learned things.
- Construction of competence identity
Together with the student, the teacher and / or other instructors draws up a plan of the necessary guidance and support measures, as well as any special support measures for the construction of the student's new competence profile and competence identity.
The student also participates in the preparation of a plan that covers the necessary guidance and support measures and any special support measures to support the student in building a new competence profile and competence identity.
- Continuous learning
The students plan their own future after the end of the education, either from the perspective of employment or continuous learning with teacher and / or other instructors.

3. Resources

Inclusion is a multidimensional, ambiguous, and multi-layered phenomenon that develops and appears in relation to the context with its various activities and functions.

Inclusive holistic student-centred guidance in VET is a broad entity that is not a single practice or set of practices. It is a phenomenon - a way of thinking and acting. It is a cross-section of inclusive thinking and action. It is a phenomenon that should be reflected in all vocational education and training, both in theory and in practice.

4. References and further contents

- Raudasoja, A. & Heino, S. & Rinne, S. (2021). Holistinen ohjaus kestävään tulevaisuuteen ohjaajan näkökulmasta [Holistic guidance for a sustainable future from the instructor's perspective]. <https://osaamismatkalla.fi/holistinen-ohjaus/>

4

Practice name:

Service-Based Learning

Position in the practice mapping

Teaching practices - Inclusive methodologies

Organization

Lantegi Batuak



Service-Based Learning

1. Practice journey

1.1. Synthetic description of the practice

Service-based learning is a methodology that allows students to execute in real contexts the competences to be acquired within a training itinerary framed in training courses.

The goal of this training itinerary is to bring the students closer to the different aspects of working and personal life.

The ABS is an inclusive education technique adapted to all ages and skills, which can be implemented in a specific space and time framework. It unchains systematic learning processes for both personal and occupational skills through an experience and reflection-based pedagogy of which the student is protagonist. The ABS provides the services required by the community and the professional domain, and thus allows a reciprocal framework in which learning and cooperation are possible. Therefore, it allows personal development and positive changes in educational and social institutions, as well as in the companies that push the initiative forward. Finally, the ABS improves the environment of the company that implements the service.

This methodology requires the commitment of all the partakers in the teaching process (which is the real challenge):

- Development of each formative module´s own skill. Learning by doing aiming at developing the know-how, enhancing professional competitiveness, initiative, and the self-autonomy of the student.
- It motivates the development of professional workspace and community-friendly values and attitudes: it stimulates effort, responsibility, and solidary commitment. The student feels his/her work is important and necessary; thus, carried out because it is useful for his/her-self, the co-workers' and the company´s development.
- Social skills: it strengthens psychosocial skills and positively contributes to the involvement in the community.
- The students will feel the need for upskilling. This will signify the work done by the student/professional
- The significative learnings will improve academic results and enhance both personal and professional growth
- The teaching staff triggers more situations to evaluate the modules and skills. Through cooperative projects the environment of the class will be improved, and it will involve other people from the company.

1.2 In-depth description of the main elements

1.2.1 Subject

Students of the certificate of professionalism "Auxiliary operations of administrative and general services" who generate the LURRALAN service through the training program.

1.2.2 End users

First and foremost the students themselves; self awareness is the most important key to develop a positive and deep awareness and sensitisation to other people.

Secondly, but no less important, end users are: Workers from the centre where the training course is develop and the own families.

Lastly if more time would had been able, we would had like to make the whole organisation aware of the service shown

1.2.3 Functions

Preparing and providing students with a set of knowledge, values and resources to help them to create a specific service through which they can materialise a real project and learn from real practice.

Empowering students to consider environmental awareness activities and tools detecting indicators of improvement in a transversal way

Raising community Awareness through the different activities that has been develop.

Collecting of evidence of the learning process in various formats.

1.2.4 Goals

The awareness-raising objective is a priority and is based on raising awareness of the footprint we leave on the environment, both professionally and personally.

In order to achieve the main objective, we defined some specific goals:

- To specify the proposals of improvement of the services and tasks carried out within the entity linked to environmental awareness and sustainability.
- To make visible in society the professionals with intellectual disabilities.
- To systematise the training process based on the SBL.
- Enable the generation of start-ups led by people with intellectual disabilities.

1.2.5 Output

The results of this practice consist of The definition and implementation of LURRALAN services, the first environmental service designed by people with intellectual disabilities, by applying the knowledge acquired by the whole certificate of professionalism.

2. Phases and activities

List of phases of the practice “SBL”

- Phase 1: Preparation of the teaching team
- Phase 2: Participatory and reflective process
- Phase 3: Planification with the group
- Phase 4: Execution with the group
- Phase 5: Evaluation with the group
- Phase 6: Evaluation of the teacher’s team

2.1 Description of phases and activities

Phase 1: Preparation of the teaching team

Throughout this first phase, the teaching team defines and agrees on the SBL methodology. This phase aims at detecting the needs of environment and possible providable services, establishing the link between the training course and the possible service that could be developed during training.

The teaching team is responsible for Planning the service-learning project through the training course and analysing how the group and each participant are doing.

Activity 1A

Planning and implementation

The following, within the planning and implementation activity, will detail each of the tasks that are conducted.

- Detect the needs of the environment and services.
- Establish the link between the training course and the methodology.
- Definition of methodological criteria and elaboration of the SBL training script.
- Infographic review
- Analysing the job profile within the Entity linked to SBL
- Research of previous experience in SBL projects
- Collection of personal expectations
- Establish working link between the teaching team and the project
- Planning of material resources and budgets

Phase 2: Planification with the group: Participatory and reflective process

The methodology that will guide the learning process is shared with the students to jointly set a horizon linked to the design, planning and transfer of a community service.

We start by trying to involve the group, motivating them to analyse the environment, the training action, expectations and identify strengths and barriers.

The definition of the project and the organisation of the work is carried out to reflect together on the planned learning and the personal commitment in the process.

Activity 2A: Presentation and adaptation with the group

- Development of a timetable for SBL within the training course (it can be reviewed and adapted according to specific needs identified)
- Group and individual commitment in the process of SBL
- Collection of evidence
- Systematisation of evidence collection for SBL
- Organisation of the work together
- Proposal and choice of daily logbook material
- Planning of experiences (outings, interviews)

Phase 3: Execution with the group

In this phase of the process, we develop with the group the scheduling and management of the visits to external entities.

In addition, this phase is the point at which the service proposal is implemented, and the experience is consequently registered, communicated and disseminated.

At this point of the process, reflection is carried out on the learning process as well as proposals for the development of the work placement, considering the contributions and opinions that the students transmit to the teacher.

Through this prior reflection, the most appropriate Entities in which they are going to carry out the work placement are investigated and analysed, contrasting them with their expectations.

Activity 3A: Execution with the group and placement planning

Job analysis and identification of proposals regarding the profile.

Planning and design of the interviews to the professionals (former students currently professional or administrative staff from central offices).

- Skills -competences (detection and delivery of INSIGNIAS).
- Peer evaluation
- Self-assessment
- Motivation care and adjustment of expectations
- Design, contrast and proposal of the SBL
- Prior knowledge of the placement entities by the students.
- Reflection on the learning process, proposal of the service for the placement and personal proposal
- Collection of evidence for systematisation.
- Preparation of the logbook
- Transversal development of the training specialisations integrated in the training course.

Phase 4: Evaluation with the group

This phase aims at evaluating the results highlighting the empowerment process of the students and the recognition by the families, reflecting on the learning process and projecting future actions.

To celebrate the finished project, formal recognition is given by the Entity or Entities.

Activity 4A: Implementation of the service developed in the internship process

- Implementation of the internship
- Contrast of the service, SBL
- Evaluation of the internship
- Evaluation of overall satisfaction with the training process
- Evaluation of instructors, tutors and teaching staff by the students.

Phase 5: Evaluation of teaching team

At the end of the training process, we will carry out self-evaluations of the teaching team and the methodology applied (SBL). For this, we will use different quantitative and qualitative techniques, which will be specifically described in the tools section.

An evaluation of multiple aspects that have influenced the teaching and learning process is developed by the teaching team:

- Assessment of the group and of each of the specific individuals who have participated.
- Evaluation of networking with the Entities.
- Evaluation of the experience within Lantegi Batuak.
- Evaluation of the experience with the SBL project: developed by the teaching team in collaboration with the lan eskola coordinator.
- Self-assessment and evaluation of the teaching team.

Activity 5A: Compensation of efforts and learning

General assessment of the preparation of the sessions, methodological adaptation, and satisfaction regarding students and the teaching team.

- Real assessment of the new job profile for people with ID.
- Dissemination of the experience in internal channels
- Design of the systematisation
- Validation of the systematisation

3. Resources

Players:

- Students-learners: There are the main focus for developing a training project.
- Lan Eskola teachers: Facilitators of critical thinking throughout the teaching-learning process, acting as channels for bsl applied thinking
- School Tutor: The tutors are the main teachers of the course, who play an integral role in the training development process applied to the work environment, supporting, acting and redirecting the different situations that may develop within the classroom or in the internship company.
- Company tutor: They support learners during internship at the company, providing them with specific support on both company culture and technicalities related to job tasks. Their role is specifically planned in coordination with the school tutor, mainly based on the learning outcomes defined in learners' personal learning plan.
- Workers at the lantegi batuak: centre in getxo: This certificate is developed in the centre that lantegi batuak has in the locality of getxo. For the implementation of the SBL project, we inform the different people who work in this centre in order to count on their collaboration and support when necessary.
- Students of previous editions of the certificate of professionalism: With the aim of providing students with an approach to training experiences and internships, we request the collaboration of former students to act as "teachers for a day", showing their experience and personal assessment of the learning process they have already completed.

Tools:

- Didactic material: A set of training easy-reading modules is prepared by the training team including paper slides and multimedia presentation.
 - Tools created for the SBL project:
 - Posters
 - Stories Workshop

The objectives of the creation of these tools were:

- Creating a space to reuse the materials considered waste from our workshops.
- Dignification of the work of "baserritarra women", making visible the care for the land and care.
- Making visible the unequal distribution of wealth (in 2017, only 29% of land ownership had a woman's name).
- Knowing the term Food sovereignty.
- Making cultural identity visible
- Tools for diagnosis in line with the implementation of the SBL project

SHEET 1: CENTRE EVALUATION FORM

PLACE		DATE	
ACTIVITY			
PEOPLE			
WASTE GENERATED			
WASTE MANAGEMENT			
SORTING	RECYCLING	REDUCTION	REUSE

SHEET 2: CENTRE EVALUATION FORM

PLACE				DATE		
ELEMENTS	YES/ NO	WHERE	ELEMENTS FAVOURING SUSTAINABILITY	SIGNAGE-POSTERS		
				PRESENT- AVAILABLE	ADEQUATE	VISIBLE
Agua Water						
Electricity						
Chemicals						
Waste Containers						
Sensitised People						
Covid Material						
Dust						
Cigarette butts						
Organic waste						

SHEET 3: PROPOSAL FOR IMPROVEMENT

PLACE			DATE		
ELEMENTS	PROPOSAL FOR IMPROVEMENT	SEMÁFORO			MONETISATION ⁴
		GREEN ¹	YELLOW ²	RED ³	
Electricity					
Chemicals					
Waste Containers					
Sensitised People					
Covid Material					
Dust					
Cigarette butts					
Organic waste					

Incidents

Evaluation Tools:

Evaluation is a continuous, two-way process. These moments are the ones that give quality and care to the training process. Only action-reflection -reformulation-action can ensure personal and professional growth.

We have divided it into initial, continuous and final evaluation, and it has been carried out from the teaching team to the students, between peers and from the students to the teachers. Throughout the process, the students have carried out a self-evaluation.

In addition, at the end of the training process, self-evaluations of the teaching team and the applied methodology (ABS) are carried out. To do this, we use different quantitative and qualitative techniques and tools that are specifically described below.

Initial evaluation: An assessment of expectations as well as an initial test of knowledge is carried out, thus favouring more meaningful learning.

For Continuous assessment: At the end of each Training Unit, the students will take an evaluation test. In addition to this quantitative assessment, we will carry out the following qualitative assessments:

- Peer assessment: At the beginning of the units, modules and / or training specialties, professional and personal competencies are identified in a group manner.

On the calendar days, the badges that represent the recognition of the competencies that have been working and acquiring in the established period are delivered.

- Logbook: students will describe emotions and reflections on their learning process. They will identify needs and set themselves challenges that will help them to improve their competences.
- Awarding of badges: at the end of the units, modules and/or training specialties we will identify professional and personal competences as a group, and on the reinforcement days established in the calendar, we will award badges that represent the recognition of the competences they have been working on and acquiring. This assessment of competences will be carried out among peers and the teaching staff will also participate.
- Traffic light picture: a tool to reflect the climate of the group.
- Mountain: using the metaphor of climbing a mountain, students will reflect on how they see themselves in their own learning process.
- Suggestion box: we will provide students with a mailbox where they will be able to enter messages containing proposals for improvement.

This evaluation is a special moment since it is a recognition they receive from the group or the teaching staff.

Final evaluation:

We will distinguish two moments: final evaluation of the technical training and evaluation of the ABS post internship.

- Technical training: Taking into account the experiences lived in the outings to other Entities, with the stories and contrasts with Lantegi Batuak professionals in administrative positions, and with the technical knowledge learnt, we will assess the improvement proposals made in the classroom. This assessment will be carried out with the students, who will be the ones to self-evaluate at a group and individual level. Together with this evaluation, we will take into account the evaluation of the learning gathered in the knowledge tests of the different modules and the final certificate, and we will carry out an interview where we will be able to transfer it in a global way.
- End of the internship period: they will share their experiences, evaluate the improvement proposal and the service provided once it has been implemented. They will voluntarily share their logbooks highlighting the metacognitive learning and recognising their empowerment process.

In order to contrast this process, we will go back to the initial silhouette and highlight what are now their job expectations, fears and opportunities to continue their professional development. In addition, they will fill in satisfaction surveys.

Finally, the teaching team will evaluate the group and each of the participants, evaluate the ABS methodology together with the Laneskola coordinator, and carry out their own self-evaluation. It will also take into account the evaluations received from the work experience centres. At the final event, we will also be able to gather the feelings and testimonies of the students' families, as long as the pandemic allows it. In the event that we cannot count on the families or practice centres because they are external personnel, the people who carry out activities in the Getxo centre will participate.

The mountain: This represents a qualitative evaluation which consist on a Graphic representation of the personal development carried out by the students during their training itinerary.

In moments of individual and group reflection in front of the mountain, not only voices are heard, but it is also possible to see, when positioning themselves on the mountain, the true feelings of the students.

This graphic representation was very valuable for the teaching team, since it is a way of knowing the real state of each person, in many people they are unconsciously unable to express themselves. They can be placed in the part of the mountain in which they consider to be based on their evolution in the formative process.

Spaces:

For this practice, the main space/environment is the classroom and the multi-purpose room in Lantegi batuak workplace located in Getxo where activities with learners are developed.

Tutors and trainers also organize visits to companies, namely those already involved in learners' internships, as well as other companies relevant for understanding the sectoral trends.

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5

Practice name:

School Culture

Position in the practice mapping

Teaching practices – Integral human development

Organization

Cometa



School Culture

1. Practice journey

1.1. Synthetic description of the practice

The school culture is the transmission of the values of care and respect towards other people and towards the environments that host students every day; the main purpose of this practice, managed by tutors and teachers, is to make students responsible for the cleanness and care of their study place and / or workplace and the development of human solidarity.

1.2 In-depth description of the main elements

1.2.1 Subject

The teachers and tutors. They are, in this practice, responsible for organizing and managing all the activities, under the supervision of the principal and always referring to the founding values of the Institute.

1.2.2 End users

The students. In Cometa, students with disabilities or special educational needs are also involved, while respecting the abilities of the individual.

1.2.3 Functions

Developing students' attention to the problems that afflict the world, starting from the closest and simplest ones up to the more complex and distant ones.

1.2.4 Goals

The transmission of the value of care to the environment and to others.

1.2.5 Output

A set of activities to be carried out with the students, in a mixed group, with the class or with a single student.

2. Phases and activities

List of phases of the "School culture" practice:

- Phase 1: The pedagogical contract
- Phase 2: Welcoming the first classes
- Phase 3: Welcoming the other classes
- Phase 4: Care of the school place
- Phase 5: Service learning
- Phase 6: Restorative practices

2.1 Description of phases and activities

Phase 1: The pedagogical contract

At the beginning of the year, the school - in the figure of the principle - signs a pedagogical contract with the new students. The contract pedagogy, a theory that supports the existence and the purpose of the pedagogical contract, is an educational strategy that allows the two parties, in this case the school and the student, to have equal responsibilities and duties. The two parties mutually undertake to follow the agreements made at the time of signing the pedagogical contract; this allows both to grow in mutual esteem and responsibility, without the imbalance of power taking over. This educational strategy allows the student to learn their skills in negotiation and taking responsibility and, at the same time, allows them to develop an increasing autonomy. This educational methodology is not used only during the welcoming of the new students, but it is one of the educational principles that guides all the practice of the school culture.

In Cometa, the pedagogical contract also assumes the function of a learning contract, as the focus is not only on educational and disciplinary development, but also on the learning commitment of the individual student.

Activity 1A: interview with the principle and vision of the Regulation

Between the end of the previous school year and the beginning of the first school year that the student will spend in the school, the principal meets the new student and their family for an interview. The student's future tutor and / or one of their future teachers also participates in this interview. During the interview, the principles in which the school believes are shared with the family and the student and the school regulations are presented, together with the training plan for the following school year. In this way, both the student and the family can familiarize themselves in advance with the educational and training style of the school and in case of need - for example students with special needs or with a particular socio-economic background - propose small changes that can create a personalized pedagogical-didactic contract for the student. The changes that can be proposed by families and the student must not be accepted under all conditions: the school has some fundamental principles on which its regulation is based, and these must not fail; when the family or the future student proposes additions or changes, they negotiate together with the school to come together and find an agreement that satisfies both parties.

Activity 1B: signing the pedagogical-didactic contract

Once the pedagogical-didactic contract customized for the individual student has been defined, the three parties - the student, the family and the school in the leadership figure - sign it, taking the responsibility of respecting it and agreeing on what is written and shared.

Phase 2: Welcoming the first classes

Welcoming the student is a phase that takes place in the first weeks of the school year, and lasts from one day to a few weeks, depending on the activities that are chosen; it is different from the welcoming of subsequent years students.

In Cometa, the welcoming activity of students is important because it underlines the vision of the school as a home that welcomes: the student not only attends the school, but becomes part of a group of people who choose to be in the same place to share their life and to grow from a personal and educational or work point of view.

Activity 2A: Welcoming the classes

On the first day of school for the new first grades, a welcome moment is organized for all new students in a common area of the school; in Cometa, for example, this moment takes place in the lecture hall.

At first, all students are called by name out loud; this activity has a double function: it allows the teachers and tutors present to recognize the students and associate their faces with their names, but it also has an educational value; being called by name represents the uniqueness of every student, which is emphasized from the first day of school. Subsequently, the management, together with the teachers and tutors of the first classes, welcomes the new students; within this welcome speech, the values of the school that the students and their families have signed with the pedagogical-didactic contract are taken up.

Activity 2B: School visit

After this welcoming moment, the students are divided into groups in order to visit the school place. This is an important moment because it allows students to settle in and feel the school environment as a family environment, from the first day. They visit both the training places, such as classrooms and laboratories, and the places for leisure moments, such as the school square, the corridors, the school bar and the courtyards.

Activity 2C: Construction and showing of personal multimodal presentation

During the first week of lessons, students are offered the construction of a personal multimodal presentation, a tool that, through the combination of images, colours and words, can help the student to introduce themselves to their class, to the faculty, to the tutors and to the principal. In Cometa, students are also required to include at least one photograph of one of the school location within their ideas, to make them feel they belong to the school through a sharing of meanings. Once finished, the idea is presented to the class and management with the school staff at a scheduled time at the end of the first teaching week; the student shows which images, words, signs and colours they have included in their presentation and explains the reasons that led them to identify themselves in this way.

The personal multimodal presentation is a profoundly inclusive tool, because it allows each student to best represent themselves through different languages, leaving the freedom to identify the one that best suits the student themselves and their abilities.

Phase 3: Welcoming the other classes

Classes following the first class are welcomed in a different way: the purpose of this welcoming activity isn't to integrate students into the school environment, but it is to bring their own educational, personal and classroom projects to the attention of the students.

Activity 3A: Class trip

In the first weeks of the school year, the tutor and some teachers organize a class trip. This issue has no educational purpose, but is intended to revive the bond with the school; therefore the tutor chooses destinations that allow the class to think about the values that the school proposes and to bond as a group.

Activity 3B: Educational and motivational activities

Other activities that are carried out in the first weeks of the school year are team building exercises and training and motivational activities. These are carried out by the class tutor during school hours and are intended to recreate class cohesion and to verify the development of interpersonal skills and soft skills after the summer break.

Phase 4: Care of the school place

This third phase describes the care of the school place and attention to cleanliness, order and beauty of the school spaces; with these activities, the school wants to make students

experience the importance of attention to detail in order to create a welcoming environment; moreover, this activity allows students to learn to take care of their study or work environment and to grow in responsibility for their actions. The output of this phase consists of a series of activities organized by tutors and teachers that make students protagonists in the care of school environments. This phase takes place throughout the school year.

Activity 4A: daily school place care

At the end of each lesson, in the classroom, in the laboratory or in the gym, the tutor or teacher that is in the classroom invites students to arrange their desk or their workspace. Everything is cleaned and all the materials that have been used are put back in their place. The teacher or tutor present in the classroom actively participates in this activity, helping the students.

Activity 4B: non-ordinary care of the school place

The non-ordinary care of the school place is offered to all classes, in rotation during the year. At the beginning of the year, the tutors of all classes draw up a calendar for this activity, making sure that at least one class is in charge for the activity every week. The non-ordinary care activity consists of one hour of lessons that is used for cleaning and arranging the common areas of the school, such as hallways, windows, stairs, and outdoor areas. The whole class participates in this activity, but the students are divided into small groups, assisted by the tutor and the teacher of the hour, according to their possibilities and abilities.

Activity 4C: feedback session

At the end of the non-ordinary care activity, students are asked to answer questions: how do they feel after taking care of the school? What have they learned from this activity? Do they have any suggestions for the future? These questions help students in reflecting on the activity. The tutor analyses the answers in class with the teacher of Ethics and Religion; through this moment of recovery, students learn that being in a welcoming and clean environment helps them feel better and learn better.

Phase 5: Service learning

The service-learning phase indicates the set of activities carried out for students' learning in a context of service to the neediest or to citizens. Through this path, students can get involved in the service, developing their soft skills, and increasing their skills. This phase can last from two months to a year, depending on the service path that is chosen by the individual student.

Activity 5A: preparation of the activity and choice of services activities

At the beginning of the school year, the tutors, and teachers, together with the principal, identify the local organizations that deal with providing assistance to the neediest or that are involved in raising awareness on respect for the environment. Different organizations with very different purposes can also be taken into consideration, such as organizations that provide touristic and cultural routes in the city of the school. The local organizations are contacted by a tutor or a teacher, commissioned by the principal, and, if they approve the service-learning project, they proceed with a meeting at the school. The representatives of the various associations and organizations meet the students in the classroom and present their reality. After the presentations, students choose, together with the tutor or the teacher, the organization in which they want to spend their period of service learning.

Activity 5B: development of the service learning

Students are divided into groups according to the organization that they have choose. The activity takes place in close collaboration with the organizations involved, during school hours

and / or after school hours; in some of these hours, the presence of a teacher or tutor is required, but in any case the representatives of the organizations remain in close contact with the school representatives for the entire duration of the service.

Activity 5C: feedback in classroom

Once the activities with the individual service organizations have been finished, the tutor or the teacher organizes a moment of sharing in the classroom between the students: each group tells the peculiarities of its activity and emotions, feelings and learnings are shared.

Phase 6: Restorative practices

Restorative practices are the tool that teachers and tutors use when the student does not respect the school regulations. Dialogue with the student at this stage is necessary: the tutor or the teacher decide together with the student all the solutions to repair the damage done or to restore the relationship with the environment and with classmates.

Activity 6A: using care of the school place and service learning as a restorative practice

The tutors or teachers usually propose to the student, as a restorative practice, the care of the school place or a service learning activity. This allows the student to carry out an activity that leaves room for non-formal and informal learning.

Activity 6B: the recall of the pedagogical contract

The management of the reparative practice recalls the educational strategy of the pedagogy of the contract: the tutor or the teacher talks with the student in order to find a solution that is accepted by both, even by negotiating the conditions. The pedagogical contract is proposed again as a value charter shared by the two parties on which to make the final decisions.

3. Resources

Players:

- Teachers: they are the teachers of classical subjects and laboratory subjects;
- Students: they are the students of the classes where the teachers teach; all the students of the school are involved in this practice;
- Tutors: they are the classroom tutors of the classes participating in the activities;
- Third sector entities: these are local organizations that deal with providing services, sometimes completely free services, to disadvantaged people in the area or in the world or operating in favour of the environment or culture.

Tools:

- Pedagogical contract: a real contract, signed by the family, the student and the principal, in which the different parties undertake to respect the values and rules proposed, after a negotiation.
- Personal multimodal presentation: a tool that allows first year students to introduce themselves to the class, teachers, tutors and principal through different languages, such as photography or color symbolism

Spaces:

For this practice, the spaces used can be physical spaces already present in the school, such as classrooms or auditoriums; alternatively, the activities, especially those used for service learning, take place outside the institute, in the offices and operating places of the third sector companies.

6

Practice name:

Gender Mainstreaming: Educating in Gender Equality and Pollinating Feminism

Position in the practice mapping

Teaching practices – Integral human development

Organization

Lantegi Batuak



Co-funded by the
Erasmus+ Programme
of the European Union

Gender Mainstreaming: Educating in Gender Equality and Pollinating Feminism

1. Practice journey

1.1. Synthetic description of the practice

Incorporating gender perspective to our formative itineraries turned out to be a long-haul work process with strategic vision. With this movement we wanted to deconstruct our imaginaries, dismantle our traditional model of thought trying to generate new questions and new forms of enhancing equality.

This practical orientation is focused on sharing how to build:

- A solid base on which to work.
- Which dynamics, resources and actions can nurture the bases.
- What is the methodology to support you throughout the process.

We also show the specific tools and the results obtained through this practice, getting the incorporation of the gender perspective in our organizations and training projects.

1.2 In-depth description of the main elements

1.2.1 Subject

Incorporate the gender perspective transversally in our training models. We developed this subject to raise awareness about the existence of inequalities between men and women in order to improve social justice.

1.2.2 End users

Teaching staff and all trainees attending training programs

1.2.3. Functions

- Deconstructing our imaginary, dismantling our traditional model of thought, trying to generate new questions and new ways of doing things. This may be the beginning of the way to transform our pedagogical formulas; to achieve higher levels of equality and therefore of social justice.
- Raise awareness of gender mainstreaming among our students.
- Create awareness between man and woman gender equality.

1.2.4 Goals

- Reconvert and transmute our work formulas in order to change the structures, the bases and the pillars of the places where we work.
- Develop an organisational culture in where the transversal incorporation of gender perspective is something natural and organic

- Rise awareness and have an impact on students and teaching staff to improve gender equality and social justice in our societies

1.2.5 Output

- Symbolic spaces for gender mainstreaming
 - Photos of the Garden of Equality. University of the Basque Country



- Photos of the access door to the garden of equality. Finland



The results of this practice consist of reconvert and transmute our work formulas in order to change the structures, the bases and the pillars of the places where we work. At the same time, we would like to raise awareness and have an impact to generate significant improvements from a feminist standpoint in favour of narrowing the gender gap. Next is detailed our quantitative and qualitative results in the last 5 years:

- Quantitative results - Related to the number of women who have been trained and who finally get an employment contract

	2017	2018	2019	2020	2021
Total amount of people trained	62	64	64	64	51
Total amount of people employed after training	47%	47%	51%	54%	20%
Women trained	24	26	26	26	18
Women employed after training	52%	48%	64%	73%	14%

- Quantitative results - Related to the number of hours that are dedicated to equality training in the cross-cutting training curriculum:
Each of the technical training courses we develop has a cross-cutting training group, such as: self-concept and self-esteem, emotional management, occupational risk prevention, social skills and gender equality.
Over the last few years, we have increased the number of hours dedicated to transversal training in gender equality due to the importance of this subject and the need for greater awareness of it.

2017	2018	2019	2020	2021
5 h	10 h	15 h	15 h	20

- Qualitative results
 - Garden of equality: Lantegi batuak, in collaboration with the Public University of the Basque Country (Leioa Campus), carried out the planting of a "Garden of Equality", within the acts of the International Women's Day. As a commitment to raising awareness about gender equality, people with disabilities from Lantegi Batuak, accompanied by UPV/EHU students, participated in the creation of this symbolic space, by planting seeds to "equalise" the society.
 - Gateway to equality garden: In 2018, during the gardening training internship in Vanhamaki (an activity centre and an organic farm) situated in Suonenjoki (Finland).
We created the "gateway to equality garden" a collaborative project to create a space that represents gender equality.
The farm's staff, volunteers, children from the camps and refugees living on the site collaborated with Lantegi Batuak's team in the elaboration of this symbolic proposal.

With this kind of activist artistic projects (the garden of equality, the gateway to equality garden): we motivate and make the students visible; we allow their partaking in society supporting them in the development of social relations. Thus, we strengthen social cohesion and we develop lasting symbols to develop a collective imaginary that promotes gender equality.

- Specialized formation and advice about the incorporation of gender perspective to social entities.
- Design our "The Honey of Equality didactic pack. A didactic pack to educate in gender equality and Pollinating Feminism". This product consists in helping other entities to teach in gender equality and spread Lan Eskola's good practices. This "didactic pack" has the following characteristics:

1. An illustrated and visual guide with accessible language. Through the incorporation of visual language, we enhance attraction and spark the interest towards the communicative object, thus the reader achieves a deeper understanding and a stronger retention of what is he/she presenting. Furthermore, the written content is guided by a metaphor that adds symbolism to the content.
 2. We ease the shift to action. Inside the didactic pack we include, along with the guide, all the didactic tools that we have designed *ad hoc*.
 3. Educate to implement cognitive accessibility for everybody. The tools and dynamics to educate in gender equality that we provide along with the guide will also be adapted for people with comprehension difficulties.
 4. Educate from art (the symbolic) and games. Besides being more accessible, these didactic resources will have an artistic and gamified aspect. We strongly believe that both game and art help to create connected, fun and educational improved spaces.
- Definitions to start the path of our conceptual map

This is one of the 12 definitions that the conceptual map keeps. These definitions serve to introduce the term “Androcentrism” to students, with the easy-read version on the left and the complex definition on the right.



- Work plan infographic

This infographic helps us organize our work plan in a logical framework format to prepare the honey of equality

Plan de Trabajo para elaborar la MIEL de la IGUALDAD

¿Qué queréis conseguir con la formación en igualdad?

Objetivos	Acciones	Septiembre	Octubre	Noviembre	Diciembre	Enero	Febrero	Marzo	Abril	Mayo	Junio	Julio
○												
○												
○												
○												
○												

- Conceptual map

Thanks to the conceptual path traced, we will be able to learn to SEE and therefore know the existing inequalities in our environment. As we move forward, we will be able to FEEL what these inequalities generate. In this way, we will be more aware and therefore we will have more capacity to DO actions in favor of equality.



2. Phases and activities

- Phase 1: Framework
Exploration work, identifying the framework in which we work, that is to say, know our habitat.
This process will help us to define our work plan. Research and study the equality laws in force, the support structures... etc.
- Phase 2: Work plan
The map that shows us the route we can take and helps us to stay on track.
- Phase 3: The method
Our way of doing things, our style of working, and our operational execution.

2.1 Description of phases and activities

Phase 1: Framework - *Do you know the habitat you are flying over?*

Our "first flight" contains four movements: investigate, learn, reflect and resituate.

In order to carry out any change, we first have to see clearly what situation we want to change, what our objectives are, the risk areas, the characteristics of the organisation, its organisational structure, our organisational culture, as well as analyse the context outside our field of action.

To that end, we can define the following tasks that will help us to gain more knowledge and will be useful as a guide:

- *Get to know the Equality Plans in force in your environment (Basque Country, Spain, Europe).*

This task helps us to know the global context in which we are situated and to identify the strategic lines of work already marked out, which can serve us as an orientation and guide. This knowledge will provide us with vision, criteria and solvency to make the following steps possible.

- *Get To know the entity in which you work and the gender diagnosis.*

Knowing what the strengths and weaknesses are, how the structure of the organisation is built, how the interdepartmental and personal relations are, etc., will be a good basis to start working. This exercise will help us to define the focus of work or approach. If the organisation does not have a diagnosis, we encourage you to carry one out. The gender diagnosis helps us to know which are the main challenges of the entity when building a more equal and fairer working environment. Making a complete gender diagnosis will be one of the previous tasks. Make a detailed analysis of the degree of equality between women and men with the aim of detecting opportunities for improvement and designing a global intervention in favour of equality.

- *Get to know your organisation's equality plan.*

As with the diagnosis, if the organisation does not have an equality plan, we encourage you to create your own plan.

- *Get to know the target group to which the actions will be directed and get to know your technical working team.*

We have to know that, both the people who are part of the entity, the professionals who are going to take action and the students who participate in our training activities, need to deactivate their harmful gender stereotypes. Therefore, all these people will have to review the influence of these parameters in their personal and professional life and they will have to re-educate themselves in order to promote the actions to be developed. Taking these key ideas into account and establishing them as pillars, we will be able to organise the specific type of actions, the approach and timing of our work process for equality. These preliminary steps will help us to design our work plan according to the real needs and the specific context in which we are currently operating in.

Phase 2: Work plan - *Map and draw the cartography that will guide your flight.*

Once we have identified the framework in which we are working, we now have a solid base on which to build our work plan. We will draw up our work plan with the support of a visual template that will help us define the goals or challenges we want to work on when educating in gender equality, and the actions, dynamics, tools, etc. that we will use to achieve each of the objectives.

Therefore, you will have to design your work plan based on your own previously defined framework and the particular needs and motivations that you have identified in your workplace.

Phase 3: The method - *What does our flight look like?*

Introduction of gender sessions in the syllabus: The first step when implementing any training activity, is to define a syllabus. We have already mentioned the importance that the Lan Eskola project gives to transversal training. It is one of the three elements that make up the “syllabus formula” defined for obtaining adequate results in the learning process. Working on the importance of quality processes, occupational risk prevention, respect and care for the environment, as well as learning related to the management of our emotions, self-esteem, empowerment, or socio-occupational skills, are some of the subjects that make up this syllabus linked to transversal training. And the express impact on the work for equality is also included in this programme. Giving time, dedication and resources within the learning process will help the generation of awareness of the existence of inequalities is essential.

3. Resources

Players:

- Coordinator: It is responsible for coordination, planning, design of strategies, goals and pedagogical challenges, evaluation as well as monitoring and support to the technical team. This figure of coordinator also seeks to improve the processes of communication, awareness raising and advocacy to achieve transformation and change.
- Trainer - teaching team: The main functions of the trainer are guiding, teaching, tutoring the learning process. Also, the trainer observes and detects anomalous situations or those that require more specialised work or intervention. In such situations is required the intervention of the social and professional development technician
- Social and professional development technician: Psicologist or Pedagogue attached to the center: This is a figure that provides qualified support to each center in relation to proposals for personal or social adjustment.
- Learners - students: Within Lan Eskola, training for employment is preferentially aimed at people with an intellectual disability, as well as people with a physical or sensory disability, mental illness, or brain damage.
- Company workers: They collaborate with the development of activities linked to classroom training achieving a more practical learning of the contents for the students.
- Students from previous training courses: They participate as a “trainer for a day”, and they show the group their practical and theoretical experience.
- Agents - external professionals: Through their visits to the classroom or student visits to companies, we introduce specialists in practice to the different services
- Tutor: Trainer - teacher who monitors trainees and company tutors; redirects situations when required and carries out an evaluation of the theoretical and practical learning process.
- Company tutor: Is responsible for the day-to-day technical training, helping students during their internship in the company. The roles and activities have been previously pre-defined

Tools :

- Didactic material: “Gift of knowledge”. When training begins, we give each student the “gift of knowledge”, a box in which they find:
 - o Easy-to-read training manuals: From Lantegi Batuak we collaborate with professionals for the adaptation of theoretical and cross-cutting training contents to easy reading.

- A school kit that includes that a jute and cotton case, wooden ruler, wooden sharpener, eraser, paper pencil and ball pen with cardboard barrel, USB stick, bookmarking with post it
- A mini puzzle skill game
- An anti-stress ball
- Happiness pills: candies that will help us manage our emotions
- A sun-powered robot to enhance teamwork
- The honey of equality. A didactic pack to educate in gender equality and pollinating Feminism. Our didactic pack contains:
 - Concept map
 - Gender game board
 - A sheet with all the definitions of the drawn concepts in our map
 - Gamified activities

Spaces:

The classrooms are the space where we usually develop the theoretical sessions.

On specific occasions, related to the gender equality we have collaborated with:

- UPV - Public University of the Basque Country creating a physical space in their gardens called the garden of equality.
- VANHAMÄKI: An activity centre and an organic farm situated in Suonenjoki (Finland): In 2018, during the gardening training internship we created the "gateway to equality" a collaborative project to create a space that represents gender equality.
- Amadip SMENT. Mallorca

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7

Practice name:

Learning-by-doing

Position in the practice mapping

Teaching practices- Professional skills development

Organization

Lantegi Batuak



Co-funded by the
Erasmus+ Programme
of the European Union

Learning-by-doing

1. Practice journey

1.1. Synthetic description of the practice

In this template we develop our plan for inclusive technical education and personal development for people with disabilities at Lantegi Batuak´s classrooms, workshops or working at associated companies. We are aiming at improving our users´ socio-occupational skills so they will accomplish their work in optimum conditions. The acquisition of levels of polyvalence, skill and work pace will ease their professional development in terms of quality (of the final product) and social inclusion.

1.2 In-depth description of the main elements

1.2.1 Subject

Our plan for instructing people with disabilities constitutes of three factors: profiles, formative requirements and personal development opportunities. It is carried out through technical areas, workstation-related quality processes and work safety, social and personal up-skilling for the best professional performance and vital development.

1.2.2 End users

People with disabilities both working at Lantegi Batuak´s associated companies or as members of our occupational service. All collectives are reached by the practice, previously considering the different categories and activity areas in which they are working.

1.2.3 Functions

The practice was designed considering:

- Profile/technical up-skilling and personal improvement requirements
- Employment possibilities in specific areas/workstations
- Employability itineraries adapted to their characteristics

1.2.4 Goals

Increasing the employability of people with disabilities via improving their abilities and enhancing polyvalence in order to create stable job opportunities and quality professional development.

1.2.5 Output

People with disabilities taught, people that transit from our Occupational Service to our Special Centre for Employment, people that improve their polyvalence, people that keep their jobs and x promoted workers.

2. Phases and activities

- Phase 1: Diagnosis of the formative requirements

- Phase 2: Designing the formative actions
- Phase 3: Executing the formative actions
- Phase 4: Follow-up, evaluation and proposals for improvements

2.1 Description of phases and activities:

Phase 1: Diagnosis of the formative requirements

Our goals for this phase were identifying the gaps, formative requirements and the improvement opportunities for the different collectives of people with disabilities in connection with the challenges and strategic planification of the company. In so doing, we produced a complete Inventory of Formative Requirements that contained the collectives involved, in which way and which should be the proceeding priorities. It was carried out in 2 months early in the year.

Activity 1A: Strategic framework of the Formative Requirements Diagnosis

Our analysis focused on formative requirements and establishing priorities according to the global strategy of the company, all of which will have to be discussed in individual presential meetings with the members of the board of directors. Those ideas had been uploaded to the Diagnosis application and thus shared to everybody in the Lan Eskola team. We also used the Formative Plan document of the previous year and Pending Actions.

Activity 1B: Gathering the formative requirements detected by the area/center/service officials

We held collective meetings with the officers in order to detail the projects, gaps, legal and infrastructure requirements, and other challenges that may add more educational tasks. In this part of the process, we incorporate the previously collected necessities brought up by our clients in order to design *ad hoc* formative itineraries. We used a variety of tools: in center observation, profiling method, orientation interviews in which the officers underlined the formative requirements of the different collectives and workstations (which will be shared through the Diagnosis application).

Activity 1C: Formative requirements by collective and workstation inventory

We analyzed the gap between the required and available qualifications, which should define the inventory of formative demands and the ranking of priorities to be tackled. We used 1) the Diagnosis application in order to gather the formative necessities of the different collectives and workstations and 2) the description of the job post.

Phase 2: Designing the formative actions

Our goal for this phase was agreeing a design of the Formative plan. For the 3rd phase to run efficiently, our design had to be coherent with the strategic challenges and the established budget set for the term. After one month of work the Formative plan was approved.

Activity 2A: Analysis of the actions to be annually carried out

It implies the analysis of the groups and the specific needs of those different groups involved as well as how much time would be needed in order to execute the formative action. It is crucial to produce a detailed analysis of the number of people involved. We used interviews and *in situ* visit to the centers. The results were included in the Formative requirements inventory.

Activity 2B: Planning the actions that will be executed annually.

It will be done through Lan Eskola team meetings.

Activity 2C: Design the actions of the Formative Plan, establish goals, select the contents needed, select methodologies and select the instructors, both intern and extern.

Based on the information gathered in the Activity 2A we were able to detail the formative goals of every action. Moreover, we could design the thematic contents of the activities, such as methodologies, resources and the didactic activities needed to accomplish the accorded goals.

When it comes to transversal social and personal development skills, the contents are selected based on the information transmitted from the supporting areas to the users. The methodology is found on group dynamics and personal work, with an increasing role of digital tools, which eases both the learning process and the acquisition of market-oriented digital skills.

In order to enhance the acquisition/reinforcement of technical skills, the selection of contents is based on Lantegi Batuak's working philosophy. This way of working is organized on a series of processes divided in sub-processes and sequences that allow us to adapt the action to the competences of our users. Moreover, the features of the center, equipment and processes are *in situ* examined by the teaching staff for the teaching to be *ad hoc* and adapted to the established goals. For technical up-skilling we use practical **learning by doing** methodologies in environments as close as possible to real workplaces in order to simulate a real job. We base the technical training in sequenced formative processes that altogether form a progressive and full itinerary. We must also consider that our users may need a series of support resources in order to assure the effectiveness of the learning process such as sign language interpreters, other adapted tools, adapted PPEs, if necessary, ICTs... etc. It also involves designing didactic adapted easy-to-read manuals, and different dynamics and activities designed for the different technical contents.

Phase 3: Executing the formative actions

For this phase we are aiming at effectively qualifying the different collectives according to the formative necessities and guidelines of the previous phases. We wanted to score the best execution rate possible of our programmed formative actions, as well as the participation of as many people with disabilities as possible. It will last the next 12 months after Phase 2.

Activity 3A: Social and technic up-skilling activities made for all the disabled people with critical learning difficulties.

It is an annual program for all the people, best organized into groups of 6 to 10 people, with different timetables and in their work centers to ease the assistance within their working ours as much as possible. Each year we carry out more than 160 scheduled formative groups in which people with disabilities can train socio-occupational skills. We incorporate academic years with common contents for everyone and grades where the users get to choose the content among available possibilities.

The teaching staff is formed by highly skilled pedagogues that have long worked with people with disabilities. The team prepares different educational alternatives, involving different dynamics and activities *ad hoc* to the different profiles present in the classroom/workshop.

Activity 3B: Specific technical up-skilling programs adapted to the technologies and services provided by Lantegi Batuak.

Every year we carry out development programs to enhance polyvalence and professional development. We organize the users into groups of 6 to 10 people in workshops explicitly prepared and equipped for the activity to execute practical activities based on

experimentation, prototyping or learning by doing, training with similar products and processes to the ones carried out in industrial production or services. This training can be imparted by intern or extern pedagogues depending on the technological branch or the required skill.

Activity 3C: Designing *ad hoc* online formative activities

We designed online knowledge pills containing different, complementary and adapted contents based on the activities 3A and 3B. This way we emphasize those contents, and the student increasingly acquires basic digital skills. The teaching staff is annually trained in new contents regarding pedagogic and methodological innovation, which will eventually be brought into to the up-skilling process if considered.

Activity 3D: Adding the executed formation to each student´s individual formative registry

All the courses carried out should be registered in the nominal course registry, which is the document that gathers all the courses executed by Lantegi Batuak. It is useful information for the company (or it provides itineraries, and thus inclusion) and user alike (for its own promotion within the company or for other external job-related arrangements).

Phase 4: Follow-up, evaluation and improvements proposals

For this phase we wanted to design an evaluation system that would clarify at what degree were the the objectives of the Formative Plans being accomplished. This way we could meet the goals established in Phase 2 linked to satisfaction, transfer of knowledge, and the effectiveness of the executed up-skilling processes. The phase is divided in two stages (January and July) because is to be carried out 6 months after the formative actions are executed.

We used an evaluation system found on 5 indicators:

- Satisfaction surveys for our users
- Tests and progression exercises
- Individual reports on up-skilling/knowledge acquisition (whenever the courses allow so)
- Collective reports written by the pedagogues that include items that ease the identification of improvement areas and evaluation of effectiveness (which lengths the transference of abilities acquired at the workstation).

Annually, when it is time to design the Formative Plans, the team reviews the evaluations in order to integrate the agreed improvements.

3. Resources

Players:

Intern teaching staff, training officer and other Officers, workshop company tutors working in contact with people with disabilities and extern teaching staff.

We work on a cooperative basis¹, in which different companies join efforts to work towards a common goal, forming multidisciplinary teams according to the type of formative process to be carried out.

- Teaching staff: creates contents, activities, dynamics and exercises and imparts formative actions.
- Head of Education: coordinates the guidelines given by the company to the Education branch, coordinates the diagnosis of formative needs and the design of the Formative

Plan, executes the planning of the formative actions, manages the teaching staff and is in charge of the follow-up and evaluation of the Formative Plan.

- Company tutors: they support the people in charge of the management of the formative actions carried out in their centers.
- Extern teaching staff: they propose and impart formative actions.

Tools:

Individualized Attention Plan model (PAI from its Spanish initials); adaptation of the task to the person profiling method; Smart Mobile online training, manuals and adapted easy-reading online knowledge pills as well as didactic resources and applications to support gamification. In the case of useful technical courses and specific tools depending on the technology branch as well as the required PPEs.

Spaces:

Classrooms and workshops accredited by Lanbide (Basque Employment Service) to impart official training, conveniently equipped with audiovisual and digital equipment, adequate fittings and tools to carry out both theoretical and practical activities.

4. References and further contents

- Vocational training system for employment enhancement (Law 30/2015. September 9)
- Throughout life learning law (Law 1/2013. October 10)
- Vocational training for the Basque Country (Law 4/2018. June 28)
- Basque model for socio-occupational inclusion
- Some Lantegi Batuak's intern publications and guides, among which we underline ERGOHOBE, an ergonomic guide to adapt the workplace for people with disabilities

8

Practice name:

Making Action Plan Sessions

Position in the practice mapping

Teaching practices – Integral human development

Organization

MCAST



Co-funded by the
Erasmus+ Programme
of the European Union

Making Action Plan Sessions

1. Practice journey

1.1. Synthetic description of the practice

The Inclusive Education Unit (IEU) at the Malta College of Arts, Science and Technology (MCAST) supports students with disabilities and/or Special Educational Needs (SEN) through a session involving the students, their parents and key educational stakeholders in order to identify, discuss and address the students' educational challenges.

1.2 In-depth description of the main elements

1.2.1 Subject

The Inclusive Education Unit is the main driver in organising Making Action Plan (MAP) Sessions and involves the respective institute director / deputy director, Support Services Coordinator, Student Mentor, Learning Support Educator, all lecturers teaching the student, as well as any supporting professionals outside the College in addition to the student and the parents / legal guardians.

1.2.2 End users

MAP Sessions are held to support students who are registered with the IEU due to an official diagnosis of a disability and/or SEN. Such students may be following courses ranging from Introductory A to Level 7 on the European Qualifications Framework (EQF) and across the six vocational institutes of the College. Various SEN students face additional challenges throughout their learning experience which can be caused by a multitude of factors. These include transitioning from a secondary to a post-secondary educational institution, adapting to a new environment, adjusting to different assessment methods, accustoming to a higher level of independence and personal responsibility, and socialising and integrating with new peers, among others. Such barriers can be overcome by the collective effort of all the stakeholders involved in the student's educational experience. In addition to supporting the students, MAP Sessions also provide assistance to the parents and help build a supportive liaison that combines the College efforts with those at home.

1.2.3 Functions

MAP Sessions provide a safe space for students to express their challenges, concerns and ambitions in view of their SENs. Such meetings are also an opportunity for lecturers and supporting staff to clarify and discuss any concerns regarding the students' performance.

1.2.4 Goals

- To obtain an in-depth understanding of the students' SEN, strengths, weaknesses and opportunities with regards to the educational targets of the respective course.
- To discuss the level of commitment required from both the College and the students' side since the students' learning experience is a shared responsibility between the two.
- To explore alternative assessment methods while respecting the assessment criteria.

- To review any access arrangements required for students to access lecture delivery, learning materials, and an overall effective learning experience.
- To develop an action plan shared by all the stakeholders involved, which addresses the issues identified.

1.2.5 Output

The outcome of the MAP Session is documented in an action plan immediately following the meeting. This is communicated to all stakeholders and action is taken as discussed and agreed.

2. Phases and activities

List of phases of the practice “Making Action Plan Sessions”:

- Phase 1: Identification and evaluation of the SEN student requiring support
- Phase 2: MAP Session organisation
- Phase 3: Running the MAP Session
- Phase 4: Action plan formalisation and communication

2.1 Description of phases and activities

Phase 1: Identification and evaluation of the sen student requiring support

The first phase aims at identifying the students in need of support and determining the kind of support required. In some cases, a MAP Session would be considered as the next step in supporting a student while in others, students would benefit more from other forms of support. This process results in a decision to take either one of these two directions. In order to ensure a timely and effective intervention, efforts are made to complete this phase within a maximum of 2 weeks since the student was brought to the attention of the IEU.

Activity 1A: Establishment and maintenance of a liaison with College stakeholders

Supporting SEN students is a collaborative effort involving various staff members surrounding students. Thus, it is of utmost importance that such staff members enjoy a healthy working relationship and a sense of trust in one another. Staff members who have direct contact with students on a daily basis play an important role in identifying SEN students requiring support. Thus there needs to be a collaborative atmosphere which facilitates such frontliners to discuss and explore support options with the Inclusive Education Unit. This positive rapport is built and maintained through the open door policy adopted by the IEU whereby staff members are able to approach the IEU any time during office hours to discuss their concerns. Furthermore, the IEU ensures an informal working relationship with such staff members in order to facilitate their move towards the unit.

Activity 1B: Evaluation of presenting issues

When staff members approach the IEU regarding a particular student, the IEU allocates sufficient time to discuss the case in depth in order to get to the core issues that need addressing. Students' issues could turn out to be a complex challenge to tackle, therefore no time limitations for discussions are adopted. Certain cases may be quite straightforward and could be handled through other forms of support rather than a MAP Session. These include holding meetings with a particular lecturer, the respective director or the Support Services Coordinator (SSC), and also provide the student with an Individual Support Session. Other cases could require additional background checks and further meetings. In such cases, communication between the IEU and the staff members involved persists until the required

support is identified and provided accordingly. When it is evident that the SEN students' challenges run across the majority of the subjects under study, a MAP Session is typically the most effective strategy.

Phase 2: Map session organisation

This phase is geared towards verifying student consents, identifying attendees and setting the actual meeting. The process results in inviting the respective stakeholders to a physical or online meeting. This step is typically expected to be completed within 3 working days.

Activity 2A: Student consent verification (GDPR)

Before proceeding to the actual organisation of a MAP Session a number of considerations need to be made particularly with regards to the students' age and consents. According to local law and GDPR provisions, students aged 16 and over reserve the right not to involve their parents or legal guardians in their education-related activities. This right is exercised through the consent declared by students on their course application whereby they grant the College the permission to communicate with the parents / legal guardians. Consequently, the IEU firstly checks the status of such a consent. This is done through the College online Student Information Management System. If the consent is positive, the parents are considered part of the team supporting the students.

Activity 2B: Identification of attendees

If Activity 2A above results in a positive consent, the parents are considered as potential attendees. Naturally, the student in question is always required to be present. The rest of the attendees are identified on a case-by-case basis depending on the student's challenges at stake. Typically, all the student's lecturers would be invited. If the student's issues relate more to either the vocational or the academic aspect of the course, then the respective lecturers would be invited. In addition, the course coordinator could also be required to attend due to the overarching perspective which can be provided by this role. If the Support Services Coordinator is involved in the case, s/he is also invited. Furthermore, if the student benefits from LSE support, either during lectures or in the form of Individual Support Sessions, the respective LSE is also required to attend. A representative from the institute's management is also required as well as a management staff member from the IEU. The College educational psychologist may be invited depending on the case. Finally, any professionals involved in the support of the student outside the College may also be deemed relevant to help address the student's issues and thus, invited.

Activity 2C: Setting the actual session

A MAP Session is typically planned to last one hour however, certain cases may require a longer time period due to the severity or complexity of the issues at stake. Ideally, a MAP Session is scheduled in a time slot which does not clash with any work commitments of the attendees. In the event of such a scenario not being possible, internal arrangements are carried out accordingly. These include having the student excused from a clashing lecture or other course commitments as well as having lecturers who cannot attend provide their feedback to the course coordinator who would in turn report such observations during the MAP Sessions. Furthermore, the period in which the MAP Session is held is also evaluated on a case-by-case basis. For example, certain sessions may be deemed more effective if held at the end of the first semester when assessment results are in hand. Other sessions may be more beneficial if carried out immediately.

Phase 3: Running the MAP session

The goals of this phase are to bring all the stakeholders onboard for a collective approach to supporting the student's SEN, as well as to devise a way forward that is tangible, effective and relevant to the presenting challenges. This process results in the drafting of an action plan highlighting the supportive steps that are agreed upon by all stakeholders. A minimum of 1 hour is typically allocated for a MAP Session however, additional time may be required in case of complex disabilities or challenges. Should the time allocated result to be insufficient, another MAP Session may be called.

Activity 3A: SEN awareness and clarification

The MAP Session proceeds by an introduction about the student by the IEU officer focusing particularly on the student's SEN, strengths and limitations. This aims at laying down the foundations upon which the discussion would develop. Care is taken to divulge information on a need-to-know basis. The IEU officer needs to be sensitive to various factors including the students' readiness to disclose personal information, the extent to which such information should be communicated, and the possible implications of such communication on the lecturers' perspective of the student. These parameters are identified through discussion with the student in preparation for the MAP Session. In most cases, the IEU staff would already be aware of such issues through ongoing contact with, and monitoring of the student. The student and the parents are also given the opportunity to provide a personal brief of the SEN involved, thereby allowing staff members to obtain a first-hand account of the situation specifically relating to the case in discussion. Staff members are then allowed to clarify any related issues so that all attendees could have a deeper understanding of the disability and the support required. In cases of students with rare disabilities this activity is crucial to all stakeholders and to the ensuing activities. Such an opportunity is highly appreciated by all stakeholders as it allows a safe space for both staff members and the student to obtain a deeper understanding of the student's needs. This in turn develops a sense of trust among the stakeholders. Furthermore, it brings staff members together and forges a sense of collective support.

Activity 3B: Subject performance evaluation

In order to start analysing the student's performance each lecturer is asked to outline the student's strengths and weaknesses in their respective subject. The issues raised are discussed accordingly before moving on to the next lecturer. This practice aims at resolving any minor issues immediately and leave any major issues to be discussed in Activity 3C. Therefore, if the student presents an issue which is directly related to a specific lecturer, it is addressed immediately. On the other hand, if the issue is considered to be underpinning the student's performance across multiple subjects, it is noted and discussed in Activity 3C. During this activity lecturers typically touch upon the student's performance in assessments, participation in class, learning commitment, group work, behaviour, and social interaction. If other staff members such as a Learning Support Educator or a Student Mentor are involved, they are also asked to share their feedback accordingly.

Activity 3C: Overarching discussion

Following the reporting and discussion of minor issues in Activity 3B, the MAP Session proceeds to address SEN-related issues which run through the student's learning experience in general. Such issues would typically have been mentioned by the majority of staff members. This activity allows lecturers to share strategies which they deem effective in similar cases of SEN. The process helps foster a shared commitment to support the student. There is significant brainstorming going on in this activity which typically revolves around differentiated teaching methods and alternative assessment methods. Staff members have

the chance to bounce any ideas directly with the student and the parents in order to determine the effectiveness of the strategy in discussion. The course coordinator as well as the institute director / deputy director would also be able to guide the proposals being generated with respect to administrative, logistic and managerial implications. Furthermore, their role is also critical to ensuring that any proposed arrangements are in line with the assessment criteria, thereby ascertaining assessment and qualification integrity. The discussion may also tap into employment challenges and/or opportunities in view of the student's SEN and the arrangements being considered. By bringing together a number of staff members who are in touch with industry requirements, challenges and opportunities, a long-term strategy could be discussed with realistic employment goals at the centre of the support being proposed. The IEU officer looks into forms of support that could be provided through the IEU staff. As an example, this might include the provision of weekly extra Individual Support Sessions with a LSE that target the identified student needs. In addition, the IEU might also consider seeking support from support professionals in other departments, such as counsellors or career advisors. Further to the support from the College side, the student's commitment is also evaluated in order to identify the areas which need to be strengthened on the student's side. Any student shortcomings are explored and challenged in order to foster responsibility and personal growth.

Activity 3D: Specification of arrangements and commitments

The session is concluded by an overview of the main issues discussed, an outline of the respective support and arrangements agreed upon, as well as a brief about the expected student commitment. This is provided by either the IEU officer or the institute director / deputy director depending on the nature of the arrangements.

Phase 4: Action plan formalisation and communication

The goals of the final phase are firstly to address any pending issues resulting from the MAP Session which may need to be clarified with third parties and secondly, to formalise the outcome of Phases 3 and 4 into an action plan. A written action plan is the actual output of such a process. This phase is typically concluded within 3 days, depending on the background checks required.

Activity 4A: Internal background checks

Issues raised in Phase 3 may require further tasks to be carried out after the MAP Session. These may include verifications of a technical, administrative, legal, academic progression, certification and logistical nature. Various stakeholders might be assuming such tasks and this would typically require liaison with different College departments and possibly entities outside the College. Arrangements outlined in Activity 3D may be dependent upon the outcome of such background checks.

Activity 4B: Action plan formalisation and communication

The final outcome of Phase 3 and Activity 4A are documented and emailed to all the stakeholders involved for reference purposes.

3. Resources

Players:

- IEU officer: This role is typically assumed by the IEU deputy director whose responsibility is to manage the IEU and the support services provided to SEN students.

- Institute director: MCAST houses 6 institutes, each offering a number of training programmes in various Vocational Educational and Training (VET) domains. Institute directors are responsible for the delivery of the respective programmes. Due to their managerial role at the institute as well as their expertise in the industry, they are typically in a position to provide additional insight regarding arrangement provisions and industry expectations.
- Institute deputy director: Each one of the above-mentioned institutes has 3 deputy directors, each assuming a set of distinctive responsibilities. The respective deputy director is involved according to the course the student is following. As in the case of institute directors, deputy directors support in informing the MAP Session discussion with regards to the practical aspect of the arrangements in question as well as with respect to the industry requirements.
- Educational psychologist: MCAST employs a full-time educational psychologist who works closely with the IEU in supporting SEN students. This role may provide additional insight with regards to the student's challenges and needs. This person may also suggest supportive strategies to be adopted by the stakeholders involved as well as work with the Learning Support Educator in supporting the student.
- Learning Support Educator: This role forms part of the IEU staff and provides support mainly through Individual Support Sessions, In-Class Support Sessions, and exam access arrangements. SEN students requiring a MAP Session may already be benefitting from the first two kinds of support just mentioned, in which case the LSE would play an important role in outlining the student's difficulties as she would be already familiar with the students' needs through her direct work with them.
- Student Mentor: A number of student mentors are assigned to each of the 6 institutes according to the respective student population. The function of this role is to support students and act as a liaison between students and other support personnel or services on campus. Student Mentors are employed on regular working hours and on a full-time basis.
- Support Services Coordinator: A lecturer having a reduced teaching load in each institute in order to follow students and seek related support.
- Course coordinator: A lecturer with additional course coordination duties who can provide a general perspective on the subjects under study in a particular course. This person may or not be teaching the student in question.
- Lecturer: Lecturers teaching the student in question. Their feedback is particularly important to determine the student's performance in each subject under study.
- Student: An SEN student who is registered with the IEU.
- Parents / Legal Guardians: The student's parents or legal guardians are only involved upon the student's consent due to local law and GDPR provisions.
- Supporting professionals: Any other professionals working with the student outside the College either on a private or state-funded basis such as psychiatrists, psychologists, social workers, and home educators.

Tools:

- Online meeting platform: Identifying a free common time slot for all participants can be quite challenging. This can often be mitigated by holding the meeting on the official College platform (Microsoft Teams).
- Email: The final outcome of the MAP Session consisting of the action plan is communicated to the respective stakeholders through the official College email platform and accounts (Microsoft Outlook).

Spaces:

MAP Sessions are typically held in the board room of the respective institute.

4. References and further contents

- Doc 265 Inclusive Education Unit Application Form
- DOC 253 IEU Registration Procedure (The process has been switched to a digital one and this procedure is currently being updated accordingly.)

9

Practice name:

Tutoring: Personal Level of the Educational Plan

Position in the practice mapping

Teaching practices – Integral human development

Organization

Cometa



Tutoring: Personal Level of the Educational Plan

1. Practice journey

1.1. Synthetic description of the practice

The educational tutor is responsible for accompanying the training and educational pathway of the class group and of each individual student through a customised pathway. The tutor builds a "customised" pathway through observation, educational relations, vocational guidance, activities and projects aimed at achieving the educational success and excellence of each student and class group, the latter being understood as both a recipient and an educational resource.

1.2 In-depth description of the main elements

1.2.1 Subject

The tutor is a professional figure who works within the VET centres with a humanistic-holistic approach, supports the vocational orientation and welfare of the student. In the Oliver Twist school, this function has a purely educational character; the tutor is in charge of one or two classes, supporting the educational pathway of each student and of the class group.

1.2.2 End users

Students in the VET pathway from year 1 to year 4. The target group for this practice is the entire class group and each individual student, each with their own educational needs (including special and specific needs in the presence of a diagnosis).

1.2.3 Functions

There are three macro-areas of functions of the educational tutor, working with a perspective of networking and synergy also with any other educational and professional figures of reference for the student at school and outside school.

- 1st area - The relational and educational dialogue area: observations, cognitive, educational, motivational and learning interviews. Involving students, family, network subjects.
- 2nd area - Learning support activities: observations of class dynamics, targeted individual or group support, reinforcement, support in workshops, facilitator of interdisciplinary projects with teachers.
- 3rd area - Accompaniment in the VET professional pathway: management of internships, awareness paths on professional skills (hard and soft), professional and outgoing guidance.

1.2.4 Goals

- meet the individual growth and training needs of each student.

- accompany the students in the VET pathway towards educational success.
- accompany the student in the realisation of his uniqueness and excellence.
- to bring together the agencies and educational figures dedicated to the student by creating a network.
- facilitate relationships between peers in the class group.
- work with the class group so that it becomes an educational and inclusive tool for each student.
- modelling the VET pathway on the class group.

1.2.5 Output

- educational talks with students and families cadenced throughout the year and as the need arises.
- systematic student reports.
- creation of the network between educational agencies.
- accompaniment in the internship experience by identifying areas for improvement and enhancement aimed at his/her professional profile.
- educational outings in the relevant sector.
- training experience with professionals in the sector.
- group experience with aggregative and formative purposes.
- moments of sharing and re-elaboration of teaching and internship experiences in the class group.

2. Phases and activities

List of phases of the practice "Tutoring: personalisation of the educational plan":

- Phase 1:
 - Pre-assignment and definition of class and student
 - Educational objectives
- Phase 2: student personalised educational action
- Phase 3: personalised educational action on the class group

2.1 Description of phases and activities

Phase 1: Pre-assessment and definition of formative educational aim for class and student

Observation is a "specific behaviour of attention [...] it is an intentional, targeted, active, non-generic gaze, which tends to focus on what the observer considers most relevant and significant in relation to his interests, his motivations, the reasons that have promoted the collection of data" (S. Mantovani, 1995).

The tutor, in the various contexts, observes in order to get to know the student and only after discussion with other figures (team, class councils, supervisors, headmaster) intervenes to plan in a customised manner, support the individual and the class group and accompany them to educational success.

The content of the observations concerns three categories of variables: dynamics, skills and context.

At the beginning of the year, the tutor, while observing in the different contexts, collects a lot of heterogeneous data; it is with the subsequent verbalisation and restitution of the data in the team that he is able to reorganise and sift the data collected. The preferred tool in this phase is team report, compiled by the tutors and shared with the management.

During the year, on the other hand, observation aims to collect more targeted data aimed at the customised educational project.

Only on the basis of observation, shared in team work, is it possible to intervene to plan in a customised manner, support the individual and the class group and accompany them to educational success.

A fundamental activity for the tutor is metacognition work through writing :

- allows the data collected to be reorganised;
- allows synthesising and objectifying what has been observed;
- it helps to reorganise thought and make it transmissible;
- makes it possible to create a history.

Like all educational work, moments of work between colleagues and with other professional figures are indispensable. In particular, tutors are to be found at different intervals carrying out

- weekly teams with the management
- supervision (once a month) with a psychotherapist
- specific training (throughout the year and in the month of July in intensive mode) on the issues that emerge as priorities.

The explicit objectives of team work

- allow work to be shared for mutual support and shared growth.
- help to think of the child as a resource and not a problem.
- question one's own actions and educational work.

Activity 1A: Participatory observation: in the classroom - in the workshop - informal moments

Observation by tutors takes place in three moments of the teaching activity: in the classroom during lessons, in technical-professional workshops and in informal moments that develop during the school day or in extracurricular experiences.

With respect to the three moments, those that are most functional and that provide a lot of interesting data for observing the student and the objectives set are: the technical-professional workshops and the informal moments.

Observation is carried out by the tutor and also in synergy with the other actors involved, teachers and co-teachers.

The observation carried out in the workshop provides very useful elements regarding the predisposition to the field of reference. The area of soft skills is observed and, especially for the second-third-fourth classes, technical skills. These are fundamental elements for the matching stage and for the student's career orientation.

These are participatory observations, the tutor does not act as an external observer but the observation takes place within activities that the tutor already carries out with the students and above all starts from an educational presence, from a relationship established with the student and the class group.

By informal moments we can mean the welcome in the morning and at the end of teaching activities, breaks, extracurricular moments (visits, trips, etc.) and all moments of educational accompaniment by the tutor.

The form for collecting the essential elements for observation is based on 6 areas:

- Cognitive/learning area;
- Professional area (workshops/stage);
- Motivation and orientation area;
- Relational area (adults/peers);
- Behavioural area;
- Area related to the care of spaces and materials.

The variables observed:

- 1-Dynamics:

- Student's behaviour in the classroom (learning and relational styles).
 - Observable changes in student's behaviour.
 - the relationships between peers and with adults.
- 2- Competences:
 - learning of the discipline;
 - the attitude towards it;
 - the development of relational skills.
- 3- Context:
 - Differentiation between formal and informal environments;
 - the characteristics of the student (attitudes, inclinations, interests, learning difficulties);
 - the characteristics of the class group (size, % men/women).

Activity 1B: Sharing observations in the team

Each of the activities in the tutor's charge requires actions, reflections and decisions, all of which are always shared in the team (sometimes by all sectors, sometimes only by specific sector), in dedicated moments with the management and in the daily support and comparison, also informal, between colleagues.

As far as the sharing of observations is concerned, it takes place in formal moments (weekly tutor team, supervision, team with the management, CDC, etc.).

Observations are shared on the basis of the form and the observed variables divided into areas.

The observations are channelled into an initial profile of the student and the class regarding the areas so as to define which to focus on more in the educational work and which are strengths.

Observation and teamwork form the basis for the individual tutor's decisions and actions.

Activity 1C: Definition of needs Educational-training objectives on the class and individual student

After classifying the observations, the educational-training needs and priority timeframes are defined together, also based on school activities.

This work is done on the class group and on the individual student. In the team, in particular, the needs of students who need more support are defined so as not to leave the individual tutor alone with the "burden" of certain choices.

In order to define the needs and the pathway to be offered to the class, discussions are held with the teachers of the classroom and technical-professional subjects in the relevant cdc.

Phase 2: Personalised student educational action

Personalisation of each student in Cometa means welcoming each student, accompanying him in his VET pathway with the aim of realising his uniqueness and excellence and as a concrete objective his educational success corresponding to each one in a different way according to his individual growth, human, educational and professional future needs.

Attention to each and everyone, offering: opportunities, care in educational relations, an inclusive environment, an educating community and the tools necessary to build one's future. Cometa sets as a horizon of meaning not to leave anyone behind but to accompany each student along the path; all adults become educational figures and in particular the tutor is responsible for offering attention to each one in a strongly inclusive and wellbeing perspective. The tutor's work is almost always a 1:1 educational work, which implies a substantial intervention in terms of both quantity of time and, above all, quality.

It therefore becomes a personalisation not only of the training and learning pathway but in general of the student's growth within the VET pathway at 360° on all dimensions: motivational, behavioural, relational and work project.

The Cometa centre presents systemic and structural characteristics that are expressed in a personalisation at student, class and school level supported by a school community of adults based on common values.

Activity 2A: Student interviews at the beginning, middle and end of the year

The interview between the tutor and the student is one of the privileged moments for getting to know each other, for the relationship and the explication of the educational work arising from observation. It also becomes a tool for possibly redefining or confirming the needs that have emerged from the observations.

There are at least three defined interviews during the year (beginning - middle and end of the year) plus the internship interviews. Obviously, other structured and formal interviews are held as required, sometimes in the presence of other figures (headmaster, teachers, parents, external reference figures, company representatives, employment office, etc.). It is the tutor's task to coordinate these figures and have them intervene in interviews as required.

There are also informal interviews, those that take place at times that are not predefined but are often rich in meaning for the purposes of the educational pathway. These are interviews that can take on the most motivational characteristics, sometimes introspective, others linked to career guidance; it is up to the tutor to use the right register depending on the situation. The interviews will be contextualised according to the motivation, which may relate to inappropriate behavioural situations or in a positive and rewarding perspective depending on what is happening in the student's path.

Activity 2B: Coordination of learning recovery activities and study method work

Tutors can act as facilitators and organically coordinate learning recovery activities for individual students or small groups according to need. Teachers can approach the tutor to channel requests and needs, to discuss and decide how to plan interventions in extracurricular or school hours. Requests may also emerge from the tutor, who proceeds to discuss and dialogue with the student and the teachers of reference. Sometimes, the request comes directly from the students. In addition to remedial work, these activities may also concern the study method for the students in question or be dedicated to specific subjects.

Activity 2 C: Customised projects

For some categories of students, in Italian school legislation, there is the possibility of BES classification and 'customisation'. The acronym BES stands for Bisogni Educativi Speciali (Special Educational Needs) and refers to special educational and customised teaching needs that certain students may have, even if only for a limited period of time, and for whom special tailor-made interventions are prepared. It is a specific, recognised and protective customisation for the student and is decided and agreed at class council level. The tutor remains the "special observer" of these situations with regard to needs, strategies and the pathway followed, all this always in synergy with all the other reference figures and in particular the teachers.

Activity 2D: Student network relations: parents, educational figures, possible as.

The tutor becomes "director" of the creation and maintenance of the network supporting the student, particularly in situations of fragility. The purpose of the network is to establish an educational pact, to collaborate and support the coherence of the student's VET pathway by identifying needs, concrete actions, synergies and observing the evolution of the subject.

In particular, the tutors constantly meet with the family to understand the more general problems the student is experiencing or any useful information. Problems of a relational-emotional as well as scholastic nature emerge the most. The relationship with the family also has a positive value in referring the student's path in all its educational aspects, professional orientation and excellence in some areas.

In special situations, the subjects in the network with whom the tutor deals can also be social services, health services (neuropsychiatry, psychomotricity, etc.), extracurricular educational services.

Activity 2E: Sending students to the psychological listening desk

When the dialogue with tutors or teachers reveals psychological difficulties and the student is not externally followed, the school provides an internal psychological help desk which the student can access anonymously. The referral is made by the tutor and the student is assured that it will not be communicated to anyone else.

Activity 2F: Specific interventions on behavioural situations

When particularly significant and sensitive behavioural situations occur, the tutor discusses them with the Headmaster in the first instance, but the actions and interventions to be carried out are discussed and decided in supervision. Actions are not decided by the individual tutor but always discussed and shared. The tutor keeps track in the student's file of what emerges.

Activity 2G: management of each student's placement

In general, in the VET pathway, the management of the work placement is to be considered one of the tutor's activities with a view to the personalization and inclusion of the student, since it is a very articulated and complex activity, it is a separate practice (see work placement management practice).

Phase 3: Personalised educational action on the class group

As seen in the previous actions, the differentiation and taking charge of the individual student in his pathway takes place individually but also at the level of the class group. Developing meaningful learning and wellbeing paths for the student cannot be separated from work on the class group. Class group understood as an educational tool and as a recipient for the professional field of reference, implementing it through activities, interest, motivation, skills, training experiences. By working on the positive of the class group one consequently works on stemming and not letting negative group dynamics occur that have consequences on individuals (especially the most fragile).

Educational work that also starts from the excellence of the class group, which includes all students with their own talents and in which one is supported and not limited by the group.

This work on the class group is mainly coordinated by the tutor but becomes a way of working for the entire teaching staff. The work starts with observation (phase 1) and is translated into planning, actions and activities in the class council with the consultation of all the teachers (basic subjects, technical-professional subjects, co-teachers, tutors, headmaster).

Activity 3A: Class socialisation

This section of activities includes all the more or less structured moments that the tutor organises with the class or with groups in the class. The activities are aimed at achieving the objectives of the class group defined on the basis of needs and with reference also to the annuality. Socialisation activities are more present in the first two years of the VET pathway. They are proposed by the tutor, some by the teachers and always approved by the Principal.

Activity 3B: Educational outings in the professional sphere

The educational trips in the professional field and the interventions of professionals in the classroom take place already in the first year, during the subsequent years they become more specific with regard to the course the class is taking and also on the basis of interests expressed by the students in the professional sector. These activities are especially proposed and planned with the technical-professional teachers. Initially, the focus is on the reference sector in their area, in order to make it known, enhance it and create future collaborations.

The territory will be the main vocational outlet for the students. In subsequent years (3rd-4th years), regional and national realities are also made known. Very interesting activities are those of competitions or contests in the sector of reference, they become an excellent training and educational tool for the students accompanied by the teachers and tutors both in their participation and in the re-elaboration of the experience.

Activity 3C: Outgoing and classroom orientation meetings

For the third and fourth year classes, ad hoc moments are created with the VET centre employment office to provide tools, information, interviews on outgoing orientation. The personal orientation moments of each student are important (e.g. internships), but interesting activities are developed at the class group level where comparison and peer support are very effective; e.g. mock interviews have a great formative impact if carried out in the class group accompanied by comparisons and self-assessments.

3. Resources

Players:

Tutor is a professional figure who operates within VET centres with a humanistic-holistic approach, supports career orientation and student welfare.

The educational tutor can be defined as a particular knowledge worker who, generally operating within a formal educational institution on the basis of a specific educational project, accompanies the learners of a training course in the learning process centred on social and emotional aspects. In the Cometa VET centre, this role has a various educational character. The tutor is the point of reference for one or two classes in the school - with an average of 25 students per class - and is responsible for supporting each student's learning process from an inclusive and customised perspective according to the educational project of each individual and the class group.

The work of the tutors focuses on three processes/dimensions:

- Educational relationship;
- Mediation between school and family, teacher and student;
- Mediation between school - work - student (curricular internship).

The tutor is a figure required by regional regulations concerning the implementation of curricular internships and is responsible for guiding the process of their implementation, accompanying the student along the pathway to achieve the educational objective.

In summary, the tutor's objective is the educational success of the individual student and the class group through integral human development that activates the individual's agency.

Tools:

The reports allow careful monitoring of the student's progress (activities, behaviour, learning aspects, interviews, absences, measures, etc.) and of the class group.) and of the class group.

Listed below are some tools that accompany the tutor's work, particularly with a view to personalisation.

- CoC report

- report of interviews
- Team report
- Personalised Training Plan
- PFP
- Individual student portfolio
- Stage documents (Personalised Dossier; evaluation surveys; monitoring)
- Case studies/supervision reports.

Spaces:

The tutor does not have an ad hoc office, he is the "classroom tutor". His or her activities take place in various spaces in the VET centre, mainly in the spaces experienced by the students during school hours: classroom, gymnasium, laboratories.

Outside school hours: secretary's office, common areas, teachers' rooms, companies.

The tutoring work also makes use of informal venues: school-to-gym trips, educational cafeteria during breaks, educational outings, company visits, etc.

10

Practice name:

Values 4.0

Position in the practice mapping

Teaching practices - Integral human development

Organization

Centro San Viator



Co-funded by the
Erasmus+ Programme
of the European Union

Values 4.0

1. Practice journey

1.1. Synthetic description of the practice

Values 4.0 is an educational proposal that combines learning and community service processes in a single well-articulated project where participants learn by working on real needs of the environment in order to improve it.

In short, it is a method to combine social commitment with the learning of knowledge, skills, attitudes and values. Learn to be competent by being useful to others.

Despite its simplicity, it is powerful, because although it is a learning methodology, it is not only that. It is also a philosophy that reconciles the cognitive dimension and the ethical dimension of the person; a pedagogy that reconciles educational quality and social inclusion and a community development strategy because it fosters the social capital of populations.

1.2 In-depth description of the main elements

1.2.1 Subject

The Values 4.0 project is not a new educational methodology; Almost from the origins of formal education there have been VET schools and teachers who understood that education of quality cannot be isolated from life and the environment, since these are, in themselves, the source of essential learning, justify the need to teach and learn, and, therefore, they represent a motivating experience and irreplaceable social commitment.

As a project, it was born from the hand of Tknika in 2019 as a VET Euskadi project with which it is intended to integrate training in values in vocational training.

In this way, people who attend VET trainings will develop, in addition to the technical skills characteristic of their professional family and personal and social skills through the Ethazi learning model, a solid ethical base as people and professionals.

1.2.2 End users

- VET Staff;
- Students with fewer opportunities, in social risk, intellectual disabilities...;
- Society

1.2.3 Functions

Each course we invite a company from our environment to tell us about how it is transforming itself to integrate the criteria of Social Responsibility and meet the goals proposed in the Sustainable Development Goals SDG.

Training our students in these criteria is to prepare them to face the challenge of collaborating in the creation of a more sustainable and humane future.

To reach students, the training of teaching teams is essential. Teachers must understand the training path proposed by the project to integrate it into their challenges and classroom dynamics and incorporate the perspective of values 4.0 in their day to day.

The training itinerary proposed by the project works on these three blocks:

- The principle of responsibility and the importance of individual responsibility to reach the idea of collective responsibility.
- The 4.0 values of FP Euskadi: solidarity, inclusion, initiative and interdependence.
- The three criteria of Corporate Social Responsibility: Good governance/ethics, environment and society.

1.2.4 Goals

The general goal is to train the best professionals FOR the world, that is, the men and women that the world needs today.

Train people who become agents and drivers of change. And that as professionals they can carry out their work with honesty and with a value-oriented purpose. It is about starting to build a more sustainable and more humane future today.

1.2.5 Output

The learning results that we hope to obtain with the Values 4.0 project are based on contributing to the comprehensive training of people within the framework of Vocational Training.

To do this, we must learn to think and look at the world in the three dimensions that inspire the criteria of social responsibility: the ethical or values dimension, the social dimension and the environmental dimension. In this way, we will have professionals who, with their work, collaborate in the creation of a more sustainable and humane future.

Aware that we are moving towards a new era of humanity, we want our students to acquire skills related to strategic vision and action, characteristics of Humanist Leadership. For this reason, we create learning spaces where the human dimension is the central element of all actions.

2. Phases and activities

- Phase 1: ETHAZI METHODOLOGY
- Phase 2: HOW TO INCLUDE VALUES 4.0 IN ETHAZI

2.1 Description of phases and activities

Phase 1: Ethazi methodology

The central element on which the whole learning model is articulated is COLLABORATIVE LEARNING BASED ON CHALLENGES.

The ETHAZI model was developed as a pilot experience in the 2013/2014 academic year in 5 both concerted and public vocational training centers in the Basque Country. In this experience took part 100 students and 25 teachers from 5 different cycles.

Currently, we have already passed the pilot phase, and we are in the phase of deployment and implementation. Our objective is that in several years, Euskadi VET centers, both public and concerted, work in this new context of learning: high performance cycles – ETHAZI.

The central element on which the whole learning model is articulated is COLLABORATIVE LEARNING BASED ON CHALLENGES.

The presentation of a problematic situation, its transformation to a challenge, as well as the whole process until obtaining a result, is structured based on both the technical and specific competences of each cycle, as well as those transversal competences that currently are

strategical, such as: autonomy in learning, teamwork, orientation towards extraordinary results, digital competences, etc ...

Problematic situations, in all cases, are raised to a class configured in teams, where the work process has to enable the students to live the situation as a challenge and, from there, has to have the opportunity to generate the necessary knowledge that Allow you to provide the best solutions.

The approach of the model through challenges needs a reinterpretation of the mechanics of learning. The interpretation that best fits the model, is to understand learning as a process of evolution, where the students are responsible for it. Challenge-based learning allows a scenario in which students individually and team levels are put into action and produce a result. This result is interpreted, it is analyzed what has worked and what has not, and is decided what is going to be done differently in the next challenge to approach higher objectives.

This work proposal does not fit the structural model as we have known it until now; elements such as schedules, assessments, classroom settings, etc. In their current format are no longer valid and need a re-thinking and consequent redefinition.

CHARACTERISTICS OF THE ETHAZI MODEL

INTERMODULARITY

So that the design of challenges is as close as possible to the situations of performance in the work reality of each training cycle. This requires an in-depth analysis of professional competencies and learning outcomes of the cycle in order to improve efficiency in learning times.

SELF-MANAGED CYCLE TEACHING TEAMS

Beginning to promote teamwork and responsibility from the teaching team, which is composed of a small number of members who are responsible for the complete training cycle, which through a high degree of self-management can adjust their schedules, the use of spaces, guards and substitutions, etc., to the needs that the development of student learning poses at each moment.

The same team distributes both individual and group tutorship throughout the entire cycle.

EVALUATE TO EVOLVE IN COMPETENCY DEVELOPMENT

The evaluation is integrated as a key element in the students' own learning process, providing frequent feed-back on their evolution in the degree of acquisition of the provided professional competences.

In order to enhance this evaluation approach and stimulate the participation of both teachers and students (personally and as part of teams) and other agents who can contribute to the evaluation process, the specific tool SET (Skills Evolution Tool) is been developed.

ADAPTATION OF LEARNING SPACES

The implementation of these new methodologies requires different classrooms, equipment, furniture and specific spaces from those that usually exist in the training centers. Their design mainly addresses the characteristics of flexible, open and interconnected spaces that foster environmental situations that favor active-collaborative work.

Activity 1A: The challenges

The challenges are the problematic situations that we present to the students so that they can develop their learning. These are situations that should be as close as possible to the work reality that they are going to have to perform, and therefore, the companies in the environment are a key factor in generating these challenges. Their collaboration is very interesting to give more reality both to the situation that the teams are going to have to solve and to the presentation of results that each team makes.

The teachers of the cycle define the challenge-problem situation that they pose to the group of students. These challenges will vary depending on the professional family and educational level. To define the challenge you have to follow these 11 steps:

- **ACTIVATE THE EQUIPMENT**

This phase aims to establish or reinforce the collaborative learning context. At first, creating and activating the teams as a learning unit, that is, spaces of security and trust in which, based on the individual expectations of each member, common team commitments can be agreed upon that determine their operating and organizational dynamics. . When the teams are already created, this phase is used for each team to review to what extent they are fulfilling the agreed commitments, and to agree on improvements in their operation.

To establish the context of collaborative learning, the teaching team will seek safe and trusting environments and will take care of the intentional design of the work teams. You will also make decisions that will have a direct influence on relationships and learning throughout the challenge: size of the teams, criteria for their configuration, distribution of roles, duration of the teams throughout the challenges and the course.

To activate the collaborative context, the teaching team must prepare the teams for action, suggesting dynamics that may or may not be related to the challenge. If the teams have never worked together, this warm-up can help them agree on their operating guidelines and agree on their commitments, and if the teams have already been created.

It is a good time for them to review and update them in relation to the improvements that one has proposed in the teamwork competence if they consider it key to their professional profile.

- **1. CREATE THE CHALLENGE**

This phase aims to present and explain to the teams the problematic situation that they will have to solve.

The teaching team will present the situation in an attractive way, activating surprise and curiosity.

This could be an appropriate time to offer students the Student Challenge in which the necessary information is offered to carry out the challenge: time, resources, work methodology, evaluation criteria and tools, delivery of evidence, moments of feedback, etc.

- **2. IDENTIFY AND CONNECT WITH THE CHALLENGE**

What does the challenge ask for? This step makes it possible to understand the challenge globally, ensuring that the teams understand the situation that arises in the same way. On the other hand, it is time for the students to obtain information about the time and resources that they will have, about the evaluation criteria, the expected moments of feedback and reflect on how they will be able to develop the proposed learning objectives and how they will evidence them.

In this phase, the mission of the teaching team is to ensure that the teams have adequately understood the challenge and that they have the necessary information to carry it out: time, resources, work methodology, evaluation criteria and tools, delivery of evidence, moments of feedback etc.

This information is usually offered in the Student Challenge.

- **3. DEFINE PARAMETERS**

What is known and what should be known to face this challenge? The objective of this phase is to provoke questions to guide the students towards the investigation of the different areas

of knowledge in which the challenge is subdivided. The purpose is to make the students, starting from what they already know, be able to move towards what they need to know; from "I don't know what I don't know" to "I know what I don't know" both in terms of transversal skills and techniques. The approach of questions linked to a challenge is aligned with the approaches of meaningful learning.

The parameters are all those questions that will allow us to guide the students towards the different areas of knowledge (work areas) in which the challenge is subdivided and to activate the research to generate the expected competences.

The teaching team will previously define (in its Teaching Challenge) the parameters or areas of knowledge foreseen for that challenge and that the students must come up with in the form of questions.

There is no ideal number of parameters in a problem, but it is worth knowing that in the end we will have as many problems as parameters have been defined. For this reason, it is advisable to be careful, a high number of parameters can give the sensation of greater control over the problem, but it can considerably complicate its operational development, since the operative elements will be the subparameters. This confirms the convenience of not multiplying the number of parameters unnecessarily, always having as a reference the technical and transversal competences that we want to achieve.

It will also be important not to consider the parameters obtained in this phase closed, since new parameters may arise in the following phases. The teaching team will decide to what extent it will allow the teams to advance to the phase without obtaining all the expected parameters and if it will allow them to discover them later.

- 4. OBTAIN AND ORGANIZE INFORMATION

The posing of questions in the previous phase is linked to the search for answers, which in turn can generate new questions and turn the previous phase and this one into a cyclical process. The answer to these questions can be given through theoretical learning and practical learning through open or directed searches or investigations, mandatory or optional master classes, surveillance tools, visits, sessions with experts, workshop practices, skills training, etc. critically analyzing the information and verifying the answers and learning obtained in this stage.

It allows to achieve the technical base for the following phases.

Treat the information in the broadest sense, always aligned with the parameters. Information, conversations, training, sharing, etc. Dedicate time to internalizing the skills to facilitate the creation of new opportunities. Assess all kinds of strategies if we see the need to give them information in the form of a master class: only to people who need it, puzzle techniques, etc. The search for information must be aligned with the learning results that are to be achieved in each challenge.

- 5. GENERATE ALTERNATIVES

From the knowledge built in the previous phases, the different possible alternatives related to the solution to be developed are devised.

The more alternatives the better. In this phase, it is convenient to use divergence dynamics that favor the generation of alternatives, saving the ideation opportunities of each team member.

What different ways are there to respond? Generate as many results as possible.

Getting out of the daily work space and routine can increase creativity. We talk about using the creative space or looking for different spaces and experiences.

It is important to have a wide range of creativity dynamics that allow us to provide creativity opportunities to students, since in the initial challenges the generation of ideas does not flow at all.

As a teaching team, it must be taken into account that the generation of ideas must be aimed at the learning expected for the challenge, so that the creative process must be sufficiently guided so that it does not distance students from what we expect as teachers.

- 6. SUBMIT PROPOSALS

The exposure of the proposals generated by each participant within the team or by each team to the rest of them, seeks to ensure that all team members know the ideas of each participant or team with the aim of being able to approach the selection of a proposal from the knowledge of each other's idea.

Each team or each person presents their best product and sharing with others, enriches the proposal:

- Listening to others, making contributions or improving the proposal itself.
- Working communication.
- Learning from others.
- If the proposals are individual, it is useful for them to see how far they are capable of reaching.

It is a good time to work on communication skills as well as active listening in order to correctly understand the contributions of each participant.

- 7. SELECT PROPOSALS / Collaborative Work

The team agrees on its decision by assessing each of the alternatives and selecting or generating from the different contributions the one that it considers the best way to reach the solution of the challenge.

That the team is capable of deciding/choosing and justifying which proposal is going to be carried out: choose one, create a new one among all,... It is necessary to ensure that the proposals address the parameters set.

- 8. PLAN ACTIONS

The team agrees on the set of actions to develop as well as the associated resources, and organizes them detailing the sequencing, timing and assignment of tasks within the team (taking into account the learning that each one has committed to developing or less developed learning), including risk monitoring and analysis in planning.

The teaching team will make sure that the planning of the teams includes a sequence of actions, responsible for them, expected times, risks and resources (machinery, workshops,...) if necessary.

- The teaching team will educate the teams to work in the culture of milestones or deliverables, that is, intermediate steps must be fulfilled until reaching the final product.

- The teaching team will adapt the planning tool to the capacity of the students. It is recommended to choose simple, collaborative and visual planning tools, especially with younger students.

Some of these tools classify, for example, all the actions to be carried out into three levels:

TO DO, DOING and DONE, makes its management much easier.

- 9. EXECUTE ACTIONS

The team implements the planned actions, monitoring them and correcting any deviations that arise. This phase enhances the development of specific abilities and skills, through practice and experimentation. It is convenient to check whether the actions being carried out are providing the expected learning.

The teaching team must observe whether the teams do what they have identified that they have to do, as well as their level of compliance with regard to deadlines, those responsible, etc., and their response to problems and unforeseen events.

This is a good time for the teaching team to collect evidence for the evaluation process, especially through a check-list.

At the end of this phase, the teaching team should expect results in the form of a product or service in most cases, although they should not forget that the process itself is equally or even more important.

Sometimes the use of certain machinery or specific workshops during this phase can be a problem due to the limited number of those available. The teaching team must anticipate this and anticipate it to the teams so that they take it into account when planning their actions.

- 10. PRESENT RESULTS

The team presents at the individual and/or group level the development process of their proposal and the result of their challenge. It is important not to focus this presentation exclusively on presenting the physical results of the challenge, but even more importantly, to present what has been learned in said challenge including personal discoveries, difficulties, etc.

The teams may be tempted to direct their presentation to show only the results of the challenge, however the teaching team must reorient them towards the DEVELOPMENT PROCESS OF THE CHALLENGE, their learning history: decisions, successes, errors, difficulties,..., in this way we are orienting ourselves towards the next phase.

This is also a good time for the teaching team to take evidence for the evaluation process, especially certain transversal skills.

The teaching team must be careful not to consider this phase exclusively as a defense to the use of a project or an oral exam. It is a great moment for students to show what they have learned, their mistakes, their motivation, etc.

The teaching team will assess whether or not it is appropriate for external agents to attend this presentation (Other teachers, companies, etc.). This can provide a point of seriousness that can help the students to prepare future presentations, but on the other hand, it can reduce the naturalness and degree of self-criticism of the teams.

- 11. REFLECT AND ASSESS FOR LEARNING

Although this is a process that must be carried out throughout the entire challenge, this moment is a key process with which we complete the learning process. Through this Feedback process, the teaching team helps the students to reflect on what they have learned and what has gone well, but also on the areas for improvement identified during the development of the challenge, which will be recorded in the form of commitments.

The teaching team and the students carry out the evaluation from a 360-degree perspective, taking into account the evidence of the results of the challenge, the actions and attitudes, and use the results of this evaluation as elements of reflection for the students of so that it can address commitments to improve and evolve for future challenges.

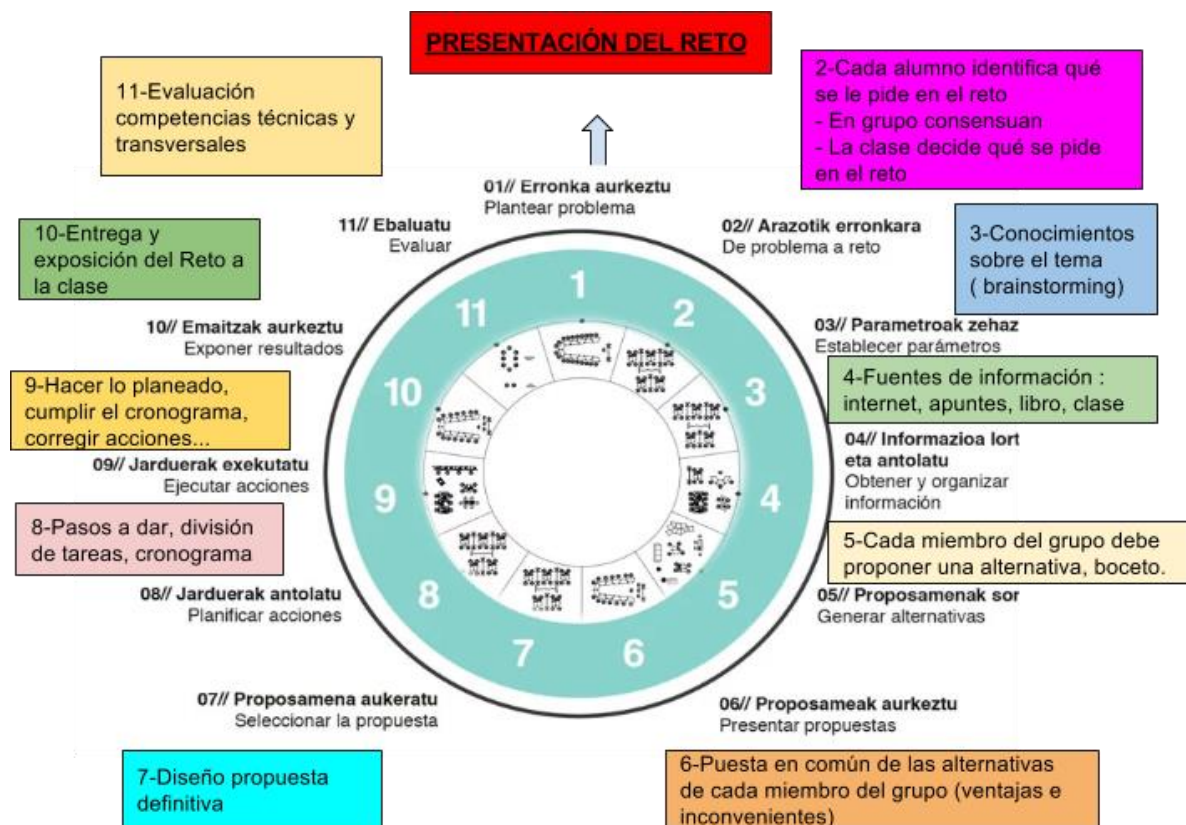
Through Feedback, students, both individually and as a team, will be able to identify their areas for improvement and define their own learning commitments. It is about making them aware of how far they wanted to go, where they have really come, what the reasons have been,

and what commitments they adopt for the future. It is also important that they reflect on everything related to their own functioning as a team.

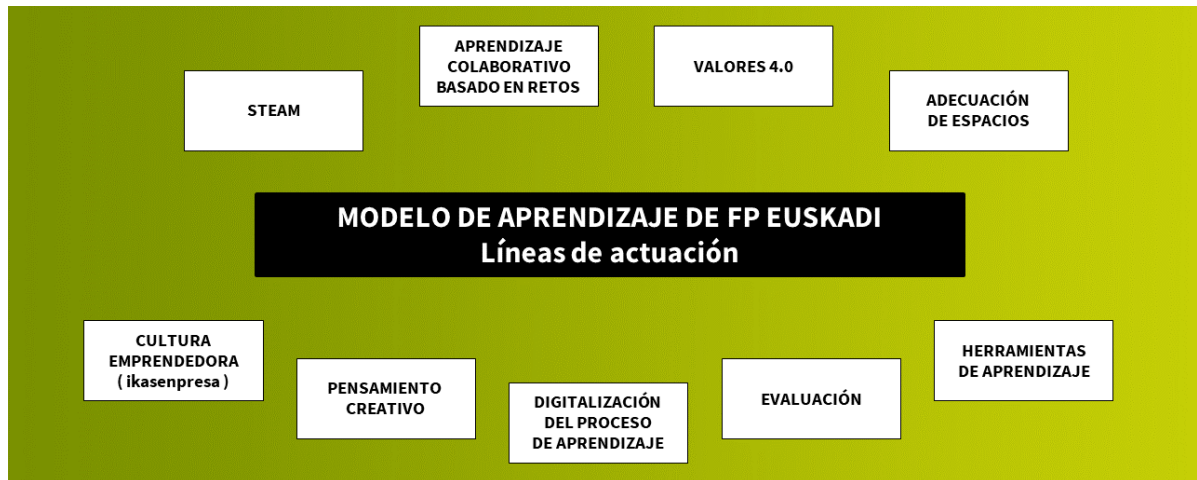
It can be very helpful for the teaching team to design digital tools and/or paper formats to support feedback, which allow students to clearly and easily see the current state of their skills and their evolution over time.

The teaching team must plan this feedback process well before offering it, and must try to follow the decalogue of good feedback while offering it.

This phase can be a good time for more formal feedback, but it is important that feedback is consistent throughout the challenge, both formal and informal. Take advantage of this formal feedback to address commitments to improve and evolve for future challenges.



Activity 1B: Fase de desarrollo del Reto



The basic element on which the entire learning model is articulated is COLLABORATIVE LEARNING BASED ON CHALLENGES. These challenges are presented to the students after the configuration phase of the work teams. These teams are usually made up of 4 students and are stable groups throughout the course.

The problematic situations, in all cases, are presented to a class configured in teams, where the work process must enable the students to experience the situation as a challenge and, from there, they must have the opportunity to generate the necessary knowledge that allows you to provide the best solutions.

The approach of the model through challenges requires a reinterpretation of the mechanics of learning. The interpretation that best fits the model is that of learning as a process of evolution, where the students are responsible for it. Thus, the teacher becomes a facilitator of learning that will encourage students to be the ones who find the solution to the problems that appear throughout the challenge.

Challenge-based learning allows for a scenario and a moment in which students, individually and as a team, take action and produce a result.

This result is interpreted, what has worked and what has not been analyzed, and it is decided what is going to be done differently in the next challenge to approach higher objectives.

This work proposal does not fit with the structural model as we have known it until now; elements such as timetables, evaluations, classroom configuration,..., in their current format are no longer valid and need to be re-thought and consequently redefined.

Activity 1C: The rubric in the evaluation

Tknika

LA EVALUACIÓN EN EL MODELO DE APRENDIZAJE ETHAZI

- ENFOQUE DE LA EVALUACIÓN -



La Evaluación - ETHAZI - Modelo de aprendizaje FP Euskadi © 2022

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In today's society, in order to adapt to the changing world in which we live, the 21st century professional must develop the ability to keep learning constantly (learning to learn). The challenge-based collaborative learning model offers students the opportunity to reflect and logically internalize information in collaboration with their peers. This visualization of thought makes learning more effective and meaningful.

In this context, evaluation is an important factor. In addition to grading, it facilitates decision making to improve self-study (formative assessment) and the learning process (formative assessment). Both individually and through the commitments made as a group.

Therefore, we understand assessment as a tool that allows the student to be placed at the center of learning. Axis that combines in the student the evolution of the competences of the cycle or the achievements of the learning results, the rest of the elements to promote responsibility.

The keys to the ETHAZI evaluation approach are the following:

- That the teaching team has a shared vision of the cycle.

- Take care of the classroom environment, since mistakes are a source of learning (no one goes to class to learn what they know).
- Generate improvement opportunities.
- Make thinking visible in order to evaluate learning.
- Follow-up of the evolutionary vision of the learning process of the general rubrics.
- The feedback confirms, expands, restructures or adjusts the students' information on clear and specific personal learning objectives, helping them settle in memory.

The phases of the evaluation process of the challenges are the following:

- 1. Evaluation design

In the first place, the teaching team of the cycle determines the professional profile of the cycle. To do this, it analyzes the business and social context and identifies the key competencies both technical and transversal that students must have at the end of the cycle formative.

Once these competencies have been identified, they must be described and the stages or levels of learning for its acquisition. Subsequently, they establish achievement indicators for each of the levels. All this configures the map of cycle competences that will serve as a reference for both the teaching team and the for the student body.

At this point, we must remember that all Design Learning Outcomes Base Curriculum are represented on this map. This map helps the teaching team to design the entire learning process in based on challenges generating a cycle structure according to the expected learning.

Next, the specific challenges that the students must solve in collaborative way. To do this, the context to be proposed must be taken into account in each challenge to achieve learning, which is represented in a more concrete in the indicators of achievement.

Once the context is defined, the teaching team decides on the corresponding dynamization for evidence gathering to be meaningful. In this task we must consider include assessment tools such as portfolio, thinking routines, journal reflective etc.

Systematically, the teaching team determines a series of moments of formal feedback in which the students must stop to reflect on the evolution learning commitments, along with the processes that are put in place at the do it.

Feedback and reflection help students to assume their responsibility for the time to achieve learning objectives by acquiring commitments. To complete this evaluation process, it is necessary for the teaching team to define the final grade based on common criteria such as the weight given to the transversal and technical skills in each module.

- 2. Rubric Design

One of the most useful tools to help understand and become aware of a learning outcome or competency is the rubric. His role within Ethazi learning model is to present the itinerary to be followed by the students to the development of said competence, determining the achievements and steps necessary to achieve this learning during the cycle.

- The main objective of the rubrics is to serve as a guide for the cycle or course and promote the learning process.
- To do this, the rubric is divided into different levels that must describe the learning process, establishing different stages for the achievement of competence
- The rubric allows both the students and the teaching team to have a global vision of the learning process.

- It also helps the teaching team to clearly define the objectives training courses and accordingly design the entire learning process in challenge based.

Therefore, a training itinerary is defined in the rubric, indicating the steps that must follow the students in order to achieve the desired achievement. And to specify these levels Achievement indicators are determined that reflect in more detail the learning expected by the students. It is important that the teaching team, when creating the rubric, reflect on the learning process.

Understanding the learning process as what the students integrate into their thought through action and not the action itself. When establishing the gradation of the learning process, it is necessary to define the number of levels. An even number between 3 and 6 is recommended.

To do this, we will take Bloom's taxonomy and Solo taxonomy as a reference. In both classifications, learning is based on the student's understanding of students based on the proposed action in the context of the classroom through challenges.

These challenges function as a training excuse that offers students the possibility of working different types of thought necessary for the learning takes place, such as:

- The formulation of questions.
- Observation.
- The establishment of relationships between the different elements, etc.

At the same time that performing those actions influences your thinking, through this thought it is intended to provoke the students so that they improve in these actions. Therefore, in order to achieve this learning and for the evaluation to be, at the same time, formative and formative, it is essential to propose to the students moments of reflection.

Phase 2: How To Include Values 4.0 In Ethazi



Collaborative learning is a teaching technique based on learning in small teams where each of the members collaborates to maximize both their own learning and that of each of their classmates.

Collaboration consists of working together, helping each other, supporting each other, encouraging each other, being interested in each other, paying attention to the needs of each member of the team, to achieve common goals, since success is sought not only for one / himself, but for all team members. And it is that “we are all good at something; no one is good at everything.”

With Values 4.0 we wanted to transfer these values of cooperation and solidarity outside the classroom, helping to generate a change in social mentality among our students.

The idea was born in the 2019 course with the solidarity rally project <https://www.uniraid.org/edition-2019/> where automotive students traveled from France to the Sahara Desert in the project in cars rehabilitated by themselves to carry bicycles and school supplies to children living in refugee camps.

The students not only brought them the bicycles but also material to repair them. This is how a workshop was born in the desert where the students taught the children to fix their bicycles from the material they carried in the cars.

These cooperation initiatives have been included in all the challenges carried out by the students, some of which have been:

- Create models to promote understanding of electrical concepts for students with intellectual disabilities.
- Carry out free revisions to the cars of the elderly who live in the town.
- Theatre plays for the older people of the town with the aim of promoting socialization and avoiding loneliness.





The reasons why we have opted for this Values 4.0 model are:

- Develop interpersonal intelligence in the students,
- Create a learning community in which all students and the immediate environment learn together, enriching and increasing the knowledge of others.
- Help students reach collaboration, in which solidarity, mutual aid, generosity are worked on, which means that those who initially simply work together to be more effective, end up weaving affective ties deeper. Thus, we will educate our students as committed people capable of helping to improve the lives of others.
- Learn to learn. Since we put the emphasis both on cognitive development and on the process, on learning strategies, seeking for students to be the protagonists of their own learning process.
- Increase motivation towards learning, understood as the degree to which students strive to achieve academic goals that they perceive as important and valuable in collaboration with others and also seeking a social benefit.

This makes it easier for teachers and students to find meaning in learning, feel more active and involved, and enjoy class sessions more.

With all this, the students become the protagonists of the classroom and a change is generated in the learning process in which the students progress through the activities that are proposed (challenges), their subsequent evaluation and the social commitments that each one of them is acquiring to advance in their learning.

3. Resources

Players:

- Tutor: The tutor is the person in charge of ensuring the comprehensive training of students, taking into account all facets of their personal, social, family, economic life, etc... The tutor will have the tutor's help in everything times. teaching team to provide as many resources as needed. The tutor also becomes a mediator between the students for the resolution of conflicts.
- Technical training teachers: they are in charge of providing students with access to knowledge. In collaboration with the tutor, they will define the technical skills involved in each of the challenges.

In addition, he will be in charge of monitoring the student during the completion of the challenges.

- Students: Students become protagonists of the teaching-learning process. They are the ones who will have to carry out the entire training process, with the support of their teachers, tutors, etc... both in the VET school and in the different social contexts in which they carry out the activities.
- The society: the students will develop the part of Values 4.0 involved in each of the challenges collaborating with the society.

11

Practice name:

Personalization in VET

Position in the practice mapping

Teaching practices – Professional skills development

Organization

HAMK



Co-funded by the
Erasmus+ Programme
of the European Union

Personalization in VET

1. Practice journey

1.1. Synthetic description of the practice

Personalization is one of the key components of the reformed Finnish Vocational Education and Training (VET). The aim of the personalization is to enhance and permit competence-based VET where students have an opportunity to build individual study paths. The flexibility provides students with an opportunity to complete entire qualification, parts of them or even smaller units based on their or work life's needs (Ministry of Education and Culture, 2019; Cedefop, 2019). Though, the individualization has been criticized for being too demanding for students with special needs who seem to need more time and teachers' guidance and counselling (Niemi & Jahnukainen, 2019; Maunu, 2018).

International discussion on personalization originates from 1980. It was seen as an answer to involve individuals in the service design instead of mass production (Kilja, 2018). Keefe (2007) believes that the present schools must support the development of individuals to lifelong learning and to flexible learning so that they gain resilience to rapid changes. Personalization might strengthen both students and teachers position in this development.

Though personalization of the Finnish VET is guided and framed by the Finnish legislation and directives (e.g., Act on VET, 531/2017; Decree on VET, 673/2017; Administrative Procedure Act, 2003/434) it is implemented in social interaction with the student which is the key element of a successful personalization process.

1.2 In-depth description of the main elements

Personalization (see Figure 1.) is a holistic approach which purpose is to strengthen a student's agency in his/her studying. It encourages the counterparts in VET to move from the single subject competence to the mastery of the wider complex. Personalization means that instead of observing student's substance learning the emphasis is on gaining the competence. Personalization is realized in interaction with the student which means that a student is heard, understood and respected. The student has a real opportunity to discuss and negotiate about his/her studying. A personal competence development plan (PCDP) is a central tool to support personalization in Finnish VET. PCDP prepared for a student, not for vocational colleges or work life. It discusses with the student's life world and is interested in his/her needs, hopes and expectations. The personalization starts from the application, and it is completed when a student ends his/her studying in a vocational institution. Personalization includes seven phases which are 1) Applying; 2) Admission; 3) Reviewing and clarifying the goals; 4) Recognition of earlier acquired competence; 5) Acquiring missing competence; 6) Demonstrating and evaluating the required competence; 7) Accomplishing the goal and confirming the competence.



Figure 1. Personalization in Finnish VET

1.2.1 Subject

The subjects of the personalization process are students, vocational teachers, student counsellors, workplace instructors, employees, public service officials.

1.2.2 End users

Students, teachers, student counsellors, workplace instructors

1.2.3 Functions

To support individual and agile study paths which respond to the needs of the students and work life.

1.2.4 Goals

To provide the students with an opportunity to be actively involved in his/her studying, in life-long learning and in self-guiding career planning.

1.2.5 Output

Students with improved competence identity, abilities for continuous learning, further studies and labour market.

2. Phases and activities

2.1 Description of phases and activities

The description of the phases is based on the operations model which has been produced by the Finnish National Agency for Education (see <https://eperusteet.opintopolku.fi/#/fi/opas/4579030/tekstikappale/5635587>)

Phase 1. Applying for a place of study

An applicant looks for information about vocational institutions and vocational programmes. Those who are continuing their studying after compulsory education receive **student counselling** in the school but those who have already finished their compulsory education can contact **employment offices, Ohjaamos** (One-stop Guidance Center) **vocational institution's student counsellors** and acquire information to support his/her selection.

A VET provider

provides the applicants with the relevant information through their web pages and through organizing introductions in the colleges.

Phase 2. Student admission

Students are selected for vocational training through two different student admissions: joint application procedure and continuous application procedure. Nationwide joint application is held on spring for those who don't have high school diploma and have completed basic education. Through continuous application applicants can apply to VET whenever it is suitable for them.

Vocational institutions take responsibility of the student admission. It ensures the applicant's suitability for the qualification and refers to the SORA legislation in certain qualifications (Health and welfare; Education; Physical exercise sector; Safety and security; Logistics; Maritime training; Aircraft installation).

Phase 3. Reviewing and clarifying the goals and how to accomplish those

A central tool in personalization is a personal competence development plan (PCDP) which is constructed for each student in VET system. Students and vocational teachers are in a key position of drafting a PCDP. Sometimes student's parents, student counsellors, workplace instructors and/or rehabilitation personnel might also participate. A PCDP is dynamic tool which is designed, implemented and updated according to the student's needs. It is for a student, not for the VET provider. It should contain.

A student familiarizes oneself with the qualification requirements, clarifies and specifies his/her competence needs. He/she discusses with the teachers, student counsellors, workplace instructors to define the preliminary goals for his/her studying: what are his/her strengths and challenges in acquiring the competence, what support he/she needs to accomplish the qualification requirements, what is his/her suitability for the trade assesses and describes his/her competence which has been acquired earlier and which could be identified and recognised as part of the studies a student is currently performing accepts his/her PCDP.

A Vocational education provider identifies and recognizes the earlier acquired competence of a student. What is his/her starting point, what are his/her earlier studies, and what competence he/she has acquired earlier together with the student designs an individual study path for him/her supports a student in his/her career goals and in other inspirations finds out what guidance and support is needed to reach the goal and what learning environments would be suitable for a student is responsible in organising the work-based learning for a student is responsible in planning, updating and implementing a student's PCDP

Phase 4. Recognition of earlier acquired competence

A VET provider evaluates students' earlier acquired competencies, recognizes it and guides students to competence demonstrations at practical work.

Recognition process:

1. Does the student have prior learning?
2. Has a competent authority assessed and validated the prior learning?
3. Does the prior learning meet the qualification requirements?
4. Does the prior learning correspond to the vocational unit being completed?

Phase 5. Acquiring the missing competence

According to the act on VET (531/2017) students are entitled to such guidance and support which enables their competence development according to their individual needs.

A student

acquires the competence in different ways and in different learning environments.

evaluates his/her competence development which is central in VET instead of evaluating learning

updates the PCDP which should respond to the changes in student's needs

the need to acquire professional skills --> content of education in workplace and educational institution

A VET provider

provides guidance and support for the students which enables the acquisition of the skills and knowledge according to the qualification requirements observes the student's competence development and compares the findings with the goals in PCDP provides the student with feedback and support on his/her competence development.

updates the PCDP

A work life representative provides the student with feedback on his/her competence development evaluates the competence development in the work

Phase 6. To demonstrate and evaluate the required competence

A Student participates in the planning of the competence demonstration demonstrates his/her competence evaluates his/her competence in the demonstration

A VET provider is responsible for the planning and implementing of the competence demonstration appoints the assessors and ensures their competence for assessing evaluates and documents the student's competence and informs a student about it

A work life representative Participates in planning and implementation of the competence demonstration. Evaluates the student's competence and participates in documentation

Phase 7. Accomplishing the goal and confirming the competence.

A student has gained the competence according to his/her PCDP

A VET provider records a student's performance and provides a student with a certificate

3. Resources

Inclusion is a multidimensional, ambiguous, and multilayered phenomenon that develops and appears in relation to the context with its various activities and functions.

Personalization is a broad entity that is not a single practice or set of practices.

It is a phenomenon - a way of thinking and acting. It is a cross-section of inclusive thinking and action. It is a phenomenon that should be reflected in all vocational education and training, both in theory and in practice.

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12

Practice name:

Empowering Differently Talented Learners to Reach Their Full Potential

Position in the practice mapping

Teaching practices – Professional skills development

Organization

HAMK



Co-funded by the
Erasmus+ Programme
of the European Union

Empowering Differently Talented Learners to Reach Their Full Potential

1. Practice journey

1.1. Synthetic description of the practice

Talent has been defined and understood differently in various eras and societies. In the early 20th century, talent was commonly considered synonymous with intelligence, which was measured by intelligence tests. However, such tests mainly measure an individual's level of intelligence in terms of verbal or logical thinking. Today, intelligence is seen as something more multi-dimensional. The best-known multidimensional model of intelligence is the one developed by Howard Gardner (1993)

Based on Gardner's model, Tirri and Nokelainen (2011) have developed a gauge for self-assessment of intelligence, and their research results indicate that a learner's idea of his or her own intelligence is an important factor that influences learning. Each one of us is born with our own unique genetic inheritance, which underpins our intelligence. Intelligence can be visible in one or more areas, or it can be latent. Developing intelligence into a special talent requires practice and effort. The talents individuals choose to develop and the ways in which they develop them depend on each individual's interests, home background, schooling, and the values and expectations of the society and culture surrounding them. When cultural expectations and valuations and an individual's capabilities meet, the talent is seen as useful. (cf. Uusikylä 1994; Mäkelä 2009; Tirri & Nokelainen 2011.)

Based on Carol Dweck's theory (2006), intelligence can be approached with two different mindsets that influence our motivation for learning. These can be described as a fixed mindset and a growth mindset. People with a fixed mindset believe that traits related to intelligence are based on inborn or permanent characteristics. According to this mindset, only those lacking in talent need to practice. If you are good at mathematics, for example, you have no need to practice arithmetics. Failing is a sign of inability and lack of talent in some area. As mistakes are a sign of stupidity and inferiority, failure often makes a student feel ashamed, and failing may incapacitate him or her from making an effort in his or her studies. (Tirri 2013.)

For people with a growth mindset, success and a person's characteristics are the result of practice and work, in which case failing is an elemental part of progress and learning. Instead of shame, failing may give rise to a wish to try again, as having already made the mistake, you now know how to correct it or do better next time. Teachers should guide their students towards seeing themselves and their fellow students as developing individuals, not people doomed to the characteristics of a certain type or level of intelligence. By his or her feedback, a teacher may inadvertently either reinforce a student's idea of fixed or changing characteristics or support the idea of the importance of study and practice in developing talent. The teachers' mindsets and feedback influence students' ideas about their possibilities to develop their personal competence potential. All learners should be offered the possibility for individual learning and growth. Teachers play a key role in creating these opportunities. (Dweck 2006; Tirri 2013.)

Educational institutions strive to recognise and cater to the needs of different learners. Recognising each student's strengths as a learner is vital, as learning cannot be based on

weaknesses, only on strengths. The purpose of teaching students is to give instruction that corresponds with their capabilities and development needs, so that each student's talent potential can be brought into play and underachievement avoided. A student's holistic development must be addressed in all teaching. In addition to knowledge and skills, it is important to consider a student's social, ethical and emotional development.

When planning instruction, we should remember that a student may be talented in a single individual area or multiple areas, but one person is rarely talented in everything. A student may simultaneously be highly talented in one area and extremely weak in another. All students have their personal talent profiles, and these profiles can be a very uneven mix. For example, a student may be highly talented in mathematics, while reading and writing may continuously be a great challenge to his or her learning. A talented student may also display learning difficulties or behavioural problems. (Mäkelä 2009.)

1.2 In-depth description of the main elements

1.2.1 Subject

The subjects of the process are students, vocational teachers, student counsellors, workplace instructors and employees.

1.2.2 End users

The subjects of the process are students, vocational teachers, student counsellors, workplace instructors and employees.

1.2.3 Functions

To support the growth of differently talented students to reach their full potential by personalization process individual and agile study paths which respond to the needs of the students and work life.

1.2.4 Goals

To support the students, reach their full potential his/her vocational studies, in life-long learning and in working life.

1.2.5 Output

Students with improved competence identity, abilities for continuous learning, further studies, and labour market.

2. Phases and activities

2.1 Description of phases and activities

Learning environments at educational institutions should make it possible to recognise and support the students' special strengths. For that purpose, the content of the instruction provided at the institution should be of a high quality, and the learning environments and the methods it offers should be versatile. If the educational institution's expectations concerning the students' standards of learning are too low, this might lead to a situation where none of the students perform to a high standard.

To recognise the special strengths of students, it is a good idea to observe the possible latent potential of everyone. An individual test, subject or learning situation does not directly give

the correct overall idea of a student's knowledge and skills. The teacher should create opportunities for a student to demonstrate his or her talent. According to Mäkelä (2009), talented students can be optimally recognized at an educational institution when:

- 1.** You combine different types of information on the students, including information on their cognitive knowledge and skills, vocational knowledge and skills, creativity and motivation, and descriptions of their learning and behaviour.
- 2.** You combine several sources of information, including the outcome of an initial interview, points scored on tests or examinations and grades, and the opinions of the student, a group supervisor, a special needs teacher, parents, supervisors, classmates, etc.
- 3.** You create possibilities for recognising talent in a number of different locations and at different times in various classes, projects, on-the-job learning sites, vocational skills competitions, summer jobs, hobbies, etc.

The institution should thus offer its students alternatives for learning that present different types of challenges, including the possibility of taking part in vocational skills or cultural competitions. (Perho 2010.) According to studies, competitions are an important element that inspire and enhance the motivation of the more talented students in particular – whether we are talking about academic skills, such as mathematics (Tirri & Nokelainen 2011), or manual vocational skills (Nokelainen, Korpelainen & Ruohotie, 2009)

The teacher should support the holistic development of his or her students as a part of instruction and guidance. In vocational education and training, the ethical and moral perspectives of different professions and the top expertise brought into play in them, as well as the ethics and morality related to everyone's personal actions, should also be examined in the development of top expertise. (cf. Tirri ja Kuusisto 2013; Viljamaa 2013). The most important tasks of a teacher are to foster the student's enthusiasm for learning, bolster their self-esteem as a learner, strengthen their belief in their own abilities, create tools for learning and guide them in seeing learning outcomes (Kerkola 2001).

Vocational skills competition

All people have a need to gain recognition and feel that they are part of society. Making vocational skills competitions available to all students reinforces a sense of belonging and, in turn, supports youths in their transition to adulthood. Being together, competing and participating increase social and cultural capital and promote life-long learning skills, which have been found to increase engagement and prevent marginalisation in society. (Miettinen 2009.) As vocational skills competitions allow teachers and students establish new co-operation networks with other educational institutions, companies and employers, they provide an opportunity to reduce prejudices and make attitudes more positive toward participation by everyone in society. (Pynnönen, Kaloinen and Saarinen 2013.)

All vocational skills competitions should be organised in a such a way that allows everyone unimpeded access to both participate in the competition and observe it as a spectator. Accessibility is a whole in which all citizens are able to participate in doing work, hobbies, culture and study. Accessibility also involves the availability of services, usability of implements and appliances, comprehensibility of information and the ability for individuals to participate in making decisions that affect them. In this case, we are referring to creating a physical, mental and social environment that allows each and every individual to function on an equal basis with others, regardless of their particular traits and abilities. Achieving equality is also the goal in the development of vocational skills competitions and coaching. (Pynnönen, Kaloinen and Saarinen 2013.)

Vocational skills coaching

In the vocational skills coaching of students, an emphasis is given to the student's comprehensive development, which focuses not only on their key knowledge and skills, but also individual social and emotional development. Skill and mastery are linked to potential and personal characteristics. There are different aspects of talent, which develop into specialised personal proclivities. In a favourable, motivating and encouraging environment, these proclivities grow into capabilities, which are manifested in the skilled completion of tasks, such as outstanding work performance. (Helakorpi 2009.) The purpose of vocational skills coaching is to identify the students' learning strengths and develop instruction to correspond with their abilities and developmental needs, thus taking full advantage of each student's talent potential in vocational education. (cf. Mäkelä 2009.)

On-the-job learning plays a key role for students with special needs as a facilitator for professional development and employment. On-the-job learning requires students to function in a new environment. Every time students move from instruction to on-the-job learning, they must be coached in how to deal with various workplace and job requirements. Coaching is crucial to achieving success in on-the-job learning as part of the studies. Coaching for on-the-job learning involves the co-operation of the student, teacher and workplace, where the main focus is the student. Vocational skills competitions are a different type of environment, for which students must be coached. As on-the-job learning courses must be individually planned for each student, so too should a personal coaching plan be made for vocational skills competitions. A coaching plan based on mutually agreed targets provides a precise description of the goals and progress of coaching. When making such a plan, attention must be given to matters specific to the individual, competition and skill that will have an impact on coaching. (Pynnönen, Kaloinen and Saarinen 2013.)

The buildings and equipment of an educational institution are of secondary importance compared to human interaction, social support for learning and providing an example of working in the profession. If learning takes place in motivating and encouraging atmosphere where the student feels appreciated, this at best enables him/her to develop his or her talent into a capability and special talent, which in the professional world are demonstrated as the competent and responsible actions and excellent working skills that comprise top expertise.

3. Resources

Inclusion is a multidimensional, ambiguous, and multilayered phenomenon that develops and appears in relation to the context with its various activities and functions.

Supporting the growth of differently talented students to reach their full potential is a broad entity that is not a single practice or set of practices. It is a phenomenon - a way of thinking and acting. It is a cross-section of inclusive thinking and action. It is a phenomenon that should be reflected in all vocational education and training, both in theory and in practice.

4. References and further contents

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13

Practice name:

Community Social Responsibility (CSR) in VET

Position in the practice mapping

Teaching practices – Professional skills development

Organization

MCAST



Co-funded by the
Erasmus+ Programme
of the European Union

Community Social Responsibility (CSR) in VET

1. Practice journey

1.1. Synthetic description of the practice

MCAST CSR and Events Department coordinates this practice for all MCAST students including students with certain difficulties or coming from minority groups by liaising with respective NGOs, community groups and a large number of entities to provide such opportunities both on-campus and off campus, to develop and cultivate skills, attitudes and values for the real world and empower young and adult learners to become active citizens.

1.2 In-depth description of the main elements

1.2.1 Subject

MCAST CSR brings together the Malta College of Arts, Science and Technology, non-governmental institutions, social partners and education institutions to form partnerships to develop and cultivate skills, attitudes and values for the real world and empower young and adult learners to become active citizens. MCAST Community Social Responsibility is incorporated with the MCAST CSR unit which effectively deals with transversal skills and soft skills necessary for today's world of employment. Particularly at the lower levels, this unit is structured to support students in carrying out Community Work and finalising the work on this practice.

1.2.2 End users

All MCAST students are required to do a 20-hour community service in their journey at MCAST. This practice has been developed to empower students to appreciate the work with minority groups learn how to be active citizens, help them become more employable and work with others who come from a disadvantaged group. Students who have learning difficulties or are at the lower levels of the educational spectrum are supported by either providing opportunities within MCAST campus or supported to make this work through our intensive support team.

1.2.3 Functions

A diverse range of opportunities is provided in collaboration with social partners and interested stakeholders to all learners to participate in the community social responsibility. Opportunities are either provided on campus or off campus. Students who attend lower level courses or have some form of learning difficulty or impairment are supported to find such opportunities so that even they can experience this enriching experience of giving service to the community

1.2.4 Goals

Giving the opportunity to all MCAST students to become active citizens through the fulfilling of the community work hours. The rationale behind this is that by giving one's own time helping the organisation where the community work is being carried, the individual is also helping people, communities, associations or environment they represent. What turns that donation into an investment is that the individual gets back far more than he/she has given.

1.2.5 Output

The result of this practice is the Community Work experience for all students at MCAST. The approach is that be it a Degree student or lower level, students having this experience will have the opportunity to give a service to the Community. It is inclusive on both fronts (i) on one side we have the receiving people communities and associations who are receiving the service. (ii) On the other hand students have an experience of growth with this in their skills and experiences and moreover MCAST assists students with particular difficulties to also have this experience by providing opportunities on campus for this to happen.

2. Phases and activities

List of phases of the practice "Community Social Responsibility (CSR)" [

- Phase 1: Information sessions on CSR at MCAST
- Phase 2: Finding an NGO/Association to carry out community work
- Phase 3: Apply to carry out the community work
- Phase 4: Carry out community work and submit evidence
- Phase 5: Accreditation

2.1 Description of phases and activities :

Phase 1: Information sessions on CSR at MCAST

At the start of the academic year students receive information on what CSR is, and are encouraged to explore different opportunities of where they would like to carry out the community work. Induction sessions for new students are held where among other information, students are informed about registration, acceptance, attendance, CSR webpage and social media etc... The result of this phase is to have all students informed about the CSR opportunities how to apply and what support is given if required. This phase starts at the beginning of the scholastic year and takes approximately a few weeks until as many students as possible are informed about the opportunities for CSR.

Activity 1A: Fresher's Week & Induction Sessions

Before the students can start conducting CSR they need to be given all the necessary information. During the first few weeks of the scholastic year, students are given information about what is CSR, what it involves and how this can be done.

This is done through information sessions that are carried out in person or virtually during the fresher's week which is the first week of the academic year and involves a number of information sessions. Other sessions are also held in what are referred to as Induction sessions which are sessions for new students at the start of the year to inform them of what to expect from this scholastic year. Moreover other societal organisations are also given the opportunity to have a stand during freshers' week so that students can obtain further information, and are

also made aware of the services offered. This also serves as an opportunity to establish contacts for the community work hours .

Phase 2: Finding an NGO/Association to carry out community work

After being given all the information students need to start looking for an association/NGO where they will carry out their Community work. Students are assisted with this as required from the CSR and Events department and lecturing staff. Students start making contact with an association of their interest to check if it is possible to carry out the hours there. The goal of this phase is to have a place where community work is carried out and having students apply on the CSR website and being given the go ahead for this. The duration of this phase varies on the opportunities that the student manages to find together with the assertiveness and determination of the students themselves.

Activity 2A: CSR opportunities

The CSR department regularly updates their website for opportunities and links to NGOs and other associations. Moreover, the CSR sends other adhoc opportunities and requests for CSR to students through the help of MCAST CSR lecturers. This is done either by sending emails to lecturers who in turn forward such opportunities to students. The CSR department can also do this by updating its website and facebook page to reflect such opportunities.

Activity 2B: Lecturer support with CSR

Lecturers play a very important role in helping students apply for CSR. Lecturers explain from their end and reinforce what is CSR and how this to be carried out. They support students in liaising with the CSR department and with the NGOs and different associations. Lecturers (especially at lower levels), support students to obtain the necessary transversal skills required to effectively contact such associations. This work is also incorporated within both lecturing and assessments. As already mentioned CSR is both a unit and a practice. This means that lecturers have a direct interest that the community work is indeed carried out and finalised as it is in fact a failing component of the unit itself. Students are supported to carry out the community work all throughout the process

Phase 3: Applying for CSR

After making the contact with the NGO/association students will apply online on the CSR website for formalize this process. Students will receive a formal email stating that this has been recorded and they have the go-ahead to start carrying out this initiative.

The method to apply is by filling in a Form on the CSR and Events webpage. In this Form the students will need to fill in their details together with the place where they will carry out their Community work or a description of the initiative if for example a clean-up or some other initiative is being organised.

The tool for this phase is the CSR webpage and the form the students need to fill in. The link for this form is listed below: <https://www.mcast.edu.mt/csr-application-form/>

Activity 3A: Applying and getting approval

In order to apply and get approval students need to fill in form in the link mentioned above. Students fill in their personal details and most importantly students fill in the details about the organisation where they will carry out the community work and the task(s) they will carry out, or what their CSR initiative is about.

Activity 3B: Students will await formal approval from the CSR department where they will be informed that they are accepted or might require to submit further information accordingly. This acceptance is done via email.

Phase 4: Carry out community work and submit evidence

After being accepted to carry out the above mentioned initiative, students will have a few weeks (months) to carry out such community work for it to be accepted and accredited. Students need to submit the necessary documentation and evidence for this to be fully endorsed by the CSR department accordingly.

Activity 4A: Carrying out Community Work

In this activity students will carry out community work at the accepted organisation. Students will discuss with the respective organisation a schedule of how this will be done. Following this process students will attend the organisation and ensure that after each session the person in charge will endorse the sign sheet for that particular session. If students decide to do this initiative in another way for example if they do a clean up in a local council or a particular area, they still need to have this endorsed by someone who is overseeing the initiative. Students need to ensure that they finalize at least 20 hours to be able to finalize this process.

Activity 4B: Submit Evidence

After finalizing the above activity, student need to submit the evidence of their community to the CSR and Events department. This is done by sending a scanned copy of the signature sheet. Students will receive a communication with a confirmation or otherwise that the community work has been successfully completed

Phase 5: Accreditation

Activity 5A: Incorporating community work within Community Social Responsibility

After having finalized the above phases and activities this is formally accredited within the CSR unit which helps learners at all levels, with personal core values, goal setting, organisational skills, proper personal conduct, engagement in community work experience and thus become active citizens. This will be added to other components of this unit to formally accredit the community work. The CSR unit is made up of two components. One component involves the community work i.e. the 20 hours that the students need to finalize throughout the academic year. The other part involves the various assessments that are carried out during the scholastic year. Both components are equally important in the development of the students' transversal skills and active citizenship.

3. Resources

Players:

- CSR and Events Department: The CSR and Events Department is the main player and the main driver for this practice. They oversee the whole process from start to finish.

- Education and Training Programmes and Learning Support Department: Responsible for the resourcing, planning, coordination and delivery of key skills study units across all MCAST programmes.
- Lecturers: Lecturers are an important player since they support students both throughout the process but also help wrap up the whole process in the accreditation and when giving marks for the whole unit
- Host Organisations: Host organisations have the important role whereby they provide the opportunities and tasks for students to become active citizens
- Students: Students are obviously the main stakeholders in all the above mentioned process. They follow the above procedure to be active citizens and have this incorporated within their learning journey
- Support Services: Support services also play a role in the background to help as required to help students do the community work within or outside of MCAST.

Tools:

- Online Application Form: An online template that needs to be filled in for students to apply and describe the Community Work they will be doing.
- Sign Sheet: This is a tool used by students and organisations to endorse that the students.

Spaces:

For this practice, the main space/environment is MCAST itself for those cases where the community work is done within MCAST premises. Alternatively, the host organisation (NGO or association) is the place where the practice is carried out.

4. References and further contents

- <https://www.mcast.edu.mt/mcast-community-social-responsibility/>
- <https://www.mcast.edu.mt/college-documents/>
- https://www.mcast.edu.mt/wp-content/uploads/DOC_347_CORP_REV_A_MCAST-COMMUNITY-SOCIAL-RESPONSIBILITY-POLICY-AND-PROCEDURE-2.pdf

14

Practice name:

Competence Identity

Position in the practice mapping

Teaching practices – Professional skills development

Organization

HAMK



Co-funded by the
Erasmus+ Programme
of the European Union

Competence identity

1. Practice journey

1.1. Synthetic description of the practice

Competence identity answers the question What is my competence? Competence identity is built on one's own personal history, but it also includes future expectations for competence and work. Redefining your own skills is a challenge that touches more and more people.

In the construction of a new identity, it is important that the individual is not forced to give up his or her own cultural identity, but is free to build a possible new identity of his or her own choice, in dialogue with other people. Competence identity broadens the perspective of meeting requirements to grow toward something. The aim is to build an individual's unique and dynamic competence in such a way that he or she is offered opportunities for active competence identity work and the strengthening of competence and agency.

Mosaic-like competence identity is seen as a dynamic, changing and evolving identity in sociocultural contexts.

The aim is to develop the functional capacity of future citizens and therefore guiding the identity process is justified. Identity is built through social processes in a variety of contexts, meaning through relationships with other people and groups of people. A personal identity is what an individual wants to present about him selves or her selves in each situation. When telling about him or her selves and his or her lives, the individual build personal identity. Everyone must relate him or her own personal identity to the identity which is given or offered to him or her by others.

The concept of competence identity is based on Christiansen's (1999) conception of competence, which is an identity based on one's skills and abilities. He describes the building of identity as a process where the individual acquires new competence and compensates for possible shortcomings by acquiring the extra skills needed alongside their existing competence. The construction of competence identity is based on constructivist learning, in which the student constructs knowledge as an outcome of their own activities.

The development of a competence identity is a lifelong dynamic process during which an individual builds and modifies an image of himself or herself as an actor. It takes shape in relation to other people and the surrounding society. It is defined by both existing structures and personal modalities of agency. The construction of a knowledge identity is a multi-layered and multidimensional phenomenon. It is not self-constructed and is not self-evident but must be actively developed by the individual.

About a mosaic-like competence identity:

Three separate levels can be seen in the construction of a competence identity, which are the individual, community and societal levels:



1. The individual level includes existing competence that has been acquired from a holistic learning perspective, either at school, at work, in hobbies or otherwise in leisure time, anytime, anywhere or by any means. The goal is up-to-date competence and know-how in one's own field, so that the individual is able to be employed in tasks corresponding to his or her competence and to function as part of the work community. The goal of competence development can also be a postgraduate study place or a better life. Personal competence also serves as a resource when an individual acts on a societal level.
2. The community level includes awareness of one's own activities and roles, as well as expectations in the community. The aim is to operate in a multidisciplinary and cross-sectoral community in such a way that the individual is able to value the skills of others. Individual competence can be seen as a resource for the community so that he or she is able to function flexibly, variably and developively.
3. The societal level includes acting as a citizen, professional and social expert in such a way that he or she is able to participate in the activities of society and in the social debate about it.



Competence can be described in terms of Spencer & Spencer's (Spencer & Spencer, 1993, pp. 9–11) five concepts of competence: motives, personal characteristics, self-perception, knowledge and skills, and action.

They divide competence into two further parts, explicit and implicit. Explicit competence is visible competence. It includes the knowledge and skills of an individual that can be transferred or assessed and expressed in words and numbers. Implicit expertise, on the other hand, is invisible. It can be either tacit knowledge or latent knowledge that is not easy to concretize. This also includes an individual's motives, self-perception, and individual characteristics. Implicit competence becomes apparent in the functioning of the individual and in the interaction between people.



In order to support the **agency**, the elements of the agency used as a reference framework for the agency, i.e., modalities, can be utilized (Jyrkämä, 2007, s. 206):

- Know - permanent skills, especially knowledge and skills
- Able - physical and mental abilities
- Want - motivation and motivation as well as goals and objectives
- Must - physical and social (normative and moral) constraints and coercion
- Capable - it is possible to produce and open up the possibilities of different structures in the current situation
- Feel - the basic characteristic of an individual is to value, evaluate, experience and relate his or her feelings to the situations and things he or she encounters.



The construction of a competence identity can be supported by developing the individual's views of himself or herself as a **learner, an expert and a person doing work**. Different views of one's own competence and agency arising from interaction and feedback support the individual in achieving their goals. The development of a competence identity is a dynamic and continuous process during which an individual develops, builds and applies an image of himself or herself as an expert. The development of a competence identity can be supported through regular discussions and guidance. In terms of building competence and agency, it is important that an individual recognizes his or her own competence and is able to set goals for himself or herself. In terms of building a competence identity, education or work are relevant to enable an individual to assess their own activities in relation to the requirements of working life and to build their own role as an expert in different learning and work communities.

The work as an employee is based on the idea that an individual builds alternative employment paths for himself or herself and is able to apply the acquired knowledge in practice. The constant changes in working life, the challenges of updating skills and the ideology of continuous learning challenge an individual to look at their skills identity on a regular basis.

Education or work offers an individual an excellent opportunity to develop themselves as a learner, expert and professional, as well as a builder of a competence identity. It is possible for him to develop his own skills with the ideology of continuous learning as an active actor. The competence identity is built piece by piece, in a mosaic.

1.2 In-depth description of the main elements

1.2.1 Subject

The building and updating of competence identity can be supported by developing the individual's views of themselves as a learner, expert and professional. Different views of one's own agency and competence – which take shape through interaction and feedback

– support the individuals in achieving their goals. The development of competence identity is an ongoing, dynamic process through which the individual builds, develops and applies their image of themselves as an expert. From the perspective of agency and competence building, it is important that the individual recognises their own competence and can set goals. When an individual is aware of what knowledge and skills they need to develop throughout their life, they can be helped to define how, where, when and through whom they can acquire new knowledge and skills.

Competence identity refers to a personal perception of oneself as a learner, expert and professional which is based on the individual's life history and lifeworld and serves to construct their life story. It is built and shaped through interaction in social environments, and it is closely connected to agency and competence. Building a competence identity is a multidimensional, multi-layered, dynamic process that extends through the whole of life and involves the individual as an active agent in identifying their own competence.

1.2.2 End users

Building and updating a competency identity is suitable for all individuals (and communities) in every context. In vocational education and training It can be utilized according to the quintuple helix model in administration, organizations, teachers, workplace instructors and students. For example, student and teacher can discuss together the student's competence and future competence goals. The student describes to the teacher their own skills and outline their future through existing skills needs.

1.2.3 Functions

The most important thing in building a competence identity is to map the individual's own competence and set goals for acquiring new competences. To build a competence identity, an individual needs to interact with others and provide feedback from them. One example of the process of competence identity discussion with student and his / her teacher:

- The teacher introduces the competence identity through an image to student.

- The student describes his / her own competence, for example, by writing all his / her competences, each on a separate piece of paper.
- After mapping the competence, the teacher and the student look at the overall picture of the student's competence in relation to the education to be completed/competence to be achieved.
- The teacher and the student discuss the ways in which the student wants to learn and acquire new skills in vocational training, working life and at leisure time in order to develop his / her competence identity. At the same time, the student's strengths and possible needs of support in studies are mapped out.

A personal (written) plan for developing a competency identity can be developed for the student, but it is not necessary

- The acquisition of a student's competence is regularly monitored through discussions with the teacher. It is important for the students to get feedback on their own progress, but also support in acquiring competence if they need it.
- In vocational education, the development of a student's competence identity can also be assessed for example by the workplace supervisor and the student together.
- The construction of a competence identity is a dynamic and multi-layered process and therefore it is good to have several competence identity related goal and assessment discussions according to the needs of the student during vocational training
- The final discussion of the competence identity building process will take place at the end of the vocational training (when the student's future plans are clear).

1.2.4 Goals

The goal of building a mosaic-like competence identity is to learn to recognize, articulate, utilize and use one's own competence in different situations and contexts. The goal of building a competency identity is to become aware of what I already know and what kind of competencies I should acquire.

From the perspective of building a one's mosaic-like competence identity it is important to be able to build one's own role as an expert in different learning and work communities and to assess one's own activities holistically in relation to the requirements of working life. The individual acquires competence that enables him / her to find employment in jobs that correspond to competence both now and in the future. Through the process of building a knowledge identity, we will have sustainable experts for the future.

1.2.5 Output

Competence identity manifests as verbalization of competence, recognition of strengths, and the development and flexible application of one's own competence. Competence identity develops in interaction with other people, is linked to our work and how we interpret our work, creates meaning for life and everyday events, and constitutes an important element of our well-being and overall satisfaction.

2. Phases and activities

2.1 Description of phases and activities

Coaching or teaching can take the form of an online course or contact teaching. Coaching / teaching alternates between participant meetings, student independent work, and feedback discussions.

Structure of example studies:

- What is a competence identity?
- Group teaching as face-to-face or online teaching
- How do I build my own competence identity?
- Group teaching as face-to-face or online teaching
- How is the construction of a competence identity supported, assessed and guided?
- Group teaching as face-to-face or online teaching
- Description of the competence identity
- Group teaching as face-to-face or online teaching
- Guidance discussion on competence identity and setting new competence objectives
- Personal guidance
- Continuous monitoring and evaluation with the teacher and the workplace instructor throughout the studies
- Personal guidance

3. Resources

Inclusion is a multidimensional, ambiguous, and multilayered phenomenon that develops and appears in relation to the context with its various activities and functions. Competence identity is a broad entity that is not a single practice or set of practices. It is a phenomenon - a way of thinking and acting. It is a cross-section of inclusive thinking and action. It is a phenomenon that should be reflected in all vocational education and training, both in theory and in practice.

4. References and further contents

In Finland, competence identity (coaching) has been implemented with good success for vocational education and training students and teachers. The activities have been funded by both the European Social Fund and the Finnish National Agency of Education.

Articles have also been written on competence identity:

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- Raudasoja, A. & Heino, S. (2019). Siksak-elämän uraohjausta [Career guidance and counselling in SikSak -life]. Hämeen ammattikorkeakoulu, HAMKin e-julkaisuja [Häme University of Applied Sciences, E-publications].
<https://urn.fi/URN:ISBN:978-951-784-818-3>
- Heinilä, H., & Honkanen, E. (2020). Sosiaalinen sirkus ja valokuva opiskelijan osaamisidentiteetin vahvistajana valmentavissa koulutuksissa [Using social circus and photography as tools for consolidating competence identity of students in preparatory

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<https://journal.fi/akakk/article/view/99274>





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