

GUIDE FOR TRAINERS FROM VET TRAINING CENTRES

Guidelines for the inclusive mobility for
the people with fewer opportunities

Guide for VET Trainers



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INTRODUCTION

European countries have collectively dedicated to fostering more inclusive educational systems, tailoring their approach based on unique historical and present contexts. **Pursuing inclusive education is crucial in the broader vision for socially inclusive societies**—a goal all countries endorse ethically and politically.

Education and training systems must ensure the **successful academic journey of all learners, including those facing disadvantages and individuals with fewer opportunities**. It involves embracing alternative pathways, personalized learning, and second chance education when necessary, aligning with the European Union's 2020 Education and Teaching Strategy's third strategic objective: promoting equity, social cohesion, and active citizenship. However, realizing this objective remains a significant challenge, particularly within initial Vocational Education and Training (VET), where European systems are yet to bridge the gap.

Furthermore, the European Disability Strategy 2010–2020 promotes **inclusive education and lifelong learning for learners with disabilities and special needs**. In the Bruges Communiqué, the European Commission advocates for increasing opportunities for disadvantaged learners in VET through innovative approaches such as alternative pathways and more in-company training.

Our initiative focuses on **developing an innovative guide for trainers from VET organizations** to help their students who belong to vulnerable groups enroll in international mobilities and integrate in-company training abroad.

The guide's objectives revolve around crucial considerations, including enhancing internship experiences for the target group, creating flexible pathways linking formal school curriculum to in-company training, and facilitating Mobility through adopting ECVET (The European Credit System for Vocational Education and Training) principles. Notably, **the project aims to increase opportunities for students in vulnerable situations to engage in a Mobility EU Experience while supporting enterprise mentors and staff during internship experiences.**

THIS GUIDE IS A **PRACTICAL TOOL FOR TRAINERS**
FROM VET SCHOOLS WHO WANT TO **ORGANIZE**
AND LEAD MOBILITY PATHS FOR STUDENTS WITH
FEWER OPPORTUNITIES.



CHAPTER 1

COMMUNICATION

How to communicate effectively

Required skills by the VET trainers to communicate with students with fewer opportunities in international mobility/in-company training.

Contents

Conditions for social relationships and professional communication strategies

Verbal, nonverbal, and written communication strategies

Multi-level, transparent communication techniques

Communication methods

Overcome barriers to communication and inclusion

Navigating Inclusive Communication in International Mobility: Erasmus Strategies for Individuals with Fewer Opportunities

Understanding and navigating the conditions for social relationships and professional communication is crucial, especially in International Mobility programs like Erasmus, where individuals facing fewer opportunities may encounter distinct challenges. It is **essential to tailor communication strategies** to address the specific needs of this group, **fostering inclusivity and enabling effective engagement within the Mobility program** experience.

Communication approaches should encompass verbal, nonverbal, and written methods to engage individuals and groups participating in Erasmus programs. **The emphasis on inclusivity involves adapting communication strategies to accommodate diverse needs**, ensuring those with fewer opportunities feel supported and heard throughout their Mobility programs like Erasmus's journey.

Transparency and ethical communication require multi-level techniques that align with established principles. **These techniques should be tailored to the unique challenges faced by individuals with fewer opportunities, creating an environment of openness and understanding.**

Recommendations

Recognizing and adapting communication methods that work best for individuals facing fewer opportunities is critical.

Empowering them to communicate independently and confidently during their **Experiences from Mobility programs involves ensuring accessibility and providing personalized support to meet diverse communication needs within the program.**

Proactive measures are necessary to overcome barriers to communication and inclusion, particularly for those with fewer opportunities. Strategies should address the unique challenges encountered by this group, **creating an inclusive and supportive environment that encourages meaningful participation and engagement for all participants**. Implementing strategies that make an inclusive and supportive environment is essential, fostering significant involvement and engagement for all participants.

Conditions for social relationships and professional communication strategies

Understanding Unique Conditions

Conduct a comprehensive analysis of the unique conditions influencing social relationships and communication for individuals with fewer opportunities in the context of Mobility programs.

Utilize surveys, interviews, and focus group discussions to gather insights from participants, educators, and relevant stakeholders. Document critical challenges and opportunities identified during the analysis.

Defining Tailored Communication Strategies

Based on the understanding gained, **develop tailored communication strategies specific to the diverse international settings for individuals with fewer opportunities.**

Collaborate with communication experts, educators, and target group representatives to design strategies that address the identified needs and challenges. **Create a guide or manual** outlining these strategies for effective implementation.

Verbal, nonverbal, and written communication strategies

Implementing Inclusive Communication

Design and conduct training sessions for participants, emphasizing verbal, nonverbal, and written communication methods.

Incorporate inclusivity modules into pre-departure orientations and ongoing support programs, providing participants with tools to adapt communication strategies to diverse needs.

Establish a communication feedback loop to assess and refine strategies continuously based on participant experiences.

Utilizing Clear and Multi-level Communication Techniques

Multi-level, transparent communication techniques

Develop a framework for multi-level communication techniques aligned with ethical principles. **Customize communication materials** and guidelines to address the challenges faced by individuals with fewer opportunities. **Implement transparency measures**, such as regular updates and open communication channels, to foster an environment of trust.

Identifying and Adjusting Effective Communication Approaches Defining Tailored Communication Strategies

Communication Methods

Conduct workshops or awareness programs to help participants recognize effective communication methods that suit their needs. Establish a support system, including mentors and resources, to ensure participants can independently adapt and utilize communication methods. **Promote accessibility** through technology and personalized support, addressing diverse communication needs within the Mobility program.

Taking Proactive Steps to Overcome Barriers

Overcome barriers to communication and inclusion

Identify potential communication and inclusion barriers through ongoing monitoring and feedback mechanisms.

Establish a dedicated support team to address issues promptly, providing resources and assistance where needed.

Foster a culture of openness and collaboration among participants, educators, and **support staff to proactively overcome challenges.**

Fostering Inclusivity: Building an Inclusive Environment

Develop and implement policies that promote inclusivity and diversity. Organize regular events, forums, or support groups to **encourage meaningful participation and engagement** for all participants. **Evaluate the impact of implemented strategies** through feedback surveys and continuous assessment, making adjustments as necessary.

Conclusions

This approach establishes a strong foundation for improving communication and promoting inclusion in Mobility programs like Erasmus for individuals with fewer opportunities. **Consistent evaluation, teamwork, and flexibility are crucial components to guarantee the success of the suggested strategies.**

Recommendations

Building Collaborative Partnerships

We recommend establishing **solid partnerships with organizations and experts specializing in inclusive practices to enhance communication and support** for individuals with fewer opportunities within the Mobility program. Collaborating with these partners will bring diverse perspectives and expertise to the program, thereby enhancing the development and implementation of effective communication strategies.

Tailored Pre-Departure Training

Tailoring pre-departure training sessions to the specific needs of participants with fewer opportunities is essential. Emphasizing cultural sensitivity, effective communication, and adaptability in these sessions ensures that participants are well-prepared for their challenges, fostering confidence and inclusivity.

Staff Development for Continuous Improvement

Ongoing **professional development opportunities for staff, mentors, and support personnel involved in the Mobility program are crucial**. Focusing on inclusive communication and understanding the needs of individuals with fewer opportunities through continuous learning contributes to a more supportive and responsive environment.

Engaging Workshops and Collaborative Learning

Incorporating interactive workshops and peer learning sessions into the program facilitates open communication and mutual understanding among participants. These **interactive sessions promote active engagement**, allowing participants to learn from one another and share experiences, fostering a sense of community.

Inclusive Communication Technology

Integrating accessible communication technologies and tools is recommended to accommodate diverse needs. Embracing technology enhances communication options, allowing participants to choose methods that suit their preferences and abilities.

Dedicated Teams for Inclusive Support

Establishing dedicated support teams to address communication barriers and inclusion challenges promptly is crucial. A support system ensures that participants with fewer opportunities can access assistance when needed, contributing to a positive and inclusive experience.

Continuous Improvement through Regular Evaluation

Implementing a **continuous evaluation process and collecting feedback from participants, staff, and relevant stakeholders is recommended**. Regular evaluations enable the identification of areas for improvement, allowing for timely adjustments to communication strategies and inclusion measures.

Diversity and Inclusion Training

Including **cultural sensitivity training** as an integral part of the program enhances participants' understanding of diverse cultural norms and communication styles. **Cultural sensitivity fosters a respectful and inclusive environment**, reducing the likelihood of miscommunication and promoting positive interactions.

Community Involvement Initiatives

Encouraging community engagement initiatives within the mobility programs is essential to promoting interaction between participants and the local community. **Community engagement enhances social integration, providing opportunities for participants with fewer opportunities to develop meaningful connections and relationships.**

Flexible Project Planning

Designing the Erasmus or other Mobility program with flexibility to accommodate the diverse needs of participants, including personalized support plans and adaptable communication strategies, is recommended. **Flexibility ensures that the program remains responsive to the unique requirements of individuals with fewer opportunities**, promoting an inclusive and accommodating environment.



CHAPTER 2

MOTIVATION

Motivating Students with Fewer
Opportunities for International
In-Company Training

IMPROVING PROFESSIONAL DEVELOPMENT ACCESSIBILITY AND INCLUSIVITY

Understanding Unique Challenges:

Gain insights into the specific challenges faced by students with fewer opportunities to access international in-company training.

Identifying Motivational Factors:

Identify critical factors that can motivate and encourage students with fewer opportunities to participate actively in international training.

Providing Solutions for Overcoming Barriers:

Offer practical solutions and strategies to overcome common barriers that impede the participation of students with fewer opportunities.

Enhancing Communication Strategies:

Improve communication strategies to engage and motivate students, emphasizing inclusivity effectively.

Establishing Support Systems:

Advocate for creating robust support systems, including mentorship and peer support, to provide guidance and encouragement.

Proposing Tailored Incentive Programs:

Recommend incentive programs to motivate students with fewer opportunities, enhancing their commitment to international in-company training.

Promoting Cultural Sensitivity:

Emphasize the importance of cultural sensitivity in training programs, fostering an inclusive and respectful environment for all participants.

Approach and Strategies**Literature Review:**

Examine existing literature concerning motivational factors, communication strategies, and support systems for students with fewer opportunities in international training.

Case Studies:

Evaluate successful case studies of programs that have effectively inspired students with fewer opportunities to engage in international in-company training.

Stakeholder Consultation:

Collaborate with students, educators, industry professionals, and support organizations to collect diverse perspectives and insights.

Development of Recommendations:

Based on the findings, formulate practical and actionable recommendations for motivating students with fewer opportunities.

Pilot Programs:

Execute pilot programs to assess the effectiveness of proposed strategies and gather feedback for further refinement.

Recommendations**Tailored Support Programs:**

Developing tailored support programs that specifically address the challenges faced by students with fewer opportunities to access international in-company training is recommended.

Personalized support programs, encompassing mentorship, counseling, and financial aid, can offer targeted assistance, helping students overcome barriers.

Inclusive Communication Campaigns:

Launching inclusive communication campaigns that showcase the benefits and opportunities of international in-company training for students with fewer opportunities is recommended. **Effective communication campaigns have the potential to raise awareness, dispel misconceptions, and inspire confidence among students, thereby encouraging their active participation.**

Financial Assistance Programs:

Establishing financial assistance programs, such as scholarships, grants, or subsidized internships, to alleviate financial barriers for students with fewer opportunities is recommended. **Financial support is a crucial incentive, making international in-company training more accessible** and attractive to students facing economic challenges.

Cultural Sensitivity Training:

Integrating cultural sensitivity training into the preparation phase of international in-company training programs is recommended. **Cultural sensitivity training ensures that students with fewer opportunities feel included and supported** in diverse cultural environments, enhancing their overall experience.

Mentorship Initiatives:

Implementing mentorship initiatives that connect students with fewer opportunities to experienced professionals who can provide guidance and encouragement is recommended. Mentorship fosters a supportive network, offering valuable insights, motivation, and a sense of belonging to students navigating international training experiences.

Collaboration with Industry Partners:

Collaborating with industry partners to create internship opportunities and training programs for students with fewer opportunities is recommended. **Industry partnerships contribute to the development of tailored training experiences that align with students' and employers' needs and expectations.**

Recognition and Awards:

Introducing recognition and awards programs that celebrate the achievements of students with fewer opportunities to engage in international in-company training is recommended.

Public recognition provides motivation and validates students' efforts, fostering a positive attitude toward participation.

Accessible Information Platforms:

Developing accessible information platforms that provide clear and detailed information about international in-company training opportunities, requirements, and support services is recommended. **Accessible information ensures that students with fewer opportunities can easily navigate the application process and make informed decisions about participation.**

Peer Support Networks:

Establishing peer support networks where students with fewer opportunities can connect with peers who have previously participated in international in-company training is recommended.

Peer support offers a valuable resource for sharing experiences, advice, and insights, creating a sense of camaraderie among participants.

Continuous Feedback Mechanism:

Implementing a continuous feedback mechanism that allows students to provide input on their experiences during and after international

in-company training is recommended. **Feedback enables program organizers to identify areas for improvement, address concerns, and refine strategies for future cohorts.**



CHAPTER 3

SOFT SKILLS

Developing Soft Skills for Students with Fewer
Opportunities in International
In-Company Training

Developing Soft Skills for Students with Fewer Opportunities in International In-Company Training

Recommendations

Fostering Inclusive Professional Growth through Soft Skills

In identifying critical soft skills, the focus is on prioritizing those essential for success in international in-company training for students with fewer opportunities.

The imperative is to **understand and address the barriers hindering soft skills development among students with fewer opportunities**, creating a foundation for targeted interventions.

Tailoring programs becomes essential, with an emphasis on developing soft skills that align with the unique needs and challenges of the target group, ensuring relevance and effectiveness.

Promoting cultural competence emerges as a central theme, emphasizing its significance as a fundamental soft skill. Strategies for its integration into training programs are provided, recognizing its vital role in the inclusive professional growth of individuals.

The methodology involves a **comprehensive needs assessment to identify specific soft skills gaps** and challenges faced by students with fewer opportunities.

Approach and Strategies

A thorough **review of existing literature on effective soft skills** development, particularly in international and multicultural contexts, is undertaken.

Engagement with stakeholders, including students, educators, industry professionals, and mentors, is crucial to gathering diverse perspectives on the soft skills necessary for success.

The subsequent design of soft skills development programs incorporates experiential learning, workshops, and practical scenarios.

Special attention is given to **cultural competence integration**, with the development of modules and activities explicitly addressing this aspect. This ensures **that students are equipped to navigate diverse international environments**.

A **commitment to continuous evaluation** is maintained, with the effectiveness of the soft skills development programs assessed through feedback, assessments, and real-world performance indicators. This iterative **process allows for ongoing refinement and optimization of the programs**.

FOSTERING INCLUSIVE PROFESSIONAL GROWTH THROUGH SOFT SKILLS

To cultivate **a holistic approach to soft skills development**, we recommend encompassing communication, adaptability, teamwork, cultural competence, and leadership. This **comprehensive approach ensures that students are well-rounded, effectively preparing them to navigate diverse professional landscapes.**

To enhance the practical applicability of soft skills, one should integrate **real-world scenarios and case studies into development programs**. Incorporating practical applications better equips students with the challenges they may encounter in professional settings.

Reccomandations

Promoting self-awareness and reflection is an integral component of soft skills development. This approach fosters **personal growth, enabling students to recognize and refine their strengths and areas for improvement.**

Facilitating **cross-cultural collaboration within soft skills** development programs is recommended. Exposure to diverse perspectives enhances cultural competence and teamwork, critical components of success in international settings.

Schools and other organizations are recommended to **establish ongoing support mechanisms, including mentorship and counseling services**, to sustain the soft skills development journey. Continuous support ensures that students with fewer opportunities feel empowered and motivated throughout their international in-company training experiences.

Collaboration with industry partners is recommended to align soft skills development programs with current industry demands. This collaboration enhances program relevance, **ensuring that students are equipped with skills sought after by employers in international contexts.**

Implementing a system to **measure and celebrate students' progress** in soft skills development is suggested. Recognizing and celebrating achievements **reinforce the value of soft skills and motivate continued growth.**



CHAPTER 4

STUDENT COMPANY MATCH

Internationalisation of Opportunities:
Guide to Business Selection and Internship for
Vulnerable Youth

Empowering Internship Success: Tools and Practices for Tutors in VOcational Training

This chapter concentrates on **equipping tutors with specific tools** and practices to comprehend the procedures before the internship psrogram and **identify the competencies students acquired during their training.**

The process of **selecting and exchanging information before the internship program abroad involving the Vocational Training Centre, the company, and the students is vital** to establishing a shared plan benefiting both the company and the students.

The goals include **enhancing the employability of students in the company, expanding learning opportunities for the most vulnerable young people, encouraging cooperation between Vocational Training centers and companies** (covering aspects like curricular development, knowledge transfer, socio-labor skills, etc.), and contributing to the success of the internship program for students with fewer opportunities, thereby **benefiting both VET centers and businesses.**

Methodology for Effective Implementation of Internship Abroad Program with Students in Vulnerable Situations

To **ensure the effective implementation of the Internships Abroad Program**, business tutors need to be familiar with the pertinent procedures and documents related to the preparation phase. They are encouraged to **develop tools that simplify understanding the Internships Abroad program and its outcomes, facilitating effective communication with Vocational Training (VET) representatives.**

Understanding the synergy between acquired skills and labor market demands, as well as the importance of feedback between vocational training and the work environment, is essential for tutors.

Approach and Strategies

The methodology addresses **crucial questions, outlining responsibilities when participating in an internship abroad program** with students in vulnerable situations, from selecting suitable candidates to matching skills.

Businesses and organizations must communicate with the VET center through email, telephone calls, or face-to-face meetings to carry out these actions. They should **obtain a toolkit** detailing the responsibilities and agreements needed to receive students, coordinate a process before the student's arrival (either through a curriculum, motivation letter, email, or Skype interview) to thoroughly understand the candidate, and **request VET center questionnaires to provide detailed information on the skills, job preferences, EQF level, previous experience, motivations, and recommendations of the students.**

It is also essential to **understand the learning outcomes** that the student must achieve, prepare a detailed profile of the company (including the sector, main activities, and types of positions available to students), and consider the monitoring and evaluation activities that the company must carry out at the established times.

These steps are particularly crucial when dealing with students with special educational needs.

Materials, Resources, and Tools for Effective Implementations of the Program of Internship Abroad

Various material resources and tools are essential to effectively carry out the Program of Internships Abroad and apply the described methodology. These include:

Guides and Manuals: Develop detailed guides for business tutors covering issues such as student data, VET center information, insurance, practice calendar, schedule, and the reference person in the country.

Templates: Create standard templates for curricula, motivation letters, emails, and questionnaires that can be adapted to the needs of students and companies.

Online Communication: Utilize online platforms to facilitate efficient communication between business tutors, VET center tutors, and learners, allowing for the quick and secure exchange of information.

Standardized Questionnaires: Design standardized questionnaires that gather detailed information about skills, job preferences, EQF level, previous experience, motivations, and recommendations of students. This information can be collected in a specific traineeship notebook for students.

Business Information Packages: Prepare information packages for companies that include program details, responsibilities, necessary agreements, and examples of student profiles. This information can be compiled in a company-specific traineeship book.

Monitoring System: Design a tracking system to monitor students' progress during internships, collect feedback from companies, and adjust strategies as needed. It is essential to define how the supervision of practices, visits, etc., will be carried out.

Assessment Tools: Develop assessment tools that help measure student achievement of learning outcomes and guide business monitoring and evaluation activities. These can be attached to the trainee notebooks of students and business tutors.

Training Materials: Create training materials for tutors and businesses to ensure they are fully informed about the tasks and adaptation to the specific needs of vulnerable students

Reccomandations for Business Tutors abroad who partecipates in Internship Programs for Vulnerable Students

For business tutors participating in internship programs for vulnerable students abroad, several recommendations can enhance the effectiveness of their role:

Understanding Diversity: Foster a deep understanding of vulnerable students' diversity and specific needs. Sensitize tutors to potential barriers and provide resources to support inclusion. It is recommended that all this information is collected in writing in the company notebook of practices.

Initial Information Session: Conduct an initial briefing for business tutors, providing details about the program, its objectives, and the importance of their role in developing vulnerable students. Ideally, the students will be presented during this meeting, as well as the reference person of the training center that will accompany them.

Open Communication: Establish frequent communication channels between company tutors and VET center tutors to clarify doubts or resolve possible problems that may arise in the company.

Detailed Orientation: Provide detailed guidance on the expectations and responsibilities of business tutors, encouraging the adaptation of the work environment to accommodate the specific needs of vulnerable students, such as adjustments to schedules, workspaces, or supporting tools and technologies.

Planning of Tasks and Objectives: To make it easier for business tutors through the practice book to achieve the realistic tasks and objectives set by VET centers to enable vulnerable students to achieve their intended learning outcomes.

Set Clear Targets: Establish clear goals for the professional and personal development of vulnerable students, ensuring that they are aligned with the program's objectives and the company's expectations.

Active Participation: Encourage the active participation of students in projects and activities, giving them opportunities to improve their skills in a professional environment.

Social and Emotional Support: Foster an environment where students feel comfortable sharing their experiences and concerns. The role of the person who accompanies the students is critical to this.

An Internship Experience for a Migrant Student with Speech Difficulties

Jon is applying for an internship program in Business Administration. He'd like to work in a small office. The faculty at your VET center ensures that your job, especially when using the computer, is good. However, Jon has a marked speech difficulty, and the company's staff are worried they don't understand what he says. The company is also concerned that it does not perform specific office jobs and realizes it can be isolated from the group.

Clarifying by email, in person, or by phone with a VET tutor is the best way to address aspects of work that may require the student to talk to others. What are some things you could try to ensure Jon is involved with the spoken elements and the other elements of the work? How could you facilitate his participation in the group? Ensure staff in the workplace know how to interact with someone who has difficulty speaking and pay attention to them in conversations.

An Internship Experience for a Migrant Student with Speech Difficulties

Fatima is on a motor vehicle course. She says she has epilepsy but that her illness is in control with medication. In the last three years, he has suffered only four seizures during the day, which were related to specific circumstances.

She also says she constantly receives clear warning signs before a seizure. She is very interested in doing this course and is happy to be able to do the internship at a company abroad. She understands her concern but points out that if she never dared to do something dangerous because she might suffer a seizure, she would not leave the house.

It is, therefore, necessary to clarify all the essential information with the student and the VET tutor. For example, if there is a health and safety risk to be analyzed, if certain environmental conditions may increase the risk of a seizure, or what elements are unnecessary.

What decisions could you make with Fatima? Would you need to conduct a risk assessment? And if so, what would it mean? Would you need to inform other staff members about your preparations for Fatima?

Links and Glossary

<https://www.vantagemobility.com/blog/incredibly-inspiring-quotes-for-people-with-disabilities>

<https://education.gov.mt/en/Documents/Public%20Consultations/Work%20Based%20Learning%20and%20Apprenticeship%20Act.pdf>

<http://www.promotewbl.eu/wp-content/uploads/2018/10/IOI-Guide-on-Effective-WBL-in-VET.pdf>

https://books.google.com.mt/books?id=BXnbCOAAQBAJ&pg=PA112&lpq=PA112&dq=match+in+wbl&source=bl&ots=fZ_RsFDsSm&sig=ACfU3U3NonBK7f22yQswb_4r38vq9u65Dw&hl=en&sa=X&ved=2ahUKEwiDysfU7M3iAhUEaVAKHUBRDHAQ6AEwDXoECAcQAO#v=onepage&q=match%20in%20wbl&f=false

https://dera.ioe.ac.uk/12062/7/including-disabled-learners-in-work-based-learning_Redacted.pdf http://www.workbasedtraining.eu/wp-content/uploads/2015/10/OVERVIEW_final1.pdf

Glossary

1. Internships Abroad:

–Temporary work experience carried out by students in a foreign country as part of their academic training.

2. Vocational Training (VET):

–Education system that provides knowledge and skills specific to an occupation or industry.

3. Work-Based Learning (WBL):

– Educational model that combines classroom training with practical experiences in the workplace.

4. Company tutor:

– Professional appointed in a company to guide and supervise students during their internships.

5. Inclusion:

– Process of ensuring that all people have equal opportunities and access, regardless of their individual characteristics.

6. Diversity:

– Existence of a variety of identities and experiences in an environment, including differences in gender, ethnicity, sexual orientation, etc.

7. Corporate Social Responsibility (CSR):

– Business practices that take into account the social and environmental impact of the company, beyond its economic responsibilities.

8. Monitoring and Evaluation:

– Process of monitoring and evaluating the progress and results of a programme.

9. Inclusive Work Environment:

– Workplace that fosters diversity and creates an environment in which all people feel valued and respected.

10. Feedback:

– Information provided on performance for the purpose of improving and developing.

11. Educational Social Responsibilities:

– Commitment of educational institutions to address social issues and contribute to the well-being of the community.

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