

“EQAVET for inclusion and prevention of
drop-out in vocational education”

Project acronym: EQAVET4INCLUSION

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Joint report
on validation of the Self-assessment tool,
Training curricula and training material for vocational school’s
staff

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Report

Introduction

The joint report synthesizes findings from national workshops conducted across several European countries, including Greece, Italy, Sweden, Ukraine, and Moldova, as part of the EQAVET4INCLUSION project. This project aims to enhance inclusion and prevent dropout in vocational education through the development and implementation of a self-assessment tool and training curricula.

General info regarding the report

Workshop organisation: The report details how the workshops were organized across different countries, noting that they were primarily conducted online. These sessions featured interactive components such as real-time feedback, group discussions, and evaluations of the tools being developed.

Feedback on Self-assessment tool: While the tools were generally well-received, there was a consensus on the need for more customization to reflect the peculiarities of each educational system and region.

Evaluation of Training Curricula: The training curricula were largely approved by the participants, who also suggested improvements such as integrating more interactive and practical content. The feedback highlighted the necessity for the curricula to be adaptable and relevant to local needs while providing comprehensive strategies to reduce dropout rates.

Stakeholder roles: The report clarifies the perceived roles of schools, teachers, parents, and students in the educational process. Schools are seen as the framework providers, teachers as the executors of the curriculum, parents as supportive partners, and students as active participants.

Recognition and Policy measures: Participants acknowledged the importance of the areas addressed by the project and suggested various policy measures.

Impactful measures: The report identifies specific measures considered most effective in reducing dropout rates, such as integrating career guidance into school curricula and improving teacher training and digital infrastructure.

General findings and recommendations: The joint report summarizes the overall direction of the project findings, emphasizing the need for ongoing adaptation of the tools and curricula to better meet the needs of a diverse student population and to align with local educational policies.

Positions/Functions of participants:

Participants in the workshops were predominantly from educational backgrounds, serving in roles such as teachers, managers, educators, experts, trainers, and researchers, all engaged in vocational education and training.

Dates and general quantity of participants:

- **Italy:** May 29, 2024; 21 participants involved.
- **Sweden:** May 31, 2024; 10 participants involved.
- **Ukraine:** April 26, 2024; 14 participants involved.
- **Moldova:** May 29, 2024; 10 participants involved.
- **Greece:** May 20; 10 participants involved.

Agenda:

- Introduction to the EQAVET4INCLUSION project
- Interactive evaluation of self-assessment tools and training curricula
- Group discussions and feedback sessions
- Conclusion and action points

Pictures:

Images from the workshops are provided in limited resolution in each partner report to protect participant privacy and are accessible in the project's digital archive for authorized stakeholders.

Validation result:

1. General description of how the workshop was organised in participating countries

Workshops across Italy, Sweden, Ukraine, Moldova, and Greece were held predominantly online, using webinar tools and a focus on both theoretical and practical elements of the EQAVET4INCLUSION project.

Each workshop introduced participants to the project's goals and tools, including the Self-Assessment Tool and Training Curricula, followed by hands-on activities.

Participants were encouraged to engage with the Self-Assessment Tool, share insights, and provide feedback on its usability and relevance. The workshops were structured to include presentations, group discussions, practical exercises, and plenary sessions. Online tools like videoconferencing platforms were used for virtual workshops, and materials were shared beforehand to ensure smooth participation. Participants included a mix of teachers, school administrators, career counselors, and psychologists, ensuring diverse perspectives.

Interactive activities, such as testing the Self-Assessment Tool and discussing its application in real scenarios, allowed participants to connect the concepts with their professional contexts.

The sessions concluded with reflections, feedback on the training materials, and discussions about the practical implementation of strategies to prevent dropouts and improve inclusion in vocational education.

Overall, the workshops combined theory with practice fostered collaborative learning, and emphasized actionable steps for adopting the EQAVET framework in educational institutions. Feedback gathered during these workshops has been instrumental in refining the project tools and aligning them with participants' needs.

2. Participant's feedback on a Self-assessment tool and Training Curricula

2.1. Participants' recognition of the factors found in the self-assessment tool, which are missing in their school and whether the offered solutions from Training Curricula will be helpful in the prevention of dropout in vocational education;

Participants across different regions recognized that while the self-assessment tool was thorough, it lacked certain local-specific factors. For example, Ukrainian participants noted that integrated career guidance is absent within their schools. The tool helped highlight gaps in areas such as career guidance, inclusion policies, and dropout prevention strategies. The training curricula were seen as highly beneficial, offering structured approaches to address these gaps, particularly through career guidance programs, inclusive teaching practices, and professional development for educators. These solutions were viewed as effective in fostering collaboration, engaging students, and building supportive environments to prevent dropouts.

2.2 Agreement/disagreement with of Training Curricula: elements that have been missing.

Participants across the workshops expressed strong agreement with the first version of the Training Curricula, praising its comprehensive and practical approach to addressing dropout prevention and improving vocational education. They valued its structured design, clear objectives, and adaptability to the needs of diverse educational contexts. The materials were seen as a strong foundation for fostering inclusive education and enhancing collaboration between teachers, schools, and families.

Participants also offered constructive suggestions to further enhance the curricula. They proposed integrating more interactive and dynamic elements, such as videos, audio, and interactive activities, particularly for Moodle. Family engagement strategies were highlighted as an essential focus area, with participants recognizing the importance of fostering strong school-family partnerships.

Additionally, participants appreciated the potential for local adaptation of the content, suggesting ways to better align the curricula with specific regional needs, such as addressing gender stereotypes in career guidance and integrating region-specific career opportunities.

Overall, the Training Curricula were viewed as highly effective and impactful, with participants expressing enthusiasm for its implementation while also acknowledging opportunities to make it even more engaging and tailored to the diverse needs of vocational education providers.

2.3. Summary of what areas are perceived as belonging to the school, teacher, parent, and student.

The workshops highlighted clear roles and responsibilities for schools, teachers, parents, and students in creating a supportive and inclusive environment to prevent dropouts and enhance vocational education.

Schools were seen as responsible for developing and implementing policies that foster inclusion, provide career guidance and support dropout prevention. This includes allocating resources, creating career advice centers, and ensuring collaboration with employers and the community. Schools were also tasked with maintaining a safe and inclusive environment and regularly evaluating their policies and practices.

Teachers play a crucial role in delivering inclusive and engaging education, adapting teaching methods to students' needs, and offering career guidance and emotional support. They are responsible for integrating career-related content into lessons, supporting students' career planning, and maintaining open communication with parents to strengthen the learning environment.

Parents were identified as essential partners in supporting their children's education. Their role includes active involvement in their child's academic journey, providing emotional and motivational support, and collaborating with teachers and schools to address challenges.

Parental engagement in school activities and regular communication with educators was emphasized as critical.

Students were encouraged to take responsibility for their own learning and actively participate in educational and career planning. They are expected to engage with the support and resources provided by schools, teachers, and parents to achieve their educational and professional goals. Collaboration with peers, educators, and family members was seen as key to fostering their growth and success.

The shared efforts of all these stakeholders were seen as crucial for creating an environment where students feel supported, motivated, and prepared for their future.

3. Participants' feedback on a conceptual model

3.1. Summary of whether participants recognized the areas mentioned.

Participants widely recognized the areas mentioned in the self-assessment tool and training curricula as critical for preventing dropouts and enhancing vocational education. They acknowledged that the tools effectively addressed essential aspects such as career guidance, inclusion policies, teacher training, and family involvement. These areas were seen as relevant to their institutional needs and instrumental in fostering a supportive educational environment. Participants appreciated that the self-assessment tool helped identify gaps in their current practices, such as insufficient career counseling services or lack of structured collaboration with families. The training curricula were recognized as aligning well with these areas, offering practical strategies and solutions to strengthen institutional frameworks, improve teaching practices, and enhance student engagement. Across all regions, participants confirmed the relevance of the areas mentioned and viewed the tools as valuable resources for addressing key challenges in vocational education.

Across all workshops, participants recognized the critical areas addressed by the curricula, affirming their relevance to preventing dropout and enhancing vocational education quality.

3.2 Summary suggested policy measures a school can take in these areas.

Participants identified several measures with the greatest potential to reduce dropout rates and improve vocational education. One of the most impactful measures is the implementation of comprehensive career guidance programs, including the establishment of career advice centers and integration career counseling into the curriculum. This ensures students receive timely support in identifying their career paths and developing essential skills.

Family engagement was also highlighted as a key factor. Actively involving parents in the educational process through regular communication, school events, and collaborative efforts helps create a supportive environment for students, improving their motivation and retention.

The use of the Quick Scan tool was considered highly effective for identifying critical gaps in school policies and practices, enabling schools to address issues promptly. Coupled with the

Training Curricula, it fosters a structured and inclusive approach to teaching and learning, which participants viewed as critical for enhancing student engagement and success.

Another impactful measure is the professional development of teachers, ensuring they are equipped with modern teaching methods, strategies for inclusive education, and tools for addressing diverse student needs. Additionally, fostering partnerships with local businesses and organizations provides students with practical training opportunities, making vocational education more relevant and engaging.

Finally, creating a safe, inclusive, and supportive school environment with clear policies and sufficient resources was seen as vital. These measures, collectively, are expected to significantly lower dropout rates and improve the overall quality of vocational education.

3.3. Measures considered to have the main impact.

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4. General summary and conclusion of the workshop

The workshops highlighted the importance of a comprehensive, collaborative approach to preventing dropouts and improving the quality of vocational education. Participants acknowledged the value of the EQAVET4INCLUSION tools, including the self-assessment tool and training curricula, in identifying gaps in existing practices and offering practical solutions. The tools were recognized for their ability to support schools in fostering inclusion, strengthening career guidance, and creating safer, more supportive learning environments.

A recurring theme across the workshops was the need for collaboration among schools, teachers, parents, and students to ensure long-term success. Schools were identified as key actors in implementing policies and providing the necessary infrastructure, while teachers were seen as pivotal in delivering inclusive and engaging education. Parental involvement and student engagement were emphasized as critical for sustaining progress.

Participants appreciated the structured and practical nature of the training curricula but suggested further enhancements, such as local adaptations. Family engagement, professional development for teachers, and partnerships with businesses were considered essential for achieving meaningful outcomes.

In conclusion, the workshops underscored the importance of integrating innovative tools and collaborative efforts into educational practices. The EQAVET4INCLUSION tools were widely seen as a strong foundation for addressing dropout challenges and enhancing vocational education, with participants expressing commitment to their implementation and ongoing improvement.

