

Strategy 8 | Curriculum Guidance in VET Education

Curriculum Guidance in VET Education

TYPES OF STRATEGY

- Prevention
 Intervention
 Compensation

ADDRESSED TO THE RISK FACTORS

- Personal challenges
 - Lack of motivation, interest and expectations
 - Low educational achievement
 - Disengagement
 - Irregular transitions
- Institutional factors
 - Lack of professional/personal/academic orientation
 - Lack of educational identification mechanisms for the risk of dropping out
 - Absenteeism/exclusion from classes
 - Institutional rigidity: educational rules, strict daily routines, centres not included
- Structural factors
 - Educational policy/educational system/structure
 - Education Administration (lack of support, educational funding crisis, early detection mechanisms, etc.)
 - Transitions

STRATEGY LEVEL

- Individual level (psycho pedagogical actions)
- Institutional level (institutional actions)
- Education system level (actions of the education system)

AIM

Curricular orientation aims to prevent dropout by supporting motivated and intelligent career choices, and also flexible training that enables students to adapt their training path at the same time and according to their interests and skills.

DESCRIPTION OF THE STRATEGY

The orientation curriculum consists of development experiences presented and structured systematically through classroom and small group activities for all students. It is closely linked to professional guidance and flexible training, which implies considering the necessary involvement and collaboration on the part of the educational administration.

As for professional guidance, it refers to a whole series of activities that aim to support the students' professional career, and so the training options consider their personal characteristics (for example, strengths, learning styles learning, etc.). And with regard to flexible training, it alludes to the convenience of providing options to students, and this implies the commitment of the Education Administration in order to provide flexibility in the Education System.

BENEFICIARIES

Young people Teachers Families Community Others:

WHO IS IN CHARGE OF THE STRATEGY

Tutor Teacher/Trainer Support staff (e.g. counsellor) Families
 Other professionals (internal or external to the institution): Educational administration.

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

At the beginning During the academic year At the end of the academic year
 Transitions
 Others (specify):

COST OF THE STRATEGY

Low Medium High

STRATEGY DEVELOPMENT *(How can the strategy be achieved?)*

Designing and developing an orientation curriculum entail referring to some of the actions considered above. It is important to have career guidance activities in mind, and to consider an effective use of career guidance. For example: supporting students in the acquisition of professional management skills with guidance led by them; ensuring coordination between guidance providers; offering guidance during the training life and transition stages; integrating labour market information as guidance; and offering a wide variety of orientation activities.

At the same time, it is necessary to create flexibility in the Education System through actions such as: modular assessment, the development of alternatives to suspension or expulsion from the educational centre, ensuring that Vocational Training pathways lead to academic progress and are a real training alternative, applying second chance measures to return to training, offering flexibility when developing the training program, or promoting alternatives for retention:

- Individual or small group support, tutoring and advice.
- Cooperative learning and peer tutoring.
- Support in training tasks.
- Involvement of the environment.
- Establishing positive relationships between the educational team and students.
- Organisational measures for student grouping.
- Participation in extra-academic activities to improve motivation.
- Increase training time in the educational centre, outside it or during the holidays.

RESOURCES *(What is needed?)*

Agents interns (tutor/a, assessor/a, etc.)
 External agents
 Schedule
 Materials/One:

- Interview guide
- Tracking sheets
- Contract
- Case study sheet
- Assessment tools (self-assessment)
- Websites with information

.....
 Others (specify):

OTHER CONSIDERATIONS

- Related protective factors:
 - Positive future vision for oneself and positive career choices.
 - Positive self-perception linked to learning ability.

REFERENCES *(Related resources)*

- CEDEFOP. Toolkits. VET toolkit for tackling early leaving. *Career guidance*. <https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervention-approaches/guidance-supporting-youth-manage-their-careers>
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- GENCAT – XTEC. *Professional Guidance Personal Report*. <https://xtec.gencat.cat/ca/curriculum/professionals/fp/accio-tutorial-i-orientacio/ipop/>
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