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CURRICULUM OUTLINE



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The Project

Today's VET system is under mounting pressure. There are constant talks about students' persistence and students' success. However, early leaving from education and training remains a pressing issue in Europe with considerable costs for individuals and society, despite the success in bringing down the numbers of young people who drop out of their VET education. Dropout still affects one in ten young people and in some places even more than that with the VET sector still holding the highest dropout rates according to Cedefop.

Within this context, TeSTED aims to tackle the dropouts in the VET sector through early detection and prevention (General Objective). The TeSTED project aims

- P.o.1. Foster innovation through a powerful mechanism in the VET environment to detect and prevent dropouts due to socio-economic difficulties. R1: Assessment psychometric digital tool (WP2) / R3: Intervention mechanism for tackling dropouts in VET environment (WP4). A psychometric assessment tool combined with an intervention mechanism will help the VET providers to measure and understand the profile of each student and provide data and support to create a unique path for each one by seeing them as individuals with unique capabilities and limitations. This is in line with both selected priorities for innovation in the VET sector (field-specific) and inclusivity/ diversity (Horizontal).
- P.o.2. Capacity building of the VET trainers and staff on VET dropout and its social and labour market implications. R2: TeSTED upskilling package (WP3). A ground-breaking upskilling package, tailor-made for VET staff and trainers will increase their capacity for the dropout phenomenon, with a specific focus on handling psychological and socio-economic issues. The creation of a VET teachers/staff force interested in addressing issues like dropouts lies at the heart of the project. This is in line with both selected priorities for innovation in the VET sector (field-specific) and inclusivity/ diversity (Horizontal).
- P.o.3. Transform the VET providers into a safety net for at-risk learners by offering consultation, and alternative pathways and securing their retention in, and graduation from, education and training. R2: TeSTED upskilling package (WP3) / R3: Intervention mechanism for tackling dropouts in VET environment (WP4). A full-service intervention mechanism in the form of an operating office for students who need further support and guidance will act complementary to the assessment psychometric tool findings. This is in line with both selected priorities for innovation in the VET sector (field-specific) and inclusivity/ diversity (Horizontal).
- P.o.4. Raise awareness about the dropout in VET and its social and labour market implications. R2: TeSTED upskilling package (WP3). By the creation of an upskilling package for VET employees



that will be hosted in a modern LMS, easily accessible by numerous individuals even outside of the VET system, the TeSTED project aims to raise awareness of society about the dropout phenomenon, analyze the reasons behind the vulnerable socio-economic profiles and make evident that with the proper measures we can alleviate its social and labour market implications, that until now remain unknown to the majority of the society.

WP3 VET staff/ VET trainers upskilling package for the early detection of probable dropouts

The main objective of this Work Package is to develop an upskilling package for the VET trainers/teachers and staff to utilize the findings of the TeSTED psychometric assessment tool and support VET learners with vulnerable socio-economic backgrounds (i.e. orphans, foreign-Borns, disabled learners, Roma and young people from poorly performing regions). This WP will create a VET teachers/staff force interested in addressing issues like dropouts due to socio-economic difficulties. The specific objectives of this WP (W.S.o.) are:

- W.S.o1. To increase the capacity of VET trainers and staff on psychological issues and intervention methodologies for students with socio-economic issues.
- W.S.o2. Provide the VET institutions with a groundbreaking upskilling package for their teacher/trainers and staff, thus contributing to the eradication of skill shortages and lack of experience in the VET sector regarding dropout.
- W.S.o3. To create a user-friendly and widely accessible learning management system (LMS).
- W.S.o4. To facilitate the usage and the TeSTED project tools and mechanism for tackling dropouts in the VET environment.

The Curriculum outline is one of the most important steps for the creation of an upskilling package since it will set the course goals and student learning outcomes and expectations of the curriculum. The Validation Workshop will be an activity that will validate the Curriculum outline.

The phenomenon of training trainers

Anatomy of a Training Program

What is a training program?

It includes a certain number of fundamental elements:

- ❖ The title of your training
- ❖ The type of trainees your training is aimed at
- ❖ The educational objectives of your training
- ❖ The essential prerequisites to register for your training
- ❖ The number of people who can attend this training
- ❖ The teaching methods you will use during your training
- ❖ The duration of this training
- ❖ Training monitoring and evaluation methods
- ❖ Detailed day-by-day content of your training

How to write a training program

The form of the program is free. However, it includes *mandatory information to be respected* and integrated. First of all, it is important to take up the elements given by your trainees concerning their expectations regarding your training.

The title

The choice of title is very important because it must not mislead the trainees. For example, a title that is too general, such as “staff representative bodies,” can mislead the reader. Indeed, everything will depend on the interpretation of the title.

The type of trainees

The type of trainees includes two dimensions. The first dimension is the *job* of these people or the department in which they work. The second dimension is the *experience of the trainees* in the field.

The number of people

This includes the number of people who can follow the training. Generally speaking, it is difficult to train more than *12 people* at a time. It is up to you to determine, depending on the duration imposed on you, whether you will be able to train 6, 8, 10 or 12 people in the time allotted to you.

Teaching methods

The teaching methods used during the training must be written in the program. In general, we use the contribution of concrete examples, either by us or by the trainees. We set up role-plays and scenarios. We have people work in pairs or subgroups. Sometimes we film or record them, particularly for public speaking training. It's up to you to write down here, *the most suitable methods to help your trainees progress* during your training. We will come back in a detailed article on the different existing teaching methods.

The duration

We have to specify the duration of the training in the program. In continuing education for teachers, the durations vary between *one day and seven days,* rarely beyond; the majority lasting two to three days.

Evaluation methods

In general, in continuing education for teachers, we use the *hot evaluation* initially time and then, six months later, a cold assessment. You may use other methods in this case, remember to include them under the heading.

The contents

Then, we have to detail *the main aspects of the training day by day*. This will also help us to build the content of the training. It is indeed important to have a method and to give it to our trainees who will be reassured to see that they are dealing with professionals preparing for training.

Formatting the program

The program must be *aesthetically correct and readable* by the trainees. We can put a logo, names as well as contact details of the structure.

How to build a successful training

The training action requires the presentation of an administrative document called the training program. It proves your professionalism, demonstrates your expertise and maintains your reputation. It further influences learners' decision to choose your offer or not.

The training program highlights:

- the concordance between the educational objective and the target audience;
- the professional qualification of the speaker;
- the harmonization of the educational means implemented and the training project;
- taking into consideration feedback from trainees.
- The administrative management document is therefore intended to be a reassuring tool for training stakeholders: learners (trainees), their employer and the funding body. The tool confirms your ability to achieve the challenges of the training plan.

What is the objective of a training program?

In addition to the transmission of knowledge, the inspiration of trainees and their encouragement to develop their careers enliven your course. Another way to think outside the box is to explore a new angle in the treatment of the subject. Even so, you must ensure that you always meet the needs of the interns. Educational innovation is also a solution. The approach calls for the use of digital instruments which will be added to traditional learning solutions.

Steps for building a proper program

Improvisation has no place in the training. Upstream preparation consolidates the quality of your program and guarantees its ability to meet the real challenges of the training.

Know the learners

Building your training program starts with knowledge and a clear opinion from the learners. Before any study, focus your attention on the number of people who can follow your training.

Then identify the learners who will attend the session. Establishing a questionnaire on the learner profile will make your task easier. Through your investigation, determine their status. Then, identify the motivation behind the training request: obtaining a specific position, integrating into a university course, developing skills or professional retraining.

Identify the needs of trainees

Analyzing the needs is crucial to building your training program. It builds your reputation. Your role as trainer puts you in the shoes of an expert. However, an educational program that is unsuitable for the audience damages your image. Training becomes even more of a waste of money and a waste of time for the attendees.

Define training objectives

A trainer is not limited to a single educational objective. He resolves to achieve clear objectives for his trainees. The challenges to be achieved reflect the faculties of the learners at the end of the training. Training objectives also describe expected performance. They revolve around 2 main components: the success criteria as well as the conditions of achievement. Training objectives capture the attention and motivate the beneficiaries while encouraging them to follow the path of progress. This is why it is advisable to present them at the start of the training.

Mobilize resources

The preparation of resources occupies a preponderant place in the construction of professional training. The trainer today benefits from a plural choice of tools like books and varieties of press organs. The e-learning platforms and applications that populate the Web are among the countless educational tools. Educational innovation requires the use of diversified resources. Thus, trainers prioritize case studies, practical exercises, role-playing, work in subgroups or pairs as well as quizzes in order to energize their program. The choice of material is based on the content to be transmitted. The selection takes into account the subject and the typology of the content. The session alternates the use of different educational tools. The approach punctuates the training and meets the divergent expectations of the participants.

Schedule the course of the training

Scheduling the training involves defining its duration in advance. The duration of professional training ranges from one day to 7 days. On average, the program lasts between 2 to 3 days. The duration depends on the content of your program and the final issues. Then comes the development of the content. Punctuate the training with a succession of listening sessions and work limited in time. As such, start with the 30-minute theoretical contributions. Include some case studies along the way. Do comprehension and assimilation tests lasting a few minutes with their correction. Carry out 15-minute simulations close to reality. End with a round table discussion and allow 1 to 5 minutes per person.

Choose the format of the training program

Face-to-face training remains a popular format. The traditional method brings together the learners and the trainer in a room. An undeniable advantage emerges: human contact, which promotes concentration in a specific location. Indeed, the practice strengthens interactions, generates close ties and creates group dynamics. More modern, e-learning or distance training consists of an interactive method of training provided on a digital platform. It uses a digital or mobile application. The solution offers great program flexibility. It also offers great autonomy to learners and accelerates training while following an appropriate pace. Blended learning combines the 2 learning modes. This is a hybrid format requiring the use of digital interactive tools without abandoning physical contact. It often serves as a transition to the digitalization of a traditional learning program. Finally, the microlearning educational method is intended for employees who only have limited training time. These are short 10-20 minute learning sessions covering easy-to-master topics.

Carry out monitoring and evaluation

Continuing professional training leads to an evaluation. A mandatory stage of the training activity, monitoring facilitates adaptation and promotes personalization of the program according to the needs and progress of the participants. The trainers opt for a 3-step evaluation, that is to say, before, during and after the training. The upstream assessment reveals the trainees' levels. That carried out during the training highlights the coherence between the expected progress and the real acquisition of skills of the learners. The evaluation carried out after the training is divided into 2 parts: the hot and cold evaluation. If the first takes place a few days after the course, the second is resumed 6 months later. Monitoring grids, satisfaction questionnaire models, checklists, customer specifications and small tests are all effective evaluation tools.

Write the training program

Building your training program ends with the development of the written document. It follows the study of the scope and content of the training. If the format is free, the content includes mandatory information (duration, title, objectives, targets, etc.). In addition, the title that will catch the attention of the participants deserves special attention on your part. Beware of general and vague titles which often

mislead participants. Choose a clear title and present it in the form of an open question. In the content, explain the different axes relating to the subject of your training activity. Don't skimp on the details that make all the difference.

The process of developing a training program

The development of the programs covers a process including the following phases:

- Planning involves gathering a set of information about training needs on a particular topic or area. It the training to be carried out with regard to targeted outcomes.
- The design and production of programs is carried out according to the some stages: analysis of the situation, definition of goals and skills, validation of the training, formulation of the operational goals, harmonization, realization of the documents of pedagogic programming and production of organization guidelines.
- The application and monitoring phase allows the program to be tested against the reality of teaching and learning. The program is implemented in teaching establishments, and after a certain time, it is being evaluated; this assessment can cause some modifications. Approval is characterized by the attribution of an official status of the program, by the respective authorities. It mainly involves the analysis of factors such as accessibility in terms of geographical, training needs, human resources, expertise of establishments teaching, the resources material required, etc.

Development of the programs	
Planning	Priority and general plan of development includes: <ul style="list-style-type: none"> – Portrait of the sectors of training – Studies foreplay – Guidance of development of the programs
Design and production	<ul style="list-style-type: none"> – Analysis of the situation and training needs – Definition of the goals and skills of training – Validation of project of training – Formulation of operational goals and putting in shape of project of program – Harmonization – Realization of the documents of pedagogic programming – Writing of guide of organization and analysis of incidences
Application and follow up	<ul style="list-style-type: none"> – Experimentation – Approval of program – Implementation – Collection of data on the app of the programs

Depending on the respective skills, different actors in the world of education can contribute to the development of the programs in doing part of consultative committees constituted in different stages of the process. These committees issue opinions on the guidelines for developing the programs. Namely, a technical committee analyzes the situation about each

program and a validation committee makes a judgment on the training project. Special committees can also be formed, while an evaluation committee is created every few years after the implementation of a program. The composition of these committees varies; depending on the nature of intervention, it is necessary to ensure, in particular, the competence or representativeness of the people called to be part of it.

Role and composition of the committees	
Planning	Advisory committee <ul style="list-style-type: none"> – Gives the notice on the studies of planning – Generally includes representatives of the world of education
Design and production	Technical committee <ul style="list-style-type: none"> – Process an analysis of the situation – Usually includes specialists in the profession Validation committee <ul style="list-style-type: none"> – Emits of the notice on the project of training (relevance, consistency, applicability). – Generally includes several people and is composed proportionally of representatives Special committees <ul style="list-style-type: none"> – Can be constituted on purpose for emitting opinions on of the specific issues in program development. Their composition is variable and includes various specialists
Application and follow up	Evaluation committee <ul style="list-style-type: none"> – Emits of the notice on the state of a program and on the relevance of proceeding the revision – Expresses expert opinion

The approach adopted concerning programming is a curricular approach which consists of a global and integrated planning of educational action. This planning is called global, because it covers all the important elements of a training project, from the main determining factors from the beginning to the proposals for training and evaluation objects, including the definition of skills and the formulation of operational objectives. A plan is said to be integrated when it treats all these elements as essential and inseparable parts of a project which aims for action educational relevant, coherent, applicable and harmonized. In this approach, programs of studies are considered as moon of the components of a curriculum, since they set limit basically to the statements of operational objectives.

The development of training programs is therefore part of a broad process which makes it possible to determine objectives and obtain a set of data on their relevance as well as indications on the way of verifying their achievement. Such an approach finally leads to a set of productions which cover all the important aspects of a training project relating to the field.

Axes of development of training programs

The training programs are structured along two axes. The first, mastery of the profession or a certain field, targets the execution of tasks and behaviour. This notion refers to concrete, practical, circumscribed dimensions, relatively precise and directly linked to the exercise of the teaching.

The second, fundamental training, aims for deeper and more useful knowledge for professional life, it goes beyond the immediate framework of the everyday practice. This notion refers to dimensions relatively general which are reinvested in the life contexts.

A matrix-type table represents the structure of the program according to these two axes. This instrument proves particularly effective during the design of programs. Allowing to establish of the relationships between skills, makes possible a systemic organization that gives results going beyond an organization by isolated elements. Among the main expected results, it could be noted the harmonious progression of learning from one skill to another, the reduction in the time of training by avoidance of useless rehearsals.

Design and production of training programs

The design and production of the programs reference to following steps:

- analysis of the situation in the educational process;
- defining goals and skills;
- validation of project of training;
- formulation of the operational goals of the program
- harmonization;
- realization of material of pedagogic programming;
- writing of guide of organization and analysis of the incidences.

The work of the first two stages leads to the design of the training project, which is validated in the third step. The other steps make it possible to prepare the program and the documents of pedagogic programming. The design and production of a curriculum result from the application of a process of derivation of objectives.

The process of deriving objectives is part of a logical process which makes it possible to define the goals of the training as well as the general and operational objectives of a program in passing successively from the analysis of determined elements to the definition of new elements.

The phases of the process are the following:

- Precision of the determinants of program (principles, purposes, goals generals, needs, target population, work situation, etc.), which arise from policies relating to education, the situation socioeconomic, context of work, etc. These are the elements of departure required has the development of a program.
- Definition of the specific training goals of a program, which derive from the general goals of professional training and which are adapted according to other determinants. These are the targets ultimate of a training particular.



- Definition of the teaching skills
- Definition of general objectives, which derive from goals and skills; it is mainly about gathering skills.
- Definition of the operational goals of first-level
- Definition of second-level operational objectives, which derive from the objectives of the first level and makes reference to technology, disciplines or other determinants.

The derivation process allows several factors of varying nature to be taken into consideration placed at different levels. It is therefore not a strictly linear process. It comes to fruition by the passage of a definition more general has a definition more particular.

Analysis of the situation

The aim here is to draw the most complete portrait possible of the current situation surrounding the exercise of a profession and its foreseeable evolution. This results in activities such as:

- Form, according to specific criteria, a group of experts exercising teaching in a field
- Collect information relating to the limits of the function analyzed, to tasks and operations linked to the training, categories of outputs and results, knowledge, skills, habits and required attitudes.

Definition of goals and skills

It presents the expected final result of the training, a general description of the targeted theme or subject and educational intentions. It determines also the skills necessary for the exercise of the training. This results in:

- Specifying the goals of program and shaping the purposes and the directions of the training.
- Determining and structuring general and specific skills using the matrix.
- Establishing, using the correspondence table, links between skills and information provided by the analysis of the situation and other determinants.
- Making assumptions about the duration of training for each skill.
- Checking applicability of program in terms of duration, necessary equipment, etc.

Validation of project training

The aim of the validation of project of training is to get a notice on relevance, consistency and applicability of the project of training. It arises from activities such as:

- Formation of one or more groups of specialists of world of education.
- Preparing an encounter of information, applicable case and revising each component of the project of training.

Formulation of operational goals

The aim of this stage is to formulate the operational goals associated to skills. It includes activities such as:

- Adjusting the components of the project of training in function of the notice contents in the reports of validation.
- Formulating the components of each operational objective.
- Completing the matrix of the skills.

- Write a table of correspondence (document out of program).

Harmonization

In order to ensure harmonization of the programs, different operations are planned in the process of development and revision of programs:

- Spotting of the functions of the foreseen training;
- Identification of the tasks and the similar skills between the different functions;
- Classification of the functions in the teaching to of locate programs of studies;
- Formulation of equivalent skills;
- Checking cross-curricular topics.

Specific aspects for training on addressing dropouts

Key elements and sections for a curriculum

Creating a curriculum to train teachers on addressing dropouts in vocational training involves several key elements and sections, each designed to provide comprehensive guidance and practical strategies. The introduction and overview should clearly outline the curriculum's goals and objectives, emphasizing the importance of the training program and discussing the significant impact of dropouts on individuals, schools, and society. It should also provide an overview of vocational training, highlighting the specific challenges and opportunities unique to this educational pathway.

The most important elements which should be embedded into to sections of a curriculum are as follows:
Understanding the causes of dropouts is fundamental to addressing the issue effectively.

This section should define what constitutes a dropout in vocational training, present current data on dropout rates and trends, and offer an in-depth analysis of the various factors contributing to dropouts, including socioeconomic, personal, academic, and institutional influences. Early identification and intervention are crucial for preventing dropouts. Teachers need to recognize warning signs and use assessment tools and techniques to identify students at risk early on. This section should include real-life case studies illustrating successful and unsuccessful intervention strategies.

Building strong relationships and support networks is another vital element.

Strategies for fostering trust and rapport between teachers and students, establishing effective mentorship programs, and encouraging peer support systems are essential. This section should provide practical advice on how to create and maintain these supportive relationships. The curriculum and instructional strategies section should focus on designing an engaging curriculum that is relevant to student's interests and career aspirations. It should cover methods for differentiated instruction to cater to diverse learning needs and emphasize the importance of practical, hands-on learning experiences that connect with real-world applications.

Providing comprehensive support services and resources is critical for student success.

This includes organizing academic support systems such as tutoring and study groups, offering career counseling and job placement services, and ensuring access to mental health and emotional support. Engaging parents and the community is also crucial. Strategies for involving families in the educational

process and building partnerships with local businesses and organizations can provide additional support and resources for students. Workshops and seminars can help educate parents and community members about their roles in preventing dropouts.

Ongoing professional development for teachers is essential to keep them updated on new teaching strategies and dropout prevention methods.

Encouraging collaboration and networking among teachers and promoting reflective practices can help create a continuous improvement culture. Monitoring and evaluation are important for tracking student progress and assessing the effectiveness of intervention strategies. This section should cover methods for regular monitoring, evaluating interventions, and using data to inform and refine practices.

Creating a positive school culture that fosters an inclusive and supportive environment is also crucial.

Techniques for improving school climate, recognizing and rewarding student achievements, and encouraging student participation in school activities and decision-making processes should be included. Understanding educational policies and advocating for necessary changes and resources is another key element. Teachers should be familiar with relevant policies and regulations and empowered to advocate for support and policy changes to help prevent dropouts.

The conclusion should summarize the key points covered in the curriculum and help teachers develop actionable plans tailored to their specific contexts.

Providing additional resources and further reading materials can support continued learning. Supplementary materials such as practical workshops, role-playing, group discussions, a resource library, and toolkits with templates for action plans and intervention strategies can further enhance the curriculum's effectiveness.

By including these elements and sections, the curriculum will provide a comprehensive and practical guide for teachers to effectively address and reduce dropouts in vocational training programs.

Insights on the relevant topics

Creating a curriculum to train teachers on addressing dropouts in vocational training is crucial for improving retention and ensuring students succeed. Some of the most important topics to include in such a training program are as follows:

1. Understanding Dropout Causes

- Socioeconomic Factors: Exploring how financial issues, family responsibilities, and lack of resources contribute to dropouts.
- Personal and Psychological Factors: Discussing the impact of self-esteem, mental health issues, and lack of motivation.
- Academic Challenges: Identifying learning difficulties, poor academic performance, and disengagement with the curriculum.

2. Early Identification and Intervention

- Recognizing Warning Signs: Training teachers to spot early indicators of potential dropouts, such as frequent absences, declining grades, and disengagement.
- Assessment Tools: Utilizing tools and strategies for early identification of at-risk students.
- Intervention Strategies: Developing effective intervention plans tailored to individual student needs.

3. Building Strong Relationships

- Teacher-Student Relationships: Techniques for building trust and rapport with students to create a supportive learning environment.
- Mentorship Programs: Implementing mentorship initiatives where teachers or peers guide and support at-risk students.

4. Creating an Inclusive and Engaging Curriculum

- Curriculum Design: Developing engaging, relevant, and practical curriculum that connects with students' interests and career aspirations.
- Differentiated Instruction: Techniques for adapting teaching methods to cater to diverse learning styles and needs.
- Hands-on Learning: Emphasizing the importance of practical, real-world applications to keep students engaged.

5. Support Services and Resources

- Academic Support: Providing tutoring, study groups, and additional instructional time.
- Career Counseling: Offering guidance on career paths, internships, and job placement.
- Social and Emotional Support: Access to counselling services, peer support groups, and mental health resources.

6. Parental and Community Involvement

- Engaging Families: Strategies for involving parents and guardians in their children's education and addressing any home-related issues.
- Community Partnerships: Collaborating with local businesses, organizations, and agencies to provide additional resources and support.

7. Professional Development for Teachers

- Ongoing Training: Importance of continuous professional development in new teaching strategies, technologies, and dropout prevention methods.
- Peer Collaboration: Encouraging collaboration and sharing of best practices among teachers.

8. Monitoring and Evaluation

- Tracking Progress: Systems for monitoring student progress and the effectiveness of interventions.
- Data-Driven Decisions: Using data to inform practices and make adjustments to strategies as needed.

9. Creating a Positive School Culture

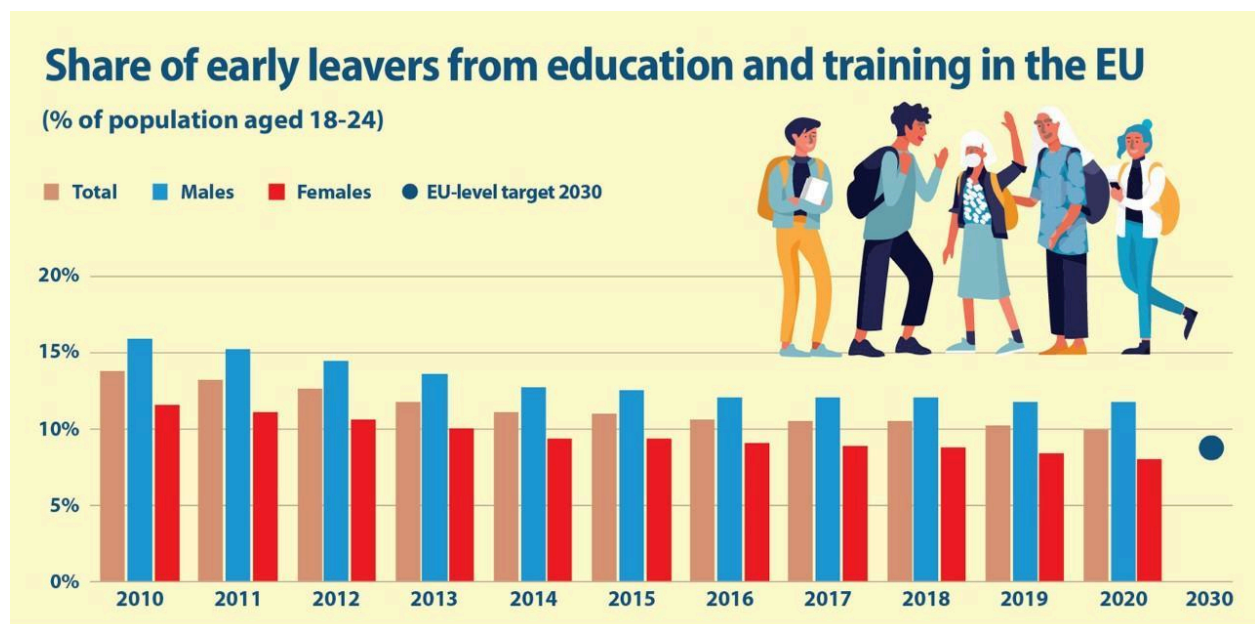
- School Climate: Building a positive, inclusive, and respectful school environment.
- Celebrating Success: Recognizing and rewarding student achievements and progress.

10. Policy and Advocacy

- Understanding Policies: Familiarity with school policies and national regulations regarding vocational training and dropout prevention.
- Advocacy: Empowering teachers to advocate for necessary changes and resources within the educational system.

In this way, the teachers will be better equipped to understand the complexities behind student dropouts, implement effective prevention strategies, and create a supportive educational environment that promotes student retention and success in vocational training programs.

Conceptual Framework Curriculum



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Early school leaving in Europe: trends and factors

School dropout is a reality of the education system, generating unemployment, economic problems, poverty, and health problems. The reasons that lead young people to drop out of school are both economic and social but also include learning difficulties, the atmosphere in schools, the relationship between teachers and pupils, or the organization and functioning of the education system.

Early school leavers are defined as people aged 18-24 who have completed at most lower secondary education and have not undertaken further education or training in the four weeks before the Labour Force Survey (LFS). It is important to monitor developments in this group as early leavers from education and training can face challenges when trying to establish themselves in the labor market. Education has become an increasingly important factor when employers hire employees. Leaving education early can also have significant consequences for both the individual and society in the long term.

The EU has set an EU-wide target which states that the share of early school leavers should be less than 9% by 2030. In 2022, an EU average of 9.6% of early school leavers has been identified. However, there were differences between Member States, some of which have already reached the EU-wide target for 2030. Romania is at the top of this ranking, with the highest rate of early school leavers.

Many factors contribute negatively to the dropout rate and to reduce this rate, authorities need to work together with schools and parents. The absence of a support system for pupils in their school leaving process remains one of the main reasons why the drop-out rate remains high.

According to the Social Monitor report, there is a direct link between school drop-out and the national employment poverty rate. In particular, it refers to those people who, although employed, do not earn enough money to lead a decent life. The employment rate in Romania is 14.5%. In comparison, the average European level is 8.5%.

Financial problems, physical disabilities, drug use, teenage pregnancy, poor school performance, negative influence, and social problems in the family are among the common and frequent causes of dropping out of school.

- **Parents' financial difficulties** are a major cause of children being forced to drop out of school at some point. The lack of adequate social support has kept the drop-out rate in recent years at the same level as the European average, which has been decreasing. An additional reason for many pupils to drop out of school when they are close to graduating from secondary school is the lack of adequate preparation. From this perspective, there is a need for cooperation between teachers and parents to regularly support the learning efforts of pupils who need to catch up on their subjects.
- Also, when there is **no family member to closely support** the child enrolled in school, the dropout rate increases. In Romania, we are talking about children who generally grow up with only their grandparents, as their parents work in another country. There is also the situation where an older brother or sister is faced with the responsibility of taking over the family tasks, so they risk dropping out of school because of such duties that should not fall to a minor.



- **Lack of communication between students and teachers** can increase dropout rates. School should be a safe environment for pupils and a space where they feel safe. A school therapist and a vocational counsellor should exist in every school. Unfortunately, the reality on the ground does not yet correspond, at national level, to the objectives planned for the development and sustainability of education in the long term.
- **Poor exam results** are causing many pupils to drop out of school without trying again. Again, the support of teachers and the support of parents should be essential factors of support, and if this is not enough, a specialised therapist can intervene and strengthen communication between the parties.
- The **lack of a healthy home environment** also means problems develop in the student's ability to study. When the home environment is toxic, problems are reflected in the student's ability to perform well in school. Authorities should be able to intervene quickly and effectively in such situations, ensuring the child's physical and emotional safety.
- Also, **the lack of concrete direction regarding a possible career** or a future job makes secondary and high school students give up further studies. The preparation of students must be made according to the daily realities and the market requirements. Moreover, they must have the opportunity to communicate effectively with a teacher or other school representatives. The more efforts are made to create a safe environment for students, the more open they will be to ask for support from teachers on issues related to study, career guidance, and further education through higher education (university, master's, doctorate).

The negative effects of dropping out of school are major and translate into higher unemployment rates, lower national income, higher crime rates, and lower quality of life for school leavers. Help in reducing the school drop-out rate must come from civil society in partnership with the relevant institutions and educational establishments, as this is a problem that concerns the good organization and development of society as a whole. The role of education is paramount and the state should also ensure increased quality of education by achieving real performance in terms of teacher training continuously and also by concrete and regular modernization of educational units in both urban and rural areas.

Early school leaving in Romania. VTC USLIP projects

In Romania, school dropout rates continue to rise, being the first in the European Union in this chapter. Thus, as the Social Monitor shows, in 2022 the school drop-out rate at the country level was 15.6%, while the average for the European Union was 10% and has continued to decrease in recent years.

According to statistics, the region most affected by this phenomenon is Moldova, where the standard of living is lower. In Iasi, for example, according to data provided by the Iasi County School Inspectorate (ISJ), in the school year 2022-2023, only 353 pupils were declared dropouts. In the 2021-2022 year, the situation was worse, with 560 pupils. According to the statistics, rural areas remain very vulnerable, as about three-quarters of school dropouts come from these areas. ¹

Romania has spent more than 2 billion lei to reduce the early school leaving rate by 2 percentage points between 2012 and 2021. The rate of this indicator has decreased from 17.8% in 2012 to 15.6% in 2020. The target set in the Strategy for reducing early school leaving in Romania of 11.3% in 2020 has not been reached.

In this context, initiatives coming from non-governmental organizations play an important role, in complementing and improving the policies and measures adopted in this field.

USLIP Iasi, through its Vocational Training Center, plays an active role at the regional level in this field. **VTC** organizes activities for USLIP members who are concerned about continuous professional training, training, and mentoring programs in the context of identifying their training needs, taken from questionnaires, activity reports or statistical data collected along the way.

USLIP Iasi members are found in the 224 schools in Iasi county, at primary, secondary, high school, professional, technical, and vocational levels. Of the 224 schools, 110 schools are in rural areas and 114 schools in urban areas, which allows the adoption of programs with impact at the level of schools and actors in this field.



Since 2021, questionnaires have been posted on the website www.uslipiasi.ro, under the heading Training Centre of USLIP Iasi, to identify the training needs of our members, an action through which we aim to adapt the training offer to the market requirements in the educational field.

The objectives of this approach were to:

- to identify and develop the competencies needed by teachers to provide quality education in Iasi schools, by improving the training offer of the USLIP Iasi Training Centre
- adapting the continuous training programs to the specific needs of USLIP members;

The questions asked focused on:

¹ <https://adevarul.ro/stiri-interne/societate/abandonul-scolar-pune-in-pericol-intreg-sistemul-2329605.html>

- participation in training activities
- types of programs and preferred forms of organization
- areas required for skills development

An important aspect of these questionnaires was the issue of early school leaving and the urgent need to identify and apply, in parallel with government measures, tools for early identification of the risk of dropping out and effective management of this phenomenon.

An important moment in this process was the research carried out in the framework of the **TeSTED** project - ***Tackling Drop Outs Through Systematic Students screening*** (Grant Agreement No: 2022-1-RO01-KA220-VET-000086834), co-funded by the European Commission under the Erasmus+ program and implemented in Germany, Greece, Romania, Austria and Bulgaria. The research aimed to understand the main factors that lead some students in VET programs to drop out. The answers to this questionnaire provided us with valuable information that allowed us to create support mechanisms for future students and improve their study experience. The survey was specifically targeted at VET schools.

The challenges for vocational schools are numerous and topical. In the Public Policy Report, "Vocational and Technical Education, Challenges and Development Perspectives", produced by the Institute for Quality of Life Research, Romanian Academy, the focus is on optimizing the education and training system to meet the demands of the labor market, promoting equal access to education and fostering lifelong learning, with an emphasis on combining the two major types of learning - in school and at work.²

In Iasi County, there are 22 technological high schools and technical colleges in the school network, of which 4 are in rural areas and 20 vocational schools in rural and urban areas. Comparing the statistical data of the last three school years for Iasi County, the percentage of non-enrolled students was 0.72% of the total number of students in 2022, while in 2021 it was 0.70% and in 2020 it was 0.72% (695

² *Professional and technical education, challenges and development prospects*,
https://www.researchgate.net/publication/310609289_Invatamantul_profesional_si_tehnic_Provocari_si_perspectiva_de_dezvoltare

non-enrolled students in the school year 2021- 2022, 700 students in 2020-2021 and 715 students in 2019-2020).³

It is noted that the number of rural pupils dropping out of school increased from 290 pupils in the school year 2019-2020 to 400 pupils in the school year 2020-2021. The number of rural pupils dropping out of school is higher than in urban areas (400 rural pupils dropped out of school compared to 160 urban pupils).

The main reasons for dropping out are:

- pupils coming from families with parents who have gone abroad;
- pupils coming from Roma families, whether registered or not;
- the poor material situation of the families from which the pupils come;
- insufficient measures on the part of school management to attract and keep pupils in classes and to control the phenomenon of dropping out.

From the perspective of the Iasi School Inspectorate, a local authority representing the Romanian Ministry of National Education, school units should identify viable solutions to reduce the phenomenon of early school leaving and carry out, on a constant and sustained basis, counselling activities for students and their parents, in the context of the post-pandemic situation.

USLIP Iasi conducted an analysis study, research carried out in the framework of the TeSTED project - **Tackling Drop Outs Through Systematic Students screening** (Grant Agreement No. 2022-1-RO01-KA220-VET-000086834, co-funded by the European Commission under the Erasmus+ program). Five vocational and technical schools from Iasi County were involved in this research activity, implemented in parallel in Germany, Greece, Austria, Bulgaria, and Romania:

1. College "Vasile Adamachi" Iasi
2. Technical College "Gheorghe Asachi" Iasi
3. Economic High School "Nicolae Iorga" Pascani
4. Technological High School "Mihai Busuioc" Pascani
5. Stolniceni-Prajescu Vocational School

³ ***The state of pre-university education in Iasi County, school year 2021-2022***

<http://www.isjiiasi.ro/index.php/informatii-de-interes-public/buletinul-informativ-legea-544-2001/2675-starea-invatamanului-pre-universitar-ie-sean-an-scolar-2021-2022>)

The research objective focuses on identifying the main factors that lead some students in the vocational education and training system to drop out of school, to create support mechanisms for future students and improve their study experience.

Data and statistics from these schools were collected and analyzed, with the support of school staff and management, by completing two questionnaires and conducting interviews with school principals, VET trainers, technical subject teachers, and teacher trainers:

1. Student questionnaire, ***Tackling Drop Outs Through Systematic Student Screening***⁴

- 12 questionnaires were completed by students from the 5 schools

2. Questionnaire for teachers, ***Tackling Drop Outs Through Systematic Student Screening***⁵

- 10 questionnaires were completed by VET staff from the 5 schools

3. **Interviews with VET staff** (6 interviews with school principals, trainers, and VET staff)⁶

From the analysis of the institutional documents of the 5 schools, it appears that the problem of dropout is a major challenge, referring to certain criteria specific to this field: mechanisms to ensure the quality of the educational act, financing mechanisms, adequacy of graduates' skills to the labour market requirements, all these elements related to the lack of insufficient mechanisms on the part of schools to control dropout.⁷

Dropouts come from certain disadvantaged backgrounds, from single-parent families, with parents living abroad, or from certain social and minority groups. The factors that cause pupils to drop out are also closely linked to the context in which pupils have come to be educated at these schools:

- computerized redistribution to these schools due to low grades in the National Assessment (at the end of 8th grade),
- lack of motivation of the pupils for the specializations to which they were reassigned,
- lack of career prospects for the vocational specializations they are studying
- social perception/public image of vocational education
- poor communication between family and school

⁴ <https://docs.google.com/forms/d/1dbuDRWtTwXrPI4bSa4BzapexrNJQZpXaR7jFddzmzSU/edit#responses>

⁵ https://docs.google.com/forms/d/1UcqAyhndduLKHElfNIGDDO4vzAnqB2yGsoV_roDldVs/edit#responses

⁶ <https://onedrive.live.com/?authkey=%21AL6UdnY2q1hwhDe&id=9C3387C8A595D828%21834&cid=9C3387C8A595D828>

⁷ Vasile Adamachi College, <https://colegiuladamachi.ro/>, Gheorghe Asachi Technical College, <https://www.colegiulasachi.ro/>, Mihai Busuioc Pascani High School, <https://licmihaiabusuioc.ro/>, Nicolae Iorga Economic High School, <https://iteniorga.ro/>

Few students choose vocational schools out of passion or internal motivation or for the specializations on offer at these institutions.⁸ Schools that offer attractive specializations, which are sought after by children, do not have great difficulties in this area, but most schools are faced with the problem of dropping out, a common phenomenon among pupils in technological and vocational education. Pupils in these institutions generally do not see the career prospects or the attractiveness of the specializations offered by the schools, which leads them to take up seasonal employment during their schooling and drop out.⁹

The teachers from the five schools, who completed questionnaires and conducted interviews, believe that the following factors play an important role in the dropout problem:

- Lack of financial resources (100%)
- Lack of family support (77%)
- Lack of motivation on the part of students, due to computerized redistribution of students (55%)
- Students do not see career prospects (44%)¹⁰

As regards the measures that should be taken to encourage pupils not to drop out of school, there are some similarities in the questionnaires completed by pupils and teachers. Both categories consider that the following mechanisms are necessary:

- Counselling programs to analyze personal problems that may prevent students from attending classes, such as lack of interest in school, relationships with peers, teenage mothers, death of a parent, or communication difficulties in the family (41.7% of students' responses and 55.6% of teachers' responses).
- additional guidance regarding courses and/or exams (25% of pupils' responses and 55.6% of teachers' responses)
- financial support - several national support programs for pupils in school, social grants, etc. (16.7% of pupils' responses and 33% of teachers' responses)

⁸ *Interview with teacher Bucataru Vladimir, 20/04/2023, Pascani, Mihai Busuioc High School*
<https://onedrive.live.com/?authkey=%21AL6UdnY2q1hwhDc&id=9C3387C8A595D828%21903&cid=9C3387C8A595D828>

⁹ *Questionnaire for students,*
<https://docs.google.com/forms/d/1dbuDRWtTwXrPI4bSa4BzapexrNJOZpXaR7jFddzmzSU/edit#responses>

¹⁰ *Questionnaire for teachers,*
https://docs.google.com/forms/d/1UcqAyhndduLKhELfNIGDDO4vzAnqB2yGsoV_roDldVs/edit#responses

Teachers in the 5 schools interviewed consider that the following mechanisms/measures to reduce dropout could be useful:

- More placements/movements in Erasmus+ projects, which can strengthen the attractiveness of the specializations in which pupils are enrolled.¹¹
- Involvement of family/parents in educational activities and the need to show the attractiveness of the chosen field for the future of children.¹²
- counselling programs for both pupils and parents¹³. Below is a section of graphs illustrating the situation and training needs identified by respondents.

There is an increased interest in teachers for further training activities and professional development. They are motivated by the desire to adapt content to the needs of students, and to keep up with the latest developments in science and pedagogy. On the issue of school dropout, the USLIP Iasi Training Centre has developed and applied specific questionnaires, identified the training needs of teachers and developed, so far, tools for the efficient identification of students at risk of dropping out and a training strategy for teachers to work with the new tools and manage the problems generated by this phenomenon as efficiently as possible.

In conclusion, the attractiveness of the vocational school system and its relevance to the needs of the beneficiaries are now priorities to be taken into account. Counselling and career guidance services for pupils and parents are extremely important in determining pupils' career paths and counselling should be carried out by specialized staff who apply various tests, systematic observation of pupil behaviour over a longer period, or other ways of identifying pupils' development potential to reduce drop-out.

¹¹ **Interview with Dan Chihai, 3/04/2023, Vasile Adamachi College Iasi**

<https://onedrive.live.com/?authkey=%21AL6UdnY2q1hwhDc&id=9C3387C8A595D828%21902&cid=9C3387C8A595D828>

¹² **Interview with Angela Blagoci, 26/04/2023, Stolniceni Prajescu Vocational School**

<https://onedrive.live.com/?authkey=%21AL6UdnY2q1hwhDc&id=9C3387C8A595D828%21906&cid=9C3387C8A595D828>

¹³ **Interview with Catalina Atudosiei, 20/04/2023, Mihai Busuioc Technological Highschool**

<https://onedrive.live.com/?authkey=%21AL6UdnY2q1hwhDc&id=9C3387C8A595D828%21893&cid=9C3387C8A595D828>

The EQAVET framework

The **EQAVET framework**¹⁴ aims at bolstering quality assurance in VET throughout Europe, it facilitates a cyclical process of planning, implementing, evaluating, and revising educational practices. This structured approach is supported by specific descriptors and indicators for both system-level and



provider-level applications. While EQAVET itself is not a standalone quality assurance system, it offers guiding principles and tools for evaluating and enhancing the quality of VET, promoting high standards and consistency across European nations. Its versatility makes it a valuable instrument for both public and private VET providers, aligning with the European Qualifications Framework to foster educational excellence.

The foundation of the **EQAVET framework** is a *four-phase cycle* of quality assurance intended to improve vocational education and training (VET) standards throughout Europe. The cycle starts with "Planning," in which goals and procedures are established per the intended results, guaranteeing a strong basis for high-quality education. 'Implementation' comes next, during which the prepared lessons and instructional strategies are implemented. The 'Evaluation' step, which follows after implementation, compares the results to the predetermined goals and measures efficacy using a variety of indicators and descriptors. 'Review' is the last step, in which the assessment results are analyzed to pinpoint areas that require improvement. This completes the circle and feeds into the subsequent planning cycle, guaranteeing ongoing improvement of VET quality.

EQAVET requirements will be implemented in the development of the curricula following the four-stage levels. During the planning stage, specific objectives were set related to the up-to-date needs that have arisen from the research phase of the project (WP2). Setting clear, smart, appropriate goals in terms of procedures, actions and tasks is defining the first stage. During the implementation, the curricula will incorporate innovative and effective pedagogical methods that cater to skills in the prevention of dropouts. The overall implementation will ensure the achievement of the goals and the qualitative implementation of the resources. The evaluation of the curricula will involve a mechanism that will ensure the evaluation of the achievements and reach the KPIs and overall goals of the actions. Lastly, the review phase will include procedures to achieve the targeted outcomes and to process the feedback of the key participants ensuring the quality of the educational circle. All in all, specific indicators based on EQAVET will be used to evaluate and measure the effectiveness and efficiency of the project results.

¹⁴ <https://ec.europa.eu/social/main.jsp?catId=1546&langId=en>

Bloom's Taxonomy

The methodology chosen for the development of the TeSTED training content learning outcomes is Bloom's Taxonomy, segmented into six levels of objectives (see Figure 1: Bloom's Taxonomy pyramid). This taxonomy employs action verbs within a framework to comprehend different levels of learning, also drawing inspiration from the structure and vocabulary of the European Qualification Framework (EQF).

Each statement, following the common phrase "A learner...", should begin with a precise active verb, followed by the verb's object and then a phrase providing the context. It's generally beneficial to use only one verb for one statement of learning outcomes, except in scenarios where the complexity of specific learning outcomes needs additional description.

Evaluation questions while developing learning outcomes include:

- What knowledge was acquired?
- What skills were honed?
- Did attitudes or tendencies evolve?

At least three (3) Learning Outcomes have been developed for each unit, utilizing the action verbs from the following list.

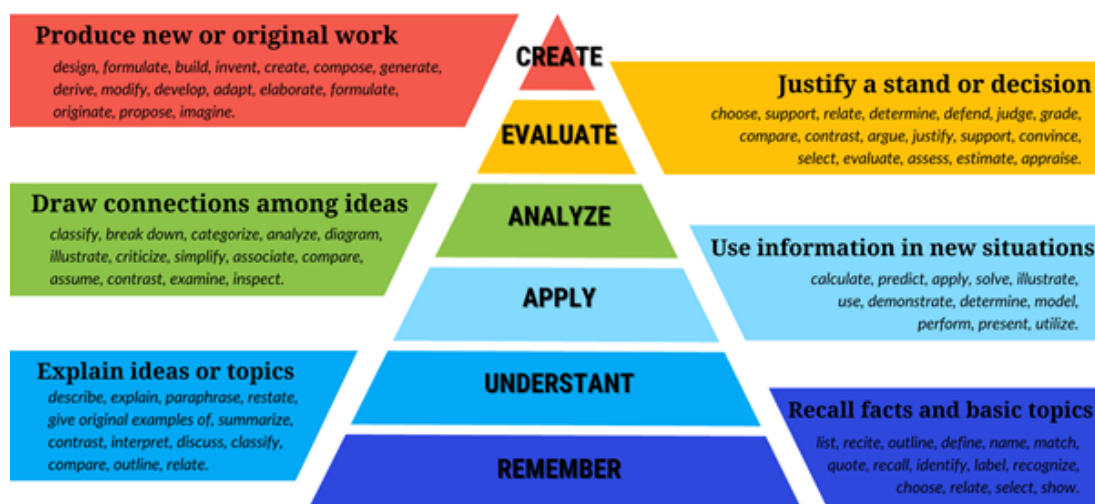


Figure 1 Bloom's Taxonomy levels and key verbs (Keywords)



Learning Strategies

Textbooks: Textbooks are the most traditional and long-standing approach to learning. It involves learning through bodies of texts based on research and analysis by qualified professionals. These texts are exploratory in their approach.

PowerPoint presentations: This strategy includes visual presentations with condensed information from the textbooks. Visual representation can assist learning with a concise and effective presentation of the educational content.

Elaboration: In elaboration, students demonstrate the depth of their knowledge of a given topic by describing and explaining as much as they know about it, including as many relevant details as they can call to mind. This strategy extends the concept of rote memorization by encouraging students to draw connections within the content and between the content and other knowledge they already possess.

Interleaving: Interleaving is the process by which students mix multiple subjects or topics while they study. This allows students the opportunity to practice different modes of thinking and problem-solving as opposed to 'blocked practice,' which involves studying one topic thoroughly before moving on to the next.

Problem-based learning: Problem-based learning involves incorporating real-world situations (and case studies) as a vehicle to help students apply course concepts in a practical application. This helps make learning more relevant by connecting concepts to the world outside the classroom and can add variety to the learning process itself.

Turn and talk: In this approach, trainers will pose a question to the group or present a case study, and then instruct learners to choose a partner to discuss their thoughts on the question with. This can create a comfortable atmosphere for sharing ideas before bringing ideas to the whole group.

Assessment Strategies

Formative assessments: Formative assessments are designed to monitor learning and provide feedback on each student's progress on an ongoing basis. The steady stream of feedback allows instructors to refine and improve their teaching strategies to keep the class on track. At the same time, students can practice their test-taking skills, and improve information recall while honing in on their areas of strength and weakness.

Comprehension questions per module: This is a form of module-by-module assessment where the learner will be asked to complete targeted exercises where the trainer and the learner themselves can determine the level of comprehension of the educational material in each module. These exercises will include comprehension questions and questionnaires.

Capstone Project and Practical Application: A capstone project can be as simple as conducting research on a subject, analyzing a novel approach or methodology, creating a training program or transforming an organization, learning about a historical figure or event, or even creating a play or sketch. The results are the same no matter what kind of project the learner selects to work on. The learners can demonstrate their comprehension of the course material and their ability to use the knowledge they've learned in the workplace.

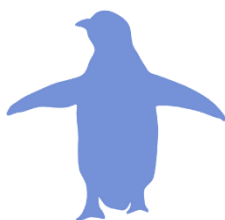
Content Development Guidance

Content Propositions for the development of the TeSTED modules

A handbook is one of the more traditional formats to confine the development of learning material. In today's '**attention economy**' an opinion is reflected, that learners prefer short pieces of material over long ones. However, the format of the handbook can reach new and impactful depths of knowledge, constituting a far more rewarding experience. Let us view how exactly to optimize the development of modules to ensure that we guide the target audience down to the last educational guidance provided.



Why should extra attention be given to building the engaging aspects of the modules? Because the **subject of the project itself** is about reducing the number of dropout students. If the material proves itself **engaging**, it will both convince its **wide adoption** and **increase student retention**. Let us view how exactly to optimize the development of modules to ensure an optimal result.



Tone

The tone expressed in the contents of the handbook should be **curious**, motivating the learner to proceed from one segment to another. Think about some of the more commercially recognized **non-fiction books** that you may have read. While scientifically valid, they are designed to keep our attention by **stimulating our curiosity**. While **formal**, it still has to be **entertaining**, allowing the author to **combine a variety of formats**.



Multiple Formats

The handbook contains text complemented by **icons, pictures, graphs, infographics, videos and links** (as a quasi-format through the use of HTML/Browsers). To achieve relative homogeneity in the use of icons, **use ones that are similar to the ones included in this document**. Moreover, when introducing other formats, the content within must be **aligned and follow the general direction and flow of the material**. The varied formats should **communicate, referencing each other**. In other words, everything should be **within context**, like a mosaic, where the **text connects all elements**. Moreover, the use of **case studies** is advised, while storytelling techniques may also increase the emotional involvement of the learner.

References must be done using APA (American Psychological Association) style, in-text included. The use of images and elements with a **free license** is strongly advised, while their source must be referenced as well.



Size and distribution

The total size of the module has to be a maximum of **12 pages or 6000 words**. Provided that icons and images are used to explain certain ideas, **the number of words goes to 5500**. In general, however, there is no limit to the maximum amounts of pages (not words), if their number is increased with icons and graphics. This is, of course, provided that the proportionality of image to text does not exceed its allocated size. The images or icons should approximately take **1/4 of the page** and must be evenly distributed in the module unless the content serves a very specific learning outcome more appropriately.

Due to the size being larger than the average chapter of a book, the module must be **properly segmented** into units and sections. Through **chunking**, the material will be more manageable for the learner to organize their study, as opposed to being discouraged by an uninterrupted flow of information.



Proposing Additional Resources

A great way to increase the quality of a learner's understanding is through the recommendation of additional resources. The resources must be available to the reader, **avoiding paid content** as much as feasible. Moreover, they must be **properly introduced** to the learner, by **stimulating their curiosity** with a **hook**, a **question**, a **review** or a **summary**, rather than simply being placed by a link.

Curriculum Outline

Course Goals

1. To develop an upskilling package for VET trainers and staff on VET dropout and its social and labour market implications.
2. To empower VET trainers and staff with the knowledge and skills to identify at-risk learners and provide appropriate support.
3. To transform VET providers into a safety net for at-risk learners by offering consultation, and alternative pathways, and securing their retention in, and graduation from, education and training.

Student Learning Outcomes

By the end of this course, participants will be able to:

1. Understand the factors contributing to VET dropout and the associated social and labour market implications.
2. Identify early warning signs and indicators of at-risk learners in the VET environment.
3. Analyze the socio-economic difficulties faced by at-risk learners and their impact on dropout rates.
4. Develop strategies for creating a supportive and inclusive learning environment that promotes retention and graduation.
5. Provide consultation and guidance to at-risk learners, offering alternative pathways and support for their education and training.
6. Collaborate with stakeholders to establish a comprehensive support system for at-risk learners.
7. Utilize data and evaluation methods to monitor and assess the effectiveness of dropout prevention initiatives.
8. Adapt and implement evidence-based practices to address the specific needs of at-risk learners.
9. Advocate for policy changes and resource allocation to support dropout prevention and student success in VET.

Curriculum Expectations

1. Active participation in all training sessions, workshops, and discussions.
2. Engagement with assigned readings, research materials, and case studies.
3. Completion of individual and group assignments that involve practical application of learned knowledge and skills.
4. Participation in role-playing exercises and simulations to enhance understanding and skill development.



5. Timely completion of assessments and reflective exercises.
6. Collaboration and knowledge sharing with fellow participants.
7. Demonstration of critical thinking, problem-solving, and communication skills in class activities and assessments.
8. Commitment to implementing the acquired knowledge and skills in the VET environment.

Modules

1. Introduction to VET Dropout and Its Implications: This chapter provides an introduction to VET dropout and its implications. Subchapter 1.1 explores the concept of VET dropout and its effects on individuals and society. Subchapter 1.2 delves into the broader social and labour market implications of VET dropout, emphasizing the importance of addressing this issue.

Units:

1. Understanding VET dropout and its impact on individuals and society
2. Exploring the social and labour market implications of VET dropout

Learning Objectives:

- Understand the concept of VET dropout and its impact on individuals and society.
- Explore the social and labor market implications of VET dropout.

Learning Outcomes:

- Explain the effects of VET dropout on individuals.
- Discuss the broader social and labor market implications of VET dropout.

Delivery Mode: Blended (Face to Face and Online)

Online Component (Distance Learning): Interactive e-learning modules

Duration (mins): 60 minutes

Assessment Methods:

- Formative assessments
- Comprehension questions per module

2. Factors Resulting in VET Dropout: This chapter focuses on the factors contributing to VET dropout. Subchapter 2.1 examines the socio-economic challenges faced by at-risk learners. Subchapter 2.2 explores the identification of risk factors and early warning signs associated with dropout. Subchapter 2.3 analyzes the influence of personal, institutional, and systemic factors on VET dropout.

Units:

1. Socio-economic difficulties faced by at-risk learners

2. Identifying risk factors and early warning signs of VET dropout
3. Analyzing the Role of personal, institutional, and systemic factors in dropout

Learning Objectives:

- Examine the socio-economic challenges faced by at-risk learners.
- Identify risk factors and early warning signs associated with dropout.

Learning Outcomes:

- Examine the socio-economic challenges faced by at-risk learners.
- Identify risk factors and early warning signs associated with dropout.

Delivery Mode: Blended (Face to Face and Online)

Online Component (Distance Learning): Case studies and interactive scenarios to identify risk factors.

Duration (mins): 60 minutes

Assessment Methods:

1. Formative assessments
2. Problem-based learning exercises

3. Creating a Supportive Learning Environment: This chapter centres around creating a supportive learning environment in VET settings. Subchapter 3.1 emphasizes the importance of promoting inclusivity and diversity to ensure all learners feel supported. Subchapter 3.2 provides strategies for fostering student engagement and motivation, enhancing the overall learning experience and reducing dropout rates.

Units:

1. Promoting inclusivity and diversity in VET settings
2. Strategies for fostering student engagement and motivation

Learning Objectives:

- Promote inclusivity and diversity in VET settings.
- Develop strategies for fostering student engagement and motivation.

Learning Outcomes:

- Implement practices that promote inclusivity and diversity.
- Apply strategies to enhance student engagement and motivation.

Delivery Mode: Blended (Face to Face and Online)

Online Component (Distance Learning): E-classes

Duration (mins): 60 minutes

Assessment Methods:

- Formative assessments
- Turn and talk discussions

4. Early Detection and Intervention Strategies: This chapter focuses on early detection and intervention strategies for preventing VET dropout. Subchapter 4.1 explores the recognition and appropriate response to signs of at-risk learners. Subchapter 4.2 delves into the implementation of effective early intervention practices, which play a crucial role in mitigating dropout risks.

Units:

1. Recognizing and responding to signs of at-risk learners
2. Implementing effective early intervention practices

Learning Objectives:

- Recognize signs of at-risk learners.
- Implement effective early intervention practices.

Learning Outcomes:

- Identify signs of at-risk learners.
- Apply early intervention strategies to mitigate dropout risks.

Delivery Mode: Blended (Face to Face and Online)

Online Component (Distance Learning): Interactive online modules

Duration (mins): 60 minutes

Assessment Methods:

- Formative assessments
- Comprehension questions per module

5. Alternative Pathways and Retention Strategies: This chapter addresses alternative pathways and retention strategies for at-risk learners. Subchapter 5.1 focuses on providing consultation and guidance to support at-risk learners, while Subchapter 5.2 explores the availability of alternative pathways for their education and training. The chapter aims to enhance retention rates and ensure successful graduation.

Units:

1. Providing consultation and guidance to at-risk learners
2. Exploring alternative pathways for education and training

Learning Objectives:

- Provide consultation and guidance to at-risk learners.
- Explore alternative pathways for education and training.

Learning Outcomes:

- Offer effective guidance to at-risk learners.
- Identify and utilize alternative educational pathways.

Delivery Mode: Blended (Face to Face and Online)

Online Component (Distance Learning): Interactive online modules

Duration (mins): 60 minutes

Assessment Methods:

- Formative assessments
- Capstone project proposal

6. Monitoring and Evaluation of Dropout Prevention Initiatives: This chapter emphasizes the importance of monitoring and evaluating dropout prevention initiatives. Subchapter 6.1 highlights the utilization of data to track dropout rates and identify trends, allowing for targeted interventions. Subchapter 6.2 focuses on evaluating the effectiveness of prevention strategies to inform continuous improvement efforts.

Units:

1. Utilizing data to track dropout rates and identify trends
2. Evaluating the effectiveness of prevention strategies

Learning Objectives:

- Utilize data to track dropout rates and identify trends.
- Evaluate the effectiveness of prevention strategies.

Learning Outcomes:

- Analyze data to understand dropout trends.
- Assess the effectiveness of different dropout prevention strategies.

Delivery Mode: Blended (Face to Face and Online)

Online Component (Distance Learning): Interactive online modules

Duration (mins): 60 minutes

Assessment Methods:

- Formative assessments
- Capstone project proposal

7. Organisational Policy Change: This chapter centres around policy change and recommendations related to VET dropout prevention. Subchapter 7.1 explores strategies for engaging efforts to raise



awareness and mobilize support at an organisational level. Subchapter 7.2 emphasizes the importance of collaborating with stakeholders to drive policy change that prioritizes dropout prevention.

Units:

1. Engaging in advocacy for dropout prevention
2. Collaborating with stakeholders for policy change

Learning Objectives:

- Engage in advocacy for dropout prevention.
- Collaborate with stakeholders for policy change.

Learning Outcomes:

- Develop advocacy strategies for dropout prevention.
- Implement collaborative efforts with stakeholders for policy change.

Delivery Mode: Blended (Face to Face and Online)

Online Component (Distance Learning): Interactive online modules

Duration (mins): 60 minutes

Assessment Methods:

- Formative assessments
- Capstone project proposal (Policy change proposal)

8. Applying Upskilling Knowledge and Skills in the VET Environment: This chapter focuses on applying upskilled knowledge and skills in real-world VET environments. Subchapter 8.1 encourages participants to reflect on their personal and professional growth throughout the course. Subchapter 8.2 guides the practical implementation of the learned strategies and interventions to address VET dropout effectively.

Units:

1. Reflecting on personal and professional growth
2. Implementing strategies and interventions in real-world VET contexts

Learning Objectives:

- Reflect on personal and professional growth.
- Implement learned strategies and interventions in real-world VET contexts.

Learning Outcomes:

- Evaluate personal and professional growth throughout the course.
- Apply strategies and interventions effectively in VET environments.

Delivery Mode: Blended (Face to Face and Online)

Online Component (Distance Learning): Interactive online modules

Duration (mins): 60 minutes

Assessment Methods:

- Practical application exercises
- Capstone project proposal

Evaluation

The evaluation of the TeSTED curriculum is extremely important. The partnership will follow a specific model for the evaluation of educational material. Outcomes will be assessed against performance targets. The curriculum will be refined along the way. This will also be achieved through user testing sessions of the training programme in the project countries.

An evaluation will be conducted before the actual implementation and a summative evaluation after the actual implementation to determine the effectiveness of the training material in three phases: a. participant satisfaction, b. participant learning, and c. participant performance.

The initial (pre-implementation) evaluation will be conducted to assess the trainees' prior knowledge of the curriculum topics. In this way, the partnership will gain better knowledge and understanding for the trainees. In addition, the post-implementation survey will test the trainees and will be conducted based on the actual implementation of the different modules and learning units.

The evaluation will be based on the objectives already set in the implementation:

QUALITATIVE INDICATORS	QUANTITATIVE INDICATORS
Design of the curriculum outline (>70% satisfaction rate)	The number of training modules to be developed (min. 5)
Guidelines for adapting the curricula to the country-specific context (>70% satisfaction rate)	The number of practitioners who participated in the validation workshop (<6)
Translation Quality (>70% satisfaction rate)	Number of internal testers (5 per partner)
LMS user-friendliness and accessibility (>70% satisfaction rate)	Number of country context reports (1 per partner)
Transnational Project Meeting Quality (>70% satisfaction rate)	Number of participants in the 1st Transnational Project Meeting (1 per partner)

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