

GreenVETAfrica

MODULE OUTLINE

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1	Title:	Module 1: Pedagogical upskilling
2	Abstract with aims & objectives	<p>The Competence Based Approach Unit aims to give the teachers a focus on competences in their work with the students, starting from the concept of competences and from the competency framework proposed by the European Community as a possible reference. They will be led to adapt them to the subject they teach.</p> <p>Objectives</p> <ul style="list-style-type: none"> ● Knowledge and definition of competence ● Knowledge of some classifications of competencies ● Knowledge of the European Competency Framework: <ul style="list-style-type: none"> ○ communicating in the mother tongue ○ learning to learn ○ social and civic competencies ○ spirit of initiative and entrepreneurship ● Definition of evidences and meaningful tasks to mobilize skills <p>The Dual system and Work-Based Learning (acronym WBL) Unit aims to include training experiences based on learning on the job in school experiences. The Work-Based Learning (WBL) approach is a method of bringing the educational system more closely into contact with the world of work and business. The Dual System is a possible organizational structure of WBL that is more structured and effective than internship.</p> <p>Objectives</p> <ul style="list-style-type: none"> ● Definition of dual vocational training ● Tailoring WBL to the specific conditions of the country ● Training students at WBL ● Definition of verifiable competencies through WBL ● Structuring the internship pathway ● Establishing company agreements for WBL ● Differences between internship and Dual System

		<ul style="list-style-type: none"> Verify the results of the pathway in terms of skills learned <p>The Individualised learning path Unit aims to provide theoretical and practical tools for the compilation of a school Individualised learning path, as well as that of the drafting and monitoring of an individualised educational project.</p> <p>Objectives</p> <ul style="list-style-type: none"> Knowledge and definition of the Individualised learning path; Knowledge of its component parts; Knowledge of the main actors taking part in its drafting; Definition of individual educational planning; Knowledge of the main methodologies of observation and verification.
3	Key words	<i>Competency Based Approach, Individualised learning, Special needs learners, Work Based Learning, School-to-Work transition, internship, apprenticeship.</i>
4	Knowledge domain	Work based training and job insertion
5	Duration	40 Hrs
6	Contents (Specify n. of hours of each Unit)	<p>Unit 1: (n. 10 hrs): Competence-Based Approach</p> <ul style="list-style-type: none"> Definition of competence Classification of competencies The European Competency Framework: <ul style="list-style-type: none"> communicating in the mother tongue learning to learn social and civic competencies spirit of initiative and entrepreneurship Definition of evidences and meaningful tasks to mobilize skills <p>Unit 2: (n. 16 hrs): Dual system and WBL</p> <ul style="list-style-type: none"> Training students at WBL Define verifiable competencies through WBL Establish company agreements for WBL Differences between internship and Dual System Verify the results of the pathway in terms of skills learned <p>Unit 3: (n. 14 hrs): Individualised learning path</p> <ul style="list-style-type: none"> Talents and BES: learning as an individual experience Definition of Individualised learning path Structure of an Individualised learning path Main actors in planning, writing, sharing an ILP

		<ul style="list-style-type: none"> Main methodologies of observation and verification
7	Learning outcomes (2-3 per module)	<p>Module 1: Pedagogical upskilling</p> <p>LOut1: participants will be able to focus on competences in their work with the students, to adapt the competency framework proposed by the European Community to the subject they teach.</p> <p>LOut2: participants will be able to program training experiences based on learning on the job and to use the Work-Based Learning (WBL) approach as a method of bringing the educational system more closely into contact with the world of work and business.</p> <p>LOut3: participants will be equipped with theoretical and practical tools for the compilation of a school Individualised learning path, as well as skills for drafting and monitoring an individualized educational project.</p>
8	Learners' profile	<p>50 Teachers (25 Ghana, 25 Nigeria) with following profile:</p> <ul style="list-style-type: none"> Teachers and trainers Training tutors Job Service Officers of TVET Centres
9	Delivery mode (face2face, working groups, online, blended)	Blended on-line, working groups, project work, distance learning with remote support from tutors
10	Tools and materials needed for implementation	Laptops, Headphones, Strong Internet Connection with webcams
11	Related Urls and Online Resources	Zoom platform/Teams meet, Google Doc
12	Type of resource (video, lesson plan, etc.)	Video-lessons, Word-Powerpoint presentations and exercises,