

# THIRD CATEGORISATION

## QUALITY CRITERIA FOR GCE IN VET

Annex 2 to:

Moons, K. & Duchateau, J. (2024, September). GLOBAL CITIZENSHIP IN VET EDUCATION – National and international literature study to strengthen global citizenship education in technical and vocational education in Belgium. UCLL.

The study can be downloaded from the [BeGlobal website](#).

**Each person involved is a specialist in their own living environment:**

### 1. Students:

- Themes close to their living environment spark more interest. (6)
- Family and friends are the most important;
- followed by equality, good education and realising their ambitions.
- They are open to connectedness and connection to their own culture.
- Health, safety and nutrition score higher than asylum and climate
- Some students come from difficult situations. Handling this with care, helps.
- Involving the local community and parents in projects, strengthens the connection to their living environment.
- As a result, projects focused on countries where they have their roots could be better suited to their living environment.
- What they care about is a stronger basis than their perceived shortcomings.
- The lack of financial resources for school trips must be calculated or supported.
- Role models from their own (sub-)culture, real or historical, reinforce the importance of their living environment.
- There is significant diversity in age in the first year, and therefore also in important themes.
- Both students and teachers from the labour market finality perceive the education system as more demotivating. (2)
- Both VET-students and -teachers experience is more impact from the difference between home – and school culture.
- Their VET-specialty is an important part of their lives and thus of their living environment. This is described in skills, but also connects to the neighbourhood.
- Their neighbourhood does not necessarily consist of local organisations, but primarily of local residents, including family and friends.
- Current events (from the media) impact them. These are an opportunity, but not a basis for building a long-term project.
- Because of the connections to the neighbourhood, co-creation with their living environment is very important.
- See students as specialists of their living environments.

## 2. Teachers (help NGOs):

- Mapping each student's strengths allows the NGO to work with them.
- The same goes for mapping of the group dynamics of the classes involved.
- A clear picture of the number of students per class helps to plan effectively.
- Be clear about available time, space and financial resources and differentiate by class/study area.
- Explore the opportunities to work together towards VET-skills per subjects.
- Start new projects in groups where there is openness, calm and focus. (Don't start with the most difficult groups.) (5)
- Keep NGO staff members out of the crossfire when issues are the result of students' personal problems. (5)
- Give NGO staff members an overview of the school's existing consultation structures, so that they use them. (6)
- Be clear whether the school can handle a GCE process at this time.
- See NGO staff members as specialists, learn from them.

## 3. NGOs help teachers:

- Collaborate on the revision of the school's vision.
- Provide expertise on language development, newcomers and learning objectives.
- Provide a diverse pathway for teachers.
- Consider the implication of teachers who come from the practical - or private field a strength.
- Be flexible towards teachers with the continuum of 'voluntary - mandatory participation'. (6)
- Work with (their) wellbeing partners outside the school
- Work with external specialists connected to the school (Integrated Test, businesses, etc.)
- Use the existing internship network of the school.
- Consider teachers as specialists: learn from them.

## The 'doing' component is essential to achieve learning:

### 4. Doing and experiencing:

- Doing comes before thinking (or doing is the prelude for thinking). Not the other way around.
- Through 'secret actions' (that amaze or surprise others). (12)
- Don't look to provide depth by giving more text, but by verbally explaining.
- Through multimedia and visual information.
- Through interactive ICT tools.
- Don't lower the level of knowledge, but rather the amount of knowledge.
- Don't use theory or thinking as starting points.
- Reduce the steps in the activity (compared to general secondary education).
- Nuance and deepen through additional, neutrally worded questions in the event of evasive or radical answers. (5)
- Work from closed to open-ended questions.
- Work with repetition for skills.
- Through innovative methods focused on doing (for general education as well as VET education).
- Knowledge is not a prerequisite for doing. Knowledge comes from doing, which contrasts with UNESCO's vision (concepts, skills, attitude).

## A warm classroom climate ensures mutual respect and tolerance:

### 5. A warm classroom climate:

- Through GCE, build trust and an open, warm classroom climate. Show appreciation and positivity. (3)
- Emphasize that you're exploring opinions together (as opposed to individual opinions).
- 'Doing' ensures that you don't always have to stand up for your opinions.
- Encourage positive thinking about negative assumptions, based on their specialty subjects and culture.
- Focusing on the student when they are struggling, is a prerequisite for addressing difficult topics. (2)
- Follow the social media that they follow.
- Take adequate time for breaks and informal discussions.
- You have to be present. No more preparations or wasting of time during the activity.
- Discipline unwanted behaviour in a non-verbal way.
- Take a process-based approach to unnuanced responses. Don't judge. (4)
- Break the stereotype of the unmotivated student by giving them responsibility.
- Put the emphasis on 'we', the (class) community, the group rather than the individual.
- (Somewhat) ignore mentioned motivation problems.

## Make sure there is a diverse offering for students to choose from:

### 6. Participation (structural):

- Formulate the 'why' of the goals and what the benefit is for the student. (1)
- Offer choices and room for experimentation within one activity.
- Evolve from small to large groups.
- Envisage regular input from students at set times and inform them about this.
- Provide a fund so that students with financial difficulties can participate.
- Work with teams, not individual teachers.
- Use existing consultation structures at the student level (or work them into the project as a pilot).
- Be flexible towards students within the continuum 'voluntary - mandatory participation'. (3)
- If there is already a team working on GCE themes, work together.
- Use the possibilities of existing consultation meetings at school. (2)
- Establish an end goal within a framework. Do not yet develop an end activity, because in that case, the students no longer have input.
- GCE actions are not a goal, but the result of a democratic process.
- Create a free space in which students can experiment with initiatives (about GCE) in schools.
- A yearly theme helps to connect multiple activities with each other.
- A yearly theme often gives a false sense of 'project': it doesn't invite students to 'develop' something.
- A starting point might be for each subject to choose an SDG which they will focus on.
- GCE can help bridge the gap between classroom practice and VET practice.
- Provide an 'intensive' pathway for students and teachers (5 contacts per individual).
- Take advantage of existing projects such as e-twinning and business simulations.
- Explore the possibilities of P90 (FR) and the 'pact d'excellence', and PAV (general subject projects) and interreligious dialogue (a framework used in Flemish GO! schools).
- Explore possibilities to support study choices through GCE projects.

### 7. Participation (process):

- Work in small groups (according to practical subjects). Don't always let them choose the groups themselves. Alternate groups.
- Have students share knowledge from their own subjects.
- If this doesn't work, ask them what they do find feasible.
- Participation is also communicating about what is not possible.
- Make sure you are available as an NGO staff member even if you are not there.
- You reinforce equality by having students evaluate you (teacher, NGO staff member). (10)
- Include online support to the project time.
- Encourage collaboration

## What are strengths of a project in the short-term?

### 8. Project in the short-term:

- Cross-curricular work provides many more benefits when practical subjects are involved.
- Connect through language. A richer language nuances and connects a social group. (10)
- Provide a clear end point for the project.
- Work with a clear structure (roadmap) that preserves a lot of freedom.
- Determine clear criteria for the end goal.
- Run a test phase with multiple groups.
- Use tools that teachers can keep working with.
- A common thread for a session works better than a fixed preparation, then you can respond better to their living environment.
- Take diversity into account within one subject across schools. (Inform yourselves.)
- Work with social-emotional skills that are important for their specialty subjects.

## How to ensure long-term collaboration?

### 9. Long-term projects:

- Cyclically develop a project cyclically over different years. Make sure the seeds of them are present in the first project year.
- Work on the preservation of the school's digital infrastructure systems.
- Develop materials in such a way that teachers can make adjustments along the way, even after the project.
- Collaborate on the revision of the school's vision. (11)
- Collaborate with other schools. For example through case-studies.
- A working group is more likely to become a permanent feature more quickly. It can easily be supplemented by other teachers if someone leaves.
- Work with a clear growth curve for the school. (See two growth curves, further on).
- Work across classes and schools to open the students' own worlds.

## Reflection and evaluation: make sure it is possible to see change and progress:

### 10 Reflection and evaluation:

- Through self-assessments where students aim at nuancing their self-image, independent of results.
- A richer language ensures a more nuanced self-image. This doesn't have to be the school language. (8)
- Develop evaluation tools focused on their opinions (and not only on their results). (7)
- Develop evaluation tools at the project level in which you critically question the role of the NGO.
- Include the perspective of the choice of study in the reflection and evaluation.
- Include an evaluation framework for GCE into the evaluation framework already in place in the school.

## What do NGOs need to provide quality work (besides their role as experts)?

### 11. Support for NGOs:

- Develop a curriculum for GCE in VET following the Dutch model, with clear evaluation criteria.
- Reformulate the vision statements of Enabel, to 'doing' before 'thinking' for VET education. (9)
- Build a partnership with sector organisations.
- Ensure there is one focal point per school who will help monitor the long term.
- Develop specific tools for VET education and avoid the formulation that tools 'can be adapted'.
- Make sure there is a growth curve for implementation and quality for all years and ages.
- Make sure there are VET specialists in the NGOs that have experience in VET education.
- Develop a protocol for cooperation between NGOs and schools in which the majority of the team and school directors commit to the project plan.
- Develop materials to concretise the pathway from school, to the neighbourhood, to the world.

## How can GCE contribute to the prestige of the school?

### 12. Prestige of the school:

- Through positive actions in and with the neighbourhood (long-term). (4)
- International traineeships raise the prestige of the school.
- Strong projects in one year lead to similar projects in the following years.
- The image of the school in the neighbourhood/region is not a goal in itself, but the effect of a high quality, long-term operation.

## Growth curves help clarify long-term work:

### Growth curve 1:

- Order and respect
- Reduction of discrimination
- Openness to the outside world
- Projects around the school's values (separate from lesson content)
- Projects linked to VET skills
- Projects linked to learning content and labour market skills
- Capitalisation and self-directed change
- Work to diversify and improve quality

### Growth line 2:

Close to the students	Engaging
Collaborations in class	Engaging
Focused on benefits for the relationship with the neighbourhood	Participatory (From here increasing civic assets)
Focused on problems other than their own	Democratic
Focused on the international context	Democratic - self-directed
Integration of courses, vision, VET	Democratic self-directed, system-changing (including in the school)