- tial and ngoing essment
- Career & Educational Guidance
- Individual Learning Plans
- Modular Accredited Courses
- Psychological Supports & Appropriate Referrals
- Learning at Your Own Pace
- exible ovision
- Clear Ground Rules
- Work Placement Opportunities
- Relaxed Learning Environment
- Integration of Literacy & Numeracy
- Blended Learning Promote Use of ICT
- avel & ildcare pports
- Promote Inter-Culturalism
- Liaison With Relevant Agencies
- Family Involvement (for Youth Programmes)
- Evaluation of Courses
- Progression Planning & Tracking

	SUPPORTS FOR LEARNERS		
	RECOMMENDATION	**RATIONALE**	**REQUIREMENTS**
1.	Provide effective **career guidance** (initial, on-going, exit).	There is a need for appropriate course placement and comprehensive progression planning for each learner.	○ *Career Guidance personnel* ○ *Initial assessment* ○ *Individual progression plans* ○ *Tracking mechanisms*
2.	Provide **flexible provision** (times, locations etc.)	A long waiting period may discourage learners from taking up a particular course. Late enrollers may have difficulty integrating into existing learning groups.	○ *Ongoing contact with applicant* ○ *Staggered course start dates*
3.	Provide **customised courses** for different target groups.	While group diversity is enriching, we must also ensure a level of compatibility between learners in the group (age, needs etc.)	○ *Pre-entry assessments & interview* ○ *Thorough selection process* ○ *Induction*
4.	Provide a **modular course design** with a choice of electives.	Learners come with different interests, capabilities and goals. Short accredited modules, delivered consecutively, will help to sustain motivation and build self-confidence. Credits can then be accumulated.	○ *Accredited modules* ○ *Modules delivered consecutively* ○ *Alternative programme entry points*
5.	Provide social and **psychological supports** for vulnerable learners and ensure communication is maintained between psychologists, teachers and guidance personnel.	Learners may present with social or emotional problems which need to be addressed if they are to successfully engage with the programme. It is important that stakeholders liaise together to support the learner in an agreed plan of action.	○ *Supportive learning environment* ○ *Integrated case planning* ○ *Effective referral networks*
6.	Adapt individual timetables where necessary.	Learners may not be used to a routine and may find it difficult to maintain punctuality, concentration or to participate effectively on the course. In exceptional cases, the learner should be allowed the opportunity to take time out (hours, days, weeks) to address their personal difficulties, without being penalised.	○ *Relaxation of attendance regulations* ○ *Blended & distant learning opportunities* ○ *Use of learning technologies* ○ *Personalised study plans*
7.	Provide **smaller learning groups** where possible.	Weaker learners may experience difficulties in big, competitive group settings which can impact negatively on their motivation and general progress.	○ *Learning support groups* ○ *Individualised learning plans* ○ *Empathic teaching*
8.	Provide effective **transition management** for learners who move between courses or who progress into further education or employment.	To ensure the successful exchange of learner data between the relevant institutions.	○ *Standardisation of systems* ○ *National database* ○ *Record keeping and sharing* ○ *ePortfolio*

9.	Allow learners to **evaluate courses** and the quality of teaching. Encourage teachers to carry out self and peer evaluations.	Gather feedback from learners regarding their experience of the programme. Continuous self and peer evaluation by teachers/trainers should be promoted to ensure the quality and development of service delivery.	o *Summative evaluations by learners* o *Reflective practice for teachers*
10.	Combine **theoretical and practical training** by creating links with employers and opportunities for work placement. Offer courses that have the greatest potential for progression into employment or further education.	Learners may place less value on programmes that do not provide work experience and may be less motivated to attend on a regular basis. They should see the employment potential of a course. Therefore, networking with local employers and, where possible, the provision of work placement opportunities (e.g. one day per week) would be beneficial.	o *Employer liaison* o *Guest speakers* o *Practical skills development* o *Career preparation modules* o *Meaningful work placements* o *Learner initiative*
11.	Include more vocational subjects aligned to **labour market needs.**	Academically-driven courses do not suit all learners and do not always facilitate the different learning styles. Practical vocational subjects can be more suited to less academic students.	o *Practical skills facilities* o *Teachers with practical skills expertise* o *Continuous Professional Development*
12.	Utilise a **range of assessment methods.**	Assessing students through practical ways such as simulations and role-play can suit vocationally-driven learners and those with poor language skills.	o *Alternative assessment methods* o *Appropriate assessment materials*
13.	Provide **practical incentives** such as food & travel allowances, childcare support, accessible venues.	Practical, financial supports are a strong incentive to encourage learners to enrol or remain on a programme. Learners from rural areas may have to travel long distances to access a course. Childcare is a major incentive for many women. Subsidised healthy meals would be important, especially for the wellbeing of young learners whose parents cannot provide this.	o *Commitment at national level* o *Travel and meal subsidies* o *Childcare supports*
	TEACHER/TRAINER COMPETENCIES		
1.	Employ skilled and highly **motivated teachers/trainers** with a range of expertise and qualifications to meet the demands of different target groups.	It is essential that teachers/trainers have the capacity to respond fully to their learners' needs. Teachers need to be able to respond to the needs of migrants, including their language needs.	o *Integrated Language teaching* o *Continuous professional development* o *Promotion of Inter culturalism*
2.	Reduce the **administrative workload** of teachers in order to improve the quality time that can be spent with students.	Supports should be put in place to relieve teachers of some of their administrative workload.	o *Flexible timetabling* o *Allocation of non-teaching time* o *Trainee teacher assistants*

3.	Provide **in-service training** for teachers in relation to both their teaching subjects and the area of special needs such as Dyslexia, ADHD etc.	To be able to respond effectively to individual student learning difficulties and help them to reach their full potential.	o *Continuous professional development* o *Ongoing research* o *Specialist assessment materials*
4.	Promote **teamwork** amongst staff to enhance greater co-operation and collaboration. Work to retain the same staff where possible.	Teachers play a central support role in listening to students, especially young people. It is important that staff turnover is low and that personnel aren't constantly changing.	o *Teacher support networks* o *Teamwork approaches* o *Creative leadership* o *Satisfactory working conditions*
TEACHING METHODS			
1.	Vary the **learning settings** where possible e.g. multi-media rooms and field trips.	Using a variety of teaching methods and alternative approaches promotes more satisfactory learner engagement. Interactive and creative learning techniques will help to improve learner motivation. Blended learning should be employed (e.g. websites, digital platforms, open source applications, Moodle) as well as physical activities (e.g. excursions, outdoor games).	o *Alternative learning settings* o *Extra-curricular budgets* o *ePortfolio* o *Blended learning and Moodle* o *Use of multimedia platforms*
2.	Allow learners to create and arrange their own **learning environments**. Provide 'private space' where possible.	This fosters stronger group affiliation and identification and enhances intrinsic motivation, especially for young learners.	o *Learner involvement* o *Learner autonomy* o *Student Council*
3.	Establish a **supportive learning environment** and a positive group spirit.	Teachers/trainers are responsible for promoting good relationships amongst learners. A positive group spirit allows learners to feel comfortable and builds self-esteem.	o *Open badges to reward teamwork* o *Ground rules* o *Collective responsibility*
4.	Encourage learners to be more goal-oriented by developing **individual learning plans**.	It is important for learners to have an individual learning plan with defined personal and vocational goals and to review their progress on an ongoing basis.	o *Individual learning plans* o *Ongoing reviews*
5.	Encourage active **parental involvement** in the case of young learners.	Parents have a strong primary influence on young people in both positive and negative ways. Maintaining communication with the parents, and getting them involved, can strengthen the student's commitment.	o *Home School liaison* o *Parent teacher meetings (for younger learners)*
6.	Encourage and foster the development of **soft skills**.	Soft skills are deemed to play an important role in personal and organisational success. Soft skills are increasingly sought by employers in addition to standard qualifications. Developing positive personal behaviours such as	o *Rewards system for soft skills* o *Mozilla Open Badges* o *ePortfolio to showcase achievement*

		dependability and conscientiousness can yield significant returns for individuals and organisations alike.	
7.	Foster **intercultural empathy** and provide (inter)cultural experiences.	Learning to live and work in harmony for people from different cultural backgrounds is critical due to the rise of globalisation and international migration. The prospect of peace and the successful integration of minorities is currently an important social imperative.	o *Intercultural awareness* o *Multicultural resources* o *Integration activities* o *Equality training*
8.	Give more time to the development of study skills and encourage **self-managed learning.**	Soft skills, including time management and study skills are vital for individuals who have previously disengaged from education and who may be unaccustomed to routine.	o *Development of study skills* o *Comprehensive induction program* o *Self-managed learning* o *Bridging courses* o *Learner autonomy*
9.	Provide **collaborative learning** experiences rather than an exclusively teacher-centred approach.	Group-based collaborative teaching and learning methods (videos, role-play etc.) maximise potential learning outcomes and promote democratic principles.	o *Collaborative learning experiences* o *Multi-media* o *Democratic Principles*
10.	Provide social and **extra-curricular activities.**	Solid interpersonal relationships and feeling part of a group enhances one's intrinsic motivation to remain on a course. This also enhances social inclusion.	o *Extra-curricular activities* o *Social activities*
11.	Design **clear rules** that everybody can identify with.	Rules can be developed in a democratic and inclusive fashion. They should be set down in writing and publicly displayed.	o *Ground rules* o *Transparency*