



## Course Title: Introducing Inclusion and Integration

### Module 6 – Advocacy and Recognition

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| <b>Module Number</b>  | <b>6</b>   |
| <b>Title of Module</b>                                      | <b>Advocacy and Recognition</b>  |
| <b>Description of Module</b>                                | This module introduces learners to the role of advocacy in promoting inclusion and the recognition of skills. Through practical activities, learners explore strategies, tools, and real examples to support inclusive practices in vocational settings. |
| <b>Learning outcomes</b>                                    | <b>K6</b> - Understand the role of advocacy in Promoting Inclusion and recognition;<br><b>S4</b> - Use advocacy tools to promote inclusion and recognition of skills;<br><b>C3</b> - Advocate for inclusion and recognition in vocational settings.      |
| <b>Inclusive Localization and Accessibility Measures</b>    | Materials are translated and adapted with local examples; activities follow WCAG 2.1 standards using simple language, visuals, structured content, and interactive elements to ensure accessibility for all learners.                                    |
| <b>Innovation in Teaching Methods Applied in Activities</b> | Activities include role-plays, case studies, peer feedback, portfolio creation, and reflective writing to promote engagement, practical learning, and personal development.  |

### Activity table

| <b>Activity No.</b> | <b>Activity Title</b>              | <b>Brief Description</b>  |
|---------------------|------------------------------------|---|
| 1.                  | <b>Advocacy Workshop</b>           | Introduction to advocacy strategies and tools                           |
| 2.                  | <b>Case Study Analysis</b>         | Examining successful advocacy campaigns for inclusion                   |
| 3.                  | <b>Role-Play</b>                   | Practicing advocacy in workplace settings                               |
| 4.                  | <b>Policy Analysis</b>             | Reviewing policies on qualification recognition                         |
| 5.                  | <b>Skills Recognition Exercise</b> | Highlighting transferable skills from diverse backgrounds               |
| 6.                  | <b>Group Discussion</b>            | Challenges and opportunities in advocating for inclusion                |
| 7.                  | <b>Reflective Journal</b>          | Personal insights on advocacy and recognition.                          |
| 8.                  | <b>Advocacy Campaign Plan</b>      | Development of an advocacy campaign proposal                            |
| 9.                  | <b>Role-Play Demonstration</b>     | Role-play demonstration of advocacy in action                           |
| 10.                 | <b>Reflection</b>                  | Written reflection on the importance of advocacy in vocational settings |



## Activities

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| <b>Activity number</b>   | <b>1</b>  |
| <b>Activity Title</b>  | <b>Advocacy Workshop</b>  |
| <b>Duration</b>  | 60 minutes  |
| <b>Learning Outcomes</b>   | K6, S4, C3  |
| <b>Requirements</b>  | Advocacy toolkit (handouts, slides), campaign examples  |
| <b>Methodology and Guidance</b>  | Begin by asking what advocacy means; present key tools and types; guide group discussions using real examples; finish with a brief group share. |
| <p><b>Detailed Activity Description:</b> Learners are introduced to the concept of advocacy through a short presentation and group brainstorming session. They explore different types of advocacy (e.g. individual vs. systemic), tools used (social media, petitions, campaigns), and real-life examples. Learners then break into small groups to discuss situations where advocacy could promote inclusion in vocational contexts. Each group identifies a local issue and proposes a basic advocacy strategy.</p> <p><b>1. Opening &amp; Brainstorming (10 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>Facilitator action:</b> Ask the group: <i>“What does advocacy mean to you?”</i> Write answers on a flipchart or digital board.</li> <li>● <b>Learner activity:</b> Learners share initial ideas; small discussion around misconceptions and common themes.</li> <li>● <b>Outcome:</b> Learners start to connect personally with the concept.</li> </ul> <hr/> <p><b>2. Presentation: Key Concepts &amp; Tools (15 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>Facilitator action:</b> Present slides/handouts with: <ul style="list-style-type: none"> <li>○ Types of advocacy (individual, community, systemic).</li> <li>○ Common tools (social media, petitions, campaigns, storytelling, lobbying).</li> <li>○ Real-world campaign examples (brief videos, case studies, or success stories).</li> </ul> </li> <li>● <b>Learner activity:</b> Learners take notes, ask clarifying questions.</li> <li>● <b>Outcome:</b> Learners gain a practical overview of advocacy strategies.</li> </ul> <hr/> <p><b>3. Group Work: Applying Advocacy (20 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>Facilitator action:</b> Divide participants into small groups (3–5 people). Give each group a short scenario or allow them to identify one from their own experiences. <ul style="list-style-type: none"> <li>○ Example scenario: <i>“A student with a disability is not given proper access to vocational training.”</i></li> </ul> </li> </ul> |   |



- **Learner activity:** Each group discusses:
  - What is the issue?
  - Who needs to be influenced? (stakeholders)
  - What advocacy tools could work best? (petition, social media campaign, meeting with leadership, etc.)
  - Draft a simple 3-step strategy.
- **Outcome:** Learners practice applying tools to real-life inclusion challenges.

#### 4. Group Sharing & Reflection (10 minutes)

- **Facilitator action:** Invite each group to briefly present their chosen issue and advocacy strategy. Encourage peer feedback.
- **Learner activity:** Present strategies and listen to others' ideas.
- **Outcome:** Learners exchange perspectives, identify similarities, and strengthen collaborative thinking.

#### 5. Wrap-Up & Key Takeaways (5 minutes)

- **Facilitator action:** Summarize main learning points:
  - Advocacy can be individual or collective.
  - Simple tools (like petitions or social media) can have real impact.
  - Everyone has the power to advocate for inclusion.
- **Learner activity:** Share one "takeaway" or personal commitment.
- **Outcome:** Learners leave motivated with a concrete sense of how to apply advocacy in their own context.

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| <b>Activity number</b>   | <b>2</b>   |
| <b>Activity Title</b>  | <b>Case Study Analysis</b>   |
| <b>Duration</b>  | 60 minutes   |
| <b>Learning Outcomes</b>   | K6 , S4 , C3   |
| <b>Requirements</b>  | Advocacy success cases, analysis forms   |
| <b>Methodology and Guidance</b>  | Introduce real advocacy cases; have learners analyze them in groups; conclude with group presentations and a short facilitator-led discussion. |
| <b>Detailed Activity Description:</b> Participants work in pairs or small groups to analyze real-world case studies of advocacy campaigns (e.g. diploma recognition for refugees). Each group answers guiding questions: What was the issue? Who led the campaign? What strategies were used? What was the outcome? Groups present their analysis to the class and compare lessons learned. Facilitator leads a final discussion on transferability of strategies to local settings. |  |



### 1. Introduction (5 minutes)

- Facilitator introduces the purpose of the activity: *“Today we will look at real examples of advocacy campaigns to understand how they worked and what we can learn from them.”*
  - Present 2–3 short case study summaries (e.g., diploma recognition for refugees, disability rights campaigns, or climate change youth activism).
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### 2. Group Work – Case Study Analysis (25 minutes)

- Learners work in **pairs or small groups** (3–4 people).
  - Each group receives a different case study with a **guided analysis form**.
  - **Guiding questions (on worksheet):**
    1. What was the main issue/problem addressed?
    2. Who initiated and led the campaign?
    3. Which tools/strategies were used? (e.g., social media, lobbying, petitions)
    4. What was the outcome or impact?
    5. What challenges did the campaign face?
    6. What lessons can we apply to our own context?
  - Groups discuss and complete the form collaboratively.
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### 3. Group Presentations (20 minutes)

- Each group presents their case study analysis in **3–4 minutes**.
  - Encourage use of visual notes (flipchart, poster, or slides).
  - After each presentation, allow **1–2 minutes for questions** from peers.
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### 4. Facilitator-Led Discussion (8 minutes)

- Bring the class back together and highlight **common strategies** across cases.
  - Lead a reflection on transferability:
    - Which strategies could work in our local context?
    - What adjustments would be needed (cultural, legal, or resource-based)?
    - What makes an advocacy effort sustainable?
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### 5. Wrap-Up & Key Takeaways (2 minutes)

- Summarize the main lessons learned:
  - Successful advocacy often combines **clear goals, strong leadership, and diverse tools**.



- o Outcomes vary, but even small campaigns can shift awareness or policy.
- o Lessons from global cases can inspire **local action** for inclusion and equity.
- Invite each participant to share **one key insight** they are taking away.

**Examples of Real Case Studies You Could Use**

1. [Recognition of Refugee Diplomas \(Europe\)](#) – NGOs campaigned for easier recognition of foreign qualifications, allowing refugees access to jobs and studies.
2. [Greta Thunberg & Fridays for Future \(Global\)](#) – Youth-led climate strikes influencing global leaders.
3. [Disability Rights Movement \(USA & Global\)](#) – Advocacy for accessibility leading to the Americans with Disabilities Act (1990).
4. [#BlackLivesMatter \(Global\)](#) – Social media and grassroots protests highlighting systemic racism and police brutality.

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| <b>Activity number</b>          | <b>3</b>  |
| <b>Activity Title</b>           | <b>Role-Play</b>  |
| <b>Duration</b>                 | 60 minutes  |
| <b>Learning Outcomes</b>        | K6 , S4 , C3  |
| <b>Requirements</b>             | Workplace scenarios, campaign role cards  |
| <b>Methodology and Guidance</b> | Set the context and assign roles; guide learners as they prepare and act out scenarios; conclude with peer feedback and a reflection round. |

**Detailed Activity Description:** Learners receive workplace scenarios (e.g. a migrant worker’s skills being dismissed). Roles include employee, manager, advocate, and observer. Groups act out these scenarios focusing on applying advocacy techniques like assertive communication, data use, and alliance-building. After each role-play, the group debriefs: What was effective? What could improve? Observers give structured feedback using a rubric.

**1. Introduction & Context (5 minutes)**

- Facilitator explains the purpose: *“We will role-play real workplace scenarios to practice advocacy skills. The goal is not to ‘win’ the argument, but to apply strategies like clear communication, evidence use, and collaboration.”*
- Review advocacy techniques briefly: assertiveness, data-driven arguments, building alliances.

**2. Role Assignment & Preparation (10 minutes)**

- Learners are divided into small groups (4–5 people).
- Each group receives:
  - o **Scenario card** (short workplace challenge).
  - o **Role cards** (Employee, Manager, Advocate, Observer).
- Groups spend 10 minutes preparing:



- o Read roles & scenario.
  - o Plan key talking points.
  - o Observers review rubric to know what to watch for.
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### 3. Role-Play (20 minutes)

- Each group acts out their scenario (approx. 5–6 minutes per role-play).
  - Roles in action:
    - o **Employee:** expresses the problem/experience.
    - o **Manager:** responds to the situation, may resist change.
    - o **Advocate:** supports employee, applies advocacy tools.
    - o **Observer:** silently watches and uses rubric for structured feedback.
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### 4. Group Debrief & Peer Feedback (15 minutes)

- After each role-play:
    - o Group discusses: *“What was effective? What could be improved?”*
    - o Observers share structured feedback from rubric (e.g. clarity of message, use of data, assertiveness, empathy).
  - Facilitator highlights key learning points.
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### 5. Reflection Round (10 minutes)

- Whole-class discussion:
    - o What advocacy techniques worked best?
    - o How did it feel to take different roles?
    - o What skills from this exercise can be applied in real workplaces?
  - Facilitator summarizes lessons learned.
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### Example Workplace Scenarios

#### 1. Migrant Worker’s Skills Dismissed

- A migrant employee has vocational qualifications from abroad. The manager questions their value and refuses to recognize them.
- **Focus:** Advocate uses data (qualification equivalence, skills shortages) to support employee.

#### 2. Employee with Disability Lacks Accessibility

- An employee cannot access training sessions due to lack of ramps or adapted materials.



- **Focus:** Advocate argues for reasonable adjustments, building alliances with HR.
3. **Gender Pay Gap Case**
- A female employee discovers she is paid less than male colleagues for the same role.
  - **Focus:** Advocate presents evidence of pay policies and promotes fair inclusion.
4. **Youth Intern Exploited**
- A young intern is doing full-time work without pay or learning opportunities.
  - **Focus:** Advocate argues for fair compensation and respect for labor standards.

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| <b>Activity number</b>          | <b>4</b>   |
| <b>Activity Title</b>           | <b>Policy Analysis</b>   |
| <b>Duration</b>                 | 60 minutes   |
| <b>Learning Outcomes</b>        | K6 , S4 , C3   |
| <b>Requirements</b>             | Recognition policy documents, summary sheets.  |
| <b>Methodology and Guidance</b> | Provide short policy texts; support group analysis of strengths and gaps; wrap up by collecting improvement suggestions. |

Participants are given summaries of EU and national policies regarding skill and qualification recognition. With a facilitator’s guidance, they identify key gaps and strengths in policy. In groups, learners analyze the policies’ practical impact on marginalized individuals. They then draft recommendations for policy improvement. Outputs are shared and discussed in a plenary session.

**1. Introduction (5 minutes)**

- Facilitator introduces the session: *“Today we will analyze real policy texts on recognition of skills and qualifications. The goal is to identify what works, what doesn’t, and how policies could be improved to promote inclusion.”*
- Distribute **policy summaries** and **analysis sheets**.

**2. Reading & Individual Review (10 minutes)**

- Learners read the provided policy summary (EU policy + 1 national policy example).
- On the worksheet, note initial impressions:
  - *What is the purpose of the policy?*
  - *Who is it meant to support?*

**3. Group Analysis (20 minutes)**

- Learners form small groups (3–4 people).
- Each group analyses policies using guiding questions:
  1. What are the **strengths** of this policy?
  2. What are the **gaps/weaknesses**?



3. How does this policy affect **marginalized groups** (e.g., migrants, refugees, persons with disabilities)?

4. What are the **practical barriers** to implementation?

5. Which aspects could be improved?

- Groups record their findings on the analysis sheet.

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**4. Drafting Recommendations (10 minutes)**

- Each group formulates **2–3 key recommendations** to improve recognition policy (e.g. simplify procedures, improve access to information, ensure fairness).
- Prepare a short statement to present.

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**5. Plenary Presentations & Discussion (12 minutes)**

- Groups present their recommendations (2–3 minutes each).
- Facilitator collects key points on flipchart/board under two headings:
  - *Strengths already present in policies*
  - *Needed improvements / recommendations*
- Class discussion: *Which recommendations are most realistic? Which could have the biggest impact?*

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**6. Wrap-Up (3 minutes)**

- Facilitator summarizes:
  - Recognition policies are essential for inclusion but often contain barriers.
  - Learners can critically evaluate policies and contribute to constructive change.
- Close with reflection: *“If you could change one thing tomorrow in recognition policies, what would it be?”*

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**Example Policy Sources You Could Use**

1. [EU – Council Recommendation on Recognition of Qualifications \(2017\)](#)  
EU Recommendation on automatic recognition
2. [European Qualifications Passport for Refugees \(Council of Europe\)](#)  
EQPR official page

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| <b>Activity number</b>   | <b>5</b>   |
| <b>Activity Title</b>    | <b>Skills Recognition Exercise</b>                   |
| <b>Duration</b>          | 60 minutes   |
| <b>Learning Outcomes</b> | K6 , S4 , C3   |
| <b>Requirements</b>      | Skills inventory tools, personal experience mapping. |



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| <b>Methodology and Guidance</b>   | Explain the value of informal skills; guide learners through a skills-mapping worksheet; finish by helping them create a basic personal portfolio. |
| <p><b>Detailed Activity Description:</b> Each participant completes a personal skills inventory worksheet, identifying both formal and informal learning experiences. They map how these skills can transfer into the workplace. The facilitator introduces tools such as Europass, ECVET, and microcredentials. Learners create a mini-portfolio showcasing selected skills, with peer feedback rounds for refinement.</p> <p><b>1. Introduction (5 minutes)</b></p> <ul style="list-style-type: none"><li>● Facilitator explains the purpose:<br/><i>“Today we will explore all the skills you have acquired – through work, studies, volunteering, or daily life – and learn how to present them effectively.”</i></li><li>● Briefly introduce <b>recognition tools</b>:<ul style="list-style-type: none"><li>○ <a href="#">Europass</a>: standardized CV and skills passport for Europe</li><li>○ <a href="#">ECVET</a>: European Credit system for vocational education</li><li>○ <a href="#">Micro credentials</a>: short, validated learning achievements</li></ul></li></ul> <hr/> <p><b>2. Personal Skills Inventory (15 minutes)</b></p> <ul style="list-style-type: none"><li>● Distribute <b>Skills Inventory Worksheet</b>.</li><li>● Participants list:<ul style="list-style-type: none"><li>○ <b>Formal skills</b>: acquired through education, training, or certification.</li><li>○ <b>Informal skills</b>: acquired through work experience, volunteering, hobbies, or life experience.</li></ul></li><li>● Encourage reflection: <i>“Think of examples that show you applied these skills successfully.”</i></li></ul> <hr/> <p><b>3. Skills Mapping to Workplace (15 minutes)</b></p> <ul style="list-style-type: none"><li>● Participants map each skill to <b>transferable workplace contexts</b>.</li><li>● Worksheet prompts:<ul style="list-style-type: none"><li>○ Skill name</li><li>○ Context in which it was acquired</li><li>○ How it can be applied in a vocational or professional setting</li></ul></li><li>● Facilitator circulates, providing guidance and examples.</li></ul> <hr/> <p><b>4. Mini-Portfolio Creation (15 minutes)</b></p> <ul style="list-style-type: none"><li>● Participants select <b>3–5 key skills</b> from their inventory.</li><li>● Create a mini-portfolio page for each skill including:<ul style="list-style-type: none"><li>○ Skill title</li></ul></li></ul> |  |



- o Evidence or example (experience, certificate, project)
  - o Relevance to workplace or career goal
  - Encourage creativity (visuals, bullet points, digital formats if available).
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**5. Peer Feedback & Refinement (10 minutes)**

- Participants pair up to **share portfolios**.
  - Each peer provides constructive feedback:
    - o Are the skills clearly described?
    - o Are examples convincing?
    - o Could the portfolio be more appealing or structured?
  - Participants make quick refinements based on feedback.
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**6. Wrap-Up & Reflection (5 minutes)**

- Facilitator highlights key takeaways:
  - o All learning experiences matter, not only formal education.
  - o Transferable skills are highly valuable in the workplace.
  - o Mini-portfolios are practical tools to present your competencies.
- Optional reflection question: *“Which skill surprised you the most about yourself today?”*

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| <b>Activity number</b>  | <b>6</b>  |
| <b>Activity Title</b>   | <b>Group Discussion</b>   |
| <b>Duration</b>   | 60 minutes  |
| <b>Learning Outcomes</b>  | K6 , S4 , C3  |
| <b>Requirements</b>   | Prompt questions, flip chart.   |
| <b>Methodology and Guidance</b>   | Pose discussion questions on inclusion and advocacy; facilitate small group sharing; conclude by clustering ideas and reflecting on action steps. |
| <b>Detailed Activity Description:</b> A guided discussion is held around prompt questions (e.g. What are the barriers to inclusion in your country? What makes advocacy challenging?). Learners post key points on a shared board or flipchart. The group clusters ideas into themes (e.g. legal, social, institutional). The discussion ends with a brainstorming of practical advocacy actions learners can take in their own environments. |   |



### 1. Introduction (5 minutes)

- Facilitator introduces the discussion:  
*“We will discuss inclusion and advocacy in your own contexts, explore challenges, and brainstorm practical actions you can take.”*
  - Explain the process: small groups discuss, post ideas, then cluster themes.
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### 2. Small Group Discussions (20 minutes)

- Divide participants into **groups of 3–5**.
- Provide **prompt questions** (examples below).
- Each group discusses and notes key points on paper or sticky notes.

#### Example Prompt Questions:

1. What are the main barriers to inclusion in your country or workplace?
  2. Which groups face the greatest challenges in accessing opportunities?
  3. What makes advocacy difficult in your context?
  4. What strategies have you seen that help promote inclusion?
  5. How can individuals or groups take action to improve inclusion?
  6. What role can digital tools (e.g., social media, online campaigns) play in strengthening advocacy for inclusion?
  7. How can allies (people not directly affected) support marginalized groups without speaking over them?
  8. What examples of successful advocacy campaigns in your region inspire you, and why?
  9. How do cultural attitudes or traditions in your country affect inclusion—positively or negatively?
  10. What skills or resources do advocates need most to be effective in driving change?
  11. How can we measure whether an advocacy effort is actually making progress toward inclusion?
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### 3. Posting & Clustering Ideas (15 minutes)

- Each group posts their **key points on a shared flipchart or board**.
  - Facilitator leads the **clustering process**, grouping ideas into themes, such as:
    - **Legal barriers** (e.g., lack of anti-discrimination laws)
    - **Social barriers** (e.g., stereotypes, stigma)
    - **Institutional barriers** (e.g., inaccessible training programs, bureaucratic hurdles)
    - **Opportunities / successful strategies** (e.g., campaigns, peer support)
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#### 4. Plenary Reflection & Brainstorming Actions (15 minutes)

- Whole-group discussion guided by facilitator:
  - Which barriers are most urgent?
  - What advocacy actions are realistic in your environment?
  - How can small actions lead to larger change?
- Learners brainstorm **practical advocacy actions**, e.g.:
  - Organizing awareness campaigns
  - Engaging local policymakers
  - Peer mentoring programs
  - Social media advocacy
- Facilitator documents actions on flipchart to create a visual action plan.

#### 5. Wrap-Up & Key Takeaways (5 minutes)

- Facilitator summaries:
  - Inclusion challenges are multifaceted (social, legal, institutional).
  - Advocacy requires strategy, creativity, and persistence.
  - Individual and collective actions can make a difference.
- Optional reflection question:  
*“Which advocacy action could you realistically take in the next month?”*

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| <b>Activity number</b>  | <b>7</b>   |
| <b>Activity Title</b>   | <b>Reflective Journal</b>  |
| <b>Duration</b>   | 60 minutes   |
| <b>Learning Outcomes</b>  | K6 , S4 , C3   |
| <b>Requirements</b>   | Writing tools, reflective prompts.   |
| <b>Methodology and Guidance</b>   | Give reflection prompts; allow quiet time for personal writing; optionally invite learners to share insights with the group. |
| <b>Detailed Activity Description:</b> Participants reflect individually on a situation where they witnessed or needed advocacy, and how they might handle it differently with new tools. Prompts guide the reflection: What emotions were involved? What could you do now? Journals can remain private or be optionally shared with the facilitator for feedback. This activity fosters self-awareness and personal growth. |  |



### 1. Introduction (5 minutes)

- Facilitator explains purpose:  
*“This session is about reflecting on your experiences with advocacy – either as a witness or participant – and thinking about how you could act differently with new knowledge and tools.”*
  - Emphasize that **journals can remain private** or be optionally shared.
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### 2. Reflection Prompts (5 minutes)

- Distribute prompts or display them on a screen.
  - Suggested prompts:
    1. Describe a situation where you witnessed or needed advocacy.
    2. How did you feel during this situation?
    3. What actions did you take, or could you have taken?
    4. What advocacy tools or strategies could you apply now?
    5. What would you do differently in the future?
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### 3. Quiet Writing Time (35 minutes)

- Participants write individually in their journals.
  - Facilitator circulates, offering support if someone is stuck or needs guidance.
  - Encourage honesty and depth: focus on **thoughts, feelings, and lessons learned** rather than just facts.
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### 4. Optional Sharing & Feedback (10 minutes)

- Invite participants to **share insights** in pairs, small groups, or with the facilitator.
  - Sharing is **voluntary**; the goal is reflection, not evaluation.
  - Encourage **constructive feedback** and acknowledgment of personal growth.
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### 5. Wrap-Up & Key Takeaways (5 minutes)

- Facilitator summaries:
    - Reflective practice strengthens self-awareness and advocacy skills.
    - Journaling helps identify emotions, strategies, and growth opportunities.
    - Reflection is a continuous process: revisit your journal after applying new tools.
  - Optional closing question:  
*“What is one thing you learned about yourself today that could make you a stronger advocate?”*
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### Tips for Facilitators

- Remind learners that reflection is **private and safe**; there are no right or wrong answers.
- Encourage linking reflection to previous activities (case studies, role-play, policy analysis).
- Provide quiet, comfortable space to foster focus and introspection.

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| <b>Activity number</b>   | <b>8</b>  |
| <b>Activity Title</b>  | <b>Advocacy Campaign Plan</b>   |
| <b>Duration</b>  | 60 minutes  |
| <b>Learning Outcomes</b>   | K6 , S4 , C3  |
| <b>Requirements</b>  | Campaign planning template, visual aids.  |
| <b>Methodology and Guidance</b>  | Present the assignment criteria; support groups as they design a campaign plan; finish with short presentations and submit written proposals. |
| <b>Detailed Activity Description:</b> In teams, learners develop a full proposal for an advocacy campaign (e.g. promoting access to skill validation services). Each proposal must include: a problem statement, objectives, audience analysis, strategy, communication plan, timeline, and evaluation methods. Groups submit a written report and deliver a 5-minute pitch to the class, receiving peer and facilitator feedback. |   |

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| <b>Activity number</b>   | <b>9</b>  |
| <b>Activity Title</b>  | <b>Role Play Demonstration</b>  |
| <b>Duration</b>  | 60 minutes  |
| <b>Learning Outcomes</b>   | K6 , S4 , C3  |
| <b>Requirements</b>  | Role-play scripts, evaluation criteria.   |
| <b>Methodology and Guidance</b>  | Explain the objective and grading criteria; guide learners through role-play presentations; close with group feedback and discussion. |
| <b>Detailed Activity Description:</b> Using previously developed scenarios, learners perform a role-play that demonstrates advocacy in a vocational context. Scenarios must highlight issues such as skill recognition or discrimination. The role-play is evaluated on clarity of message, argumentation, use of data or personal narrative, and overall impact. Peers act as a feedback panel using a structured rubric. |   |
| <b>1. Introduction (5 minutes)</b>   |   |
| <ul style="list-style-type: none"> <li>● Facilitator explains objectives:<br/><i>“You will perform role-plays demonstrating advocacy in vocational contexts, focusing on issues such as skill recognition or workplace discrimination.”</i></li> <li>● Review <b>evaluation criteria</b> with participants: clarity, argumentation, use of data/personal narrative, and overall impact.</li> </ul>                         |   |



## 2. Preparation (10 minutes)

- Groups receive **assigned role-play scenario**.
  - Roles may include:
    - Employee
    - Manager
    - Advocate
    - Observer
  - Groups plan:
    - Key points to communicate
    - Evidence, data, or personal stories to support arguments
    - Interaction dynamics between roles
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## 3. Role-Play Presentations (25 minutes)

- Each group performs their role-play in front of peers.
  - Observers and peers use **structured rubric** to evaluate:
    1. Clarity of message
    2. Persuasiveness of arguments
    3. Effective use of supporting evidence (data, personal narrative)
    4. Overall engagement and impact
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## 4. Peer Feedback & Discussion (15 minutes)

- After each performance, peers provide **structured feedback** based on the rubric:
    - What worked well?
    - What could be improved?
    - Were the advocacy tools applied effectively?
  - Facilitator leads a brief discussion to highlight key learning points and strategies observed.
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## 5. Wrap-Up & Reflection (5 minutes)

- Facilitator summaries:
  - Effective advocacy requires preparation, clear messaging, and evidence.
  - Role-play helps transfer theoretical knowledge into practice.
  - Feedback from peers and self-reflection strengthens advocacy skills.



**Scenarios:**

**Scenario 1 – Skill Recognition for Refugees**

**Context:**

A refugee worker applies for a position as a technician. He has qualifications from his home country, but the employer is unsure whether to accept them.

**Roles:**

- **Employee (Refugee):** Wants fair recognition of qualifications. Emphasizes previous training, certificates, and experience. May share a short personal story.
- **Manager (Employer):** Concerned about validity of foreign qualifications and company standards. Hesitant to hire without official recognition.
- **Advocate (NGO representative):** Provides evidence about European/national frameworks for recognizing refugee qualifications. Pushes for inclusive hiring.
- **Observer:** Takes notes for feedback.

**Prompt Script (opening lines):**

- Employee: *“I completed my training as an electrician in Syria and worked for six years. I want to contribute my skills here, but I’m told my diploma isn’t valid. This feels unfair.”*
- Manager: *“I respect your experience, but we have strict hiring policies. Without official recognition, it’s risky for us.”*
- Advocate: *“Actually, there are EU tools like the Qualifications Passport for Refugees that support employers in exactly these cases. Employers can use these to validate skills.”*

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**Scenario 2 – Gender Discrimination in Promotion**

**Context:**

An employee is denied a promotion, despite stronger qualifications than her male colleague. She challenges the decision.

**Roles:**

- **Employee (Female worker):** Argues her case, pointing to her qualifications, years of experience, and strong performance record.
- **Manager (HR):** Defends the decision but faces pressure to explain fairness.
- **Advocate (Union Rep / Equality Officer):** Brings legal frameworks and data about gender pay gap and promotion inequality.



- **Observer:** Notes fairness of arguments and advocacy techniques.

**Prompt Script (opening lines):**

- Employee: *“I trained three new staff this year, exceeded all my targets, and yet I was passed over for promotion. Can you explain why?”*
- Manager: *“We based our decision on leadership qualities, and your colleague was seen as a stronger candidate.”*
- Advocate: *“Data shows women often face invisible barriers in promotions. We must review this decision to ensure compliance with equal opportunity laws.”*

**Scenario 3 – Accessibility for Workers with Disabilities**

**Context:**

An employee with visual impairment requests workplace adaptations. The employer hesitates due to cost concerns.

**Roles:**

- **Employee (Visually impaired):** Politely but firmly advocates for their right to accessibility. Explains how minor adjustments (software, screen reader, flexible tasks) would make the job feasible.
- **Manager (Employer):** Concerned about budget and feasibility of accommodations.
- **Advocate (Disability Rights Org.):** Provides legal framework (e.g., UNCRPD, EU directives), emphasizes benefits of inclusion, and cost-effectiveness of reasonable adjustments.
- **Observer:** Notes persuasiveness and effectiveness of arguments.

**Prompt Script (opening lines):**

- Employee: *“I can do this job well if I have access to screen-reading software. Without it, I can’t perform basic tasks.”*
- Manager: *“We want to support you, but these adaptations are costly. I’m not sure the company can afford it.”*
- Advocate: *“Actually, most workplace adjustments are low-cost, and there are government subsidies. Denying accessibility could expose the company to legal challenges.”*

|                                 |   |
|---------------------------------|---|
| <b>Activity number</b>          | <b>10</b>   |
| <b>Activity Title</b>           | <b>Reflection</b>   |
| <b>Duration</b>                 | 60 minutes  |
| <b>Learning Outcomes</b>        | K6 , S4 , C3  |
| <b>Requirements</b>             | Writing materials, self-reflection prompts.   |
| <b>Methodology and Guidance</b> | Introduce the reflection topic; allow time for individual writing; collect submissions and optionally share highlights. |



**Detailed Activity Description:** Learners complete an individual written reflection answering questions such as: Why is advocacy important in vocational education? How can I contribute to inclusive practices? How will I apply this knowledge in real life? The reflection is assessed for clarity of thought, depth of insight, and practical relevance. Length: 300–500 words.

### 1. Introduction (5 minutes)

- Facilitator introduces the reflection:  
*“This session is for you to think deeply about advocacy in vocational education, your role in promoting inclusion, and how you can apply your learning in practice.”*
  - Explain **expectations**: 300–500 words, clarity of thought, depth of insight, practical relevance.
- 

### 2. Reflection Prompts (5 minutes)

- Display or hand out prompts to guide writing:
    1. Why is advocacy important in vocational education?
    2. How can I contribute to inclusive practices in my environment?
    3. What strategies or tools learned in this workshop can I apply?
    4. How will I implement this knowledge in real-life situations?
    5. What challenges might I face, and how could I overcome them?
- 

### 3. Individual Writing Time (40 minutes)

- Participants write their reflections quietly.
  - Encourage:
    - Thoughtfulness and depth over quantity
    - Linking insights to previous workshop activities (role-play, case studies, discussions)
    - Honest self-assessment and action planning
- 

### 4. Optional Sharing & Submission (5 minutes)

- Participants may **voluntarily share highlights** in pairs or small groups.
  - Collect submissions for facilitator review, feedback, or assessment.
  - Emphasize **reflective practice** rather than grading pressure.
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### 5. Wrap-Up & Key Takeaways (5 minutes)

- Facilitator summarizes:
  - Reflection solidifies learning and links it to personal and professional practice.
  - Advocacy requires awareness, strategy, and continuous reflection.



- o Applying insights from this reflection can enhance inclusion and impact in vocational contexts.
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#### **Tips for Facilitators**

- Create a quiet, comfortable environment conducive to deep thinking.
- Encourage linking personal experience with advocacy concepts learned.
- Highlight that reflection is **ongoing**: revisit insights periodically to guide actions.