

# Bibliography on Inclusive Learner Engagement

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## SECTION 1: UNDERSTANDING INCLUSIVITY AND LEARNER ENGAGEMENT

### BIBLIOGRAPHY UNDERSTANDING INCLUSIVE EDUCATION IN VET

(See also InclusiVET Course Module 1)

- Borgonovi, F., Quintini, G., & Vandeweyer, M. (2023). *Joining forces for gender equality: Gender gaps in vocational education and training (VET) and adult learning*. OECD Publishing. <https://doi.org/10.1787/9789264896915-en>

This OECD report, *Joining Forces for Gender Equality: Gender Gaps in Vocational Education and Training (VET) and Adult Learning*, examines persistent gender disparities in access to, participation in, and outcomes of VET and adult learning across OECD countries. Borgonovi, Quintini, and Vandeweyer analyze how gender norms, stereotypes, and structural barriers influence educational and occupational pathways, particularly affecting women's representation in technical fields and men's in care-related sectors. The report provides comparative data, identifies policy challenges, and outlines evidence-based strategies to promote gender-balanced participation and inclusive learning environments. It calls for coordinated efforts among policymakers, educators, and employers to close gender gaps and ensure equitable access to skills development opportunities for all.

- Jeon, S. (2019). *Unlocking the potential of migrants: Cross-country analysis*. *OECD Reviews of Vocational Education and Training*. OECD Publishing. <https://doi.org/10.1787/045be9b0-en>

In *Unlocking the Potential of Migrants: Cross-Country Analysis*, Seunghee Jeon explores how vocational education and training (VET) systems across OECD countries can better support the integration and skills development of migrants. Drawing on comparative data and case studies, the report highlights key barriers migrants face in accessing and benefiting from VET, including language obstacles, limited recognition of prior learning, and systemic exclusion. It identifies effective practices and policy measures that enhance inclusiveness, such as



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targeted guidance, flexible learning pathways, and employer engagement. The report calls for coordinated efforts to make VET systems more responsive to migrant learners, ultimately contributing to their successful integration and to more inclusive labour markets.

- GIZ. (2020). *Inclusive education*. German Agency for International Cooperation (GIZ). <https://www.giz.de/en/worldwide/21235.html>

The GIZ publication *Inclusive Education* outlines the German Agency for International Cooperation's approach to promoting equitable and accessible education worldwide. It emphasizes that inclusive education is key to sustainable development and social cohesion, particularly for marginalized groups such as learners with disabilities, migrant and refugee children, and those from disadvantaged socio-economic backgrounds. The resource presents guiding principles, practical approaches, and international project examples demonstrating how inclusive education systems can be designed and implemented. GIZ advocates for systemic change that involves teacher training, policy reform, community engagement, and cross-sector collaboration to ensure that no learner is left behind.

- Knowledge Innovation Centre (KIC) and OIC Poland Foundation (OIC). (2023). *InclusiVET Mapping Report: Characteristics, challenges & opportunities of inclusive learner engagement in VET* [https://inclusivet.eu/wp-content/uploads/sites/84/2024/03/InclusiVET\\_Mapping-Report\\_Final.pdf](https://inclusivet.eu/wp-content/uploads/sites/84/2024/03/InclusiVET_Mapping-Report_Final.pdf)

The *InclusiVET Mapping Report: Characteristics, Challenges & Opportunities of Inclusive Learner Engagement in VET* provides a comprehensive analysis of learner engagement within European Vocational Education and Training (VET) systems. Focusing on underrepresented groups, the report identifies barriers to participation and proposes strategies to foster inclusive environments. Through desk research and focus groups, it highlights the importance of flexible participation opportunities, visibility of diversity, robust support systems, professional development for educators, and policies informed by underrepresented learners. This resource serves as a foundational step in promoting equitable learner engagement across VET institutions.

- OECD. (2008). *Students with disabilities, learning difficulties and disadvantages: Policies, statistics and indicators*. OECD Publishing. <https://doi.org/10.1787/9789264027619-en>

The OECD publication *Students with Disabilities, Learning Difficulties and Disadvantages: Policies, Statistics and Indicators* provides an internationally comparable set of indicators on educational provision for students facing various challenges. By employing a resource-based classification system, the report categorizes students into three cross-national groups: those with disabilities, those with learning difficulties, and those experiencing disadvantages. This framework facilitates the analysis of policy approaches, resource allocation, and educational outcomes across different countries. The report highlights significant disparities in how nations identify and support these students, emphasizing the need for consistent data collection and inclusive educational practices. It serves as a valuable resource for policymakers aiming to enhance equity and effectiveness in education systems worldwide

- UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education: All means all*. UNESCO. <https://gem-report-2020.unesco.org/>

The 2020 Global Education Monitoring Report, *Inclusion and Education: All Means All*, published by UNESCO, examines the barriers that prevent millions of learners—particularly those from marginalized groups—from accessing quality education. It highlights how social, economic, and cultural mechanisms contribute to exclusion and underscores the importance of inclusive education in achieving Sustainable Development Goal 4 (SDG 4). The report identifies challenges such as inconsistent definitions of inclusion, lack of teacher support, inadequate data on excluded learners, and insufficient infrastructure. It provides policy recommendations to address these issues, emphasizing the need for inclusive curricula, teacher training, and community engagement. The report serves as a call to action for governments and stakeholders to recognize diversity as a strength and to ensure that every learner has access to equitable and inclusive education.

## BIBLIOGRAPHY WARNING SIGNALS OF INCLUSIVITY PROBLEMS IN THE CLASSROOM AND AT SCHOOL

(See also InclusiVET Course Module 2)

- Banks, J. A. (2016). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Pearson.

This definitive resource gives readers a strong background in the conceptual, theoretical, and philosophical issues in multicultural education from one of the most well respected authorities

in the field—James A. Banks. In the opening chapter author Banks presents his well-known and widely used concept of Dimensions of Multicultural Education to help build an understanding of how the various components of multicultural education are interrelated. He then provides vital information on preparing students to function as effective citizens in a global world; discusses the dimensions, history, and goals of multicultural education; presents the conceptual, philosophical, and research issues related to education and diversity; examines the issues involved in curriculum and teaching; looks at gender equity, disability, giftedness, and language diversity; and focuses on intergroup relations and principles for teaching and learning.

- Crosnoe, R. (2011). Fitting in, standing out: Navigating the social challenges of high school to get an education. *Cambridge University Press*.  
<https://doi.org/10.1017/CBO9780511793264>

In American high schools, teenagers must navigate complex youth cultures that often prize being “real” while punishing difference. Adults may view such social turbulence as a timeless, ultimately harmless rite of passage, but changes in American society are intensifying this rite and allowing its effects to cascade into adulthood. Integrating national statistics with interviews and observations from a single school, this book explores this phenomenon. It makes the case that recent macro-level trends, such as economic restructuring and technological change, mean that the social dynamics of high school can disrupt educational trajectories after high school; it looks at teenagers who do not fit in socially at school — including many who are obese or gay — to illustrate this phenomenon; and it crafts recommendations for parents, teachers, and policymakers about how to protect teenagers in trouble. The end result is a story of adolescence that hits home with anyone who remembers high school.

- Ladson-Billings, G., & Tate, W. F. (1995). Toward a critical race theory of education. *Teachers College Record*.  
<https://journals.sagepub.com/doi/10.1177/016146819509700104>

This article asserts that despite the salience of race in U.S. society, as a topic of scholarly inquiry, it remains untheorized. The article argues for a critical race theoretical perspective in education analogous to that of critical race theory in legal scholarship by developing three propositions: (1) race continues to be significant in the United States; (2) U.S. society is based on property rights rather than human rights; and (3) the intersection of race and property

creates an analytical tool for understanding inequity. The article concludes with a look at the limitations of the current multicultural paradigm.

- Mezzanotte, C. and Calvel, C. (2023). Indicators of inclusion in education: A framework for analysis. *OECD, Education Working Papers*. Paris, <https://doi.org/10.1787/d94f3bd8-en>.

Calls for increased monitoring and evaluation of education policies and practices have not, so far, included widespread and consistent assessments of the inclusiveness of education settings. Measuring inclusion in education has proven to be a challenging exercise, due not only to the complexity and different uses of the concept, but also to its holistic nature. Indeed, measuring inclusion implies analysing a variety of policy areas within education systems, while also considering the different roles of the system, the school and the classroom. This paper discusses the application of the input-process-outcome model to the measurement of inclusion in education, and key indicators that can be adopted by education systems and schools to this end. It makes considerations relevant to policy makers when designing indicators to measure inclusion, such as the extent of their application, the constraints related to data disaggregation and the relevance of intersectional approaches to inclusion.

- Swearer, S. M., Espelage, D. L., [...], & Hymel, S. (2009). What can be done about school bullying?: Linking research to educational practice. *Educational Researcher*. <https://doi.org/10.3102/0013189X093576>

In this article, the authors review research on individual, peer, and school contributions that may be critical factors for enhancing efforts to address bullying among students. Methodological challenges are delineated, with an emphasis on how bullying is defined and assessed and the subsequent implications for bullying prevention and intervention program evaluation. The impact of school-based anti-bullying programs and the challenges currently facing educators and researchers in this area are discussed. The article concludes with a proposal for a broader, ecologically based model of school bullying based on the emerging literature.

- Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority VET learners. *Science*. <https://doi.org/10.1126/science.1198364>

A brief intervention aimed at buttressing college freshmen's sense of social belonging in school was tested in a randomized controlled trial (N = 92), and its academic and health-related consequences over 3 years are reported. The intervention aimed to lessen psychological perceptions of threat on campus by framing social adversity as common and transient. It used subtle attitude-change strategies to lead participants to self-generate the intervention message. The intervention was expected to be particularly beneficial to African-American students (N = 49), a stereotyped and socially marginalized group in academics, and less so to European-American students (N = 43). Consistent with these expectations, over the 3-year observation period the intervention raised African Americans' grade-point average (GPA) relative to multiple control groups and halved the minority achievement gap. This performance boost was mediated by the effect of the intervention on subjective construal: It prevented students from seeing adversity on campus as an indictment of their belonging. Additionally, the intervention improved African Americans' self-reported health and well-being and reduced their reported number of doctor visits 3 years postintervention. Senior-year surveys indicated no awareness among participants of the intervention's impact. The results suggest that social belonging is a psychological lever where targeted intervention can have broad consequences that lessen inequalities in achievement and health.

## BIBLIOGRAPHY UNDERSTANDING LEARNER ENGAGEMENT IN VET

(See also InclusiVET Course Module 3.1)

- Arnstein, S. R. (1969). A ladder of citizen participation. *Journal of the American Planning Association*, 35(4), 216–224.

<https://www.tandfonline.com/doi/abs/10.1080/01944366908977225>

This seminal article presents a typology of citizen participation arranged as an eight-rung ladder, where each rung represents increasing levels of citizen power in determining plans and programmes. The ladder is divided into three broad categories: nonparticipation (manipulation and therapy), degrees of tokenism (informing, consultation, and placation), and degrees of citizen power (partnership, delegated power, and citizen control). Arnstein argues that genuine citizen participation requires the redistribution of power that enables those currently excluded from political and economic processes to be deliberately included in the future. The model was developed from Arnstein's work examining three federal social

programmes in the United States: urban renewal, anti-poverty initiatives, and Model Cities. Arnstein's penetrating analysis advanced a central argument that remains relevant today: citizen participation, if it is to be considered genuine, requires the redistribution of power. The model has influenced many later frameworks, including Elizabeth Rocha's Ladder of Empowerment and Roger Hart's Ladder of Children's Participation. Despite being published over 50 years ago, it remains one of the most widely referenced and influential models in democratic public participation.

- National Student Engagement Programme (NStEP). (n.d.). 4 domains of student engagement. <https://studentengagement.ie/domains/>

NStEP identifies four key domains where student engagement should take place: Governance and Management, Teaching Learning and Assessment, Quality Assurance, and Student Life/Student Community. In the governance domain, recognition of pre-existing hierarchies, decision-making cultures, and knowledge asymmetry is crucial to ensuring students can fully participate and influence policy development, implementation, and evaluation. The teaching, learning and assessment domain is where students and staff most often engage, with approaches balanced between student engagement in their own learning and in enhancing that learning. Partnership in this space can be pedagogical, curricular, and extra-curricular, founded on strong dialogic relationships where staff and students recognise their engagement can influence institutional change and quality assurance. Student engagement in quality assurance is rooted in student participation throughout all processes, ensuring the system can effectively capture and understand how student engagement is meaningfully supported through practice. Student-to-student engagement is an important element of an inclusive and collaborative partnership system, including the ability to participate in democratic processes, elect representatives, and self-organise. NStEP is a joint initiative of Quality and Qualifications Ireland, the Higher Education Authority, and the Union of Students in Ireland.

- Ahn, M. Y., & Davis, H. H. (2020). Four domains of students' sense of belonging to university. *Studies in Higher Education*, 45(3), 622–634. <https://www.tandfonline.com/doi/abs/10.1080/03075079.2018.1564902?journalCode=cshe20>

This study collected data from 426 participants using the '10 Words Question' methodology, asking students to write up to 10 words about their sense of belonging to their university. The responses were analysed using a sequence of methods including In Vivo coding, systematic

coding, clustering, and contingency analysis. The results show that, in addition to academic and social engagement, there are two additional domains of belonging which are often neglected: surroundings and personal space. Surroundings equate to participants' living space, geographical and cultural location, whilst personal spaces refer to life satisfaction, life attitudes, identity and personal interests. Both positive and negative data demonstrate the complex and multi-dimensional character of belonging in higher education. The research uses contingency analysis to explore the interrelationships between the four domains as well as sub-domains. The study concludes that policies for student engagement in higher education should reflect all four domains to support the full range of students' experiences. The findings challenge conventional approaches that focus primarily on academic and social dimensions whilst overlooking the importance of physical environment and personal wellbeing factors.

## BIBLIOGRAPHY ROLE OF TEACHING STAFF IN ENCOURAGING LEARNER ENGAGEMENT

(See also InclusiVET Course Module 3.2)

- National Student Engagement Programme (NStEP). (n.d.). Video: What is student engagement?

Available at: <https://www.youtube.com/watch?v=StLlbS8aHlw>

This video resource from NStEP provides a brief overview of the meaning of learner engagement and how it can be encouraged and improved in Irish higher education institutions. It explains the fundamental concepts of student engagement and offers practical strategies for enhancement. The video is designed for educators and institutional staff to understand the importance of student engagement beyond traditional classroom activities. It emphasises the role of staff in creating meaningful engagement opportunities. The resource is part of NStEP's broader mission to strengthen student engagement in decision-making across Irish higher education. It provides an accessible introduction to the core principles that underpin effective student engagement practices.

- Conner, J., Mitra, D., Holquist, S., Rosado, E., Wilson, C., & Wright, N. (2024). Student voice and choice in the classroom: Promoting academic engagement. In *Active Learning and Engagement*. IntechOpen. <https://www.intechopen.com/chapters/89232>

Student voice practices are defined as strategies that invite student feedback on, input into, or collaborative decision-making about educational planning, delivery, assessment, or reform. Both teachers and students note that soliciting and supporting student voice in the classroom does not always mean the teacher does exactly what students request; instead, it means having open dialogue about student preferences, needs, and hopes. When students engage in student voice practices by providing feedback, offering input, or participating in collaborative decision-making, they are thinking about their experiences as learners: what works for them and what does not. Student voice refers to strategies and structures that enable students to have an influence on the educational decision-making that impacts their own and their peers' experiences in school. Research has documented associations between student voice and student engagement, with student participation in decision-making found to be a significant predictor of both affective and cognitive engagement. The work provides research-based vignettes explaining what student voice practices look like in the classroom and how they differ from simply providing choice. It illustrates how student voice practices enhance affective, behavioural, and cognitive student engagement from both student and teacher perspectives.

## BIBLIOGRAPHY LEARNER'S SENSE OF BELONGING

(See also InclusiVET Course Module 4)

- Arnaiz Sánchez, P; Remedios de Haro Rodríguez; Rosa María Maldonado Martínez. 2019. *Barriers to Learner Learning and Participation in an Inclusive School as Perceived by Future Education Professionals*.  
<https://naerjournal.com/article/view/v8n1-3#toc-13>

**Abstract:** This paper analyzes the barriers to learning and the current participation of schools in the promotion of inclusion from the perspective of future teaching professionals, specifically, 86 students from three Masters Courses in the Faculty of Education of the University of Murcia. A questionnaire was utilized in order to ascertain their perceptions of the limitations and obstacles present within the school context, the attitudes, the availability of resources and the adequacy of the educational response offered by the educational centres in which they had carried out their teacher training placements, with the aim of improving the future training of other students. A non-experimental narrative method was used. The results show many barriers and obstacles in the educational centres such as a lack of teacher training, which is needed to respond to the needs of all the students, the consideration that the diversity of the students is a problem, physical barriers, underuse of existing resources, as well as an educational response lacking in organizational and didactic strategies which does not take responsibility for a just and inclusive curriculum for all students.

- Al-Kubaisi, H., & Shahbal, S. 2021. *The Focus of Educational Leadership on Learner Learning; Reflection and Assessment-Vanderbilt Assessment of Leadership in Education*. <https://www.researchgate.net/signup.SignUp.html>.

**Abstract:** The research shows that school leadership influences school management results in general, and it particularly impacts student learning. The learning process requires effective management, interventions, and planning based on the appropriate leadership. The study was conducted to evaluate, understand, and conclude the influence of school leadership that influences management based on the six primary components and six key processes. These components and processes affect student learning directly or indirectly in both manners. Pedagogical interventions and learning-centered educational approaches are most effective through leadership management.

- NWS Government. *Education*. <https://education.nsw.gov.au/about-us/education-data-and-research/what-works-best/learner-belonging/making-sense-of-belonging/what-can-i-do-about-my-learners-sense-of-belonging>

**Abstract:** This resource outlines evidence-based strategies to enhance students' sense of belonging through whole-school, classroom, and targeted approaches. Whole-school initiatives, such as clear behavioral expectations and anti-bullying policies, create an inclusive foundation. Classroom practices, including fostering positive teacher-student and peer relationships, reinforce belonging at the interpersonal level. Targeted interventions address the needs of at-risk groups, such as culturally diverse students, LGBTQIA+ youth, and those with disabilities or from low-SES backgrounds.

- Whedon, S. *Panorama Education: Why Students Need to Feel a Sense of Belonging and How To Create It*. <https://www.panoramaed.com/blog/student-sense-of-belonging>

**Abstract:** A student's sense of belonging is foundational to their academic success, emotional well-being, and future employability. Research shows that when students feel valued, respected, and connected in their school community, they exhibit higher engagement, improved behavior, and stronger academic performance. Yet fostering this sense of belonging requires intentional strategies—from daily classroom practices to systemic cultural shifts. This session explores how K-12 educators can cultivate inclusive environments where every student feels seen and supported.

## BIBLIOGRAPHY TEACHING, LEARNING, AND ASSESSMENT ENVIRONMENTS: LEARNERS' ENGAGEMENT IN LEARNING PROCESSES

(See also InclusiVET Course Module 5)

European Commission, Directorate-General for Education, Youth, Sport and Culture European Education Area. (2024). Wellbeing and mental health at school Guidelines for school leaders, teachers and educators.

<https://op.europa.eu/en/publication-detail/-/publication/ec1136e2-0d3a-11ef-a251-01aa75ed71a1/language-en>

**Abstract:** This paper advocates a whole-school approach to inclusive education, engagement, sense of belonging and mental health, that prioritizes student wellbeing through universal curricular and extra-curricular strategies, relational and contextual practices at school and classroom levels. The model includes 11 main areas and seeks to reduce risks and build supportive school and classroom environments. Complementing universal measures, targeted support for students with individual, social, or structural risk factors is recommended, delivered in small groups or individually and coordinated with professionals. Eleven policy recommendations are proposed, with monitoring and evaluation highlighted as essential for the sustainable implementation and assessment of impact across target groups.

## BIBLIOGRAPHY LEARNER SUPPORT AS A PRECONDITION FOR INCLUSIVE LEARNER ENGAGEMENT IN VET

(See also InclusiVET Course Module 6)

- LearnPick. (n.d.). *Individual tuitions vs. group tuitions: How to decide*. LearnPick. <https://www.learnpick.in/blog/individual-tuitions-vs-group-tuitions-how-to-decide>

This website page introduces different elements of individual tuition and group tuition for students, which can be also be used in the context of mentoring student representatives. It explains that:

- Group tuition involves a group of students, where tutors explain key topics and encourage group discussion and collaborative work.
- Private tuition provides 1-to-1 coaching where students receive full attention from the tutor, who can monitor their individual weaknesses and progress.

The main recommendation is that the choice depends on the individual student's learning needs. The article suggests that parents should research their child's learning preferences

and allow the student to decide which system would be most suitable for them, as every student has a different capacity to absorb knowledge from the same subject. The piece is emphasises the importance of matching the tutoring style to the student's individual learning preferences.

- Coaching vs. Facilitating vs. Mentoring.

Available at: <https://www.youtube.com/watch?v=XzA7et1wIY0>

This video provides a quick overview and clarification of the key terminology used in learner support: coaching, facilitating, and mentoring. It helps distinguish between these three approaches to supporting learners in educational settings. The video is particularly useful for VET professionals seeking to understand when and how to apply each approach appropriately. It offers practical guidance on the distinct roles and purposes of each support method. The resource serves as an accessible introduction for staff who work with learners in engagement activities. The video supports the development of appropriate support strategies tailored to different learner needs and contexts.

## BIBLIOGRAPHY CREATING INCLUSIVE AND EMPOWERING CLASSROOM ENVIRONMENTS

(See also InclusiVET Course Module 7)

- Fernagu-Oudet, S. (2012). Concevoir des environnements de travail capacitants : L'exemple d'un réseau réciproque d'échanges des savoirs. Formation-Emploi. <https://journals.openedition.org/formationemploi/3684> (only in French)

This article sets out to explore the functioning of a Reciprocal Knowledge Exchange Network within a large public company. Whereas the network functions as a resource that supports the professionalization of employees and their activities, the study reveals interesting spin-off effects that we examine from the perspective of the capability approach and the notion of enabling environment capabilities

- Sen, A. (2000). Development as freedom. Oxford University Press. [https://kuangaliablog.wordpress.com/wp-content/uploads/2017/07/amartya\\_kumar\\_sen\\_development\\_as\\_freedombookfi.pdf](https://kuangaliablog.wordpress.com/wp-content/uploads/2017/07/amartya_kumar_sen_development_as_freedombookfi.pdf)

Development as Freedom is a work by Indian economist Amartya Sen, concerning human development, a central theme of the author's thinking. For him, poverty is not only due to a lack of material resources, but also to a deprivation of fundamental freedoms (free exercise of political rights, a secure life and free choice of life, economic rights (access to credit), etc.). Development therefore does not depend on an increase in a country's basic income or average income, but rather on an increase in the population's capabilities, its opportunities to effectively exercise its freedoms. For Sen, waiting until a country has emerged from poverty to develop individual freedoms is nonsensical.

## SECTION 2: SUPPORT AND SKILLS FOR INCLUSIVE ENGAGEMENT

### BIBLIOGRAPHY CAPACITY TO INCLUDE LEARNERS BOTH INSIDE AND OUTSIDE VET CENTRES

(See also InclusiVET Course Module 8)

- Saha, L. J., & Print, M. (2010). Student school elections and political engagement: A cradle of democracy? *Educational Review*, 62(2), 131–154.  
<https://www.sciencedirect.com/science/article/abs/pii/S0883035510000406>

The existence of student governance, and the election of student representatives to the school government, is an essential component of a "democratic school". The experience of democracy through the existence of democratic practices in school, such as participation in a student government which does have genuine power, represents a valuable learning experience about democracy. Students are expected to experience democratic politics and learn the languages and practices in activities such as meetings, discussions and debates, voting and decision-making in their daily lives. Research found that having voted in school elections was positive as it related to feeling prepared to vote as an adult, to being committed to vote at age 18, to political knowledge and participation in peaceful activism. The study investigates children's views and experiences of democracy and pupil participation in relation to everyday school contexts. The research emphasises that engaging pupils to have a say and participate in school democratic procedures and practices must be taken seriously as an educational project. The findings demonstrate the direct relationship between participation in school decisions and various aspects of civic attitudes and behaviour.

- OECD. (2024). Promoting youth volunteering and civic service engagement.  
[https://www.oecd.org/en/publications/promoting-youth-volunteering-and-civic-service-engagement\\_39659e6a-en.html](https://www.oecd.org/en/publications/promoting-youth-volunteering-and-civic-service-engagement_39659e6a-en.html)

Youth volunteering and civic service programmes can foster young people's confidence for further civic engagement, skills development, and association with democratic institutions, whilst also promoting solidarity, social inclusion, and resilience. [Promoting youth volunteering and civic service engagement | OECD](#) This paper maps national and international youth volunteering and civic service programmes across OECD countries and the European Union, providing comparative insights and highlighting good practices from a public governance perspective. The paper gathers key lessons to support further development of youth engagement programmes. The work recognises that although programmes differ in their objectives and features, they share common goals of developing young people as active citizens. The OECD analysis emphasises the importance of structured pathways for youth civic engagement that extend beyond educational institutions into community and societal participation.

## BIBLIOGRAPHY ESSENTIAL SOFT SKILLS TO SUPPORT UNDERREPRESENTED STUDENTS' ENGAGEMENT

(See also InclusiVET Course Module 9)

- Brookfield, S. D. (2012). *Teaching for critical thinking: Tools and techniques to help VET learners question their assumptions*. Jossey-Bass. <https://www.wiley.com/en-us/Teaching+for+Critical+Thinking%3A+Tools+and+Techniques+to+Help+Students+Question+Their+Assumptions-p-9780470889343>

Stephen Brookfield's *Teaching for Critical Thinking* provides a comprehensive examination of pedagogical strategies aimed at developing students' critical thinking skills—an essential competency in both educational and professional contexts. Grounded in a framework that emphasizes the identification of assumptions, the exploration of alternative perspectives, and the formulation of informed actions, the book integrates theory with practice to support instructional effectiveness. Drawing on thousands of student narratives and classroom experiences, Brookfield identifies effective methods for teaching students to think, read, and write critically across disciplinary boundaries. The text also addresses institutional integration of critical thinking through curriculum design, syllabi construction, and strategic planning. With detailed classroom activities, adaptable assignments, and assessment strategies suitable for in-person, online, and hybrid learning environments, this work serves as a valuable resource

for educators seeking to embed critical thinking in their teaching practice and institutional culture.

- Devine, P. G. et al. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*. <https://doi.org/10.1016/j.jesp.2012.06.003>

We developed a multi-faceted prejudice habit-breaking intervention to produce long-term reductions in implicit race bias. The intervention is based on the premise that implicit bias is like a habit that can be reduced through a combination of awareness of implicit bias, concern about the effects of that bias, and the application of strategies to reduce bias. In a 12-week longitudinal study, people who received the intervention showed dramatic reductions in implicit race bias. People who were concerned about discrimination or who reported using the strategies showed the greatest reductions. The intervention also led to increases in concern about discrimination and personal awareness of bias over the duration of the study. People in the control group showed none of the above effects. Our results raise the hope of reducing persistent and unintentional forms of discrimination that arise from implicit bias.

- Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction*. American Philosophical Association. <https://files.eric.ed.gov/fulltext/ED315423.pdf>

Using a qualitative research methodology, known as the Delphi Method, an interactive panel of experts was convened to work toward a consensus on the role of critical thinking (CT) in educational assessment and instruction. In Delphi research, experts participate in several rounds of questions that require thoughtful and detailed responses. Panelists work toward consensus by sharing reasoned opinions and reconsidering the opinions with regard to comments, objections, and arguments offered by other experts. A total of 46 scholars, educators, and leading figures in CT theory and CT assessment research were gathered for the panel meetings. About half of the panelists were primarily affiliated with philosophy departments; the others were affiliated with education, social sciences, or physical sciences. Recommendations resulting from the discussion rounds address the cognitive skill dimension of CT, the dispositional dimension of CT, and specific recommendations on CT instruction and assessment, including development of a CT curriculum. A discussion of commercially available CT assessment tools, a bibliography with an emphasis on assessment, and a set of letters which chronicle the progress of the Delphi research group are appended.

- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. VET teachers College Press. <https://www.tcpres.com/culturally-responsive-teaching-9780807758762>

Geneva Gay is renowned for her contributions to multicultural education, particularly as it relates to curriculum design, professional learning, and classroom instruction. Gay has made many important revisions to keep her foundational, award-winning text relevant for today's diverse student population, including: new research on culturally responsive teaching, a focus on a broader range of racial and ethnic groups, and consideration of additional issues related to early childhood education. Combining insights from multicultural education theory with real-life classroom stories, this book demonstrates that "all" students will perform better on multiple measures of achievement when teaching is filtered through students' own cultural experiences. This perennial bestseller continues to be the go-to resource for teacher professional learning and preservice courses. While retaining its basic organization and structure, the Third Edition features: (1) New research that validates the positive effects of culturally responsive teaching. Examples that broaden the racial and ethnic groups that can benefit from culturally responsive teaching; (2) More information on the needs and benefits of culturally responsive teaching with young children; (3) More attention to the quality of life for students of color in colleges and universities; and (4) The addition of Practice Possibilities at the end of chapters that describe how culturally responsive teaching can be implemented.

- Rattan, A. et al. (2012). It's OK—Not Everyone Can Be Good at Math: Instructors with an entity theory comfort (and demotivate) VET learners. *Journal of Experimental Social Psychology*. <https://doi.org/10.1016/j.jesp.2011.12.012>

Can comforting struggling students demotivate them and potentially decrease the pool of students pursuing math-related subjects? In Studies 1–3, instructors holding an entity (fixed) theory of math intelligence more readily judged students to have low ability than those holding an incremental (malleable) theory. Studies 2–3 further revealed that those holding an entity (versus incremental) theory were more likely to both comfort students for low math ability and use “kind” strategies unlikely to promote engagement with the field (e.g., assigning less homework). Next, we explored what this comfort-oriented feedback communicated to students, compared with strategy-oriented and control feedback (Study 4). Students responding to comfort-oriented feedback not only perceived the instructor's entity theory and low expectations, but also reported lowered motivation and lower expectations for their own

performance. This research has implications for understanding how pedagogical practices can lock students into low achievement and deplete the math pipeline.

- Ritchhart, R., & Perkins, D. (2008). Making thinking visible. *Educational Leadership*. <http://www.ascd.org/publications/educational-leadership/feb08/vol65/num05/Making-Thinking-Visible.aspx>

Ritchhart and Perkins explain visible thinking, the approach to fostering thinking skills that they have developed as leaders in Harvard University's Project Zero. Visible thinking is based on the principles that learning is a consequence of thinking; thinking involves personal dispositions as well as abilities; thinking must be made visible; and thoughtful learning should pervade students' and teachers' school experience. The authors look in on a 1st grade classroom project at Bialik College, an Australian school that participates in Project Zero's Cultures of Learning initiative. Teacher Roz Marks uses the Think-Puzzle-Explore routine to launch student inquiry into the Beaconsfield Mine Collapse, a topic suggested by students. She uses key language and actions to bring out her young students' ideas, help them attend to and strengthen their own thinking process, and support them in exploring questions that they uncover about the mining disaster. Ritchhart and Perkins also discuss how teacher learning groups at Bialik promote schoolwide learning and give evidence that the visible thinking approach enhances learning.

- Walsh, J. A., & Sattes, B. D. (2016). *Quality questioning: Research-based practice to engage every learner*. Corwin Press. <https://www.corwin.com/books/quality-questioning-2e-248449>

Quality questioning begins with the preparation of questions that engage all students in thinking and culminates in the facilitation of dialogue that takes learning deeper. Completely updated, this second edition reflects new research, addresses technological and policy changes, and includes new insights from the authors' work with teachers. Designed for immediate classroom use, readers will find graphics, tools, and strategies to develop student skills and create a powerful learning culture; QR codes that link to more than twenty new classroom videos; tools and strategies to support personal reflection, classroom observations, and collaborative dialogue.

- Younger, H. (2023). *Art of Active Listening*. Berrett-Koehler Publishers. <https://www.bkconnection.com/books/title/The-Art-of-Active-Listening>



Improve communication, engagement, and culture with active listening. When employees, colleagues, and customers are not being heard, organizational culture, employee happiness, and overall organizational success will suffer. How well do you listen? Active listening is the doorway to increased belonging, loyalty, profitability, innovation, and so much more. It is the difference between thinking we understand what people want and knowing what they want. Want to build stronger relationships, avoid misunderstandings, and anticipate problems before they surface at work? All you have to do is listen. The Art of Active Listening introduces a 5-step framework that shows you how to listen successfully and act upon what you are hearing.

## BIBLIOGRAPHY SENSITIVITY AND MENTAL HEALTH PREPAREDNESS

(See also InclusiVET Course Module 10)

- Eisenberg, D. et al. (2007). Prevalence and correlates of depression, anxiety, and suicidality among university VET learners. *The American journal of orthopsychiatry*. <https://doi.org/10.1037/0002-9432.77.4.534>

Mental health among university students represents an important and growing public health concern for which epidemiological data are needed. A Web-based survey was administered to a random sample at a large public university with a demographic profile similar to the national student population. Depressive and anxiety disorders were assessed with the Patient Health Questionnaire (R. L. Spitzer, K. Kroenke, J. B. W. Williams, & the Patient Health Questionnaire Primary Care Study Group, 1999). Nonresponse weights were constructed with administrative data and a brief nonrespondent survey. The response rate was 56.6% (N = 2,843). The estimated prevalence of any depressive or anxiety disorder was 15.6% for undergraduates and 13.0% for graduate students. Suicidal ideation in the past 4 weeks was reported by 2% of students. Students reporting financial struggles were at higher risk for mental health problems (odds ratios = 1.6-9.0). These findings highlight the need to address mental health in young adult populations, particularly among those of lower socioeconomic status. Campus communities reach over half of young adults and thus represent unique opportunities to address mental health issues in this important age group. (APA PsycInfo Database Record (c) 2019 APA, all rights reserved).

- Green, H. et al. (2004). Mental health of children and young people in Great Britain. *Office for National Statistics*.

<https://sp.ukdataservice.ac.uk/doc/5269/mrdoc/pdf/5269technicalreport.pdf>

This report first describes the prevalence of mental disorders among 5- to 16-year olds in 2004 and notes any changes since the previous survey in 1999. It then provides profiles of children in each of the main disorder categories (emotional, conduct, hyperkinetic and autistic spectrum disorders) and , where the sample size permits, profiles subgroups within these categories. The final chapters examine the characteristics of children with multiple disorders and present a selection of analyses for Scotland. Causal relationships should not be assumed for any of the results presented in this report.

- Kessler, R. C. et al. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. *Archives of general psychiatry*, 62(6), 593–602. <https://doi.org/10.1001/archpsyc.62.6.593>

Little is known about lifetime prevalence or age of onset of DSM-IV disorders. To estimate lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the recently completed National Comorbidity Survey Replication. Nationally representative face-to-face household survey conducted between February 2001 and April 2003 using the fully structured World Health Organization World Mental Health Survey version of the Composite International Diagnostic Interview. Nine thousand two hundred eighty-two English-speaking respondents aged 18 years and older. Lifetime DSM-IV anxiety, mood, impulse-control, and substance use disorders. Lifetime prevalence estimates are as follows: anxiety disorders, 28.8%; mood disorders, 20.8%; impulse-control disorders, 24.8%; substance use disorders, 14.6%; any disorder, 46.4%. Median age of onset is much earlier for anxiety (11 years) and impulse-control (11 years) disorders than for substance use (20 years) and mood (30 years) disorders. Half of all lifetime cases start by age 14 years and three fourths by age 24 years. Later onsets are mostly of comorbid conditions, with estimated lifetime risk of any disorder at age 75 years (50.8%) only slightly higher than observed lifetime prevalence (46.4%). Lifetime prevalence estimates are higher in recent cohorts than in earlier cohorts and have fairly stable intercohort differences across the life course that vary in substantively plausible ways among sociodemographic subgroups. About half of Americans will meet the criteria for a DSM-IV disorder sometime in their life, with first onset usually in childhood or adolescence. Interventions aimed at prevention or early treatment need to focus on youth.

- Lin, J., & Guo, W. (2024). The Research on Risk Factors for Adolescents' Mental Health. *Behavioral sciences (Basel, Switzerland)*. <https://doi.org/10.3390/bs14040263>

There is a growing tendency for mental health disorders to emerge during adolescence. These disorders impair emotional, cognitive, and behavioral functioning, such as unsatisfying peer relationships, disruptive behavior, and decreased academic performance. They also contribute to vulnerability in later adulthood which negatively influences life-long well-being. Thus, research into etiology is imperative to provide implications for prevention and intervention within family and school practices. It is suggested that the onset of psychological disorders, such as depression and anxiety, is closely related to stress levels and patterns of stress reaction. Therefore, considerable research has investigated the link between hereditary factors, economic status, dispositional vulnerability, social relationships, and stress levels. The current study examines existing evidence and identifies multifaceted risk factors for adolescents' mental problems across three layers, including individual traits and personality, family status and practices, as well as peer relationships, and school climate. It is also suggested that factors from these three perspectives interact and are closely interconnected, directly or indirectly contributing to adolescent psychopathology. The implications for future development of prevention and intervention programs, as well as therapy, are discussed.

- World Health Organization. (2024). *The Global Health Observatory: Mental Health* <https://www.who.int/data/gho/data/themes/theme-details/GHO/mental-health>

Mental health is an integral and essential component of health. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities. Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world.

## BIBLIOGRAPHY MODERATION AND CONFLICT RESOLUTION: BUILDING STRONGER TEAMS

(See also InclusiVET Course Module 11)

- Betetto, Nina; Ristin, Gordana ... (2021). *Mediacija v teoriji in praksi: veliki priročnik o mediaciji*.

**Abstract:** The handbook contains a portion of extensive mediation theory, enriched with practical insights. It is designed for beginners, experienced mediators and all others who wish to learn more about peaceful conflict resolution. The handbook follows a structure refined through decades of mediation training experience. The core chapter presents the mediator's methodology: from fundamental characteristics and principles to techniques, skills, and practical guidance on how to initiate, conduct, and conclude a mediation process. It also covers the development and specifics of court-annexed mediation, as well as approaches to resolving the most common types of disputes.

- Goleman, Daniel. 2021. Daniel Goleman's Emotional Intelligence in Leadership: *How To Improve Motivation In Your Team*. <https://www.tsw.co.uk/blog/leadership-and-management/daniel-goleman-emotional-intelligence/>

**Abstract:** This article explores practical applications of EI, such as conflict resolution, bias reduction, and enhancing team performance, while addressing potential pitfalls like manipulation. Additionally, it provides actionable strategies to develop EI, including self-reflection, feedback-seeking, and structured training. By integrating Goleman's principles, leaders can create a positive work culture, drive engagement, and achieve sustainable success.

- Mühlhäuser, Nadja (2023). *Conflict Moderation Cards: Effective Support for Mediation and Conflict Discussion*. <https://www.fairlinked.org/en/conflict-moderation-cards-effective-support-for-mediation-and-conflict-discussion/>

**Abstract:** This article explores the benefits of conflict moderation cards and highlights key examples, such as promoting empathy ("Change of Perspective"), managing emotions ("This Makes Me Angry"), and encouraging agreement ("I Agree With You"). Discover how these tools can enhance mediation and conflict resolution in various contexts.

- Urch Druskat, Vanessa and B. Wolff, Steven (2010). *Building the Emotional Intelligence of Groups*. <https://hbr.org/2001/03/building-the-emotional-intelligence-of-groups>

**Abstract:** This resource examines how emotional intelligence operates at the group level, shaping team dynamics and performance. Drawing on research, the authors identify key components of group emotional intelligence, including norms that foster trust, constructive conflict resolution, and collective self-awareness.

## SECTION 3: PLAN, IMPLEMENTATION, ASSESSMENT AND MONITORING

### BIBLIOGRAPHY EMPOWERING STUDENT VOICES IN VET GOVERNANCE AND MANAGEMENT

(See also InclusiVET Course Module 12)

- Bergseng, B. (2019). *Governance of vocational education and training in Bulgaria*. In OECD, *Vocational Education and Training in Bulgaria: Governance and Funding*. <https://doi.org/10.1787/83e8d3b2-en>

In the chapter *Governance of Vocational Education and Training in Bulgaria*, part of the OECD's 2019 report *Vocational Education and Training in Bulgaria: Governance and Funding*, Benedicte Bergseng examines the complexities of Bulgaria's VET governance structure. The analysis identifies four key challenges: limited decision-making autonomy and capacity at local levels; insufficient use of data and evidence in policy-making; constrained engagement of social partners, particularly at sectoral and regional levels; and inadequate oversight of adult VET provision. The chapter advocates for increased local autonomy accompanied by capacity-building, enhanced data systems for informed decision-making, broader and more effective stakeholder involvement, and strengthened quality assurance mechanisms for adult learning. These recommendations aim to improve the responsiveness of Bulgaria's VET system to labour market needs and to promote more equitable educational outcomes

- Council of Europe (CoE). (2024). *Reference Framework of Competences for Democratic Culture (RFCDC) Guidance document for vocational education and training*. <https://rm.coe.int/prems-056824-gbr-2511-contextualising-competences-for-democratic-cultu/1680b19f84>

The Council of Europe's 2024 guidance document, *Reference Framework of Competences for Democratic Culture (RFCDC): Guidance for Vocational Education and Training*, offers tailored strategies for integrating democratic competences into VET systems. Recognizing the

unique structures and challenges of VET—including diverse learning environments and varying pedagogical capacities—the document provides practical approaches for educators, trainers, and policymakers to embed democratic values, attitudes, skills, and knowledge into vocational curricula and practices. Developed through collaborative efforts with member states and expert groups, this guidance aims to prepare VET learners not only for employment but also for active, inclusive participation in democratic societies.

- European Apprentices Network (EAN). (2020). *Key Priorities for Quality Apprenticeships*, <https://apprenticesnetwork.eu/wp-content/uploads/2018/02/key-priorities-for-quality-apprenticeships.pdf>

The European Apprentices Network (EAN), established in 2017 by the European Youth Forum and the Organising Bureau of European School Student Unions (OBESSU), advocates for enhancing the quality and inclusiveness of apprenticeships across Europe. In their publication *Key Priorities for Quality Apprenticeships*, the EAN outlines seven core priorities: quality education and assurance, rights and protection, legally binding agreements, representation, promotion of apprenticeships, anti-discrimination, and accessible information. The document emphasizes a learner-centred approach, ensuring that apprenticeships are not only pathways to employment but also valuable educational experiences. By addressing these priorities, the EAN aims to empower apprentices, uphold their rights, and promote equitable access to quality apprenticeship opportunities throughout Europe

- European Training Foundation (ETF). (2013). *Good Multilevel Governance For Vocational Education And Training*. [https://www.etf.europa.eu/sites/default/files/m/5C0302B17E20986CC1257C0B0049E331\\_Multilevel%20governance%20x%20VET.pdf](https://www.etf.europa.eu/sites/default/files/m/5C0302B17E20986CC1257C0B0049E331_Multilevel%20governance%20x%20VET.pdf)

The European Training Foundation's 2013 report, *Good Multilevel Governance for Vocational Education and Training*, examines how effective governance structures can enhance the performance of VET systems in partner countries. Based on a pilot study conducted in six nations—Azerbaijan, Croatia, Kazakhstan, Serbia, Tunisia, and Ukraine—the report analyses stakeholder roles across various levels of governance and stages of the policy cycle. It identifies strengths such as openness to stakeholder engagement and highlights areas needing improvement, including coordination among government bodies and clarity in governance roles. The study emphasizes the importance of inclusive, evidence-based

polycymaking and offers principles and benchmarks to guide reforms aimed at improving the responsiveness and quality of VET systems.

- Meeuwissen, S.N.E., et al. (2019). *Student participation in governance of medical and veterinary education: experiences and perspectives of student representatives and program directors*. In Health Sci Educ 24, 665–690.  
<https://doi.org/10.1007/s10459-019-09890-9>

Meeuwissen and colleagues (2019) explore the role of student participation in governance within all eight medical and one veterinary school in the Netherlands. Through qualitative surveys, focus groups with student representatives, and interviews with program directors, they investigate factors that shape effective participation and evaluate its benefits and challenges. The study identifies four key influences on participation: individual student traits, staff characteristics, the structure and independence of student representative bodies, and institutional culture and policies. Benefits include personal and career development, while challenges involve procedural inefficiencies and limited effectiveness. The authors recommend clearer institutional policies, improved onboarding and mentorship for representatives, and organized support systems to enhance student involvement. This research underscores the importance of well-structured, institutionally supported student governance in enhancing educational quality and learner empowerment

- Organisation for Economic Co-operation and Development (OECD). (2021). *Adapting Curriculum to Bridge Equity Gaps*  
[https://www.oecd.org/en/publications/adapting-curriculum-to-bridge-equity-gaps\\_6b49e118-en/full-report.html#execsumm-d1e62](https://www.oecd.org/en/publications/adapting-curriculum-to-bridge-equity-gaps_6b49e118-en/full-report.html#execsumm-d1e62)

The OECD's 2021 report *Adapting Curriculum to Bridge Equity Gaps* examines how curriculum design, implementation, and innovation can reduce educational inequities among students. It highlights four key curriculum innovation types—digital, personalized, competency-based, and flexible—and warns that without careful adaptation, these may widen equity gaps. The report places strong emphasis on designing curricula grounded in equality, equity, and inclusion, ensuring that diverse learners—including those with varying socio-economic backgrounds and abilities—benefit equally. It advocates for evidence-based strategies such as Universal Design for Learning, attention to instructional choices (e.g., inclusive content in health education), and the recalibration of learning and assessment

paradigms to serve all learners effectively . Policymakers and educators are guided to implement inclusive curriculum practices to prevent marginalization and ensure that no student is left behind.

- Organising Bureau of European School Student Unions (OBESSU). (2020). *Achieving The European Education Area By 2025: A Great Ambition That Requires Substantial Funds*,  
[https://www.obessu.org/site/assets/files/2833/european\\_education\\_area\\_position\\_paper.pdf](https://www.obessu.org/site/assets/files/2833/european_education_area_position_paper.pdf)

The Organising Bureau of European School Student Unions (OBESSU) 2020 position paper, *Achieving the European Education Area by 2025: A Great Ambition That Requires Substantial Funds*, advocates for significant investment to realize a truly inclusive and equitable European Education Area. The paper outlines key funding priorities necessary to support student-centred educational reforms, including equitable access for all learners, enhanced democratic participation, and improved mental health and well-being services. It emphasizes that achieving ambitious goals—such as reducing inequalities, fostering social inclusion, and enabling student engagement at all levels—requires adequate and sustainable financial commitment from national governments and EU institutions. Drawing on student perspectives, the document calls for concrete funding mechanisms to implement systemic reforms and ensure that EU-wide educational ambitions translate into meaningful, on-the-ground improvements for learners

- Organising Bureau of European School Student Unions (OBESSU) and European Apprentices Network. (2020). *Position Paper On The Learners' Perspective On The Osnabrück Declaration*  
[https://www.obessu.org/site/assets/files/2861/position\\_paper\\_osnabruck\\_declaration\\_1\\_1.pdf](https://www.obessu.org/site/assets/files/2861/position_paper_osnabruck_declaration_1_1.pdf)

The 2020 Position Paper on the Learners' Perspective on the Osnabrück Declaration, produced jointly by OBESSU and the European Apprentices Network, centres learner voices in shaping the future of vocational education and training (VET). Signatories highlight how the COVID-19 pandemic revealed critical gaps in digital infrastructure and support, reinforcing the need for more flexible, inclusive VET systems that respond to green and digital transitions. The paper underscores learners' call for accessible infrastructure, work-based learning

opportunities, and quality assurance, emphasizing that active student participation is essential for achieving systemic resilience and equity. By articulating concrete demands—informed by lived experience—it advances the Osnabrück Declaration’s ambition for inclusive, future-proof VET policies in Europe

- Organising Bureau of European School Student Unions (OBESSU). (2023). *Policy Paper on Inclusivity within and beyond Education Cultivating Inclusive Culture and Transforming our Educational Systems*  
[https://obessu.org/site/assets/files/3286/policy\\_paper\\_on\\_inclusivity\\_within\\_and\\_beyond\\_education.pdf](https://obessu.org/site/assets/files/3286/policy_paper_on_inclusivity_within_and_beyond_education.pdf)
- Société D'enseignement Professionnel Du Rhône (SEPR) and Skupnost Visjih Stokovnih Sol Republike Slovenije (SKUPNOST). (2024). *Guidelines For Inclusive Engagement Action Plans In Vocational Education & Training (VET) Institutions*.  
<https://inclusivet.eu/guidelines/>

The 2024 Guidelines for Inclusive Engagement Action Plans in VET Institutions, produced collaboratively by SEPR and Slovenia’s SKUPNOST as part of the InclusiVET initiative, serve as a comprehensive roadmap for Vocational Education and Training (VET) institutions striving to make learner engagement more inclusive. Drawing on prior mapping research and self-assessment insights, these guidelines offer a structured, step-by-step approach to initiating, designing, and implementing action plans that embed inclusive practices throughout institutional cultures. They outline clear starting points, stakeholder responsibilities, and evidence-based justifications, helping institutions adapt to diverse learner needs. Geared toward VET leadership, educators, support staff, and student organizations, this resource supports the development of targeted, measurable strategies to foster equity, participation, and learner agency in VET settings.

## BIBLIOGRAPHY THE ROLE OF STUDENT UNIONS FOR INCLUSIVE VET EDUCATION

(See also InclusiVET Course Module 13)



Co-funded by  
the European Union

- European Labour Authority, Directorate-General for Employment, Social Affairs and Inclusion. (2017). *What is VET and why should it matter to me?* [https://eures.europa.eu/what-vet-and-why-should-it-matter-me-2017-03-22\\_en](https://eures.europa.eu/what-vet-and-why-should-it-matter-me-2017-03-22_en)

This 2017 publication from the European Labour Authority's Directorate-General for Employment, Social Affairs and Inclusion, *What is VET and Why Should It Matter to Me?*, offers a compelling overview of Vocational Education and Training (VET) and its significance for individuals and society. Emphasizing VET's role in promoting social inclusion, it illustrates how vocational pathways provide essential skills, enhance employability, and support lifelong learning—especially for those at risk of marginalisation. The resource outlines VET's multifaceted impact: preparing individuals for the labor market, facilitating integration through outreach, guidance, and the recognition of non-formal learning, and contributing to economic and social resilience across Europe. By framing VET as more than job training—as a gateway to active citizenship and societal participation—it highlights why high-quality, inclusive VET systems matter to learners, employers, and communities alike

- Kyriakopoulou, A. (2023). *Towards more inclusive vocational education and training (VET)*. <https://school-education.ec.europa.eu/en/discover/news/towards-more-inclusive-vet>

Anthie Kyriakopoulou's 2023 commentary, "Towards more inclusive vocational education and training (VET)" published on the European Commission School Education platform, highlights the pivotal role of a learner-centred approach in supporting early school leavers and NEETs ('not in employment, education or training'). Emphasising the importance of rebuilding learners' motivation and trust, Kyriakopoulou underscores the essential educational competences needed by VET educators—such as communication, active listening, psychosocial support, diversity management, and understanding of digital and green skills. The article advocates for teacher training and holistic support mechanisms as critical to successful learner reintegration. It calls for proactive collaboration between VET institutions, career guidance services, and the labour market to ensure inclusive learning pathways and effective transitions into work.

- Learning for Justice. (2024). *Tips for Advocating for Inclusive Education*. <https://www.learningforjustice.org/magazine/tips-for-advocating-for-inclusive-education>



Learning for Justice's 2024 article, "Tips for Advocating for Inclusive Education," offers practical guidance for parents, caregivers, and community advocates striving to ensure education systems support all learners through intentional inclusion. Emphasising that democracy thrives when schools reflect and celebrate diversity, the resource outlines actionable steps—such as building relationships with educators, participating in school boards, joining coalitions, and engaging with policymakers—to influence school policies and culture. It underscores the importance of affirming students' identities in classrooms and contributing to safe, equitable learning environments. Drawing on insights from education justice experts, the article strengthens advocates' capacity to champion inclusive schooling and equitable outcomes for every child.

- Marra, S. et al. (2016). *Youth in Unions, Unions for Youth – A Practical Guide to Trade Unions in Europe and Turkey for Young People*.  
[https://www.etuc.org/sites/default/files/circular/files/201611\\_booklet\\_en.pdf](https://www.etuc.org/sites/default/files/circular/files/201611_booklet_en.pdf)

Marra, Akdoğan, and Aydın's *Youth in Unions, Unions for Youth – A Practical Guide to Trade Unions in Europe and Turkey for Young People* is a 2016 ETUC publication designed to empower young workers in trade union participation across Europe and Turkey. The guide explores the challenges young people face in precarious labour markets—such as unemployment, temporary contracts, and lack of social protection—and presents practical advice on youth recruitment, leadership development, and organizing initiatives within unions. Through training kits and actionable strategies, the resource supports young trade unionists in developing project management, communication, and advocacy skills, encouraging the formation of youth committees and fostering active engagement. By providing tools, case studies, and network-building guidance, this guide aims to strengthen youth representation, amplify young workers' voices, and sustain union renewal.

- Société D'enseignement Professionnel Du Rhône (SEPR) and Skupnost Visjih Stokovnih Sol Republike Slovenije (SKUPNOST). (2024). *Guidelines For Inclusive Engagement Action Plans In Vocational Education & Training (VET) Institutions*.  
<https://inclusivet.eu/guidelines/>  
<https://inclusivet.eu/guidelines/>

The 2024 Guidelines for Inclusive Engagement Action Plans in VET Institutions, produced collaboratively by SEPR and Slovenia's SKUPNOST as part of the InclusiVET initiative, serve as a comprehensive roadmap for Vocational Education and Training (VET) institutions striving to make learner engagement more inclusive. Drawing on prior mapping research and self-assessment insights, these guidelines offer a structured, step-by-step approach to initiating, designing, and implementing action plans that embed inclusive practices throughout institutional cultures. They outline clear starting points, stakeholder responsibilities, and evidence-based justifications, helping institutions adapt to diverse learner needs. Geared toward VET leadership, educators, support staff, and student organizations, this resource supports the development of targeted, measurable strategies to foster equity, participation, and learner agency in VET settings.

## BIBLIOGRAPHY DATA-DRIVEN INSTITUTIONAL EVALUATIONS

(See also InclusiVET Course Module 14)

- Banjac, M. 2020. *Uvod v kvalitativne metode zbiranja podatkov opazovanje, intervju in fokusna skupina*. [https://www.fdv.uni-lj.si/docs/default-source/zalozba/banjac-marinko---uvod-v-kvalitativne-metode-zbiranja-podatkov-\(final\)f7d1c0304f2c67bc8e26ff00008e8d04.pdf](https://www.fdv.uni-lj.si/docs/default-source/zalozba/banjac-marinko---uvod-v-kvalitativne-metode-zbiranja-podatkov-(final)f7d1c0304f2c67bc8e26ff00008e8d04.pdf)

**Abstract:** This document provides a comprehensive introduction to qualitative methods of data collection, addressing their theoretical foundations, practical applications, and relevance in social science research. The author, Marinko Banjac, systematically explores key qualitative techniques—such as interviews, focus groups, participant observation, and document analysis—while emphasizing their epistemological underpinnings and methodological rigor. Document also highlights the strengths of qualitative approaches in capturing nuanced, context-rich data, as well as their challenges, including subjectivity, researcher bias, and data interpretation complexities.

- Shrutika, S. 2023. *Bridging the Gap: Overcome these 7 flaws in descriptive research design*. <https://www.enago.com/academy/author/shrutika/>

This article by Shrutika Sirisilla at Enago Academy identifies seven common flaws in descriptive research design that can hinder its validity and generalizability. These include limited scope, reliance on existing data, lack of researcher control, potential for bias, and challenges with generalizability, depth, and time consumption. To effectively "bridge the gap" and mitigate these weaknesses, the article proposes seven key strategies: clearly defining the research question, choosing appropriate design, selecting a representative sample, employing

valid and reliable data collection methods, minimizing bias, ensuring adequate sample size, and utilizing appropriate data analysis techniques.

- Bachelor print. 2022. Methodology – The 5 Key Components for Your Research.  
<https://www.bachelorprint.com/methodology/>

This resource explores the five key components of research methodology and provide a structured guide for researchers. Additionally, the resource evaluates primary vs. secondary data, descriptive vs. experimental research, and practical tools for ensuring methodological rigor. Whether for dissertations, theses, or journal articles, understanding these components helps researchers design robust studies, avoid common pitfalls, and produce reliable results.

## BIBLIOGRAPHY STUDENT- AND LEADER-LED INSTITUTIONAL ASSESSMENT

(See also InclusiVET Course Module 15)

- InclusiVET Project. (2023). Institutional self-assessment tool.  
<https://inclusivet.eu/project-outputs/institutional-assessment-tool/login/>

The InclusiVET project aims to improve policies, mechanisms and practices for inclusive engagement of all students regardless of their background and circumstances, to engage students in all aspects of their teaching and learning journey, quality assurance and institutional decision-making. The project developed an institutional self-assessment tool as one of its key outcomes, enabling VET schools to audit their level of inclusive education and practice through a whole-school approach. The tool is designed to identify areas for improvement and provide a basis for data-driven institutional inclusiveness development action plans. The self-assessment system examines five categories related to inclusive learner engagement: sense of belonging, teaching and learning, governance and management, learner support, and quality assurance and enhancement. The tool allows for anonymous submissions, adheres to GDPR regulations, and provides both individual and consolidated institutional reports for VET schools.

## BIBLIOGRAPHY DEVELOPMENT OF DATA-DRIVEN INSTITUTIONAL INCLUSIVITY ACTION PLAN

(See also InclusiVET Course Module 16)

- Appfire. (2023). *How to do backlog prioritization effectively.*  
<https://jexo.io/blog/backlog-prioritization-techniques-ice-method/>

The blog article focuses on product backlog prioritisation in agile project management. The article covers:

- What product backlog prioritisation is and its definition
- Why it's important for effective project management
- Benefits of proper backlog prioritisation
- Tips and techniques for doing backlog prioritisation effectively

The article appears to be aimed at product owners, project managers, and agile teams who need to organise and prioritise their work items efficiently. It likely discusses common challenges teams face when managing backlogs (such as unclear priorities, shifting demands, and resource allocation issues) and provides practical guidance on how to address these challenges.

The content is part of Appfire's broader resources on agile work management, particularly in the context of tools like Jira, where backlog management is a critical function for development teams.

## BIBLIOGRAPHY MENTORING A LEARNER-LED REVIEW BY LEARNER SUPPORT STAFF

(See also InclusiVET Course Module 17)

- InclusiVET Project. (2023). *Learner-led review manual and guidelines.*  
<https://inclusivet.eu/learner-led-review/>

The InclusiVET project developed a comprehensive learner-led review system as one of its key outputs, designed specifically for VET institutions to enable students to conduct

institutional assessments and provide recommendations for improvement. The learner-led review manual provides structured guidance for organising and conducting student-led evaluations of inclusive practices within VET schools. The system includes templates for interview reports, focus group reports, guidelines for learners participating in the review process, and a list of questions to guide the evaluation. The approach emphasises student agency and voice in quality assurance processes, with learner support staff acting as facilitators rather than prescribers throughout the review process. The learner-led review is designed to complement the institutional self-assessment tool, providing a student perspective on inclusiveness within VET institutions. The project materials include certificates of participation to recognise students' contributions and emphasise the importance of following up on student recommendations to maintain engagement and credibility of the process.

- Advance HE. (n.d.). Student-led peer learning and support. <https://www.advance-he.ac.uk/knowledge-hub/student-led-peer-learning-and-support>

Student-led peer learning and support schemes can provide a vital sense of community and belonging to students in higher education, as well as offer the potential to improve academic confidence and contribute to improved attainment, retention, progression, and completion. The compendium maps provision of student-led peer learning and support across the UK HE sector, identifying multiple perspectives, opportunities, challenges, good practice and potential avenues for future research, including an extensive literature review featuring 95 academic papers.

## BIBLIOGRAPHY MONITORING THE IMPLEMENTATION OF THE INCLUSIVE ENGAGEMENT ACTION PLAN

(See also InclusiVET Course Module 18)

- Deming, W. E. (Referenced via The W. Edwards Deming Institute) <https://deming.org/explore/pdsa/>

The PDSA Cycle (Plan-Do-Study-Act) is a systematic process for gaining valuable learning and knowledge for continual improvement of products, processes or services, also known as the Deming Wheel or Deming Cycle. W. Edwards Deming, often considered the father

of modern quality control, popularised PDCA and his work laid the groundwork for Total Quality Management and ISO 9001 quality standards, both emphasising continuous improvement. PDCA is an iterative design and management method used for control and continual improvement of processes and products, originating with physicist Walter Shewhart at Bell Telephone Laboratories in the 1920s. The PDCA/PDSA cycle has been widely applied across sectors including education, healthcare and manufacturing.

- Shah, M., Cheng, M., & Fitzgerald, R. (2017). Closing the Loop on Student Feedback: The case of Australian and Scottish Universities. *Higher Education*, 74(1). <https://www.tandfonline.com/doi/abs/10.1080/13583883.2003.9967099>

Feedback from students can inform improvement in higher education institutions as part of students' role in university management. To be effective, it is important to 'close the loop' from student views through identifying issues and delegating responsibility for action, to informing students of the action resulting from their expressed views. The research explores different ways universities feedback information to students following institution-wide surveys, including presentation styles and types of issues presented.

- Change management in higher education faces unique challenges including complex Higher Education Dive (2024). From resistance to resilience: Mastering change management in higher education. <https://www.highereddive.com/spons/from-resistance-to-resilience-mastering-change-management-in-higher-educat/728366/>

Change management in higher education faces unique challenges including complex governance structures, political dynamics, budgetary restrictions and external ranking pressures. Higher education's workplace culture is deeply rooted in tradition and shaped by various influential stakeholders, making the process of implementing change significantly different from the corporate world. Successful change management requires leveraging existing committees whilst forming new groups as needed, ensuring academic units are represented with active participants, and maintaining ongoing relationships with key groups after major projects are implemented.

- Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70(11). <https://www.skillshub.com/blog/write-smart-learning-objectives/>

George T. Doran first proposed the SMART framework in the November 1981 issue of *Management Review* as a methodology for business management, which has since been

adapted across numerous fields including education. The SMART framework breaks down learning objectives into five key characteristics: Specific, Measurable, Achievable, Relevant and Time-bound, ensuring learners understand what is expected from them and fostering efficient and meaningful learning experiences.