

A systemic focus in VET on emotions and agency for inclusion

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Making Excellence Inclusive: Towards A New Cedefop
Survey of Vet Teachers and Trainers
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**A systemic focus in VET on emotions and agency for inclusion
– inclusive systems (Downes 2020)**

Cedefop VET toolkit for tackling early leaving and ELET self-reflection tool

https://www.dcu.ie/sites/default/files/edc/pdf/cedefop_self-reflection_tool_for_policy_makers_1.pdf

Emotions for Inclusion

New EU Key Competence for Lifelong Learning: Personal, Social and Learning to Learn 2018

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30. Commitment in a large majority of VET providers to develop life skills, including communication skills, social and emotional skills, and conflict resolution skills in learners.

Yes/No



35. Professional development is available for a large majority of VET staff on conflict resolution skills, bullying prevention and diversity awareness in a large majority of VET providers.

Emotions for Inclusion – Addressing Trauma and Complex Needs

Range of international studies in past decade on mental health, trauma links with leaving education early (Esch et al. 2014; Quiroga et al. 2013; Borges et al. 2011), including bullying impact (Cornell et al. 2013; Downes & Cefai 2016)

Emotional counselling/therapy is available to at-risk VET learners in a large majority of VET providers or through local health/social services.

Yes/No



Emotions for Inclusion – Addressing Trauma and Complex Needs

Comprehensive support to young people with complex needs (case management)

12. Multidisciplinary support team (e.g. social workers, health professionals, family support workers, youth workers, outreach care workers) available to a large majority of VET providers for at-risk students. This can include VET school staff and/or other professionals through cooperation with relevant external services.

36. National outreach strategy to individual families at home to support learners with high levels of need (mental health issues, high nonattendance at school).

Agency as Voices for Inclusion

Involving the entire community in the prevention of early leaving from education and training: Supportive and Inclusive Organisational Climate and Culture

32. In a large majority of VET providers, clear processes are in place to invite learner feedback on the existence or not of a welcoming environment (both at the VET school and during apprenticeships or in-company training periods).

33. A large majority of VET providers have a whole school approach (school level action plan) as a written strategy to preventing early leaving, including relevant stakeholders in this.



34. Arrangements are in place to engage NGOs (representing minority groups and at risk groups) in the identification of and support to at risk learners in a large majority of VET providers.

Agency for Inclusion: Tailoring learning pathways to young people's interests and learning styles



20. National requirement for an individual learning plan (agreed and signed by all relevant parties), outlining personalised learning objectives and tailored to the needs of the individual in terms of both content and learning styles. This plan builds on an initial assessment of learners' abilities and needs.

21. Frequent one-on-one feedback/reflection meetings between VET staff and learners to review their individual learning plans and discuss issues related to their learning, etc. in a large majority of VET providers.

22. The individual learning plan covers basic literacy and numeracy skills for learners at risk of leaving VET early in a large majority of VET providers.

Fostering inclusive and supportive work-based learning environments



38. A large majority of VET providers have produced a written code of expectations on the treatment of apprentices.

39. Standardisation of application procedures for apprentices to prevent discrimination is in place in the large majority of VET providers.

40. Clear processes for mediating conflict between apprentices and in company trainers/employers in a large majority of VET providers.

41. Written agreement between the education provider, the company and the learner specifying the programme, activities and working conditions (incl. working hours) in a large majority of VET providers.

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