

Curriculum for Workshop 7: Best practices in Inclusion in VET



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1. Introduction

This workshop examines best practices in promoting inclusion within VET. It explores how inclusive environments can be designed using universal design for learning principles, how barriers to participation can be reduced, and how trainers can support diverse learners through effective pedagogical approaches and the use of technology for inclusive education.

2. Aim and objectives

2.1. Aim

The aim of the workshop is to strengthen participants' understanding of inclusion in VET and its importance for learner success, while building their capacity to identify and reduce barriers, design inclusive learning environments, and adapt their teaching and use of technology to support diverse learners.

2.2. Objectives

At the end of the workshop participants will be in a position to:

In terms of knowledge:

- To define inclusion in the context of VET using CEDEFOP's terminology and frameworks.
- To Identify the four main categories of barriers to inclusion in VET (structural, curricular, technological, and attitude-based).
- To Explain the core principles of Universal Design for Learning (UDL) and their relevance to inclusive VET.
- To Describe key aspects of learner diversity and how they influence participation and engagement in VET.

In terms of skills:

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- To assess their own VET environment for inclusion gaps and barriers using structured tools and reflection activities.
 - To apply UDL principles to design or adapt learning activities that support diverse learner needs.
 - To select and implement inclusive teaching strategies, such as differentiation and multimodal instruction.
 - To use digital tools and technologies effectively to improve accessibility, participation, and learner support.

In terms of attitudes:

- To adopt a proactive and reflective commitment to inclusive VET, based on the belief that all learners can succeed when barriers are systematically identified and removed through equitable, learner-centred practices

2.3. List of topics

Topic 1 : Inclusion in Vet and identifying barriers to inclusion

- Subtopic 1: Inclusion in VET
- Subtopic 2: What is CEDEFOP?
- Subtopic 3: What Inclusion Really Means Today
- Subtopic 4: Excellence + Inclusion: One Strategy
- Subtopic 5: Inclusion as a Quality and Resilience Imperative
- Subtopic 6: Areas of Barriers
- Subtopic 7: Multi-Level Barriers
- Subtopic 8: Why Barriers Matter
- Subtopic 9: Evidence Snapshot: What Actually Works
- Subtopic 10: Access Barriers: What They Look Like
- Subtopic 11: Participation and Achievement Barriers
- Subtopic 12: Mapping Barriers

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Topic 2: Creating inclusive VET environments including universal design for learning principles

- Subtopic 1: Universal Design for Learning (UDL) in VET
- Subtopic 2: Inclusive Assessment and Support Services
- Subtopic 3: Creating Inclusive VET Environments
- Subtopic 4: EQUAVET FOR Inclusion- A good practice focusing on self-assessment of inclusiveness and drop-out prevention in VET schools

Topic 3: Supporting learner diversity

- Subtopic 1: Barriers by Learner Segment
- Subtopic 2: Flexible and Modular Learning Pathways
- Subtopic 3: Digital and Physical Accessibility
- Subtopic 4: Staff Capability and Organization Readiness
- Subtopic 5: Monitoring What Matters (Practical KPIs)
- Subtopic 6: Key Competence Areas for Inclusive Practice

Topic 4: Development of trainer practices as far as inclusion is concerned

- Subtopic 1: Developing Trainer Practices for Inclusive VET
- Subtopic 2: The Evolving Role of VET Trainers
- Subtopic 3: Key Competence Areas for Inclusive Practice
- Subtopic 4: Organizational Alignment & Trainer Practice
- Subtopic 5: Monitoring and Reflecting Trainer Impact

Topic 5: Using technology for inclusive education

- Subtopic 1: Why Technology Matters for Inclusive Education
- Subtopic 2: The 4 Digital Barriers That Matter Most
- Subtopic 3: Conditions for Effective Tech Use
- Subtopic 4: SELCERT – A Best Practice for Effective Tech Use
- Subtopic 5: Tech-Enablers That Strengthen Inclusion
- Subtopic 6: FLER – A Best Practice for Effective Tech Use

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- Subtopic 7: Risks and Mitigation Strategies
- Subtopic 8: Tech-Inclusion Implementation Framework

2.4. Training techniques used

- ☒ Lecture
- ☒ Questions and answers
- ☒ Discussion
- ☒ Exercise
- ☒ Case study

2.5. Workshop Evaluation

- Reaction Evaluation through a questionnaire that includes general evaluation questions and also specific questions evaluating the extent to which the participants feel that specific knowledge and skills are being developed by the specific workshop.
- A learning evaluation tool through a multiple choice test (10 questions)