

Workshop 7: Best practices in Inclusion in VET

Workshop 7



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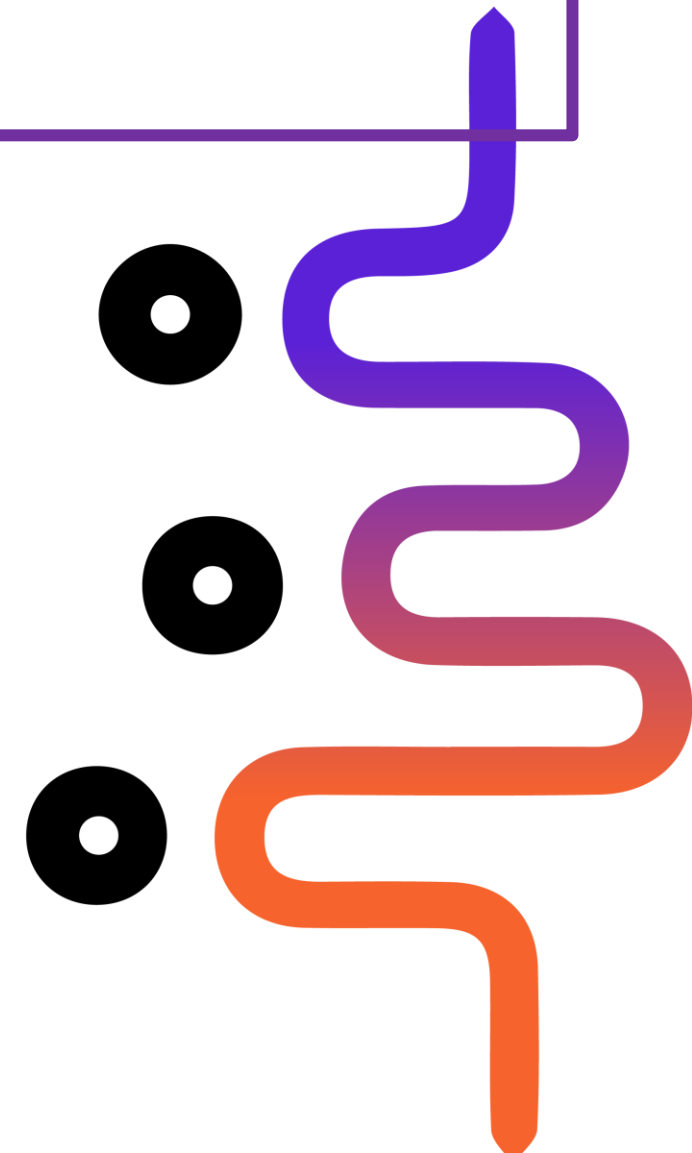


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Objectives of the workshop

- In terms of Knowledge

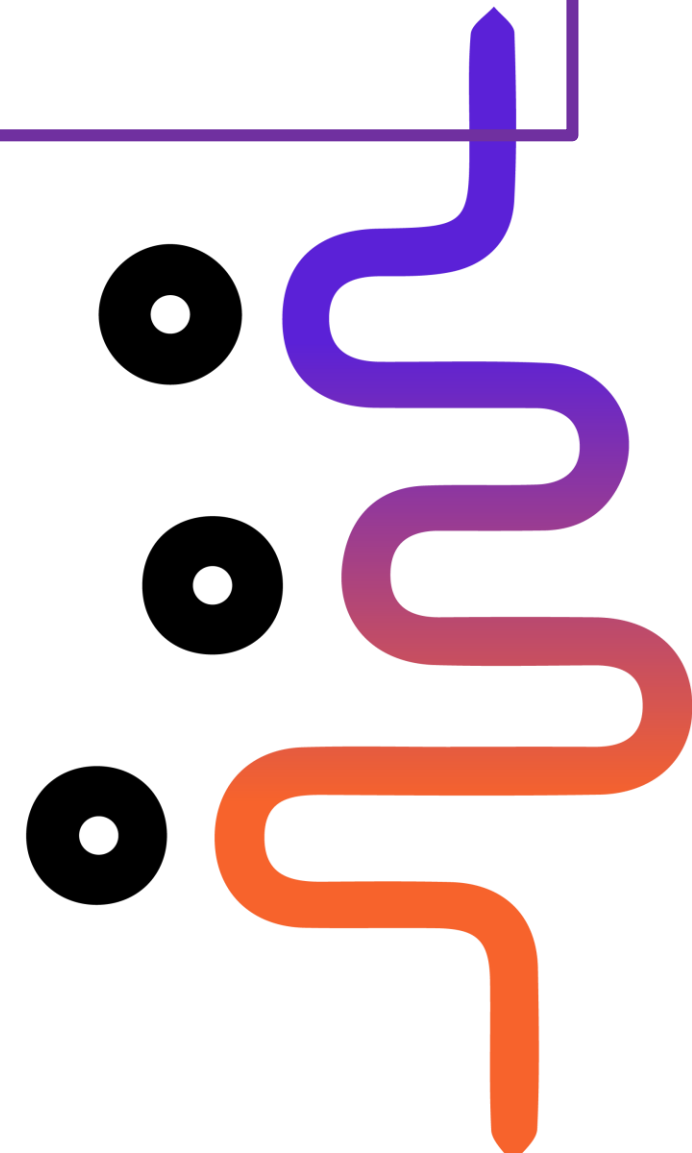
- To define inclusion in the context of VET using CEDEFOP's terminology and frameworks.
- To Identify the four main categories of barriers to inclusion in VET (structural, curricular, technological, and attitude-based).
- To Explain the core principles of Universal Design for Learning (UDL) and their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



Objectives of the workshop

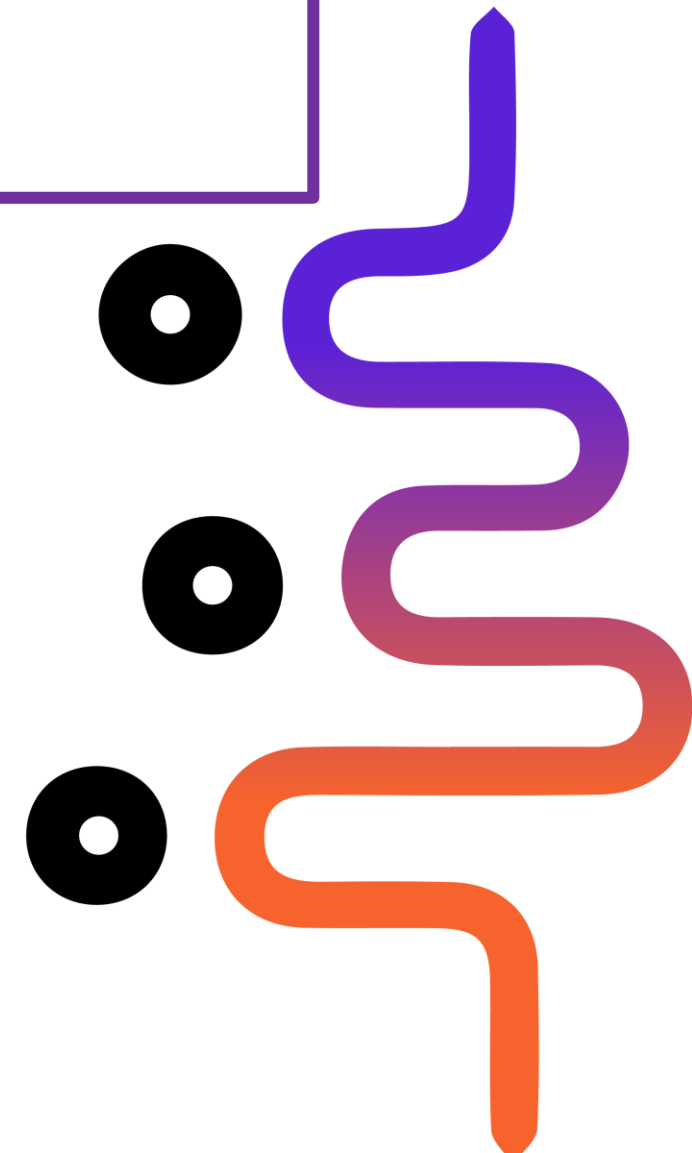
- In terms of Skills

- 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.

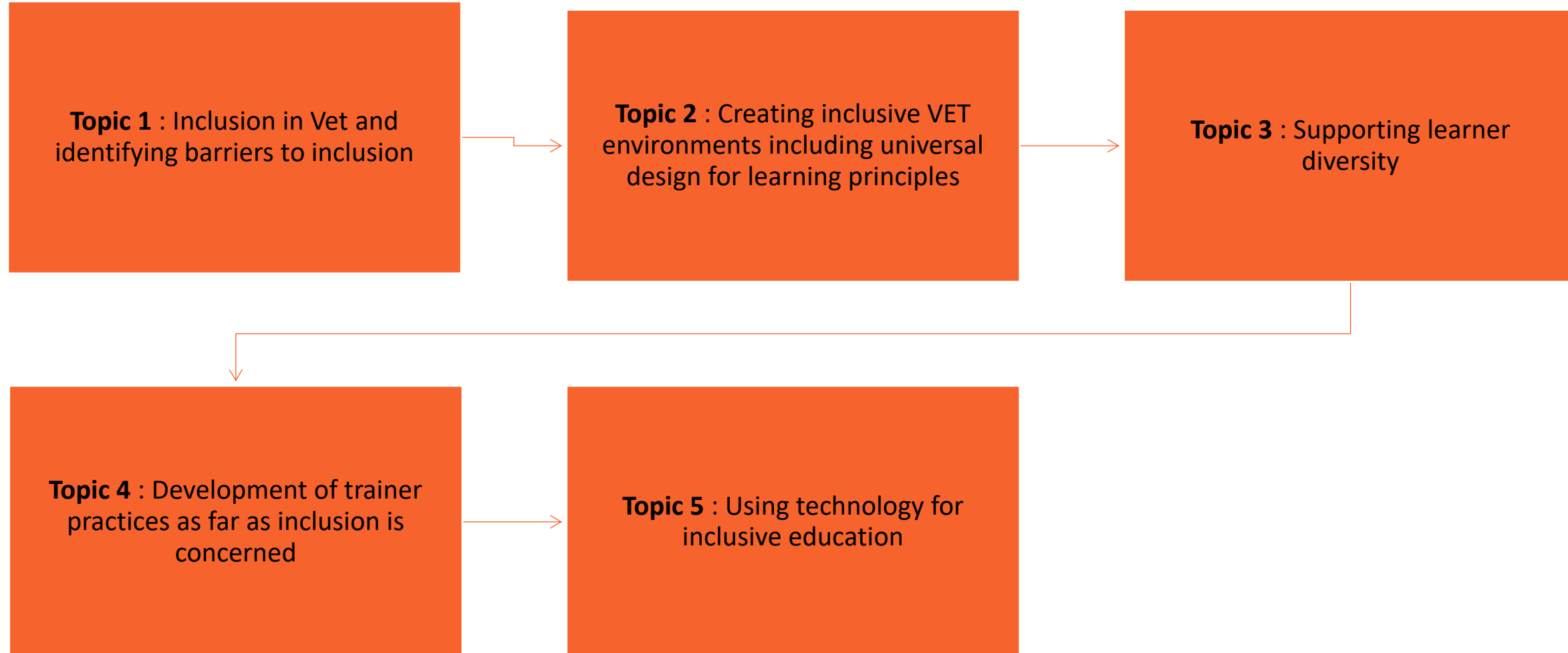


Objectives of the workshop

- 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.



Workshop Route map



Inclusion in Vet and identifying barriers to inclusion

Unit 1



Activity 1 : What do you consider is the meaning of the word “inclusion” in the VET context?

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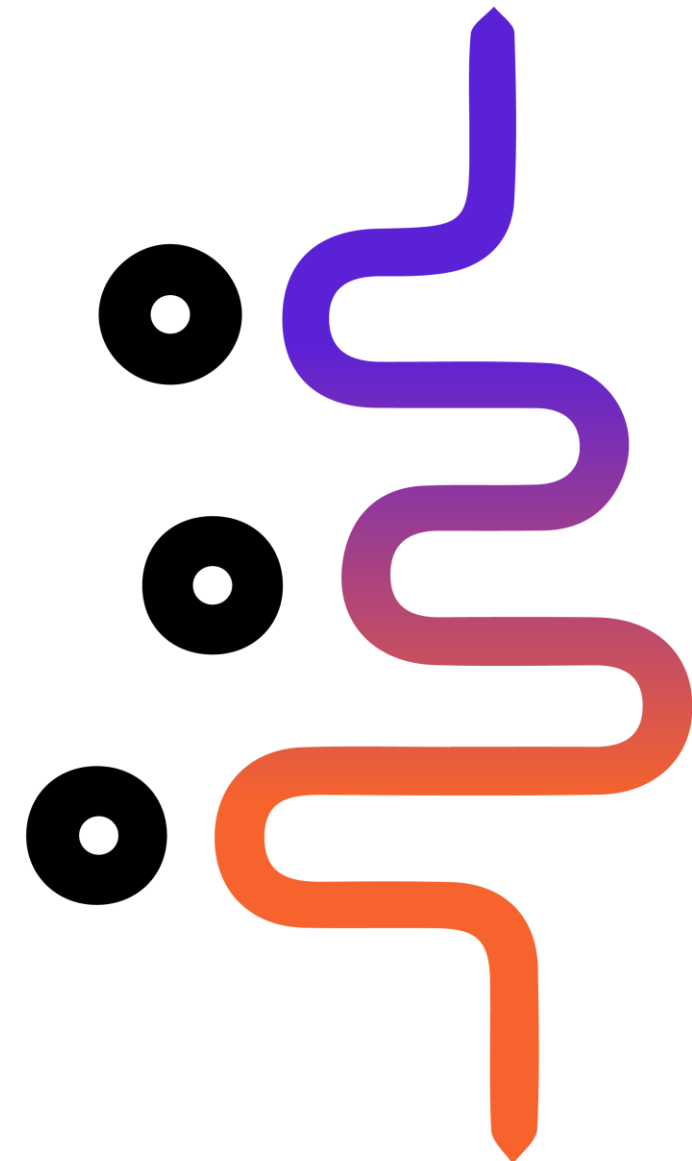
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What is “inclusion” in the VET context?

Making VET inclusive means “making VET pathways and programmes inclusive and accessible for all.

It concerns measures and targeted actions to increase access and participation in VET and lifelong learning for learners from all vulnerable groups, and to support their training-to-work transitions.

They also describe inclusion as part of the dual policy objectives of “excellence and inclusion” in VET: inclusion meaning that “the provision is open, accessible and valuable for all potential learners” so that everyone benefits from quality VET.

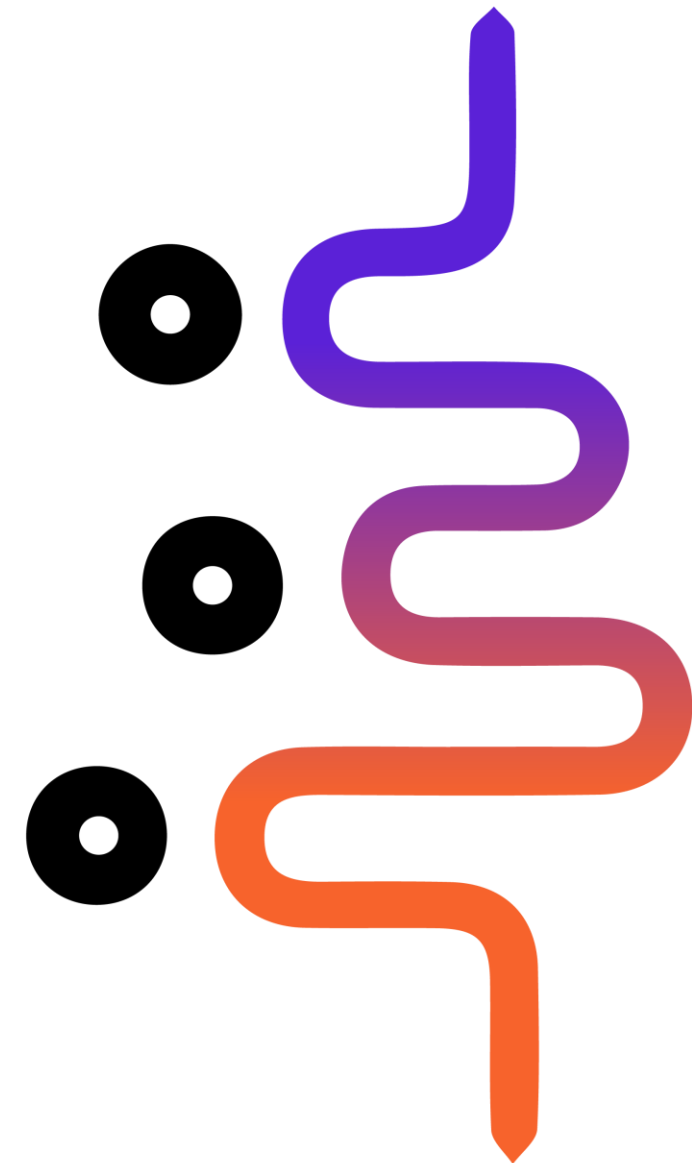


Inclusion in VET

- **Inclusion** is not simply “accepting everyone” — it is about ensuring access, participation, successful learning and transition for all learners, including under-represented and vulnerable groups.
- **Inclusion** must go hand-in-hand with quality (excellence) so that inclusive provision is meaningful.
- **Inclusion** is systemic: it includes policy, programmes, pathways, transitions, support mechanisms.

Why inclusion matters in VET

- It supports labour-market integration, lifelong learning and social inclusion.
- From a policy viewpoint, European VET policy recognizes that an inclusive VET system is more equitable and helps address skills, demographic and labour-market challenges.
- Inclusive VET helps reduce the risk of early drop out, and supports transitions into employment or further learning.



What is CEDEFOP?

<https://www.cedefop.europa.eu/>

- CEDEFOP – European Centre for the Development of Vocational Training
(*Centre Européen pour le Développement de la Formation Professionnelle*)

Its overall goal is to **promote high-quality VET** across Europe that is:

- Inclusive
- Flexible
- Attractive
- Responsive to labor market needs
- Supportive of lifelong learning

Key Roles of CEDEFOP

1. Research & Policy Analysis
2. Supporting EU Policymaking
3. Monitoring Skills & Labor Market Trends
4. Promoting Inclusion in VET
5. Knowledge Sharing & Resources

What Inclusion Really Means Today

Ensure access, participation, achievement and progression for all learners
→ regardless of background, age, disability, migration status, socio-economic situation

Inclusion = core quality criterion, **not an add-on**

Today's EU vision: **VET systems that are agile, flexible, excellent, attractive, inclusive and quality-assured**

Excellence + Inclusion: One Strategy

Excellence without inclusion →

- Lost talent and unfilled skills needs
- Weak links to local labour markets

Inclusion without excellence →

- Low learning outcomes
- Weak progression to jobs or higher VET

Today's VET reforms aim to be **flexible, excellent, inclusive, quality-assured** — together.

Inclusion as a Quality and Resilience Imperative

- Inclusion drives better retention and completion rates
- Supports labour-market integration of diverse groups (migrants, adults, learners with disabilities, NEETs)
- Contributes to institutional reputation and sustainability – a VET provider seen as inclusive attracts more learners & partners
- Fits the EQAVET quality cycle:

Plan → Implement → Monitor → Review Inclusion must be present in each phase.

Inclusion = Face the Barriers

Areas of Barriers

1. Structural barriers (e.g., policies, funding, support systems, institutional organisation)
2. Attitudinal barriers (e.g., stereotypes, low expectations, bias, stigma)
3. Curricular/pedagogical barriers (e.g., inflexible curricula, limited differentiation, lack of inclusive methodologies)
4. Technological barriers (e.g., lack of digital tools, accessibility issues, limited ICT skills)

Activity 2: Areas of Barriers

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Multi-Level Barriers

Level	Examples of Barriers
Learner	digital skills gap, language proficiency, socio-economic constraints, disabilities
Trainer / Teaching Staff	limited competence in differentiated instruction, lack of awareness of diversity, lack of training in inclusive pedagogy, limited resources for adaptation
Organization	inaccessible infrastructure, rigid course schedules, insufficient support services
System / Policy	weak funding mechanisms, limited recognition of prior learning, stereotyping of VET pathways, lack of flexible pathways

Why Barriers Matter

Learner level:

- Higher risk of drop out
- Reduced well-being and weaker skills acquisition

Provider level:

- Lower completion/placement rates
- Reputational damage – seen as “not for everyone”
- Inefficient resource use (start many journeys, few completions)

System level:

EU and national targets on skills, transitions and inclusion are missed

Evidence Snapshot: What Actually Works

- ✓ Flexible modular routes + micro-credentials
- ✓ Language & cultural mediation programmes
- ✓ Mentoring & coaching systems
- ✓ Early monitoring systems (attendance + digital analytics)
- ✓ Targeted digital inclusion (devices + skills + support)
- ✓ Universal design principles for SEN learners

Access Barriers: What They Look Like

Typical Access Barriers:

- Fees, transport, family obligations
- No childcare or flexible hours
- No digital access (devices/connectivity)
- Limited outreach to disadvantaged groups
- Entry requirements that disadvantage: migrants, adults, returners

Participation and Achievement Barriers

Participation barriers:

- Low digital readiness
- Classrooms that do not reflect diversity
- Limited learner voice
- Rigid pedagogy not matching learner profiles
- Low engagement in theory-heavy modules

Achievement barriers:

- One-size-fits-all assessments
- No differentiated support
- Limited accessible resources

Mapping Barriers – From Problem to Action

Identify the barrier

- Where does it occur? (Access / Participation / Achievement / Progression)

1. Analyse root cause

- Level: Learner / Teaching / Organization / System

2. Estimate impact

On who? On what outcome?

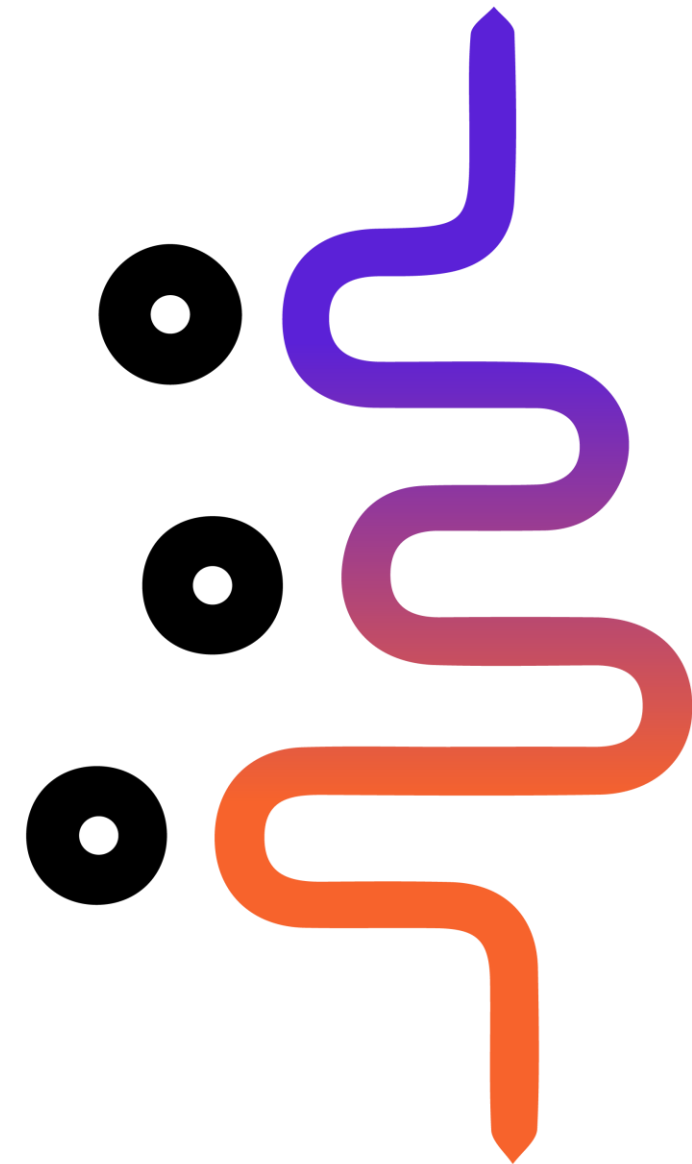
3. Define 1 mitigative action

- *Responsible role* (trainer, counsellor, manager, external partner)
- *Timeframe* (quick win vs structural change)

5. Assign responsibility

- Trainer, counsellor, manager, employer partner

Activity 3: Breakout rooms (3–4 people): Each group discusses one barrier category and lists concrete examples from their country.



Creating Inclusive VET Environments: Universal Design for Learning (UDL) Principles

Unit 2

Universal Design for Learning (UDL) in VET

- Universal Design for Learning (UDL) is an educational framework that helps teachers **create learning experiences that work for ALL learners**, regardless of differences in ability, background, language, motivation, or learning style.
- **UDL** is built on **three core principles**, each addressing a different aspect of the learning process.

Universal Design for Learning (UDL) in VET

- 1. Multiple Means of Engagement**
- 2. Multiple Means of Representation**
- 3. Multiple Means of Action and Expression**

Universal Design for Learning (UDL) in VET

UDL Principle 1: Multiple Means of Engagement

The “WHY” of learning — how to motivate and involve learners

✓ What it means

- Engagement focuses on creating conditions that help **all learners feel motivated, safe, and interested**. Since learners differ in what motivates them, trainers should offer *choices* and reduce *barriers to participation*.

✓ How to design with this principle

- Design activities that:
- Offer **choices** in how learners participate.
- Build **relevance** by connecting tasks to real-world VET situations.
- Reduce **fear of failure** by creating supportive and low-pressure practice activities.
- Include collaborative elements to build **belonging**.

UDL Principle 2: Multiple Means of Representation

- *The “WHAT” of learning — how information is presented*

✓ What it means

- Learners differ in how they perceive and understand information. Some prefer visual explanation, others need verbal or hands-on demonstration. Representation encourages trainers to **present content in more than one way**.

✓ How to design with this principle

Use a combination of:

- Visuals (diagrams, images, videos)
- Audio/verbal explanations
- Hands-on demonstrations
- Simplified language, glossaries, or symbols
- Translated materials or subtitles if needed

UDL Principle 3: Multiple Means of Action & Expression

The “HOW” of learning — how learners demonstrate what they know

✓ What it means

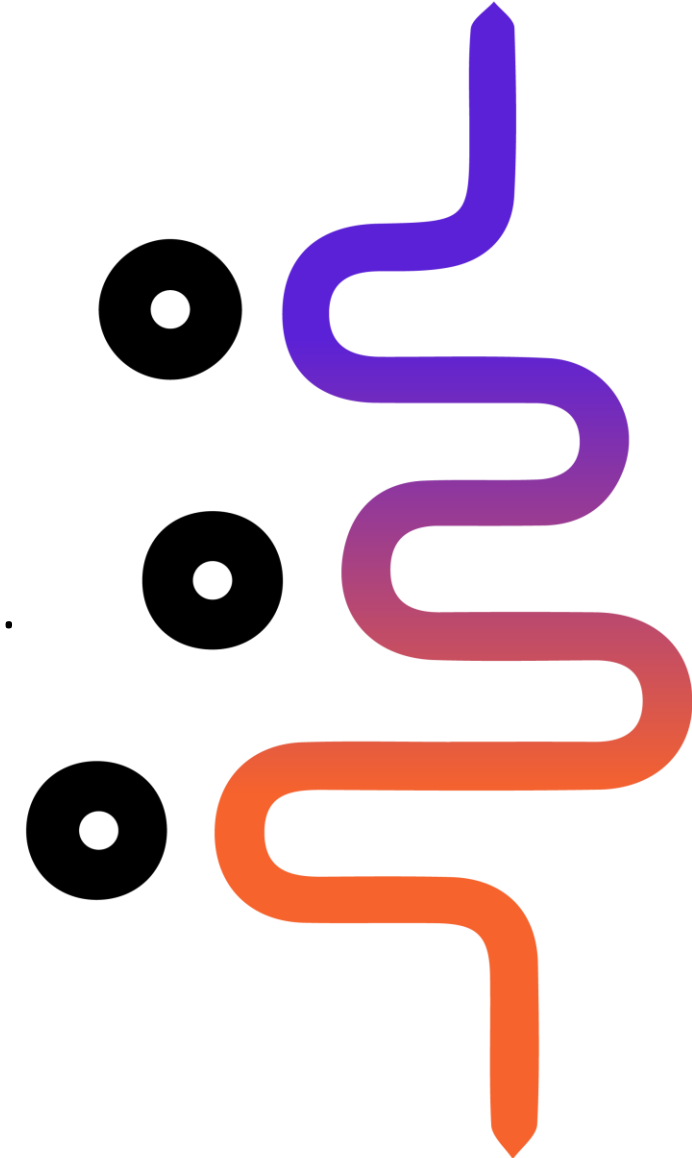
- Not all learners express understanding in the same way. Some are better at speaking, others at writing, others at hands-on work.
- This principle encourages trainers to **allow different ways** for learners to show mastery.

✓ How to design with this principle

Provide options for:

- Hands-on demonstration
- Verbal explanations
- Digital products (short video, photo sequence, simple app use)
- Written responses, diagrams, or sketches

Activity 4: Breakout rooms (3 Teams): In breakout rooms, each group selects one UDL principle and designs a short module/activity for VET that applies it .



Inclusive Assessment and Support Services

Assessment routes:

- Practical assessments
- Project-based assignments
- Oral + demonstration routes

Feedback & pacing:

- Bite-sized assessments
- Quick-turnaround feedback
- Resubmission windows

Support ecosystem:

- Language support
- Mentoring
- Counselling
- Career guidance
- Disability services

Inclusive Work-Based Learning:

- Employer checklists
- Buddy systems
- Clear expectations and accommodations

Creating Inclusive VET Environments

High-quality VET institutions place **inclusion** at the centre of their mission, ensuring that all learners—regardless of background, ability, or learning needs—have equal opportunities to participate, progress, and succeed.

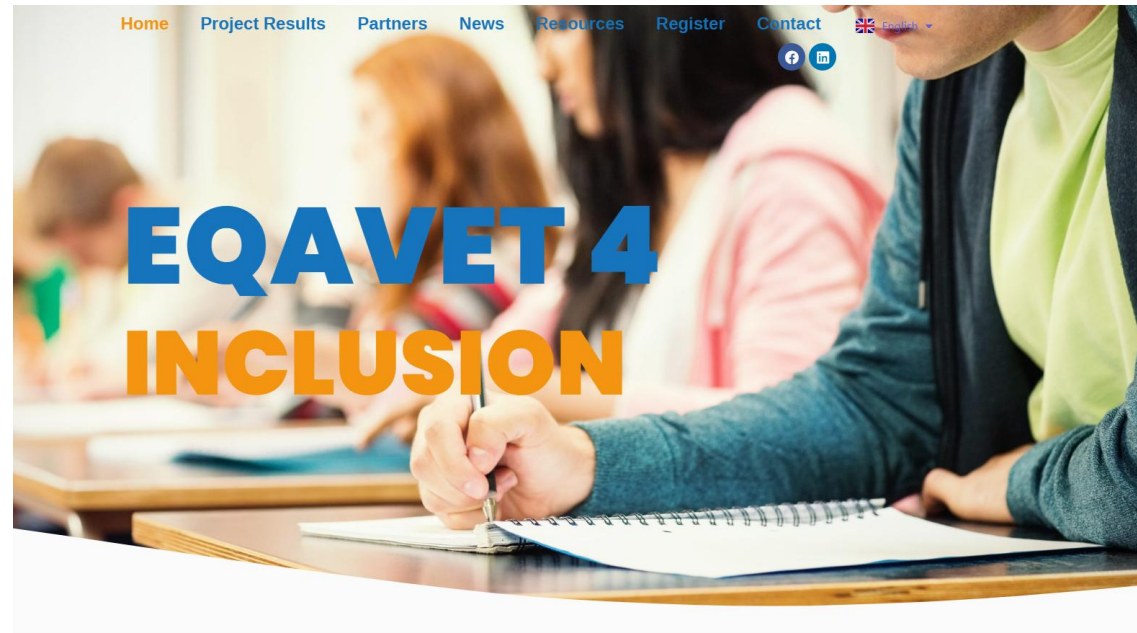
An inclusive VET environment is built on strong institutional policies, well-structured support systems, and a culture that values learner diversity.

Quality is not only reflected in the availability of resources but also in how effectively institutions identify and remove barriers to learning.

To achieve this, institutions must adopt systematic **measurement and evaluation processes**, such as self-assessment tools, feedback mechanisms, and data-driven monitoring of learner outcomes.

These mechanisms help institutes diagnose strengths and gaps, track progress over time, and guide targeted improvements.

Project Output 2 : Quick Scan Tool (EN) – EQUAVET



Project Output 2 : Quick Scan Tool (EN) – EQAVET

- The **Online digital tool for self-assessment** is a form of RiskScan identifies the main factors involved in the prevention of drop-out.
- As such it is an important building block for setting up appropriate procedures to identify, mentor and monitor the students through their processes of career development.
- **Crucial** for the use of the Risk-Scan is the way the scan is incorporated in an integrated development approach and the collaboration with all key school staff in the process.
- **If the VET schools** do not have a student monitor or mentoring program which can be enriched by the parameters mentioned in the RiskScan the first activity of a school will be to start to develop a policy for the prevention of drop-out and related monitor and mentor system.
- Further, it demonstrates how those attention areas in quality planning can be used in monitoring and mentoring program of a school, as well as some example showing how such integration is created.

EQUAVET FOR Inclusion- A good practice focusing on self-assessment of inclusiveness and drop-out prevention in VET schools

Project Output 2 : Quick Scan Tool (EN) – EQAVET

Vision and policy

Theme 1: Vision on career guidance and career support

[Skip Theme](#)

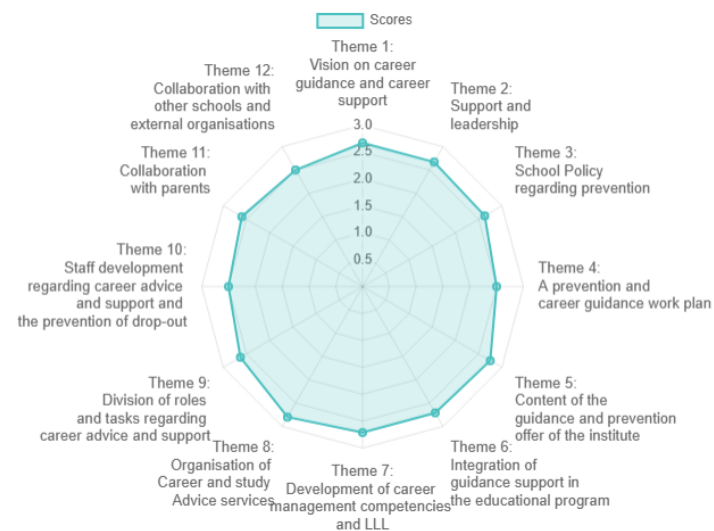
Career guidance and support can contribute to a significant extent to student talent development and proper choice of education and career, thus preventing drop-out. It is crucial to create a link between the organisation of education and the specific purposes of career guidance and support to achieve this effect.

Within our school, we have developed a vision of the role and position of career guidance and drop-out prevention:

	Completely	Largely	Somewhat	Not
1. As a means for stimulating proper curricula choices and study progress	☐	☐	☐	☐
2. As means which contributes to career competencies of students and Life Long Learning	☐	☐	☐	☐
3. As means for making more conscious choices in students' study paths	☐	☐	☐	☐

EQUAVET FOR Inclusion- A good practice focusing on self-assessment of inclusiveness and drop-out prevention in VET schools

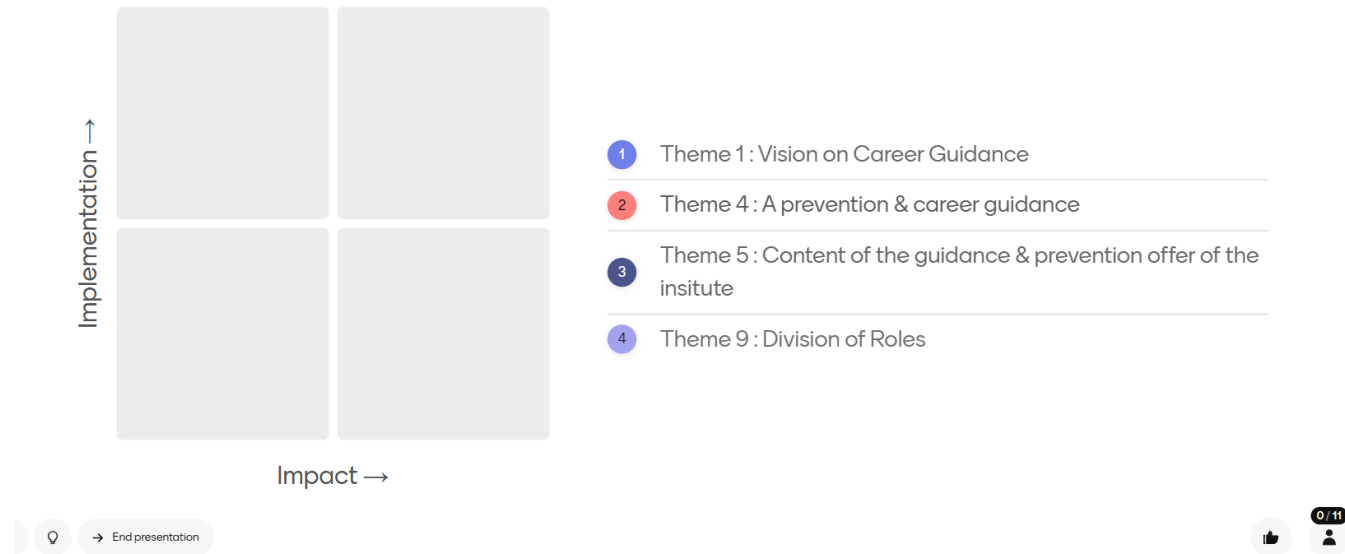
Project Output 2 : Quick Scan Tool (EN) – EQAVET


[Download Chart](#)
[Download Full Results](#)
[Print Page](#)

EQUAVET FOR Inclusion- A good practice focusing on self-assessment of inclusiveness and drop-out prevention in VET schools

Project Output 2 : Quick Scan Tool (EN) – EQAVET

Based on your results in the EQAVET - Online Self-Assessment Tool, where does your educational institute currently stand regarding these four themes?





Activity 3: Based on your results in the EQAVET - Online Self-Assessment Tool, where does your educational institute currently stand regarding these four themes?

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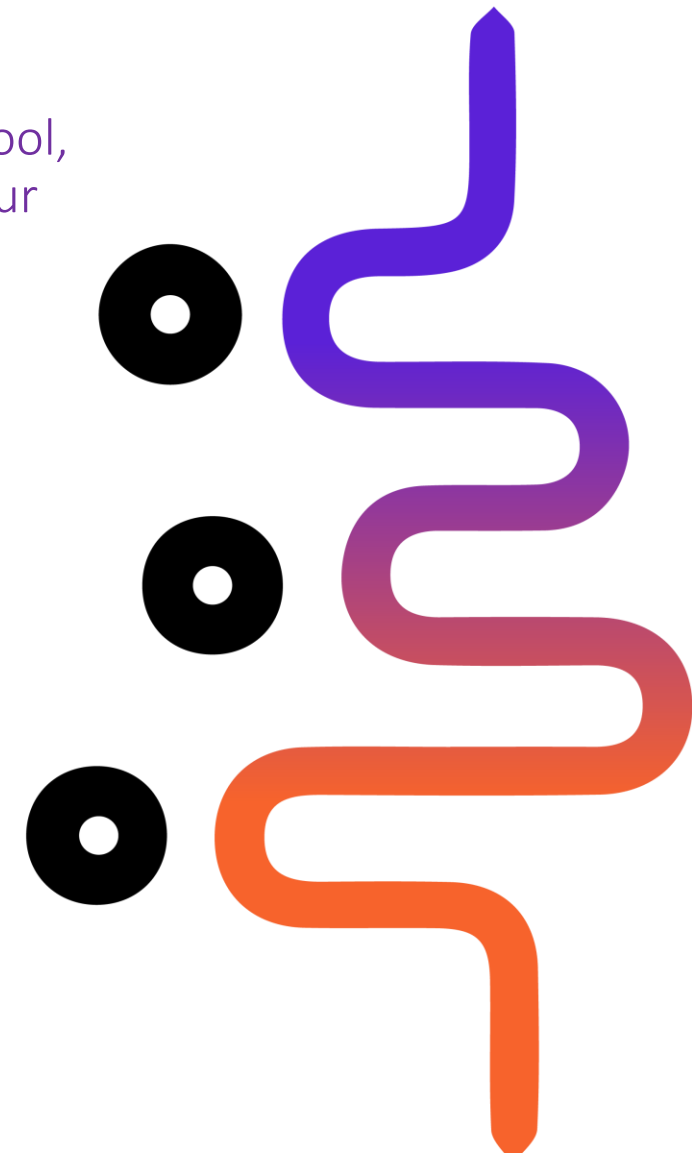
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Supporting Learner Diversity

Unit 3

Barriers by Learner Segment

Learner Segment	Typical Barriers	Key Interventions
Migrant / Refugee Learners	Language barriers, credential recognition, cultural adaptation	Language & integration modules, bridging programmes, mentoring
Low-qualified Adults / Returners	Limited study habits, low confidence, financial constraints	Modular courses, flexible hours, validation of prior experience
Learners with Disabilities	Inaccessible learning spaces or materials	Assistive tech, adaptive learning, targeted counselling
Young Early-Leavers / NEETs	Motivation gaps, unstable life situations	Individual learning plans, mentoring, WBL opportunities
Rural / Remote Learners	Connectivity, transport, lack of guidance	Digital access solutions, blended delivery, regional outreach

Flexible and Modular Learning Pathways

Build flexible structures that support diverse life realities:

- **Modular curricula** that can be stacked → micro-credentials, shorter units
- Combine: **classroom + online + hybrid + work-based learning**
- Offer **Recognition of Prior Learning (RPL)** to shorten journeys
- Publish **transparent learning outcomes & assessment rubrics** for each module

Digital and Physical Accessibility

Guarantee access:

- Device & connectivity support (loan schemes, on-site labs, offline packs)
- Low-bandwidth versions of content
- Subtitles, transcripts, alt text

Build learner capability:

- Digital study skills embedded in the first 2 weeks
- Teacher digital inclusion strategies

Monitor early signs of disengagement:

- Analytics on drop-offs, non-submissions
- Early-support outreach protocols

Staff Capability and Organization Readiness

Continuous CPD on:

- UDL
 - Differentiation
 - Bias-aware feedback
 - Assistive technology
- Peer observations with simple “look-fors”
 - Create an **Inclusion Lead** + cross-functional inclusion team
 - Minimum accessibility standards for digital & physical spaces
 - Align incentives → goal-based KPIs (retention, satisfaction, progression of priority groups)

Monitoring What Matters (Practical KPIs)

Track by cohort and priority sub-groups:

- **Participation and retention** rates and reasons for early leaving.
- **Module completion** and **time-to-credential** (with/without RPL)
- **Assessment equity**: pass rates by assessment route and resit outcomes
- **WBL uptake and completion**, employer feedback on accommodations.
- Use data in quarterly **review huddles** to adjust modules, supports, placements.

Key Competence Areas for Inclusive Practice



<https://www.youtube.com/watch?v=1MeBCyKZt48>

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Development of Trainer Practices for Inclusion

Unit 4

Developing Trainer Practices for Inclusive VET

- Think of a trainer who inspired inclusion — what did they do differently?
- Trainers shape learners' sense of belonging, motivation, and progression.
- Inclusive VET is only as strong as the **daily practice of trainers**.
- The trainer role today spans **classroom → workplace → online environments**.

The Evolving Role of VET Trainers

- Train increasingly diverse populations: adults, migrants, early-leavers, digital novices.
- Must navigate **hybrid teaching**, work-based learning coordination, and learner support.
- Research shows: trainer competence in **inclusive pedagogy** is a **top predictor of retention**.
- Trainers must adapt continuously to evolving learner needs and labour-market requirements.

Key Competence Areas for Inclusive Practice

1. Pedagogical Adaptation

- Differentiated instruction
- Scaffolding
- UDL principles

2. Digital and Blended Teaching Skills

- Accessible digital content
- Online engagement
- Low-bandwidth & inclusive formats

3. Learner Support and Wellbeing Awareness

- Recognising disengagement early
- Trauma-informed communication
- Supporting vulnerable learners

4. Collaboration and Partnership Building

- Working with employers, mentors, guidance counsellors
- Coordination across classroom & workplace

Organisational Alignment & Trainer Practice

- Trainer development must align with institutional inclusion strategy.
- Job descriptions and performance reviews should include inclusion metrics.
- Create a **Trainer Inclusion Champion** role + cross-functional inclusion team.
- Provide infrastructure:
 - accessible digital platforms
 - assistive technologies
 - referral pathways (guidance, counselling, disability services)
- Use data to track improvement: trainer CPD engagement → learner outcomes

Monitoring and Reflecting Trainer Impact

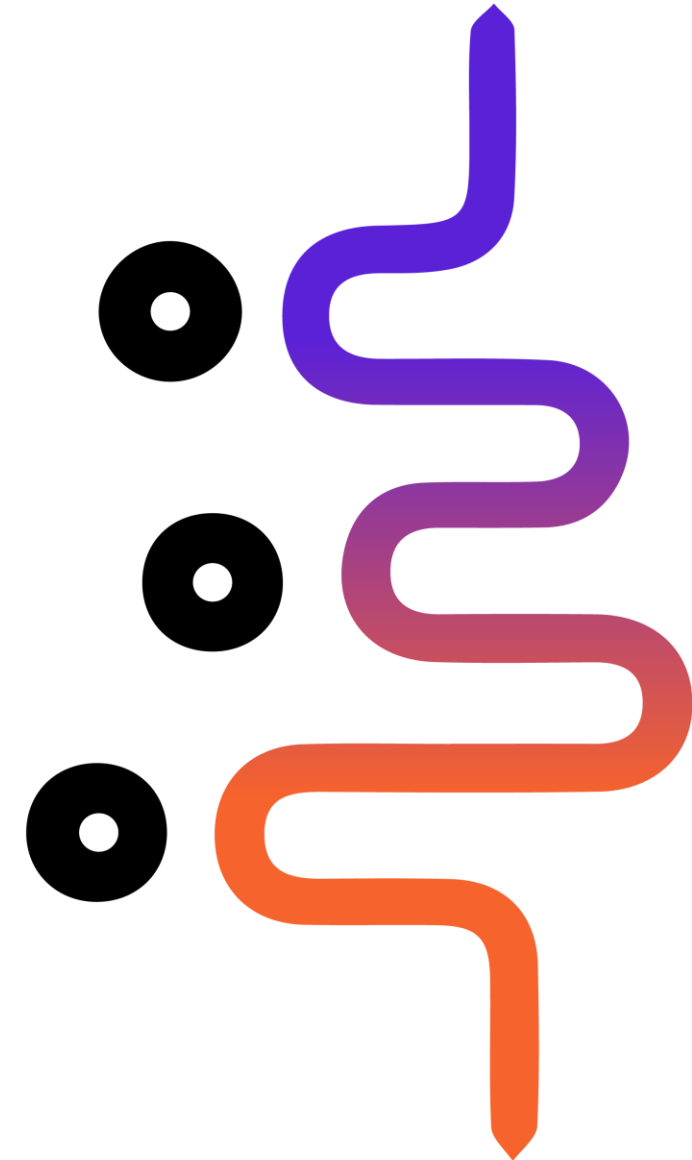
Indicators to track:

- Number of trainers completing inclusion-focused CPD
- Improvement in learner satisfaction (broken down by learner groups)
- Retention/completion of at-risk learners
- Inclusive assessment pathways used
- Trainer-initiated adaptations documented in reflection logs

Review mechanisms:

- Monthly/quarterly **practice-sharing huddles**
- Update institutional repository of inclusive methods
- Link insights to curriculum updates and WBL partnerships

Activity 5: Breakout rooms (4 Teams): **In breakout rooms,** We need one Sentence about the meaning of Inclusive Training. What is the meaning?

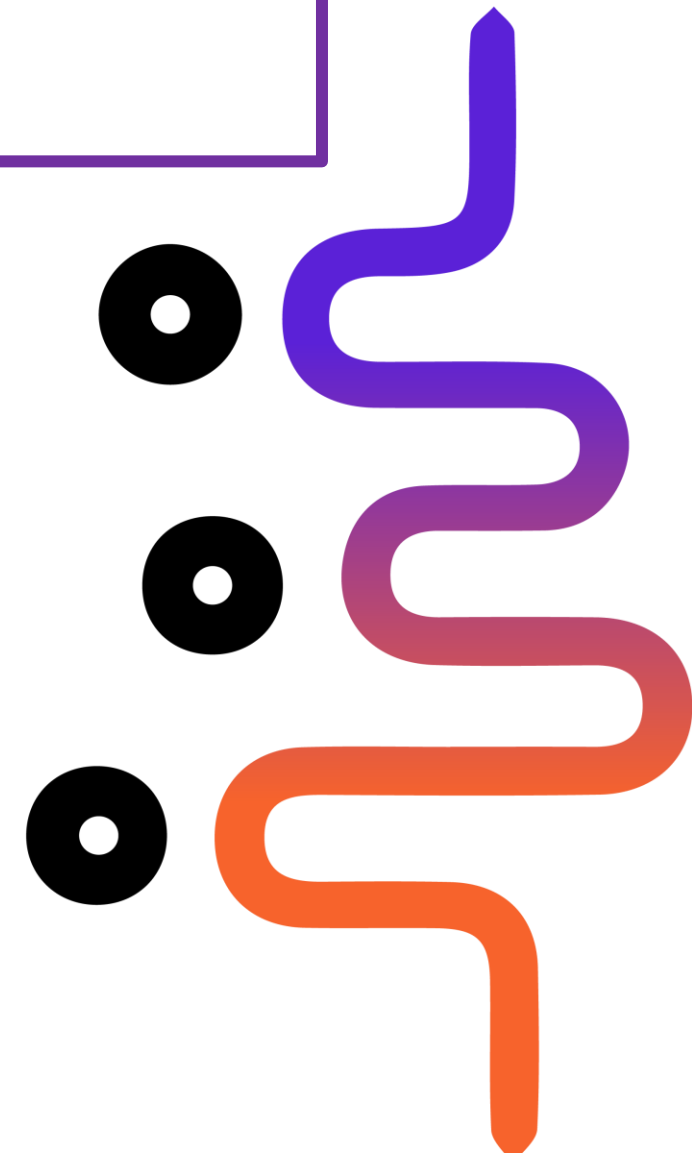


Using technology for inclusive education

Unit 5

Digital Inclusion as a VET Imperative

- Technology is now a **core enabler of participation, achievement and progression** in VET
- Digitalization widens opportunities **but also deepens inequalities** if not planned inclusively
- Inclusion requires **intentional design**, not only access to devices



Why Technology Matters for Inclusive Education

- Technology can **bridge access gaps** for learners with disabilities, migrants, low-income backgrounds, rural/remote locations.
- BUT: digital inclusion is **not automatic** — without support, vulnerable learners face amplified barriers.
- For inclusive VET, technology must be **purposefully integrated**, not just added to the system.

The 4 Digital Barriers That Matter Most

1. **Access** → devices, connectivity, safe study spaces
2. **Digital skills** → low digital readiness, fear of technology
3. **Motivation** → low confidence due to negative past experiences
4. **Infrastructure** → unstable platforms, low bandwidth, inaccessible platforms

Conditions for Effective Tech Use

1. Accessible infrastructure

- Devices, connectivity, accessible platforms, low-bandwidth versions

2. Trainer and staff digital competences

- Confidence, inclusive digital pedagogy, troubleshooting

3. Learner digital support

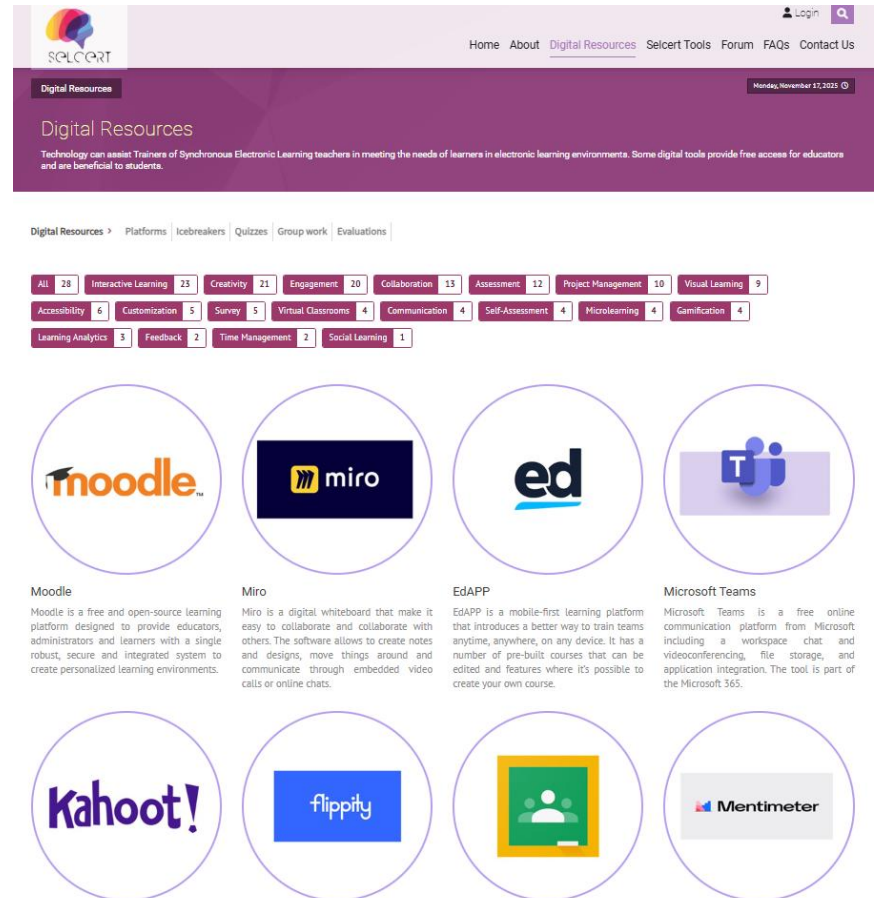
- Digital induction, assistive tools, micro-training on essential skills

4. Monitoring and evaluation

- track drop-offs, non-submissions, log-ins, device issues → early intervention

SELCERT – A Best Practice for Effective Tech Use

<https://selcert.app-host.eu/Digital-Resources>



The screenshot shows the SELCERT Digital Resources website. The header includes the SELCERT logo, navigation links (Home, About, Digital Resources, Selcert Tools, Forum, FAQs, Contact Us), a login button, and a search icon. The main content area is titled "Digital Resources" and includes a brief description: "Technology can assist Trainers of Synchronous Electronic Learning teachers in meeting the needs of learners in electronic learning environments. Some digital tools provide free access for educators and are beneficial to students." Below this is a filter bar with categories: All (28), Interactive Learning (23), Creativity (21), Engagement (20), Collaboration (13), Assessment (12), Project Management (10), Visual Learning (9), Accessibility (6), Customization (5), Survey (5), Virtual Classrooms (4), Communication (4), Self-Assessment (4), Microlearning (4), Gamification (4), Learning Analytics (3), Feedback (2), Time Management (2), and Social Learning (1). The main content area displays eight digital tools in a grid, each with a logo, name, and description:

- Moodle**: Moodle is a free and open-source learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments.
- Miro**: Miro is a digital whiteboard that make it easy to collaborate and collaborate with others. The software allows to create notes and designs, move things around and communicate, through embedded video calls or online chats.
- EdAPP**: EdAPP is a mobile-first learning platform that introduces a better way to train teams anytime, anywhere, on any device. It has a number of pre-built courses that can be edited and features where it's possible to create your own course.
- Microsoft Teams**: Microsoft Teams is a free online communication platform from Microsoft including a workspace chat, and videoconferencing, file storage, and application integration. The tool is part of the Microsoft 365.
- Kahoot!**
- flippity**
- Mentimeter**

SELCERT – A Best Practice for Effective Tech Use

<https://selcert.app-host.eu/Digital-Resources>

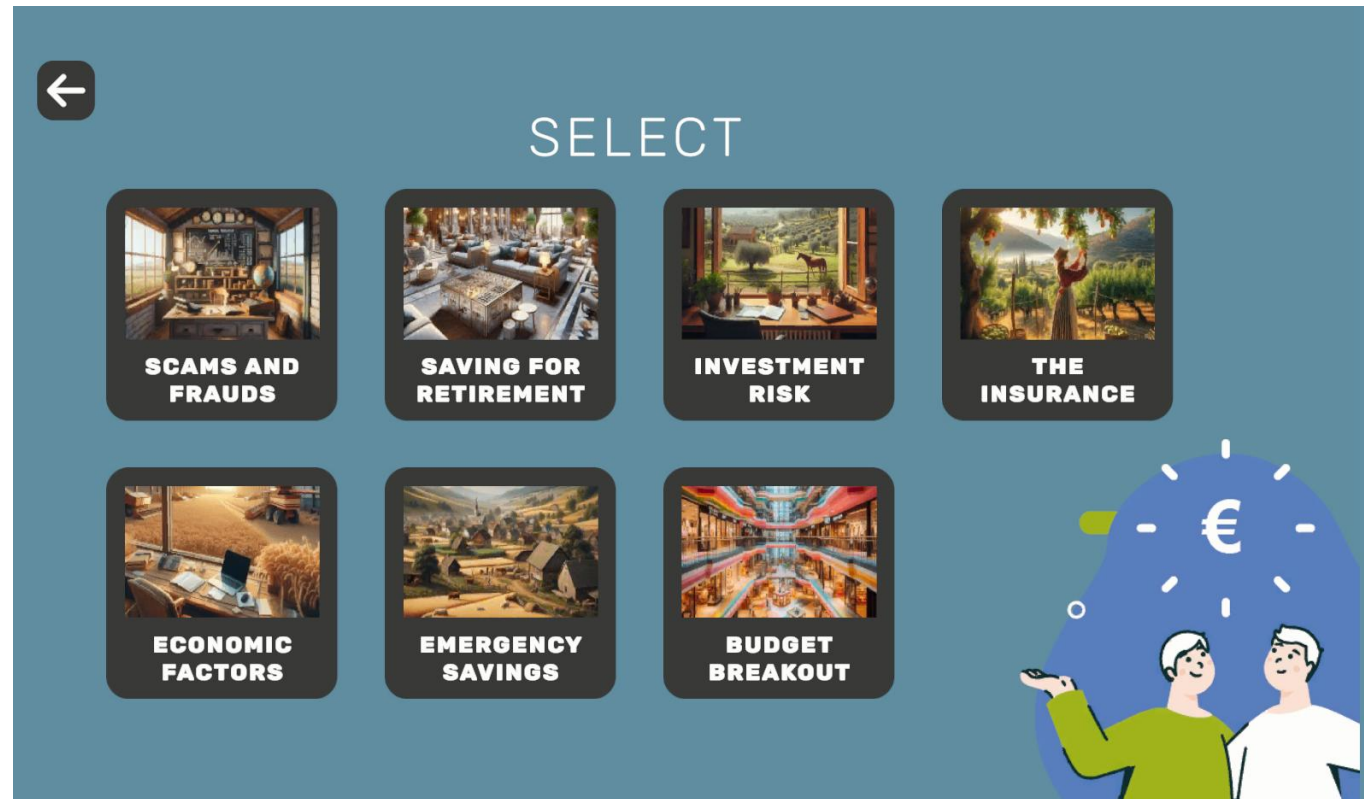
- The Digital Resource Center developed in the framework of SELCERT (Skills Development and Certification for Trainers of Synchronous Electronic Learning)
- It offers access to a set of innovative tools for synchronous electronic learning to respond to the challenge of making online training aligned with adult education principles (interactive, inclusive, participative, interesting, and fun)
- The **Digital Resource Center** demonstrates how to select the most appropriate technique and convert it into an online technique depending on the topic they teach and the platform you use.

Tech-Enablers That Strengthen Inclusion

- **Blended and hybrid learning:** flexibility for workers, caregivers, rural learners
- **Assistive technologies:** screen readers, speech-to-text, captioning, read-aloud tools
- **Adaptive learning platforms:** personalised pacing, micro-feedback, automated scaffolding
- **VR/AR simulation:** safe practice environments for in hands-on professions & gamification
- **Multilingual digital repositories:** support literacy, language learning, migrant integration

FLER – A Best Practice for Effective Tech Use

<https://flerproject.eu/game/>



FLER – A Best Practice for Effective Tech Use

<https://flerproject.eu/game/>

- The benefits of the project extend beyond the immediate target group by promoting high-quality, inclusive financial education.
- By utilizing gamification techniques, FLER creates a more accessible and enjoyable learning experience, catering to adults from various backgrounds.
- This approach not only equips participants with essential financial skills but also fosters resilience against economic uncertainties.

Risks and Mitigation Strategies

Risk 1: Digital Divide

- **Issue:** No devices / low skills → exclusion
- **Mitigation:** Device loans, connectivity support, offline/low-data options

Risk 2: Over-reliance on Tech

- **Issue:** Vulnerable learners lose human support
- **Mitigate:** Blend tech with mentoring, check-ins, guidance

Risk 3: Inaccessible Content

- **Issue:** Learners with disabilities or language gaps excluded
- **Mitigate:** Captions, transcripts, alt text, simple language

Tech-Inclusion Implementation Framework

1. Audit

- Devices, connectivity, digital skills, accessibility

2. Co-Design

- Choose tools aligned with learner needs and UDL

3. Deploy

- Pilot with vulnerable groups + digital induction

4. Monitor

- Track engagement, access issues, drop-offs

5. Scale

- Integrate successful practices into standard delivery

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Thank you!



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