



CONTENT

1. Introduction.....	2
2. How to use this Guide?	4
3. Inspiration for the user	6
4. How to build inclusive VET – steps to create an action plan.....	7
A. Definition of inclusion in your organization.....	7
B. Define vision, mission, values on inclusion	14
C. Formulate short term (0-3 year) and long term goals (>3 years) – SMART	15
D. Explore the learners and their needs:	17
E. Define a starting point	18
F. Create a leadership team.....	19
G. Plan your actions.	20
H. Start implementing.....	22
I. Monitoring and evaluation cycle.....	23
J. Sustainability of the implementation	26
5. Contact details partners.....	26
6. Annex. Example of an evaluation to find out how inclusive your school is.	27



1. Introduction

You don't just create an inclusive environment in VET. There are a lot of aspects that you need to think off. Working systematically as a team will enhance your chances for success.

The partners of this project have gathered experiences to make a practical guideline that helps VET organisation in Europe to plan their inclusive 'make over'. Following this guideline will result in a custom made action plan for the VET organisation and their regional partners.

The document is based on information and data collected through project meetings that school staff discussed/searched for our project "How to build an inclusive school/institution?" and implementations of inclusive activities in and out of school. The Inclusive and Accessible VET Project (Supporting institutions and trainers for an Inclusive Vocational Education and Training) aims to provide to Vocational Education and Training (VET) institutions with a solution for related inclusion problems including three main aspects:

- Intellectual output 1 (IO1) Guideline: Management and/or strategy workers of VET organisations to address their inclusive classrooms.
- Intellectual output 2 (IO2) Training Tool 'All on Board': trainers that will train teachers, youth workers, attendance officers and practice supervisors on the subject inclusion and their personal guiding skills in an inclusive environment. The manual describes a training method that trainers use to organise their training. It focusses on the content/theory but also on the conditions, methodology, working styles and training materials.
- Other results (not IO) Train the trainer programme: an external trainer will train teachers from the project partners, who will later on organise a short training activity in their own countries ("All on board") addressed to career counsellors, teachers, responsible of HR... During the project, we will also develop an ICT tool (website, blog) for designing, developing, sharing and delivering accessible open educational resources about Inclusion in VET.

The expertise and competence of the teachers and other stakeholders participating in project meetings has made a valuable contribution to the reflections and discussions that took place in project meetings, as well as to the development of the project methodology and the main project outcomes. The data and information collection process began with the selection of the key areas for examination in the project, based on the recommendations of the project country experts and a select panel of experts in VET.

This document presents a guideline/an action plan on how to build inclusive VET for better future following topics:

- a. Definition of inclusion in your organization
- b. Define vision, mission, values on inclusion
- c. Formulate short term (0-3 year) and long term goals (>3 years) – SMART
- d. Explore the learners and their needs
- e. Define a starting point (what do we offer, learners etc.)
- f. Create a leadership team
- g. Plan your actions
- h. Start implementing
- i. Monitoring and evaluation cycle
- j. Sustainability of implementation

The findings are presented as a summary of key issues and using some countries as exemplars of findings. More detailed information and all project outputs are available on the project web area: <http://inclusive-vet.eu>

Information available includes:

- best practices.
- presentations on VET practices analyses.



- a gallery.
- blog providing information on the VET system for learners who has no chance to start their educational activities.
- guidelines for an inclusive VET.
- intellectual outputs for you to use during implementation of inclusion.

We can explain inclusion on many levels, academic level, conceptual level, policy level, normative level, cultural or research level, but in the end it is the teacher in the classroom who has to cope with a variety of learners in the classroom. It is the teacher who has to know key elements of inclusion and implement the principles of inclusive education for uniqueness.

For all of us, we hope this guide will help you create the most inclusive learning atmosphere for your students at every learning stage. You can use the guide and the training tool “All on Board” together or independently. The guide is aimed at helping you to redefine your organization towards a more inclusive one, the training tool will help you and/or your teachers, career counsellors... to develop their own and other’s knowledge, skills and competences to be able to implement an inclusion strategy. As you see, both results are related but have different aims, so we invite you to make use of them as more suitable is for you!

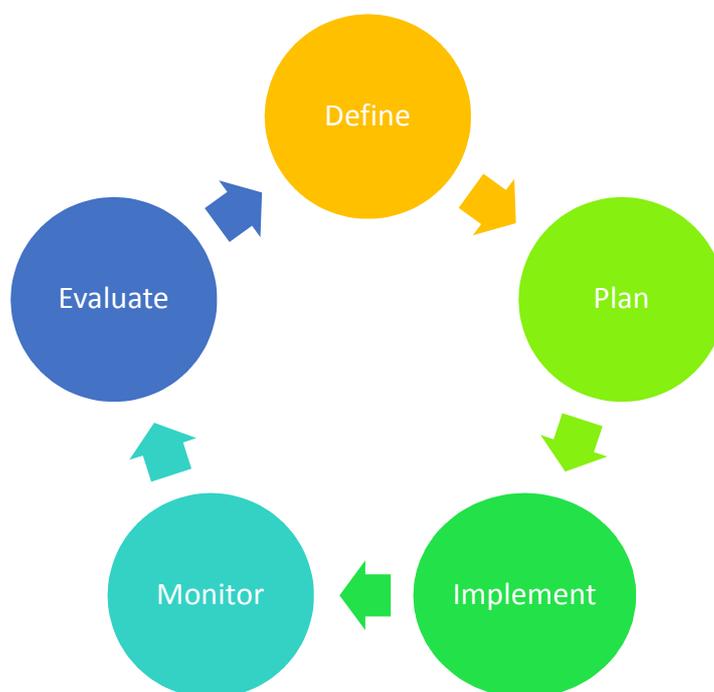
2. How to use this Guide?

This section describes what you can get out of this guide according to your target group and your organization.

Along the transnational meetings of INCLUSIVE VET, the project partners have been able to present their work in the field of the inclusive education and identify other cases implemented by VET centres or organizations within their network. In chapter 3 of this guide you will be able to access different examples of this.

The above mentioned cases are very different among them and present different key success factors: some of them are focused on the training of VET teachers, others highlight the importance of the involvement of the public administrations, some are focused on the pedagogical methodologies while others give more importance to the guidance offered to the students and their families. However, all of them have things in common which have enabled us to identify general aspects to be taken into consideration when implementing an inclusive VET system and create this guide following a “step by step” which will help you to know which are the aspects you will need to consider.

The guide has been developed with a very concrete approach:



- **Define** what means “inclusion” in your organization, why you want an inclusive education system, which your objectives are, who your target group is...
- **Plan.** Once you know where you want to arrive, identify the actions to get there, the people who will be involved and their roles and availability, agree on a calendar...
- **Implement.** Put into practice what you have planned.
- **Monitor.** Implementing an inclusive system is not a question of days or weeks. It takes time and it will involve changes and adaptation of the own plan. You will need some indicators to help you check if you are approaching or not your objectives or how it is affecting your organization.
- **Evaluate.** You will be doing an important effort in your organization in order to achieve certain results and an impact in your target group. It is advisable to evaluate if this is actually taking place and what you need to change... or not. Implementing an inclusive system is not only a project, but a process!



We, the INCLUSIVE VET team, hope that you will find this Guide useful and it will shed some light on how to start to make your educational organization more inclusive.

This tool might be used in by a variety of profiles:

- School managers could use the guide for working with staff to develop their individual professional development plans or a local school improvement plan.
- A teacher might organize a seminary or workshop to study with other teachers the best practices in inclusive education and brainstorm on the most effective ones for their own school and how to implement them.
- Parents might be involved by sharing with them the guide to discuss the advantages of implementing an inclusive education system and how their kids can benefit from it.
- An education authority can use the guide as a reference to legislate or make modifications in the education system towards a more inclusive one and, hence, a more inclusive society in general.
- The students can also use the guide, especially the “best practices” chapter to identify which kind of actions they would like to have implemented in their VET college.

In any case, we hope that you use this guide to not only to be informed and get knowledge but to take action to improve the lives of your students and teachers.

3. Inspiration for the user

As an inspiration for the user of this guideline, we would like to present some of our projects/ actions to make accessible VET. You can find all the enlisted presentations on our project website: www.inclusive-vet.eu

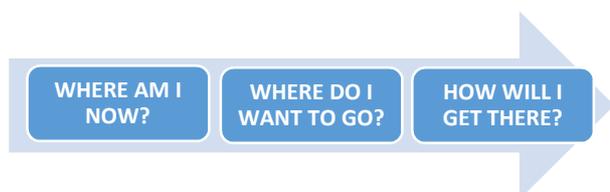
Organisation	Best practice examples - topics
Akademie für berufliche Bildung gGmbH, Dresden/ Germany http://www.ausbildung-und-studium.de/	<ul style="list-style-type: none"> - Inclusion at the AFBB - Collaboration with local partners and parents' involvement - Skills of the guiding staff
Berufsbildende Schulen Rotenburg Wümme, Rotenburg Wümme/ Germany	<ul style="list-style-type: none"> - Rotenburg goes TIM - Cooperation with external partners (SPRINT, BEST) - Modern Vocational Training
Hetel, Durango/ Spain http://www.hetel.eus/index.php/eu/	<ul style="list-style-type: none"> - How inclusion is handled - Cooperation with local partners and parent involvement - Differentiation inside and outside the classroom - Skills of the guiding staff
Point College, Porvoo/ Finland http://www.pointcollege.fi/	<ul style="list-style-type: none"> - The study motivation machine - Differentiation practice in Point College - Skills of the guiding staf
RBL BNO, Oss/ The Netherlands www.rblbno.nl/	<ul style="list-style-type: none"> - Parent involvement
ROC de Leijgraaf, Oss/ The Netherlands https://www.leijgraaf.nl/	<ul style="list-style-type: none"> - How inclusion is handled - Differentiation inside and outside the classroom - Collaboration with local partners
Toroslar District Directorate of National Education, Toroslar/ Turkey http://toroslar.meb.gov.tr/	<ul style="list-style-type: none"> - General information: How inclusion is handled - Best practices for different learning styles

4. How to build inclusive VET – steps to create an action plan

WHAT IS STRATEGY FOR INCLUSIVE VET?

“Strategy is a plan of action designed to achieve a long-term or overall aims with this unique definition.”¹

If we are going to make the term “strategy” more user-friendly, we need to get away from complicated definitions and academic language. To put it as simply as possible:



A strategy is a statement of intent which outlines where you are today, indicates where you want to go tomorrow, and defines the steps you will take to get there.

A. Definition of inclusion in your organization

To start to shape a strategy for inclusion, we must start with the definition of “inclusion” according to both capacity and needs of our organization/school. If you wish to start to implement an inclusive strategy in your school, you should start by defining what inclusion is for YOUR school. It should be a definition everyone is comfortable with because it will determine in a great extent your objectives, actions and the involvement of your staff and other stakeholders.

The EU defines inclusion in a different way depending on the policy area. Nevertheless, when referring to education, the EC through the DG Employment, Social Affairs and Inclusion defines inclusion as: *“Providing efficient and equitable education and life-long learning systems to supply people with the skills they need to enter and progress in the labour market. Ensuring that children from disadvantaged backgrounds enjoy equal opportunities and that the low-skilled have adequate access to life-long learning”*²

In the framework of Inclusive VET project, we have defined inclusion as follows: “Every unique student feels welcomed in the school, is included in the group and receives structure, a personal plan and interventions when needed. Teachers, in collaboration with regional partners, offer appropriate and person centred education, challenge students in their development and guide them towards society and work/higher education.”

This was the definition we came up with during the first meeting of the project and after a thorough discussion among partners, teachers and other stakeholders.

¹ [1 -http://dictionary.cambridge.org](http://dictionary.cambridge.org)

² https://ec.europa.eu/info/sites/info/files/file_import/european-semester_thematic-factsheet_social_inclusion_en.pdf

THE FOUR PHASES OF STRATEGY FOR INCLUSIVE VET



- The first phase, **Analysis**, involves taking time to understand where you (as a VET school or organisation working with many youngsters who have difficulty to be included in) are starting from. What was our situation in inclusion in the past? What is our situation in inclusion today?
- Once you have a clear picture of where you are starting from, you are ready to being the second phase – **Planning**. What do we want our inclusive atmosphere look like tomorrow? Here you start making the choices which will define your future direction.
- The third phase, **Implementation**, involves identifying the steps you will take and putting those steps into action.
- The fourth and last phase, **Evaluation**, lets you know to what extent you have or have not been successful.

Each of these phases plays a vital role in a successful strategy. We will look at each one in more detail in the section “Building Accessible and Inclusive VET”

WHAT DOES THE PROCESS LOOK LIKE?

As stated above, strategy-making is made up of four distinct phases: **Analysis, Planning, Implementation and Evaluation**. Each of these phases can be broken down into smaller steps which make the process easier to understand and which make it easier for you to see progress being made (see the diagram below).³

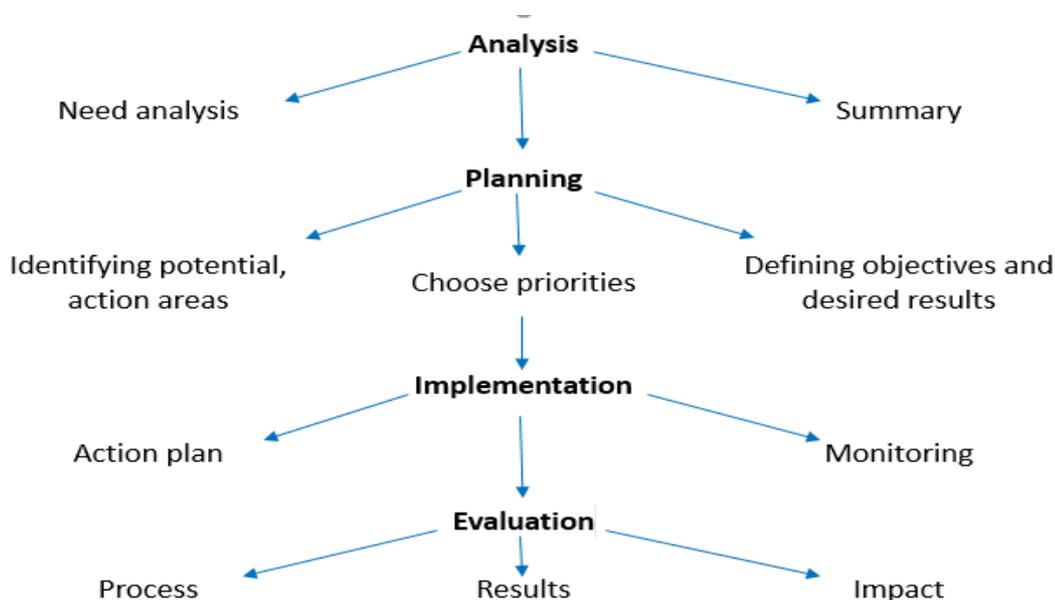


Diagram for phases in Strategic Plan⁴

Each person involved in Building Inclusive VET will be impacted by the different phases but the main responsibility for steering and guiding this process rests with the strategy team and rest of stakeholders in VET.

As you go deeper into strategy-making you will see that while some of the steps need to be carried out in a particular order other steps are less systematic and may overlap considerably. It is quite normal to be busy with two or even three phases at the same time.

Don't become too pre-occupied by the order of the steps - concentrate instead on moving the process forward as best you can.

The next sections outline what is involved in each phase.

➤ The Analysis Phase

As a team, you should start asking whether your organization or school is inclusive or not. You can build some simple questions to have answers where you are going to start. You need to plot a course of action in inclusion which maximises your resources and leads to the best possible results.

When an organisation/school is under pressure to find solutions for problems that exclude some participants/learners/workers or any stakeholders from atmosphere, they tend to start to have steps and make one of two mistakes:

- They immediately start making a plan according to your VET needs, or
- They immediately start taking action (without even bothering to make a plan first...)

³ *A compass to international Inclusion projects, SALTO-YOUTH, 2015*

⁴ <http://thethrivingsmallbusiness.com/the-5-step-process-of-strategic-planning/>



As a VET organization, in analysis phase, we often use “needs analysis” to determine our current position in the VET world. For us, makes it easier to decide where we need to go. In essence, a needs analysis is:

- A review of your past successes and challenges in terms of inclusion- background information
- An inventory of what has been developed and what areas still need to be explored- understanding the real needs of the learners,
- A health check of your internal procedures- identifying potential partners and potential obstacles in the inclusion field,
- A framework for understanding the “bigger picture” of inclusion in your country- making an inventory of the skills, competencies and resources available to you.⁵

HOW DO WE DO A NEEDS ANALYSIS FOR INCLUSION IN VET?

Carrying out a needs analysis is a lot like trying to put together a jigsaw puzzle. Each piece of the puzzle is unique and shows a different angle of your organisation and the environment around you, yet each piece is essential to providing the complete picture.

To understand your current situation in terms of inclusion, focus on the following puzzle pieces:

- Your mission – On a global level, what is it that you are working towards? What, specifically, does your organisation want to work towards in inclusion and what do you concretely hope to achieve?
- Your past performance - In terms of inclusion, what has your organisation concretely achieved to date? To what extent have you successfully been inclusive? To what extent have you successfully contributed to inclusion? Can you spot any significant trends?
- What types of challenges or difficulties have you faced in the past? Does the organisation have earlier versions of inclusion strategies? Were those objectives achieved? Why or why not?
- Your internal systems and processes – Are your systems as effective (and as inclusive) as they could be? This area is crucial because much of the work with VET learners is dependent on efficient systems. VET organisations should consider processes related to information and promotion, processes related to participation, processes related to finances, processes related to staff and/or business world recruitment, processes related to evaluation and follow-up, etc.
- Your key external stakeholders – In the field of inclusion the range of external stakeholders is very broad but nevertheless organisations need to have some information about the circumstances, needs and expectations of each specific group. What are your key external stakeholders’ biggest needs at this time? What are they looking for from you? To what extent have you successfully fulfilled those expectations?
- Your competitors – yes, even VET organisations have competitors and yes, they even exist in the field of inclusion. What are the other organisations or institutions working on inclusion doing? Do they offer activities or services similar to yours? What is their strategy? What are they trying to achieve? Who are their focus groups? How might their inclusion work affect yours?
- Socio-economic trends and changes – social, economic and political changes usually affect the most vulnerable groups in society first. Any major shifts or trends in this area will likely

⁵ *Shaping Inclusion, SALTO YOUTH, 2015*



have a big impact on an organisation's inclusion work. What is going on locally, regionally and/or nationally? How this might impact the VET learners you teach or work with?⁶

METHODS / TECHNIQUES TO USE IN A NEEDS ANALYSIS

Some possible methods include:

- Questionnaires – an inexpensive way to gather data from a potentially large number of respondents (they also allow for a statistical analysis of the results)
- Surveys – good tools for measuring levels of satisfaction, either internally (e.g. staff members, VET learners or their families) or externally (partner organisations, business world, funders and so on).
- Statistics – a treasure trove of information. How many participants? How many projects? How many new partners? How many staff hours? Etc.
- Interviews – allow you to gather more in-depth information from a specific group of candidates
- Small group discussions – a semi-formal way to explore issues within a mixed group (mixed functions, mixed profiles, etc.)
- Focus groups – a small group of candidates selected to represent a much larger group, usually sharing some specific characteristics of a defined profile.
- Task and/or systems analysis – a way to examine systems and activities which are carried out consistently and repeatedly (e.g. the process involved in recruiting new participants for your activities each year)

These are just some examples. Each of these methods has its own strengths and weaknesses.

A useful tool for this process is a SWOT summary. SWOT stands for Strengths, Weaknesses, Opportunities and Threats. Strengths and weaknesses refer to internal factors that you can control inside your organisation. Opportunities and threats refer to forces beyond your control outside your organisation.

SWOT Summary

Strengths • ...	Weaknesses • ...
Opportunities • ...	Threats • ...

A SWOT summary is ideal in the final phase of a needs analysis because it presents a concise overview of the most important positive and negative points to come out of your research.

⁶ *Shaping Inclusion, SALTO YOUTH, 2015*

For example:

1 Strengths

ACCESS	Capacity	Employability
<p>1. Obtain the right to continue secondary education by applying to all vocational schools without any discrimination</p> <p>2. to have been organized as common in vocational and technical education institutions</p> <p>3. The presence of each the directorate 's vocational education courses outside the formal education</p> <p>4. The presence of vocational and technical education in active population potentially place</p> <p>5. type of school and in vocational and technical education that a sufficient number of the program</p> <p>6 be strong opportunities for communication information in vocational and technical education</p>	<p>1. Knowing the needs and being open to innovation</p> <p>2. Having developed and built a corporate culture</p> <p>3. The existence of potential protocol with project preparation and implementation</p> <p>4. it will be active in the development of human resources potentials</p> <p>5. horizontal and vertical communication between the central and provincial organizations, the presence of solidarity and cooperation</p> <p>6. the adoption of modular education system and the creation of sufficiently module</p> <p>7. The existence of legal and administrative arrangements</p> <p>8. The presence of vocational qualifications system</p> <p>9. The presence of a strong infrastructure of schools and institutions and experienced teaching staff and physical capacity of</p> <p>10. The presence of equipment for vocational and technical education</p> <p>11 to be within the standards of the number of students per classroom and teacher</p> <p>12. Planning, management, financing and the existence of strong public support for application</p> <p>13. Training for vocational training and the existence of culture in business</p>	<p>1. Vocational Education for Employment and economic development</p> <p>2. National and international projects and cooperation, the presence of protocols with Stakeholders in VET</p> <p>3. Existence of a system of incentives for employment and employability</p> <p>4. The values for vocational and technical education</p> <p>5. The presence of international organizations for better VET World within internationalization priorities</p>

2 Weaknesses

1. There are problems in conformity with industry's labour needs
2. Failure to follow adequate level of Graduates
3. Failure to adequately informed about employment opportunities for the graduates
4. Vocational and technical education students and trainees to creativity, innovation and entrepreneurship cannot gain enough
5. Failure to develop sufficient social skills of vocational and technical education
6. The lack of transparency of the labour market
7. Businesses have received vocational training for people who are not willing to act sufficiently on employment

3 Opportunities

1. The lack of qualified manpower needs of the industry
2. The lack of transition to growth of the industrial sector and their needs
3. The lack of incentives for SMEs, and the positive impact of vocational and technical education
4. The emergence of new occupational fields
5. The lack of stability in economic growth and Vocational Education.

4 Threats

1. Starting unqualified and unskilled labour in the workplace in order to reduce the cost of production is higher
2. Unregistered employment
3. Supply and demand imbalance in the labour market
4. The employment of graduates trained in areas where enough the graduates want to work in the fields of VET
5. The lack of inter-regional disparities⁷

Once you have carried out a SWOT analysis you can go beyond and try to make a TOWS analysis. This is a variant of SWOT but it offers added value, as it shows the relationship between the different categories (Threats, Opportunities, Weaknesses and Strengths). For example, a particular threat could make a weakness more significant⁸.

Below you can find a link to a video where TOWS is very well explained!



<https://www.youtube.com/watch?v=Wu8mma-kpDg>

⁷ Toroslar İlçe Milli Eğitim Müdürlüğü, 2015-2019 Stratejik Planı, 2015

⁸ <https://blog.oxfordcollegeofmarketing.com/2016/06/07/tows-analysis-guide/>



B. Define vision, mission, values on inclusion

It is important to define what is the vision, mission and values at the school level related to inclusion. I.e, inclusion is an objective to reach and therefore it is important to decide what is our vision regarding inclusion, what is our mission in this regard (what the school can do) and what are our values related to inclusion (cooperation, support, enthusiasm, solidarity...).

- **Vision:** According to Cambridge Dictionary vision is described as “an idea or image in your mind of what something could be like in the future” for example, vision of an accessible and inclusive VET. A vision statement can be between one line and several paragraphs long, it sets out your most important goals. It outlines how you educate students, the value you add to the educational world, and what you plan to achieve as an Inclusive VET.

For example:

OUR VISION:

Preparing inclusive learning atmosphere for learners in VET, guiding staff to transform learners of today for a better tomorrow

- **Mission:** According to Cambridge Dictionary mission is described as “someone's duty or purpose in life”. For our purposes, a mission statement is a few short sentences or paragraphs outlining what your educational world does to achieve its vision statement.

For example:

OUR MISSION:

Our mission is to empower learners and organisations to realise their potential and maximise their capacity in an inclusive atmosphere, recognise, value and promote gender equality and cultural diversity regarding uniqueness of each learner and promote inclusive education as a means to achieve a better future and unity.

- **Values for Inclusive VET:** When you think of VET world, you see that values come out of our beliefs about what is morally right and wrong and what is most important in VET life. Knowing all these values let us understand what has meaning for VET or not.

For example:

OUR VALUES:

Equality and diversity of learners through learners' capacity according to their talents and needs with more inclusive strategies to promote inclusive education and development in VET

- **Priorities:** As a team, if you want to learn to prioritize some steps for Inclusive VET effectively, you can start up with any idea that include all. Prioritizing your goals can help you become a more efficient teacher, saving time, energy, and stress. Learn to organize your tasks into distinct categories and levels of difficult, and start approaching them like a pro.

For example:

OUR PRIORITIES:

Priority 1 Equality of learners

Priority 2 Diversity of learners

Priority 3 Promotion of inclusive education



C. Formulate short term (0-3 year) and long term goals (>3 years) – SMART

We all need goals. What else would drive us to do the things we do or mark our accomplishments? In order to make realistic goals, we need to know how to write SMART goals. A SMART goal is a goal that is specific, measurable, attainable, relevant and time-framed. SMART goals can help you to better track your progress, set realistic expectations, and will help get you further along than you could have ever imagined. Here is how you write SMART goals.

You can use this “S.M.A.R.T. Goals Template”⁹

Crafting S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

Initial Goal (Write the goal you have in mind):

1. Specific (What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)

2. Measurable (How can you measure progress and know if you’ve successfully met your goal?):

3. Achievable (Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?):

4. Relevant (Why am I setting this goal now? Is it aligned with overall objectives?):

5. Time-bound (What’s the deadline and is it realistic?):

S.M.A.R.T. Goal (Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed):

http://www.ehow.com/how_2313828_write-smart-goals.html

⁹ http://www.ehow.com/how_2313828_write-smart-goals.html



Both in the short term and the long term you should define your goals, what you want to achieve with inclusion, and as a VET school, you can define them from 2 points of view: academic and vocational. We give you here some examples of goals you may want to achieve:

Short term academic goals:

- Providing accessibility guidelines including pedagogical methodologies to address learning needs of people with exclusion in an inclusive learning process.
- Creating an inclusive atmosphere for everyone in learning process
- organise school in ways that avoid labelling or categorising learners, e.g. flexible, mixed groupings for different activities
- encourage and empower staff to develop their capacity and competence to meet a diversity of needs through different approaches and contribute their expertise to the whole school learning community
- communicate effectively with the local community, interdisciplinary support services and specialist settings to ensure a holistic and co-ordinated approach to learners and their families that recognises the importance of meeting broader needs to enhance learning.

Short term vocational goals:

- Design training tool for VET trainers, so as to empower them with the appropriate competences for designing, sharing and delivering accessible inclusive education training content and best practices by partners as samples.
- support staff to reflect on their practice and become autonomous life-long learners;
- manage resources effectively and ensure that they reflect and respect the diversity of learners within the school;
- use sources of funding creatively to ensure physical access to buildings and appropriate support (including aids/ICT) for all learners;

Long term academic goals:

- education and training in inclusive education for all teachers and learners
- establish a positive ethos and a learning culture by making their vision and inclusive values and beliefs explicit in all aspects of school life

Long term vocational goals:

- organisational culture and ethos that promotes inclusion;
- support structures organised so as to support inclusion;
- flexible resource systems that promote inclusion

One last recommendation: When setting your goals, be as clear and concrete as possible. Objectives need to be measurable and checkable, only this way you will be able to know if you are doing a good job or not!



D. Explore the learners and their needs:

As we stated above the need analysis is your first phase to see all the details for inclusion in VET. As a team, we tried to explain that everyone learns differently and all the teachers, staff or other stakeholders take part in learning process should know their responsibility in Inclusion.

Everyone learns differently

Everyone can learn. Good teachers partner with learners to empower them to achieve to their potential. Identity and learning approach are shaped by many factors. All good teachers embrace a wide range of differences and explore their effects on individual learning, then tailor teaching to the person as a whole. The principle in practice: Teachers and trainers ensure learners feel connected, supported and valued as individuals and as part of a community of learners. Learners are encouraged and motivated to embrace course content, concepts and the perspectives of others.³

Being inclusive is everyone's responsibility

Inclusive learning is not just for equity experts. All good teachers create an inviting and 'safe' environment for all individuals to learn. They use a variety of teaching methods, encourage respectful interaction, seek feedback from learners, collaborate with specialists when they need extra help and continually update their skills. The principle in practice: Teachers and trainers clearly discuss their pedagogical beliefs, approaches and expectations. Learners are supported at multiple levels to motivate and enhance the learning journey Vocational and technical education institutions educate the pupils as manpower for business and professional branches in line with the objectives of general secondary education and prepare them for tertiary education.

Learners bring existing knowledge and skills

Learners need opportunities to express what they already know. Teaching strategies that draw upon the learner's own knowledge and skills will engage them and give them confidence in their potential. Including different perspectives will enrich learning for everyone. The principle in practice: Teachers and trainers ensure teaching and learning activities have contextual application and relevance. Learning is productive, meaningful and engaging, and builds on the learner's existing capabilities.



E. Define a starting point

An inclusive VET system is one where learners are not only valued and respected for their differences, but also encouraged to develop new skills so they too can play an important role in our VET world's future prosperity.

What is particularly striking from this comprehensive micro-study in one community is that while formal learning, including VET learning, has been important and valued for its role in getting 'an education' and a 'job', the most highly valued subsequent learning is non-credentialed, non-formal and informal. Further, much of that learning is community or work based.

Key elements that should be addressed:

- Linking VET provision with labour market needs
- Developing occupational standards and respective training standards
- Development of competency based and modular VET curricula and learning outcomes
- Strengthening social partner involvement in VET
- Increasing VET teachers' and managers' quality
- Complying with European Qualifications
- Framework and bringing in lifelong learning concept
- Supporting the establishment of Vocational Qualification Authority
- Raising awareness and ownership on VET and establishing Vocational Information Systems
- Labour market analysis, both quantitative and qualitative

To define where your organization stands regarding inclusion, you can use different methods, which are complementary, as they give you information on diverse aspects.

One of the tools you can use, to analyse your own internal and external situation is a SWOT analysis, so you can assess your strengths and weaknesses and the opportunities and threats coming from outside of your organization.

Here we give you some examples of aspects you may consider in each category:

Another tool that can be very useful is the Cultural Transformation Tool developed by Richard Barrett (<https://www.valuescentre.com/>). This tool or set of tools is aimed to measure and assess the components of the organizational culture: values and beliefs. Using these tools you will get a map of the values and beliefs of your organization, which will give you valuable information about what is important for your people, what they believe in, what drives and motivate them. This way, it will be easier for all of you to get emotionally involved in the work you want to do.



F. Create a leadership team

Inclusion is an “all in” business but there should be a team which leads its implementation. If you are a big organization, it could even be useful to have different teams dealing with the different aspects of inclusion.

Inclusive teams are characterized by open communication, transparent decision making and creativity. Building an inclusive team is important to creating a productive work climate of trust and respect and leadership styles play here an important role. Supportive leaders, who take care of the wellbeing of their staff, their colleagues and all people around have a higher impact in the emotional involvement of their team. As some of the teachers from successful inclusive schools stated during our meetings, “a good leader develops emotional positive bonds with his/her followers”. Supportive leadership, transformational leadership and emotional and positive leadership should be the pillars in your teams.

Another aspect which is essential when forming your teams is how to keep them balanced and be sure that the combination of people is the right one to accomplish the objectives of your inclusion strategy. In this sense, you can use different methodologies: personality tests, self-evaluation and peer evaluation, role plays... However, during the exchange of good practices which took part during our meetings we got to know of a tool that has been used in one of the participating schools (Otxarkoaga, from Spain) and which has proved to be quite accurate and helpful when forming groups (they used it to create their pedagogical team). This tool is the Belbin tool and it is used to make an evaluation of the members of your team based on their behaviour, not on their personalities. This way, the diagnosis is more accurate and it is easier to advance how the people will work together.

On the other hand, when implementing inclusion there are different areas, departments or fields of activity. We have identified 4 main areas (it can be more!) where you should appoint a team. It is useful to identify who are the people in each team, which are their specific responsibilities and which is his/her contact (especially if you are a big organization).

Management team:

Name	Title	Responsibilities	Contact details
		Innovative organization	
		Administrative and financial management	
		Coordination of activities	
		HR management	

ICT team

Name	Title	Responsibilities	Contact details
		website	
		Social media	

Assessment team for best practices in Inclusion

Name	Title	Responsibilities	Contact details
		Detection of good practices	



External relations

Name	Title	Responsibilities	Contact details
		Relations with companies	
		Relations with families	
		Relations with public administration	

G. Plan your actions.

You might have collected different possible actions to reach your goals. Before planning your actions, it is hence necessary to do some PRELIMINARY CONSIDERATIONS that assist you on deciding which action should be carried out:

- Educational task/ social role: explore which actions do comply with current education task and/ or requirements posed by society
- Legal requirements: examine if your action complies with legal requirements
- Strategical thinking:
 - ask yourself if some of your actions might be dependent on/ based upon each other
 - ask yourself if there are cross connections between several actions
- Selection: decide if a specific group of learners and thus an according action should be temporally preferred to other actions

Thereafter, you can decide which ACTION (or maybe even actions) you really want to implement. Doing so, there are several aspects that need to be considered when planning your action.

As a first step, you need to identify and plan the needed framework:

1. Budgeting

The budget is an essential part. If you do need a budget to carry out the action, you need to figure out the exact amount as well as sources for capital. Develop concrete, clear overviews that serve your own benefit and that can be shown to others.

As a result of needing a budget, it might be necessary to make applications. Possible sources are school authorities, the department for education as well as private or public organisations. Either way, keep in mind that participating in an application process often takes time. Consequently, this would be one of the first steps in your planning process.

2. Staff and responsibilities

It is vital to decide upon a project manager who is responsible for the action. Ideally, this person is someone who is familiar with the target group and really knows their needs and skills. It is in each case beneficial to appoint a project manager who furthermore has a personal interest in the action and possesses sufficient long-term time capacities to take care of the action.

Next to the project manager, it might be necessary to include other team members, depending on the action's extent. Doing so, the distribution of responsibilities needs to be clearly divided. Firm agreements, like for example a regular time for meetings or agreements about ways to communicate, need to be made to ease the process for everyone.



3. External partners

Your action may require the involvement of external partners. Carefully think about who is needed for which parts. It might be advisable to prepare an overview about your action in order to present it to third parties and to illustrate their amount of engagement next to responsibilities. This can prevent misunderstandings right from the beginning.

Working with externals, it is also necessary to apply the above-mentioned principles. Arrange firm agreements and already include your partners in the whole planning process to increase the feelings of commitment and responsibility.

Another aspect to bear in mind is that you will need time and support from the staff or your organization because collaborating with other partners takes hours from your own people.

You should name someone responsible for this task, you need someone with great networking skills to be a linking pin between the school and the partners outside the school. This person should analyse which partners are needed and connect with them. Hereby think about:

- youth workers
- companies
- the municipality

4. Spatial/ technical conditions

Plan the spatial and technical conditions needed for your action. Identify gaps and problems that may occur and find solutions.

5. Timing

It is vital to set up a concrete timetable that should be followed. Ideally, the timetable should be set up in cooperation with all persons involved in order to create a feeling of shared responsibility for its compliance. After setting it up, it should be the project manager's task to monitor it.

The timetable should provide an overview about the action's different phases such as the planning, the execution and the evaluation. Within these phases, it is necessary to set a starting point, major milestones as well as an ending point.

Moreover, responsibilities should be included.

It might be sensible not to calculate too tightly but to include buffer time for unforeseen events. In case of discrepancies leading to chances, the timetable should be revised and the new timetable should be provided to all persons involved.

H. Start implementing.

When you have DEFINED what you want to achieve and you already have a PLAN on how to get there you need to start to IMPLEMENT it.

You have probably defined different actions within your plan and the first thing to do will be to assign resources to each of them. During the planning phase you will have already done it but remember some important aspects:

- For each action you will need a person responsible of its implementation. This person will coordinate the work of the team assigned, will control the allocation of resources (personal, economical, material...), will communicate with all the agents involved (the team but also the target group and other possible people involved) and will control that the team sticks to the calendar. You will have a kind of “project management” for each action.
- You will need to involve different people in each action. This could be the work of the person responsible of each action or it can be something more “centralised” by the managing team of the school for example.
- You will need to be sure that all actions you defined are being actually implemented and if some are not, you have to know why and how to act in this regard (change the action? Change the person responsible of it? Give more resources?).
- Implementation starts a bit earlier but it cannot be separated from monitoring. Implementing is not just action, it is also control and follow up. You are doing a big effort to achieve something and you need to know if you are approaching your objectives or not and how your work is affecting your organization.

In the next section we give you some hints on how to monitor and evaluate your progress but before we would like to warn you on something. Implementing an inclusive system in your organization is a tough work! It will involve a lot of changes (cultural, organizational, economical, administrative, human...) and you will find barriers to your effort.

Some barriers you may find according to our experience and to the cases we have known are:

- Attitude of the staff. Implementing an inclusive system in VET involves change and some people are resilient to this. It is important that all staff members of the organization see their responsibility in this matter but also the managing team needs to make an effort on explaining why the change is necessary and give all the support to the staff. However, the better results of their students will be the best encouragement.
- Competences of the teachers. Many teachers may feel unprepared to make the needed modifications and this will probably be the case. They might really lack the knowledge, skills and confidence and an extensive training of the teachers as well as other staff members of the organization should be considered.

During our project meetings, where different teachers participated, we identified the following skills as essential:

- Communication and empathy being able to listen and TO HEAR to analyse and interpret other’s feelings, needs, fears and dreams.
- Positive attitude, going from focusing on problems to focusing on solutions.
- Being able to self-assess one’s skills and capacities, identify when help is needed and being able to ask for it.
- Take care of oneself first. The teacher/career counsellor is the instrument used by the student to find his/her own way for learning. If the instrument does not work properly, the guidance won’t be good either. A teacher should learn to take care of him/herself!

These are not, of course, the only important skills/competences, but they have been highlighted like really essential. Our training tool “all on board” has been designed taking into consideration these findings. You can use it to provide training to your own staff too!

- Organization. The implementation of an inclusive educational system will probably mean modifications in the organization of the centre. Class size, timetables, services provision, qualifications of the staff or the reorganization of tasks could be aspects to be taken into account and that will likely be subject to changes.
- The role and involvement of externals, especially families and companies, who often feel that education is a responsibility only of schools/colleges, but not their competence. They need to be aware of the important role they have, and in the case of companies (as we are talking about VET here) of the benefits they will get in terms of better prepared future employees, for example.

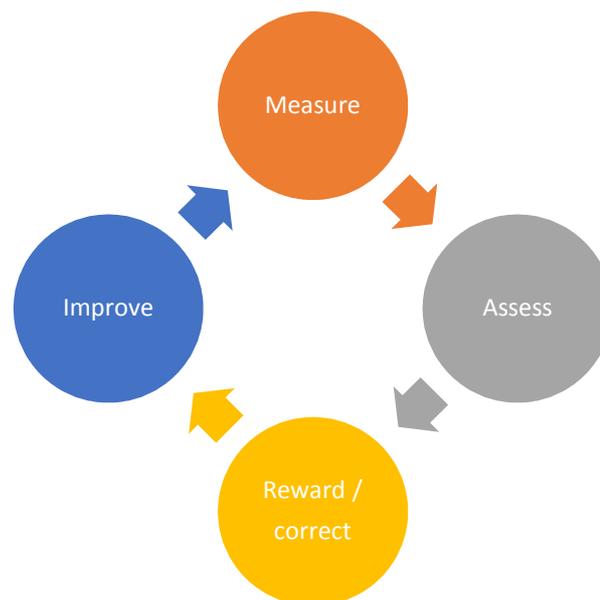
We do not say this to discourage you, more the contrary! We just want you to be aware of some difficulties you may find so you can be ready to face them and solve them because, as you have seen in our chapter 3, it is really worthy.

I. Monitoring and evaluation cycle.

As said above, monitoring starts (or should start) just after you start implementing your actions for an inclusive education system.

Monitoring is important because it helps you track your progress towards the objectives you have set, it helps you know if you are getting closer to them and if not, set the measures to do so.

The monitoring and evaluation cycle could contain these phases:



1. **Measure your progress.** You have set some objectives and it is important that you define indicators to help you know if you are getting close to them. In this sense, be sure that you define some indicators (quantitative or qualitative) that are:

- Easy to measure.
- Realistic.
- Give you the right information, i.e. they are useful to know if you are accomplishing your objectives.

While some of these data may be collected through surveys and other informal instruments, most of the data must be collected using student performance outcome indicators. We are talking here about inclusive VET so in the end, what matters most is how well students are



doing, how better prepared they are for their personal and professional lives. If positive student outcomes are not evidenced, then inclusive practices are not effective.

However, this does not mean that other target groups should be excluded. Teachers, other staff, families or companies are key agents in the implementation of an inclusive VET system so you also need to know how they are being affected, what they think of it, how they are involved...

There are infinite indicators you can use and they will depend on which your objectives are. It is important that any indicator will be correctly defined, this will make it easier to measure it and to understand the result. As said, it will be up to you to define the specific indicators to track your progress but we would like to offer you here some ideas on which aspects could be convenient to monitor with the use of indicators:

- Class membership and participation. With your actions, are students feeling more integrated in the class? Do they feel as part of something?
- Curriculum and learning methodologies. If the curriculum has suffered any change, is it more suitable now to the needs of the students/companies? If you are implementing new methodologies, are they being more effective in the professional/personal development of the students?
- Support (to the students, teachers, families).
- Grading. Have you changed your grade system? (for example, based on competences instead of exclusively knowledge), is it more motivating now?
- Learning outcomes (professional and personal development). Are your students better prepared now? (for work and for life).
- Partnership with externals. How is the relation with externals (families, administration, companies, other educational organizations...) being affected with the implementation of an inclusive VET system?
- Team cooperation and involvement of staff. Are they committed? Are they motivated?
- Professional development of teachers and other staff. Do they feel they have developed their competences, confidence to teach?
- Transition to adult life. Do the students (or their families, teachers, employers...) better prepared to be part of the society by themselves?
- Satisfaction, of all target groups of the inclusion plan, but specially students and teachers.
- Recognition. Everybody will be making an effort to implement the inclusive VET system in your centre (including you!). This should not only be recognised but all of them should FEEL their work is being valued and recognised.

These are only some aspects worth to pay attention to but you know your organization better than anyone and you are the best to decide which indicators you should use.

Just one last thing in this regard: you should appoint a responsible (or more) of measuring the indicators and update them periodically. When, who and how measure these indicators is an essential part of the monitoring process.

2. **Assess.** Implementing inclusive practices is a dynamic process and it will be subject to changes. The use of indicators helps you to track this process and gives you information about the effectiveness of the actions you put into place so you can evaluate if your plan is being successful.

According to the chosen indicators you will be able to assess different aspects and decide on what needs to be improved. During this evaluation task is convenient to count with all the agents involved. They have already participated in the previous stage (measure) but it is important to count with them also when making conclusions and deciding on future steps. This helps to build a sense of belonging and to feel included, which is the aim of your work after all.

Be aware that, especially in the long term, not only your actions might change but also your objectives and your strategy with them. When you begin to start experiencing success in the implementation of inclusive practices it is likely that your goals will be different and this is part of the evaluation process. Not only your actions and results need to be evaluated, but also your objectives will need review through time. Be realistic but not self-content, don't be afraid of having high expectations!



- 3. Reward/correct.** Probably when you think of evaluation the first thing that comes to your mind is “I have to identify what is being done wrong or what is not working so we can correct it”. It is true that one of the purposes of evaluation and assessment is to improve and do everything better, either by being more effective on what you do or by setting more ambitious goals in the implementation of an inclusive VET system. Nevertheless, the conclusions of the assessment need to be accompanied by new actions to improve.

However, it is equally important to reward and celebrate success when you accomplish an objective and the work is well done. Celebrating successes, even if they are small ones, is an essential part of an effective implementation of inclusive practices. It is important that the staff feel that their efforts are being recognised, this will increase their motivation to keep working towards the common goals.

In this sense, pay attention on the way this recognition takes place. Sometimes, just a positive feedback to the staff involved will do but some people do not like public praise so be careful with this. One way to do it is actually asking your team how they would like to be praised or rewarded, according to the possibilities of your organization. In most cases, seeing a direct correlation between the implementation of an inclusive VET system and the performance of the students helps to keep teachers motivated.

Don't forget also to celebrate with the students. Students need to be reinforced for taking new responsibility and assuming new roles. The same with their families and other externals.

Celebrations help adults and students feel good about what they are doing, and hence, guarantee continuation of their hard work. Everyone needs to know that their commitment and dedication to the building of an inclusive system is recognised and valued.

- 4. Improve.** Once you know what didn't work out the way you wanted, or you have modified your goals to achieve more ambitious ones it is the time to design an improvement plan with new actions and a new allocation of resources, a new calendar and so on. Practically speaking, it is time to start over with chapter 4 of this Guide!

The methodology you use for evaluation and monitoring is up to you, but in any case should be coherent with your objectives. Evaluation and monitoring is made to help you improve, not to give you extra work which will not have any impact in the way you work and what you are doing.

If you already are familiar with a methodology (EFQM, ISO 9.001...) and it works for you, you can keep on using it. Either way, we would like to share with you a methodology used by one of our partners (RBL BNO), called Intervision. This is a very structured and systemised assessment methodology, following own rules and processes and carried out in sessions to reflect about daily work. The members of each Intervision group supervise and assess each other and these members can be an already operating working team or people from different working teams or departments from your organization. The assessment is based on thinking of new ideas, alternatives and finding joint solutions.

In each Intervision session the same scheme or structure is followed:

- The case/situation is presented.
- There is an interview from the members of the group to the person who presents the case/situation.
- The situation is analysed by everyone.
- Different hypothesis, alternatives are developed.
- There is an exchange of experiences with all the members of the group.
- Different solutions and alternatives are given.
- There is a feedback, during the session and after, after some of the solutions/alternatives proposed are implemented.



J. Sustainability of the implementation

Achieving an inclusive VET system is not a short term work and, as we have seen, it will involve many changes in your organization. The sustainability of the system is one of the features you need to consider even when starting planning your strategy to achieve inclusion. The progress you will achieve needs to be sustainable along time.

In this sense, the involvement of people, especially your staff (present and future) is essential and this is directly linked to the monitoring and assess cycle. You always need to be aware of what is happening, how work is being affected, which are the results of this work and pay much attention to reward.

Having motivated and committed people who feel valued, recognised and rewarded is the best asset you can have to guarantee sustainability.

5. Contact details partners

ROC de Leijgraaf (coordinator) Netherlands	www.leijgraaf.nl han.viguurs@leijgraaf.nl
Porvoo International College Finland	www.pointcollege.fi jukka.hakala@pointcollege.fi
Berufsbildende Schulen Rotenburg – Europaschule Germany	www.bbs-row.de Erwin.Eggers@lk-row.de
Akademie für berufliche Bildung GmbH Germany	www.ausbildung-und-studium.de loertel@afbb-ggmbh.de
LTW – Love to Work Netherlands	www.love-to-work.nl info@love-to-work.nl
Regional Bureau Leerplicht en voortijdig scholverlaten Brabant Noordoost Netherlands	www.rblbno.nl M.Geurts@rblbno.nl
Heziketa Teknikoko Elkartea (HETEL) Spain	www.hetel.eus international@hetel.org
Toroslar Ilce Milli Egitim Mudurlugu Turkey	www.toroslar.meb.gov.tr hasanbaba75@gmail.com



6. Annex. Example of an evaluation to find out how inclusive your school is.

ACTIVITY 1 How Inclusive Your School Is

Activity: Are you working in an inclusive school or institution? Check List.
GOAL: Participants are asked to question what they are studying about the inclusion of the school and to think about the necessary steps to create an inclusive school
<p>Learning Outputs: At the end of this activity, the participants will;</p> <ul style="list-style-type: none"> • Understand the features that inclusive schools should have • Evaluate the schools they are working in charge of inclusion • Develop solutions to increase their inclusion in the schools where they work
MATERIALS: Board-board marker, A4 paper, pens, E1 (Sample checklist items), E2 (Are you working in an inclusive school? Checklist paper)
Time Allocation: 2 hours
<p>PROCEDURE:</p> <ol style="list-style-type: none"> 1. The activity starts after the participants describe "Inclusive School" (you can give them a short description of inclusion or they can do it themselves) has been completed. 2. You can also divide the group in some particular numbers and each group selects one of group members as their spokesperson. 3. Each group thinks about making a list of features that should be in that school and a list of activities and practices to be maintained, in order to qualify as an inclusive school, considering the characteristics of an inclusive school. You can give some samples from E1 (Sample Checklist items) as an idea. It is important not to give all the items in E1 to the participant here. The aim is to create similar items as participants have started to discuss in groups. They are given 15 min. to discuss and write down their own ideas. 4. When the groups complete their list, the instructor asks them to read the list they created from the group's discussions. The instructor writes the items that the group spokespersons have told. The similar items are eliminated. 5. At this point, it is important just to specify between 8 and 15 items. If the participants have difficulties to create new items for an inclusive school, the instructor can add the items in the E1 (Sample checklist items) to the list. 6. When the list is complete, participants are asked to write their ideas in sequence on the paper above the "Questions" section. E2 (Are you working in an inclusive school?). 7. After establishing the checklist, the participants are asked to evaluate each question according to the schools they work individually. Participants will be assessed by placing an X in the Yes / No column of the table on E2 (Are you working in an inclusive school?). The participants are given 3-5 minutes to complete the checklist for their school. 8. Once all participants have completed the assessment, the results are assessed as a class. For example, participants are asked to identify the maximum number of Xs in the Yes column, explain which items are placed in X, and what kind of implementations they have in their schools. The participants are given 15 minutes for this evaluation. . 9. Once the evaluation of the results is complete, participants are asked to rework the group and develop a solution proposal for the items marked "No/Xs" in the checklist. Participants will note in the column on the table in this recommendation E2 (Are you working in an inclusive school? The participants are given 15 min. to evaluate this section. 10. When the participants finish working on the suggestions, they are asked to summarize the suggestions from the group with the help of spokesmen in the group.



E1

Sample checklist items

- Do you have a mission and vision statement supporting the inclusive education at your school?
- Are all the teachers at your school provided with professional development opportunities in the philosophy and practice of inclusive education?
- Does your school's administration support inclusion through the design of written texts, presentations and / or designing school corridors?
- Does the language the teachers are using at your school reflect the philosophy of inclusion? (eg "your students" instead of "my students" or "our students")
- Do the students in your school have a chance to attend the same class with other students in their age group?
- Are the students with different skills and learning needs in your school distributed to all classes of the school? (not collected in 1 or 2 class only)
- Do the students have a say in choosing new teaching approaches in the school where you work?
- Do the learners with physical disabilities in the school you work have access to all the areas of the school like the other students?
- Do students with physical disabilities in your school use the same services / routes as other students in school?
- Do you provide an equal opportunity for all students to attend school activities at your school?
- Do you provide students with disabilities coming from different social, cultural, religious, gender, socio-economic groups to interact with the other peers in your school activities at your school?
- Do all teachers in your school co-operate to develop new approaches that can be used in inclusive education?
- Does your school have an evaluation system to control whether you have developed inclusion or not at the end of the terms?

