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Inclusion in TVET

A practical guide for formal, non-formal and informal TVET institutions

Education 2030

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SHORT SUMMARY

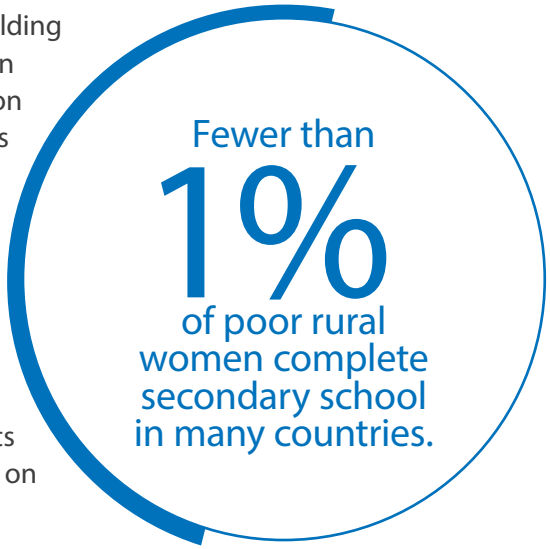
Inclusion in TVET: Unlocking opportunity for everyone

As economies evolve and societies grow more diverse, inclusive TVET is essential to equip all learners – regardless of ability, background or circumstance – with the skills they need for meaningful employment and participation in society. By integrating formal, informal and non-formal learning, TVET helps bridge educational gaps.

Despite its potential to empower traditionally excluded groups, many still face systemic barriers that hinder access, participation and smooth transitions into the workforce. Globally, TVET participation remains below 5%, and a large number of youth – especially young women – are not in education, employment or training (NEET).

TVET can close this gap by offering targeted support and skills development, leading to improved job prospects and sustainable livelihoods.

This guide provides actionable strategies for building inclusive TVET systems. It promotes collaboration among NGOs, private sector actors and education providers to ensure no learner is left behind. This hands-on guide shows how to move beyond identifying challenges to creating real impact.



It offers practical tools and a five-step implementation framework, including the 4A tool (Availability, Accessibility, Acceptability, Adaptability). It proposes the use of pilot projects as a start for holistic institutional transformation on inclusion.

TVET leaders, educators and stakeholders are encouraged to apply these approaches – starting with small-scale pilots and scaling up strategically – to drive meaningful and lasting change in inclusion across the sector.

Together, let's make TVET work for all!

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"Since wars begin in the minds of men and women it is in the minds of men and women that the defences of peace must be constructed"

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Education 2030

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GLOSSARY

This is a list of terms that are used in this guide. More terms are accessible via http://www.tvetipedia.org.

TERM	MEANING
Access	Technical and Vocational Education and Training (TVET) opportunities are open to individuals, groups of individuals and enterprises to gain knowledge and skills for work. Access determines the fairness of an education and training policy and system. It can be influenced by a number of factors, including the criteria set for admission (for example, education level); physical factors (such as the location of training institutions); economic considerations (including the costs of education and training); social and cultural rules (for example, attitudes towards certain population groups); and personal characteristics (such as disability).
Competency	Competencies are knowledge, skills and attitudes acquired to achieve standard performance in the workplace.
Equality	Equality is a state of affairs or a result whereby all the members of a group enjoy the same inputs, outputs or outcomes in terms of status, rights and responsibilities.
Equity	Equity is a concern with fairness, such that the education of all learners is seen as being of equal importance.
Exclusion	Exclusion occurs when vulnerable learners cannot access or are not able to participate fully in Technical and Vocational Education and Training (TVET).
Inclusion	Inclusion is seen as a process of addressing and responding to the diversity of needs among all learners by increasing participation in learning, cultures and communities and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, reflecting a common vision that covers all children in the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.
Inclusive TVET	Inclusive TVET is a process to strengthen the capacity of a TVET system to reach out to all learners, building 'a system that meets the needs of all learners, regardless of their social background, gender, level of achievement, ethnicity, disability, migration status, etc.'
Integration	'Learners labelled as having "special educational needs" are placed in mainstream education settings with some adaptations and resources, but on condition that they can fit in with pre-existing structures, attitudes and an unaltered environment.'
Mainstreaming	Mainstreaming is the inclusion 'of learners with special needs into general educational settings or regular schools'. Mainstream education settings should ensure that the needs of all students are addressed and that all barriers that can potentially hinder their participation are removed. Thus, inclusive mainstream settings should provide inclusive and accessible school infrastructure, learning methods and pedagogies, and teaching and learning materials, among others.
Reasonable adjustment/ reasonable accommodation	Reasonable adjustments are a way to remove barriers to education. Schools adjust policies and practices in education and associated services for learners with disabilities. The duty applies to all staff and is anticipatory (not compensatory). This means that adjustments are in place before learners with particular requirements are present in school. It recognises each learner's right to attend and the need to remove barriers to participation and learning.
Segregation	'Segregation occurs when students with disabilities are educated in separate environments [classes or schools] designed for students with impairments or with a particular impairment. Segregation is most blatant when students with disabilities are forced to go to a school only for students with disabilities, but it also happens when students are educated in separate classes in a regular school. These are sometimes called resource classes.'

>

TERM	MEANING
Stakeholders	A stakeholder is a person or organization with an interest or concern in something. In vocational education and training, the stakeholders include government, training providers, industry, clients and the community.
Toolbox	A toolbox is a compilation of strategies, practices and reference materials that are available for use in TVET institutions.
TVET	'Technical and vocational education and training' (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET.
Universal Design for Learning	Universal Design for Learning (UDL) is a set of principles for curriculum development that give every individual an equal opportunity to learn.

INTRODUCTION

Technical and Vocational Education and Training (TVET) is crucial for creating employment, improving livelihoods and providing lifelong learning opportunities, particularly for disadvantaged people. TVET equips individuals with practical skills, foundational knowledge and support systems necessary to succeed in diverse industries. It also promotes innovation, creativity and critical thinking, enhancing individuals' resilience, adaptability, self-confidence and ability to contribute actively to society.

Despite progress toward achieving Sustainable Development Goal (SDG) 4, which promotes inclusive and equitable quality education, many individuals remain excluded. Systemic barriers, discrimination and stereotypes prevent equitable access and participation in TVET programmes, often resulting in unemployment and precarious livelihoods. Addressing these barriers is essential to ensure that TVET contributes to economic growth and peaceful, inclusive societies.

UNESCO's strategy for TVET 2022–2029 prioritizes transforming TVET to meet current and future challenges while promoting equitable access and quality education for all. The strategy focuses on three main lines of activity:

- Develop skills for all individuals to learn, work and live: this initiative supports flexible lifelong learning pathways to ensure everyone has access to essential skills for personal and professional development.
- Develop skills for inclusive and sustainable economies: this focus emphasizes equipping individuals with skills that drive economic growth while ensuring sustainability and inclusivity in the workforce.
- Develop skills for inclusive and peaceful societies: this effort aims to foster social cohesion by providing individuals with the skills needed to contribute positively to their communities and society at large.

This guide reflects UNESCO's strategic priorities for transforming TVET for successful and just transitions.

Purpose of this guide

This guide supports TVET providers (formal, informal and non-formal) and stakeholders – including NGOs, the private sector and micro, small and medium-sized enterprises (MSMEs) – in building inclusive institutions. It emphasizes collaboration and partnerships to ensure no one is excluded from skills development opportunities. The guide draws on UNESCO-UNEVOC's recent initiatives, synthesizing best practices, lessons learned and innovative approaches to provide actionable strategies for:

- defining inclusion in TVET;
- identifying learners at risk of exclusion
- Assessing institutional strengths and limitations towards inclusion;
- integrating inclusive principles into TVET systems;
- using pilot projects to drive systemic changes.

The guide places emphasis on transitioning from identifying 'what' needs to be done to outlining 'how' it can be accomplished.

It underscores the importance of stakeholder involvement and continuous learning as essential components throughout the inclusion process, recognizing that inclusion in education is not merely a result, but an ongoing process (UNESCO, 2020).

We encourage readers to use the guide as a foundational pillar for understanding challenges and opportunities in promoting inclusion in their TVET centres, whether formal, non-formal or informal and use it to initiate discussions, forge partnerships and pilot inclusive practices.

HOW TO USE THE GUIDE

The guide is relevant both to institutions seeking to establish or enhance existing inclusive practices.

Building inclusion in TVET involves a comprehensive process of transforming mind-sets and behaviours. It entails a shift in attitudes and actions to consistently establish and sustain an inclusive learning culture.

This guide provides a comprehensive framework based on the Lippitt-Knoster Model for Managing Complex Change (1987, in Caredda 2020), which outlines six elements necessary for transformation:

- **Vision:** A shared understanding of inclusion's purpose
- **Consensus**: Agreement among stakeholders on priorities
- **Skills:** The competencies needed to implement change
- **Incentives:** Motivations to participate in transformation
- **Resources:** Adequate funding, infrastructuren and trained human capital and structures, processes, policies and systems
- **Action Plan:** Clear, collaborative steps for achieving goals. Such as developing a roadmap for inclusive excellence and conducting a pilot project to initiate the change process

Each chapter includes worksheets, real-world examples and adaptable tools for diverse contexts.

We recommend that readers go through all five chapters as an initial exercise and return to relevant chapters when implementing pilots. They should also complete the worksheet exercises in teams (Inclusion Task Force) made up of relevant internal and external stakeholders from their institutional context. The guide is a flexible tool and can be adapted to specific contexts and circumstances.

Establishing a multi-stakeholder task force

As a crucial step, the guide recommends forming a multi-stakeholder inclusion task force to lead inclusion efforts, including implementation of inclusive practices, offering guidance on subject matters, discuss project progress, strategies and address challenges. This team should include:

- internal project team members selected from the management team, research team, outreach and public relations team, trainers and assessors, support staff and selected learners
- external members to the TVET institution such as parents, community members, teachers' unions, international organizations, industry, non-governmental organizations (NGOs) and disabled persons' organizations (DPOs), civil society organizations, etc.

The task force should reflect gender diversity and include individuals from varied backgrounds to ensure the representation of diverse voices, insights, expertise and perspectives.

WHO CAN USE THE GUIDE?

The guide is designed to be useful for a variety of stakeholders involved in the entire TVET learning ecosystem. They include:

a) Learning providers

- Formal TVET providers including vocational schools, technical colleges, polytechnics, community colleges and vocational training centres that offer accredited programmes; also, those offering non-formal programmes under formal institutions, such as part-time or evening classes, distance learning options, nano degrees and micro-credentials etc.
- Non-formal learning providers, NGOs, community centres targeting vulnerable groups in skills development.
- Informal learning providers such as apprenticeships, on-the-job training (for artisans, tradespeople), self-directed online training and other programmes offered in informal settings and not leading to formal qualifications.

b) Other relevant stakeholders

- Internal stakeholders: directors, senior management, heads of department, trainer curriculum officers, professional development officers, learner welfare and support staff, industry and community liaison personnel, TVET learners and other representatives.
- External stakeholders: government actors, NGOs, teachers' unions, micro, small and medium-sized enterprises (MSMEs), the private sector, etc.

The aspects described above are captured in the following chapters:

STRUCTURE OF THE GUIDE:	
Chapter 1	Building a shared understanding of inclusive TVET
Chapter 2	Identifying the who, why and where exclusion occurs and potential barriers to access, participation and completion of TVET
Chapter 3	Conducting an initial assessment of inclusion in your TVET institution to identify areas of strength and areas for improvement
Chapter 4	Strategies for building inclusive TVET Institutions, including policies, practices, cultures and partnerships
Chapter 5	Piloting inclusive strategies

Building a shared understanding of inclusive TVET

1

This chapter helps TVET centres develop:

- a change story on why inclusion matters
- a working definition of inclusive TVET
- an institutional inclusion ecosystem map

WHY INCLUSION IN TVET MATTERS

Technical and Vocational Education and Training (TVET) refers to education designed to prepare individuals for specific trades, crafts and careers across diverse industries, including entrepreneurship development. It encompasses education, training and skills development in multiple occupational fields, such as manufacturing, services and livelihoods (UNESCO, 2013).

TVET is often considered an inclusive educational pathway because it creates opportunities for groups traditionally excluded from mainstream education. Its inclusivity is enhanced by integrating formal, informal and non-formal learning approaches.

Despite its potential to bridge educational gaps, TVET continues to face challenges in providing equal access to affordable, high-quality education for all. Barriers such as poverty, geographic location, gender, language, disability, ethnicity and migration status often limit participation.

Challenges to TVET access and participation

Global data highlights the extent of educational disparities:

- 20% of children and youth worldwide experience daily exclusion from education (UNESCO, 2023).
- Nearly 40% of children lack access to education in a language they understand.
- Youth with disabilities face disproportionate exclusion.
- One in four young people globally were not in education, employment or training (NEET) in 2022, with young women facing unemployment rates up to 1.5 times higher than young men (ILO, 2022).
- In 2023, 268 million children and adolescents in 73 countries were affected by crises, such as conflicts or natural disasters – a 12.5% increase from the previous year (Education Cannot Wait, 2023).

Further, insights from the 2020 Global Education Monitoring Report (UNESCO, 2020) emphasize how identity, background and ability heavily shape educational opportunities.

- In at least 20 countries, mostly in sub-Saharan Africa, almost no poor rural young women complete secondary school.
- Discrimination, stereotyping and stigmatization mechanisms are similar for all learners at risk of exclusion. While 68% of countries define inclusive education, only 57% include multiple marginalized groups in their definitions.
- Despite progress, many countries fail to collect, report or use data on excluded groups. Since 2015, 41% of countries (representing 13% of the global population) have not conducted household surveys to provide disaggregated education data.
- Millions are missing out on learning opportunities. In middle-income countries, despite a 25-point increase in the past 15 years, only 75% of students are still in school by age 15.
- A major barrier to inclusion is the lack of belief in its feasibility and value. In 2018, one-third of teachers in 43 mostly upper-, middle- and high-income countries reported not adapting their teaching to students' cultural diversity.
- While some countries are moving toward inclusion, segregation remains common. For students with disabilities, laws in 25% of countries (over 40% in Asia and Latin America and the Caribbean) mandate separate educational settings, while only 17% promote inclusion.
- One in four countries has affirmative action programmes to help marginalized groups access tertiary education.
- Teachers, teaching materials and learning environments often overlook the value of diversity. About 25% of teachers in 48 education systems report a high need for professional development in teaching students with special needs.

UNESCO-UNEVOC's virtual conference on inclusive TVET (UNESCO-UNEVOC, 2019) further highlighted the following factors:

- Weak legislation and insufficient resources for inclusive TVET increase the risk of excluding vulnerable individuals.
- Teachers and trainers need support to work effectively in inclusive settings.
- Accessible learning environments are crucial for making TVET inclusive.
- Partnerships are essential for promoting inclusive TVET.
- Systemic solutions are necessary to ease the transition from TVET to employment.

These statistics and insights underscore why inclusion matters in education and in TVET. Inclusion is a critical strategy for addressing systemic barriers and disparities and for promoting social and economic development. Meaningful progress requires sustained commitment, innovative solutions and collective action to ensure that TVET becomes a catalyst for empowerment and opportunity for all, especially those most at risk of exclusion.

Benefits of inclusive TVET

Inclusive TVET dismantles all the barriers to access, participation, completion and progression highlighted above and ensures equal opportunities for all learners to participate meaningfully in the workforce and society.

These benefits are acknowledged and reaped by TVET institutions, learners, employers as well as the society.

By applying inclusive practices, **TVET institutions** uncover inequalities and systemic barriers that were previously masked by discriminatory practices and resulted in limited access for diverse learners in and through education. For example, they learn that teacher training is not adapted to cater to the needs of diverse learners or they come to realize their lack of focus on some learners or the need for a more equitable distribution of resources and targeted support.

Strategies to meet the challenges lead to better engagement between **trainers/ assessors** and learners and help to strengthen the external linkage with the community, the private sector and NGOs. The strategies also boost teachers' professional competencies and increase the sense of purpose and the institutional reputation.

For **learners**, inclusive TVET provides the necessary skills, knowledge and support to enter a diverse work landscape and fulfil their potential. It exposes them to diverse perspectives, developing skills for innovation, creativity and critical thinking. Thus, it enhances their resilience, adaptability, self-image and participation in society.

Upon joining the workforce, they not only help to meet skills gaps for **employers**, but also create a positive innovative work culture that values diversity and tolerance for one another. In turn, the benefits reach the whole society, fostering peaceful and inclusive societies.

Inclusion therefore matters to learners, trainers, TVET centres, the private sector and MSMEs and the entire community. It matters for livelihoods, upward mobility, prosperity and sustainable development.

CASE STUDY 1.

Change story: Student project on wheelchair accessibility in school buildings

At a tertiary education institute in Utrecht, the Netherlands, a group of students started a project to assess the accessibility of school buildings. Studying Without Limitations is a student organization by and for students with a disability. The students in Studying with Limitations developed the idea of a wheelchair accessibility test. The group wrote a proposal on how to inspect the buildings, which was approved by the board of the institution. Consequently, five students went through all the buildings with a wheelchair to find out how inclusive they were. For each building, a report was written with recommendations on how to make the building more accessible. The reports were shared with the educational institution and now the necessary adjustments to the buildings either have already been made or are planned to be made. The project shows the value of student involvement in the implementation of inclusive education.

Source: Utrecht University (N.d.)

ACTIVITY 1.

Fostering understanding and conviction on 'Why' inclusion in TVET matters

- Gather the inclusion task force in your centre and discuss why inclusion matters in your context.
- Collect as many examples as possible from your school or community of instances of exclusion and available success stories.
- Develop a change story by analyzing the current status of your centre's inclusion vs where you want to be. In your change story, discuss why change is needed, the importance of inclusion and the benefits to all stakeholders.
- Believing in the 'why' behind a change can inspire people to change their behaviours and mind-sets.
- Use social media to reach out to learners and alumni and involve them in developing the change story and building awareness.

ACTIVITY STEP	PURPOSE	INSTRUCTIONS	NOTES
1. Why inclusion matters	Provide context and spark discussion.	Share key facts, statistics and benefits of inclusion in TVET. Use an infographic or visuals to guide discussions.	
2. Identifying instances of exclusion and success stories	Understand the current state.	Divide participants into small groups. Brainstorm examples of exclusion and success stories from your school or community.	
3. Developing a change story	Define the current vs. desired state and the path to inclusion.	Analyse your centre's status vs desired state: • List challenges/gaps • Proposed actions • Desired future Develop a change story explaining the importance of inclusion and benefits for all stakeholders.	
4. Building belief in 'Why' change matters	Highlight how inclusion benefits all stakeholders.	• Learners • Trainers • Employers • Society	
5. Engaging learners and alumni via social media	Leverage social platforms for collaboration and awareness.	Create a social media campaign blueprint • Objective • Key Message • Platform • Action	

NOTE

International instruments become binding on a country only after it has ratified them. To verify the ratification status of such instruments, you can consult the Office of the United Nations High Commissioner for Human Rights (OHCHR). Additionally, most countries have their own national laws that protect the right to education.

If you are uncertain about the regulations in your area, it is advisable to check resources such as **Planipolis (https://planipolis.iiep.unesco.org)** or **Natlex (https://natlex.ilo.org/dyn/natlex2/r/natlex/fe/home)** for more information.

DEFINITION OF INCLUSIVE TVET

Inclusion is recognized as a human right in the Declaration on the Rights of Disabled Persons of 1975 (UN, 2006), essential for fostering justice and fairness among all learners. It plays a pivotal role in achieving sustainable, equitable and inclusive societies. Inclusion is also a prerequisite for fulfilling the global commitment to the Sustainable Development Goals (SDGs), especially SDG 4, which aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

a) Evolution of inclusive education

The concept of inclusive education has shifted significantly over time:

- Early focus: Initially, inclusion emphasized providing educational opportunities for children with disabilities.
- Broader scope: Today, it encompasses ensuring access and successful participation for all individuals across all education and training opportunities.

The evolution of the definition has been shaped significantly by **international instruments and declarations**.

Instruments in support of inclusion in education

There are many international instruments that set out guidelines on how education is a right for everyone. These can be used strategically to further the cause of inclusion. Some examples are:

- Convention on the Rights of the Child
- Convention on the Elimination of Discrimination Against Women
- Convention on the Rights of People with Disabilities
- Convention on the Elimination of all forms of Racial Discrimination
- Convention against Discrimination in Education

Declarations in support of inclusive education

Key declarations shaping the evolution of inclusion in education are highlighted in *Figure 1* below.

Throughout this evolution, the emphasis has been on inclusion in education not just being for minority groups or people who experience disability or disadvantage, but for everyone. In other words, all means all.

b) Inclusion as a universal approach

Inclusive TVET is designed for all learners, emphasizing support to:

- Access and participate successfully in education and training;
- Address needs beyond academic achievement, including social and emotional development, self-esteem and peer acceptance (UNESCO, 2020). All these factors prepare learners for diverse employment landscapes and success.

Figure 1. Key milestones shaping inclusion in education

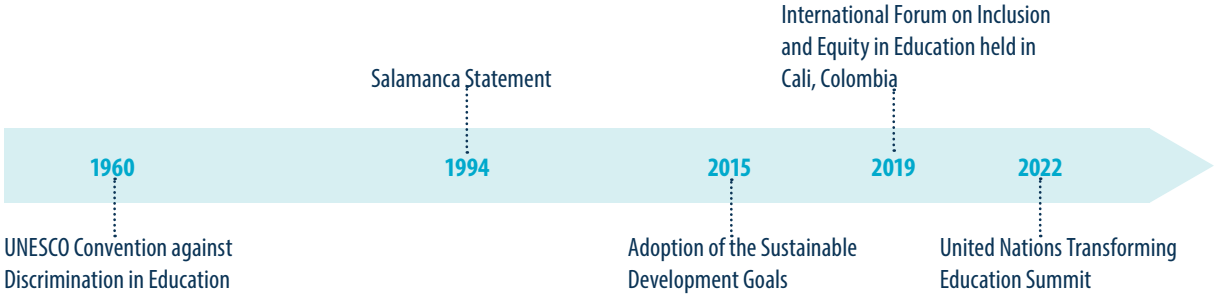


Table 1. Evolution of inclusive TVET

1960	Sought to prevent '. . . any exclusion from, or limitation to, educational opportunities on the basis of socially ascribed or perceived differences, such as by gender, ethnic or social origin, language, religion, nationality, economic condition, ability, especially in relation to disability'.
1994	The UNESCO Salamanca Statement laid the groundwork for a move from special schools to inclusive schools. Coming out of a meeting organized by UNESCO and the Government of Spain in 1994, the Salamanca Statement recognized the need to work towards 'schools for all', that is, institutions that include everybody, celebrate differences, support learning and respond to individual needs. The statement expanded the concept of inclusion from focusing only on children with special needs to addressing children of all backgrounds. The report argued that '. . . all children should learn together, wherever possible, irrespective of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their learners.'
2015	The 2030 Agenda for Sustainable Development built on the Salamanca Statement. Sustainable Development Goal 4 broadened the concept of inclusive education by emphasizing 'education for all' and making a pledge to 'leave no one behind'. In the following year, the Convention on the Rights of Persons with Disabilities reinforced these concerns by noting that 'inclusive education focuses on the full and effective participation, accessibility, attendance and achievement of all learners, especially those who, for different reasons, are excluded or at risk of being marginalised'.
2019	This was further developed in the International Forum on Inclusion and Equity in Education held in Cali, Colombia in 2019, which recognized the need to provide equitable and inclusive quality education for all learners, from their early years through compulsory schooling, Technical and Vocational Education and Training (TVET), higher education and lifelong learning.
2022	The summit emphasized that truly transformative education must be inclusive, enabling people of all genders, abilities, ethnicities and backgrounds to learn and thrive together. The summit further called for ensuring that all learners have unconditional access to and participation in education, free from violence and discrimination and are supported within the school setting. It identified 'Inclusive, equitable, safe and healthy schools' as one of the five Thematic Action Tracks, highlighting its significance in the transformation of education.

DEFINITION

Inclusive TVET is 'a system that meets the needs of all learners, regardless of their social background, gender, level of achievement, ethnicity, disability, migration status, etc.'

(UNESCO-UNEVOC, 2019).

Key elements of inclusive TVET

Deliberate and intentional approach
Inclusive TVET involves a purposeful commitment to removing barriers and ensuring equal access to quality education and training for all learners.

Equal access and affordability
It prioritizes providing all learners with opportunities and resources to participate in and complete education and training programmes.

Valuing diversity
Inclusive TVET creates environments where all learners are respected, recognized and valued for their unique contributions.

Systemic removal of barriers
It focuses on eliminating physical, financial and social obstacles that hinder access, participation and success in education and training programmes.

Learner-centred approach
It represents a significant shift from a conventional 'one-size-fits-all' model to a personalized approach tailored to the needs, strengths and aspirations of all children, young people and adults.

Inclusive support across learning contexts
TVET institutions that are inclusive provide

- Tailored support: ensuring that all learners have the resources they need.
- Participation in mainstream activities: integrating learners into classrooms, workshops and extracurricular programmes.

Inclusive educational environments
They establish spaces that prioritize:

- a sense of belonging and acceptance
- self-worth and respect
- the recognition and valuing of diversity

Ongoing implementation of inclusive practices
Inclusive TVET institutions continuously implement policies, strategies and practices to combat discrimination, alienation and stigma in education and training.

Collaborative approach
Inclusion involves partnerships among stakeholders, such as educators, learners, industry representatives and communities, to maximize impact and resources.

Transformative change
It entails a holistic shift in policy, practice, culture and mindset to foster equity, diversity and inclusion within educational settings. Inclusion is a whole-system approach that requires a commitment to the removal of barriers, a comprehensive and sustained effort in policy change at institutional and national levels, the implementation of inclusive practices and the fostering of an inclusive culture within classrooms and throughout the entire educational system (UN, 2016).

Developing a working definition of inclusive TVET

While many countries understand inclusion in TVET broadly, there is now a clear consensus on the need to eliminate all barriers to effective access, participation and completion of education and training programmes.

Aligning the definition of inclusion to the local context is essential because how inclusion is measured depends on how it is defined (UNESCO, 2020).

ACTIVITY 2.

How to develop a working definition of inclusive TVET in your institution

I. Conduct an analysis of the existing literature and any reports and practices related to inclusion in your centre and summarize the key components and practices already in place.

II. Compare your findings with the key elements of inclusive TVET listed above and highlight areas where your centre falls short or needs improvement.

III. Bring together stakeholders, including educators, learners, parents, employers and community representatives and facilitate a discussion to gather their input on inclusion.

QUESTION	STAKEHOLDER'SINPUT
What does inclusive TVET mean to you?	
What values should guide our inclusion work?	
What actions are critical for inclusion?	

IV. Use research insights and stakeholder feedback to develop a draft definition of inclusive TVET tailored to your centre. Ensure it reflects the key elements of inclusion and addresses local needs.

KEY INSIGHTS FROM LITERATURE	STAKEHOLDER SUGGESTIONS	DRAFT DEFINITION

V. Based on your definition and core values, articulate a clear vision (the ultimate goal) and mission (the purpose and actions) for inclusion at your centre.

VI. Set SMART goals that are:

- **Specific:** clearly define objectives for inclusion.
- **Measurable:** identify metrics to track progress.
- **Achievable:** ensure they are realistic given available resources.
- **Relevant:** align goals with your mission and vision.
- **Time-bound:** set deadlines for each goal.

GOAL	SPECIFICATION	MEASURE	RESOURCES NEEDED	DEADLINE
(e.g. train teachers in inclusion)				

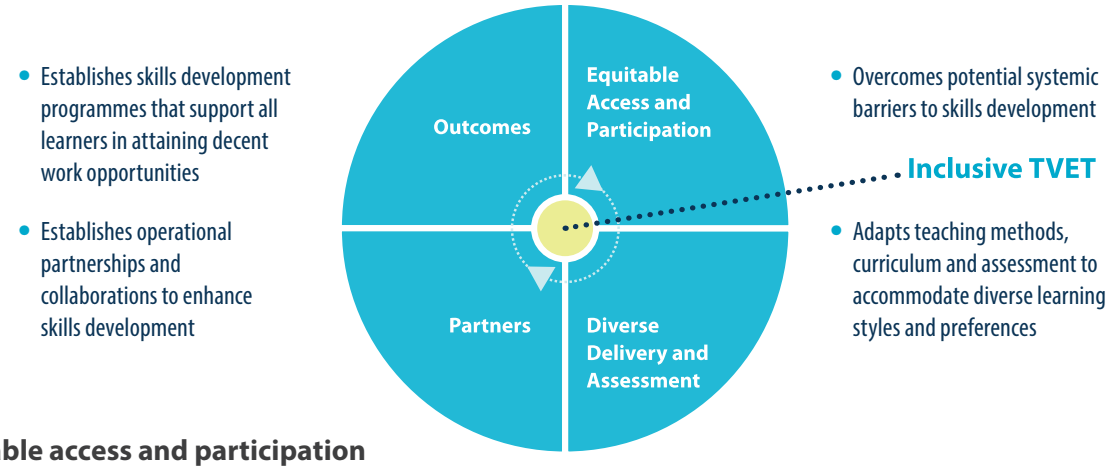
VII. Present the draft definition, core values, mission, vision and SMART goals to all stakeholders, gather feedback and address any concerns or suggestions.

VIII. Refine and finalize your definition and related statements based on feedback. Share the finalized materials with all stakeholders via meetings, email, posters or newsletters and clarify each stakeholder's role in achieving inclusion goals.

FOUR FUNDAMENTAL PRINCIPLES OF INCLUSIVE TVET INSTITUTIONS

Inclusive TVET institutions intentionally promote inclusion through policies, practices, cultures and partnerships, irrespective of differences in governance arrangements, funding sources or programme scope. They share a common commitment to four fundamental principles (presented in *Figure 2*) and promote an environment of belonging, ensuring every learner can thrive and succeed.

Figure 2. Operational framework for inclusive TVET outlining four fundamental principles that inclusive TVET institutions should consider and implement



Equitable access and participation
Inclusive TVET commits to removing systemic barriers to skills development by addressing physical, financial or social barriers:

- inadequate policies
- limited resources
- discriminatory practices
- inaccessible environments

This ensures all learners can access, participate in and complete TVET programmes and transition into employment or further education.

Diverse delivery and assessment
Inclusive TVET adapts teaching, curriculum and assessment to meet diverse learning needs. This includes:

- multiple means of representation (different ways to present information)
- multiple means of action and expression (ways learners demonstrate understanding)
- multiple means of engagement to keep learners motivated

Operational partnerships and collaborations
Inclusive TVET institutions collaborate with stakeholders, including:

- employers
- community organizations
- service providers

Partnerships provide access to resources, expertise and funding, enhancing the quality and relevance of TVET programmes. Operational partnerships can take different forms and may be established for different purposes.

Skills development for decent work
Inclusive TVET equips learners with skills for decent work by:

- respecting diversity;
- offering support services, career guidance and job placement;
- designing training programmes aligned with labour market needs, in collaboration with industry;
- incorporating practical learning and transversal skills like communication and teamwork.

These elements ensure graduates are prepared for the workforce while adhering to safety and compliance standards.

ADOPTING A HOLISTIC ECOSYSTEM APPROACH TO INCLUSIVE SKILLS DEVELOPMENT

Understanding the broader skills development ecosystem around training institutions is essential for addressing the diverse needs of learners, encompassing areas such as learning needs, health and well-being, social justice and equity.

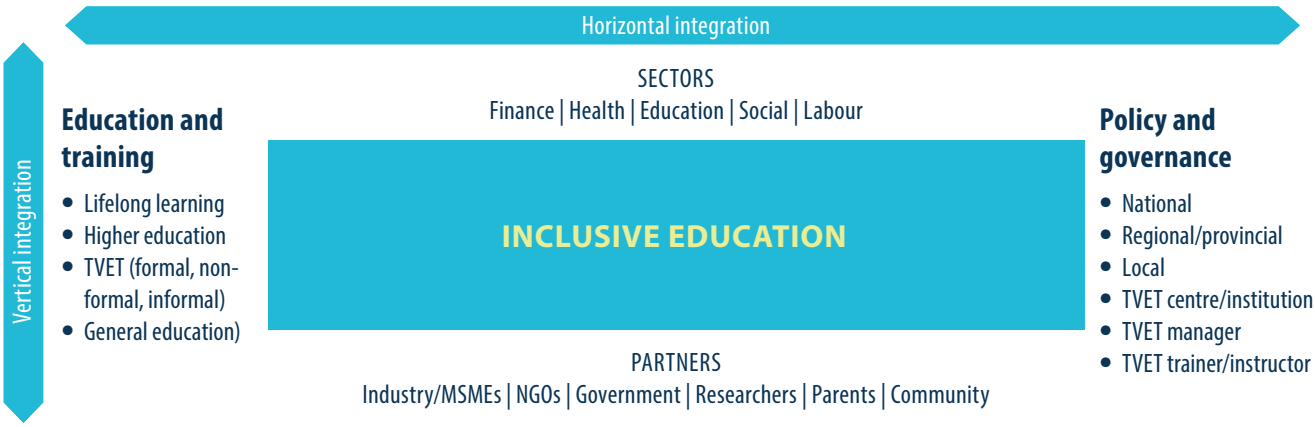
A holistic systems approach acknowledges the interconnectedness of elements within institutions, their operating environments and the stakeholders who must collaborate to foster inclusion. An inclusive skills development ecosystem includes a network of formal, non-formal and informal learning providers that complement each other by offering a variety of education and training options tailored to diverse target groups. These options aim to promote employment and lifelong learning.

Delivering inclusive education requires collaboration, cooperation and coordination. Therefore, the responsibility of delivering inclusive TVET must be shared by all actors within and outside TVET institutions. As illustrated in *Figure 3*, for integrating TVET within broader educational, societal and economic contexts, this collaboration must occur both vertically across levels of education or government and horizontally between government and non-government actors (UNESCO, 2020).

On the horizontal axis, cross-sectoral collaboration from various sectors – finance, health, education, social and labour – is essential in ensuring that TVET addresses societal and economic needs comprehensively. Through collaboration with diverse partners – including industry/MSMEs, NGOs, government, researchers, parents and the community – TVET programmes remain relevant, responsive and inclusive, effectively addressing both societal needs and market demands.

On the vertical axis, the levels of education and training, ranging from lifelong learning and higher education to formal and informal TVET, as well as general education, are crucial for creating an inclusive and cohesive TVET system. Policy and governance frameworks implemented at various levels, from national to local, must align with institutional practices and priorities.

Figure 3. Conceptual mapping; whole-system TVET ecosystem



Source: Adapted from the UNESCO 2020 Global Education Monitoring Report: Inclusion and Education

PROMOTING INCLUSION THROUGH FORMAL, INFORMAL AND NON-FORMAL TVET

Integrating formal, informal and non-formal TVET is essential to creating a comprehensive and inclusive system that addresses the diverse needs of learners.

Formal, informal and non-formal learning providers create pathways and transitions at different stages of life and across various settings. These pathways create synergies that enhance inclusivity and equity within the TVET ecosystem and offer an alternative avenue for skills development, particularly for groups at risk of exclusion. Informal and non-formal learning options are especially valuable because they provide flexibility and accommodations that support learners in accessing and completing their training. Flexibility may include evening or weekend classes, online courses, self-paced modules or mobile training units.

Additionally, learning providers facilitate mobility across systems by offering mechanisms like recognition of prior learning, allowing learners to transition between informal, non-formal and formal systems, such as apprenticeships or structured training programmes. Informal and non-formal providers often have robust ties to local communities, enabling them to address the diverse and multifaceted needs of learners more effectively.

When designing and implementing inclusive TVET strategies, including pilot projects, collaboration with all learning providers in the skills development ecosystem is essential. Universities, TVET colleges, NGOs, community-based organizations and informal platforms must work together to:

- address systemic barriers to access, participation and completion
- share resources and expertise to improve programme quality and relevance
- establish pathways for employment, further learning and lifelong learning

These three modalities collectively offer pathways for lifelong learning and skills development across various stages of life and settings, ensuring that no learner is left behind.

Formal TVET, delivered through institutions like TVET colleges and technical universities, provides structured programmes that lead to recognized certifications and qualifications. These institutions play a critical role in fostering inclusion through accessible infrastructure, recognition of prior learning to facilitate transitions and learner-centred methodologies tailored to diverse needs. They promote inclusion through:

- accreditation systems and programmes tailored to diverse trades and professions;
- recognition of prior learning to facilitate transitions;
- curriculum adaptations to meet the needs of vulnerable groups;
- structured mentorship programmes to support learners from marginalised backgrounds.

Formal TVET can become more inclusive by:

- adopting universal design for learning (UDL) by offering multiple means of engagement, representation and expression in teaching and assessment;
- providing support services such as counselling, career guidance and mentorship for underrepresented groups;
- ensuring policy and curriculum reform to incorporate gender-responsive, disability-friendly and culturally sensitive curricula;
- implementing flexible learning options, including evening or weekend classes, online modules and self-paced courses for learners who need them, e.g. adult/elderly learners;
- ensuring inclusive infrastructure including physical accessibility (for example ramps, elevators, assistive technologies), scholarships and financial support targeting underrepresented groups to reduce financial barriers;

- standardizing recognition for transitions between informal, non-formal and formal systems;
- integrating inclusive pedagogies into teacher training and continuous professional development programmes.

Non-formal TVET, often delivered by NGOs, community-based organizations and grassroots initiatives, focuses on practical, livelihood-oriented skills. These programmes excel in reaching marginalised populations and promoting inclusion through:

- strong ties to local communities and grassroots organizations, NGOs, CBOs and local stakeholders;
- ability to customize training to meet the needs of specific demographics;
- provision of practical skills linked to immediate livelihood opportunities;
- emphasis on livelihood skills and economic empowerment.

Non-formal TVET centres can become more inclusive by:

- increasing focus on refugees, differently abled individuals, women and low-income populations;
- using flexible delivery methods such as modular courses, mobile training units and community-based workshops to reach remote areas;
- adapting programmes to reflect local languages, values and traditions;
- advocating for RPL to validate skills learned in non-formal settings;
- averaging on partnerships with local businesses, governments and formal institutions to create pathways for learners.

Informal TVET takes place in unstructured environments, such as online platforms, mentorships and community-driven learning with local artisans. This approach is highly adaptable, emphasizing experiential and peer-to-peer learning that suits the needs of diverse learners. Informal TVET fosters inclusivity by:

- offering mobile-friendly and multilingual learning resources;
- offering peer-to-peer learning opportunities and mentorship;
- flexibility in learning schedules and environments (e.g. self-paced online learning);
- emphasizing experiential learning and hands-on practice;
- use of social networks and online platforms to foster collaboration and engagement.

To become more inclusive, informal TVET providers should:

- partner with formal and non-formal institutions to accredit skills learned informally and provide formal TVET with guidance on in-demand skill;s
- encourage participation from a broad range of learners by showcasing success stories of diverse individuals;
- tackle digital divide and ensure that facilities, materials and online content are accessible to all learners, including all genders and those with disabilities.

Table 2 illustrates areas where formal, non-formal and informal providers can partner to promote inclusivity.

Table 2. Areas of synergy among learning providers

LEARNING PROVIDERS	FORMAL TVET (e.g. TVET colleges)	NON-FORMAL (e.g. NGOs and community-based organizations)	INFORMAL (e.g. online platforms, local artisans)
Activities	• Accredited programmes in various trades and professions; apprenticeships	• Distance learning, leading to formal qualifications such as nano degrees, digital certificates, online courses, on-the-job training, community knowledge sharing initiatives	• Online courses, apprenticeships, mentorship by experienced individuals, peer-to-peer learning through online communities on-the-job training, grassroots initiatives
Target learners	• Youth, adults, some vulnerable groups	• Vulnerable groups (specifically refugees, differently abled persons, low-income population etc.)	• Youth, adults, vulnerable groups
Outcomes	• Employability (job placement rates); skills development (certification attainment); lifelong learning (participation in further training)	• Livelihoods (increased income generation); lifelong learning (participation in community learning activities)	• Lifelong learning (acquisition of new skills); skills development (demonstrated improvement in specific skills)
Important metrics	• Number of graduates employed within relevant fields • Skills proficiency assessed through standardized exams	• Average income improvement among participants • Number of individuals engaged in income-generating activities after training • Number of new businesses	• Skills assessments before and after training programmes • Engagement metrics on online platforms from users • Increased access to online job opportunities (freelancing, gig work)
Financial inclusion initiatives	• Conducted formally by banks, microfinance Institutions, insurance, saving programmes	• Conducted non-formally by NGOs and CBOs (community-based organizations)	• Conducted Informally through community networks such as saving groups, table banking initiatives
Entrepreneurship development programmes	• Conducted formally in TVET centres	• Conducted in community-shared innovation hubs, incubators and design studios locally or in microfinance institutions	• Conducted through mentorship by successful entrepreneurs and business owners in MSMEs or through online platforms
Digitalization programmes	• Conducted through formal digital literacy training, remote work skills, project management skilling • Provides internship programmes with tech companies	• Conducted through targeted workshops on digital skills, using assistive technologies • May offer certification programmes (nano degrees)	• Conducted through peer-to-peer learning and online learning communities, leveraging social media platforms and online forums • Learners interact with gig platforms for gig jobs
Women empowerment initiatives	• Formal programmes in STEM, gender-responsive pedagogies and girls' empowerment	• Programmes on livelihoods and economic opportunities trained by women's organizations, community groups and NGOs	• Involves Informal mentorship networks, women support groups • Enhancing social and leadership skills

TVET providers can use this information to design, assess and enhance their programmes by drawing insights from the different approaches and activities used across formal, non-formal and informal learning providers.

Programme development

- Incorporate elements from all three types of learning (formal, non-formal, informal) to create flexible pathways for learners, such as offering accredited courses alongside community-based workshops or online peer-learning opportunities.
- Tailor programmes to the specific needs of diverse groups, such as vulnerable populations, women and youth, by understanding which activities are most effective for each group.
- Use insights from digitalization activities (e.g. nano degrees, online forums) to offer remote learning or hybrid training models.

Strategic partnerships

Build partnerships with NGOs, local artisans and online platforms to leverage resources, expand outreach and enhance inclusivity. For instance:

- Partner with NGOs for community-based initiatives targeting refugees or low-income populations.
- Collaborate with local artisans or mentors for informal apprenticeships.
- Work with tech companies to provide internships or certifications.

Assessment and metrics

- Use relevant metrics to evaluate programme success, such as:
  - employability rates for formal programmes.
  - income generation improvements for non-formal initiatives.
  - online engagement metrics for informal platforms.
- Identify areas needing improvement, such as skills proficiency or the effectiveness of financial inclusion initiatives and adapt training accordingly.

Learner-centred design

- Design flexible schedules and self-paced programmes inspired by non-formal and informal learning providers to accommodate working adults or learners with caregiving responsibilities.
- Ensure pathways exist for transitioning between systems, such as offering recognition of prior learning for informal skills or bridging programmes to move from non-formal to formal education.

Promote inclusivity

- Incorporate women empowerment initiatives, financial inclusion programmes and community-based mentorships to promote equity and address diverse learner needs.
- Use informal peer-learning models and non-formal community projects to instill a culture of continuous, lifelong learning.

Innovation in delivery

- Draw from informal and non-formal entrepreneurship activities to enhance entrepreneurial thinking in formal TVET programmes.
- Adopt informal strategies like social media platforms and gig job portals to provide real-world applications of learned skills.

INTEGRATING SOCIAL PROTECTION SYSTEMS IN SKILLS DEVELOPMENT ECOSYSTEMS

The skills development ecosystem is strengthened by social protection programmes, which aim to reduce poverty, vulnerability and inequality. These programmes provide support, security and opportunities for individuals and families facing social and economic challenges. Integrating active labour market programmes (ALMPs) and social safety nets is essential for addressing the diverse needs of individuals who encounter barriers to education and training. This integration promotes inclusion and incentivizes school attendance.

a) Active labour market programmes (ALMPs)

ALMPs are public initiatives designed to stimulate employment and job creation, focusing on disadvantaged groups such as youth, women, refugees and persons with disabilities. They include a package of support services:

- employment and training services (for example literacy and remedial education, vocational and job-readiness training, job-search assistance, career guidance and counselling);
- job creation measures (for example, public works schemes, community services, hiring subsidies, enterprise creation and the promotion of small and medium-sized enterprises and self-employment (ILO, 2015b).

Ethiopia, for instance, has established payment for ecosystem services (PES) across its regions to provide matching services, assessment and unemployment registration for jobseekers (ILO, 2023b). These PES centres provide digital services such as job posting, digital job matching and coaching and skills for self-employment and entrepreneurship. Similarly, France has established partnerships between Pôle emploi (the national public operator) and private agencies to aggregate job offers and improve jobseeker support (ILO, 2023a). Similar collaborative interventions with significant employment outcomes have been implemented in Uruguay, Panama and Japan.

b) Social safety nets

Social safety nets ensure the well-being and security of individuals in society, particularly during times of economic instability or vulnerability. These programmes include interventions such as income support, unemployment benefits, health care benefits, job placement services, etc.

Examples of social safety net measures include:

- Cash transfers
  - Conditional cash transfer programmes that provide cash incentives to families conditional on school attendance and the use of health services, as demonstrated in Latin America, noting that since the 1990s conditional cash transfers have consistently shown positive effects on enrolment, drop-out rates and completion of education (UNESCO, 2020);
  - Unconditional cash transfers on the other hand includes provision of basic financial support to families with no condition. Beneficiaries can use this cash as they see fit, allowing for greater flexibility in meeting their needs leading to improved overall welfare and poverty reduction, e.g. emergency cash assistance.
- In-kind transfers
  In-kind transfers involve providing goods or services directly to beneficiaries rather than cash. For example, programmes may provide food items through a public distribution system to ensure that low-income families receive necessary nutrition. Other examples include:
  - Food assistance programmes;
  - School health and nutrition programmes;
  - Subsidized housing, energy and agricultural inputs;
  - Educational materials, textbooks, supplies;
  - Health insurance schemes.

Both ALMs and social safety nets are strategies aimed at providing support to vulnerable populations, particularly those experiencing poverty or hardship. Formal, informal and non-formal TVET centres can leverage existing support systems offered in the form of ALMPs and social safety nets to better support marginalised groups including youth, adults and vulnerable groups, potentially even the elderly seeking employment and promote inclusion in their programmes.

Table 3 summarizes some ALMPs and safety nets to consider when planning inclusive practices using the ecosystem approach. TVET centres are encouraged to identify relevant stakeholders within their context and engage with them to fully integrate their inclusive practices within the larger support ecosystem (for more information on identifying operational partnerships, *see Chapter 4* of this guide).

Table 3. Examples of inclusive practices in active labour market policies and social safety nets

STAKEHOLDERS	ALMPs: ACTIVITIES	SOCIAL SAFETY NETS: ACTIVITIES	COLLABORATIONS TO MAXIMIZE IMPACT
Government agencies – help individuals to acquire skills for employment and livelihoods. **Examples include:** • Public employment services • Labour ministries • Labour unions • Social welfare department • Housing and public works • National insurance agencies • Energy ministry • Agriculture ministry	• Vocational training and apprenticeships • Job placement and career development services • Public employment services and wage subsidies • Public works projects • Collective bargaining agreements • Subsidies for energy and fuel consumption • Housing subsidies • Free distribution of seeds and fertilizers • Education support schemes (scholarships, grants)	• Unemployment benefits • Income support • Health insurance • Disability benefits • Retirement pensions • Sale of subsidized food • Workfare provision	• Policy setting and coordination • Funding and resource allocation • Collaboration with private sector and NGOs in labour market data analysis and tracking skills shortages
Education and research centres – inform skills development programmes and policy design and advocate for the importance of skills in advancing employability. **Examples include:** • Formal TVET centres • Informal and non-formal learning providers • Universities	• Certification programmes • Skills research and analysis • Mentorship programmes • Entrepreneurship training • Recognition of qualifications • Curriculum development and innovation • Online learning platforms	• Education support schemes (scholarships, grants, fee waivers) • School health programmes, such as medical service visits, fee waivers for medical visits and nutrition programmes including micronutrient supplementation • Accommodation and transport	• Partnerships with government and NGOs • Knowledge sharing platforms and publications • Collaboration with education and training providers • Integration of technology in skills development strategies • Provide training and education policy briefs • Research assessments and trends identification • Skills development progress and outcomes
Private sector – addresses skills shortages, improves workforce productivity and meets industry-specific needs. **Examples include:** • Employers • Industry associations • MSMEs	• On-the-job training • Apprenticeship schemes • Skills assessments • Sector-specific training • Open knowledge resources/ massive open online courses (MOOCs)	• Employment package (health insurance and retirement plans such as pensions and provident funds) • Disability insurance • Informal social security networks (for example, community savings groups, microfinance schemes, informal insurance arrangements and community-based health care programmes)	• Public–private partnerships • Industry skills councils and training standards development • Provides employer satisfaction surveys • Skills gap analysis and workforce planning

>

STAKEHOLDERS	ALMPs: ACTIVITIES	SOCIAL SAFETY NETS: ACTIVITIES	COLLABORATIONS TO MAXIMIZE IMPACT
Civil society – helps vulnerable or disadvantaged groups to overcome barriers to employment and promotes social inclusion. **Examples include:** • NGOs • Community-based organizations (CBOs) • Charities • Social service agencies	• Skills training • Career counselling • Mentoring • Support services	• Emergency relief • Financial assistance • Food aid • Housing support • Social policy reforms and advocacy	• Collaboration with government and private sector • Community mobilization and advocacy efforts • Contributes in generating needs assessments and impact studies on vulnerable populations
International organizations and donors – provide support in strengthening the delivery of skills development programmes and in facilitating knowledge sharing and best practices.	• Technical assistance • Funding • Capacity-building support • Data collection for Educational Management Information systems (EMIS)	• Technical assistance • Funding • Capacity-building support • Data collection (EMIS)	• Partnerships with national governments and NGOs • Coordination of international development efforts

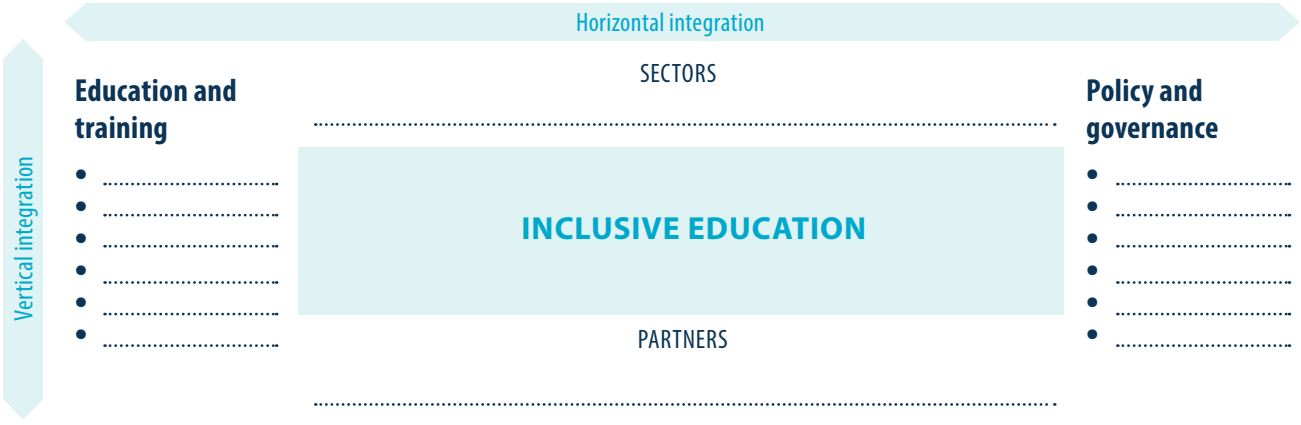
ACTIVITY 3.

Developing an ecosystem map for your TVET Centre

Using the worksheet provided in Toolkit 1 **'Developing an ecosystem map'** in the toolkits section:

- List all relevant stakeholders in your TVET centre's ecosystem as a mapping exercise for existing social support systems.
- Analyse how elements in the learning ecosystem interact and influence each other.

Fill out the ecosystem map specific to your TVET centre and context:



Identifying why and where exclusion occurs, and potential barriers to access, participation and completion of TVET

2

This chapter helps TVET centres develop:

- Persona maps for TVET learners

HOW TO IDENTIFY LEARNERS AT RISK OF EXCLUSION IN YOUR INSTITUTION

The UN World Youth Report (UN, 2018) has different categories of 'disadvantaged youth' including youth living in poverty, young girls/women, youth with disabilities, youth in post conflict areas/ young refugees and migrant youth. Identifying the groups to be served is an important first step in developing initiatives to improve inclusive education.

Youth at risk of exclusion are likely to have one or more of the following characteristics:

- having a disability
- being poor or having low socio-economic status
- belonging to an ethnic minority, indigenous group or nomad community
- being a migrant, asylum seeker, refugee or internally displaced person
- working in the informal economy
- being LGBTI
- being a former criminal offender
- being a woman
- living with a chronic disease (for example HIV/AIDS)
- having been exposed to violence (domestic violence, PTSD, gender-based violence)
- having been sexually exploited or trafficked
- having been exposed to unacceptable forms of work (slavery, forced labour, indentured servitude)
- being pregnant and/or having young children
- being a stateless person or 'sans-papiers' (having no identity papers such as a passport or birth certificate)
- being unhoused
- having an addiction
- being an orphan
- belonging to a linguistic or religious minority
- having mental health symptoms (having a mental disability, such as Down syndrome, but also suffering from diseases such as bipolar disorder or depression)
- having (informal) care tasks at home (for example, care for grandparents or other family members with a [chronic] disease or handicap)
- being from a rural area

Many TVET institutes do not have access to up-to-date data on admissions, equity, transition to work and learner pathways for all learners, especially the intersectionality of disadvantage among learners. Nor do they have the necessary expertise to analyse and utilize data effectively to enhance inclusive practice. The lack of reliable data on various learners' personas and groups hinders targeted planning and resource allocation.

A more inclusive approach to identify learners at risk of exclusion involves using quantitative and qualitative data collected throughout the learner's journey in collaboration with trainers, administrators, support services, NGOs, the local community and parents. This approach can help in moving beyond a narrow approach to understanding and addressing the needs of youth at risk of exclusion.

Quantitative data are data in numerical form that can easily be calculated, ordered and ranked. They are for further statistical analysis. By contrast, qualitative data are descriptive in nature and useful in understanding and characterizing a problem or the sentiment of an individual or group. This data can be recorded and measured using descriptive words. Together, they provide a holistic view of learners' needs and circumstances.

Sources of data

The ecosystem approach to data collection is key to ensuring that groups of potential learners who are not in school are highlighted and strategies to include them are considered.

a) Access to TVET for all learners

Analyse demographic data at local, regional and national levels to identify groups that may be underrepresented or marginalised in the TVET system. Data from national and regional bodies may be gathered from population census reports, household surveys data, etc.

b) Participation and completion of TVET programmes and school-to-work transition

At institutional level, gather quantitative data at various stages of the learner's journey from a variety of sources, such as:

- enrolment data, which may be disaggregated by gender, ethnicity, disability status and socio-economic background and can be analysed to identify any disparities in access and representation of learner groups in the TVET institution;
- graduate employment and student support services data, which can be used to assess the accessibility and effectiveness of the TVET institution's services and programmes in supporting at-risk learners;
- external stakeholder feedback from employers, industry representatives and community organizations, which can provide insights into the institution's inclusiveness efforts;
- compliance data gained through reviews conducted by TVET regulatory and other government agencies, which can provide information on the TVET institution's adherence to legal and regulatory standards related to inclusiveness, equal opportunity, accessibility and non-discrimination.

As for qualitative data, collect data from:

- records and documentation from the TVET institute, such as mission and vision statements, strategic plans, policies, learner handbooks and reports on diversity and inclusion initiatives;
- surveys and questionnaires completed by learners, management staff, trainers, assessors and external stakeholders, such as employers and community organizations, whose data can provide insights into their experiences and perceptions of inclusive practice in the TVET institute;
- focus groups and interviews with learners, staff and stakeholders, whose data can provide in-depth information on personal experiences, challenges and suggestions for improving inclusiveness within the TVET institution;
- case studies and good practices from other TVET institutions, which can provide benchmarks for assessing inclusive practices;
- external evaluations conducted by independent organizations or accrediting bodies, which can provide an external perspective on the inclusiveness of TVET institutions.

Persona maps for learners

A persona map is effective in collecting qualitative data at the individual level.

> A persona map provides a structured way to capture information and challenges at each stage of the TVET learner's journey, focusing on factors that may contribute to inclusion or exclusion.

It serves as a valuable tool for tailoring support and accommodations to meet the unique needs of individual learners.

How to use a persona map:

- Use persona maps as a guide to identify the needs/requirements and challenges of at-risk learners. Consider individual, institutional and societal barriers that they may face and highlight potential exclusionary points along the learner's journey in order to address them proactively.
- Directly involve students and parents, the staff in the institution and any relevant external stakeholders in collecting data for the persona maps and to better understand each learner's situation.
- Analyse data at local, regional and national levels to gather insights into groups that may not be represented in your TVET institution but are present in the community. This data may indicate a barrier to accessing TVET programmes.

Persona map template* for an inclusive TVET learner's journey

GENERAL		
Name		
TVET programme		
Date of last update		
BACKGROUND INFORMATION		
Age		
Gender		
Address		
Ethnicity and/or race		
Family situation	[marital status, number of children]	
Social-economic status	[lower-income family]	
Educational background		
Health issues		
Other limitations		
KEY PHASES IN THE TVET LEARNER'S JOURNEY	**BARRIERS/CHALLENGES**	**TAILORED NEEDS AND/OR ACCOMMODATIONS**
01. Access, TVET programme selection and enrolment		
02. Recognition of prior learning		
03. Training delivery		
04. Learner support		
05. Assessment and certification		
06. Transition to work or further education		
Goals/motivation (What motivates them)	e.g. be the first in the village to own a business	
Aspirations and interests (What do they aspire to be?)	e.g. interested in entrepreneurship, car repair, etc.	
Doubts/fears	e.g. fear of failure, lack of family support, etc.	
Partners to involve	[operational and strategic partners]	
Additional notes	[include any additional information, such as communication plan, engagement and participation]	
Category of disadvantage	(tick ☑ as appropriate) ☐ Gender ☐ Social exclusion ☐ Rurality ☐ Migration/refugee/climate-related ☐ Economic disadvantage ☐ Disability ☐ Others	

*This table format can be converted into a Microsoft Form or MS Excel to generate an analysis of the entire student body to provide a holistic picture (on a dashboard).

By combining all students' persona maps within your centre, TVET centres can capture group learners with similar characteristics or personas, and at the same time identify learners requiring additional support and accommodations, who might in this case need an individualized educational plan.

The emphasis should be on understanding each individual's ability and experience of exclusion and inclusion, not on using the persona mapping to categorize and label students.

ACTIVITY 4.

Using persona maps to establish the causes of exclusion and where exclusion occurs in the learner's journey

- Use the persona map template above to identify the major challenges faced by young people at risk of exclusion in your centre. Make the exercise interactive and inclusive by involving key stakeholders.
- Identify barriers at the personal level (individual learner and family/peers), institutional level (TVET institutions and labour market organizations) and societal level at every stage of the learner's journey.
- Discuss which barriers are the most important to accessing, participating, completing and progression in TVET and identify solutions to overcome them.

CASE STUDY 2.

Identifying youths at risk of exclusion, causes and where exclusion occurs along the learner's journey – Amman Training College (ATC, Jordan)

In an ongoing commitment to enhance the inclusion of female learners pursuing hairdressing and cosmetology training, Amman Training College (ATC) conducted a pre and post pilot study aimed at understanding the special circumstances affecting trainees and then identifying areas for improvement.

To gather data, a questionnaire was designed using Google Forms and shared with the female trainees in the hairdressing and cosmetology section at ATC via WhatsApp. The questionnaire sought to elicit honest and meaningful responses to inform the ATC's strategies to enhance inclusivity. The questionnaire consisted of several key sections:

An analysis of the questionnaires led to several discoveries about the prevailing barriers:

- 22 trainees came from areas far from school = 39% travelled far to reach school (rural dwellers)
- There were 3 divorced trainees (2 had one child each, while the third had 3 children) and 1 married trainee had one child
- 42% of trainees came from poor areas
- 9% had health problems potentially affecting their training and work
- 54% felt excluded as an essential member within their section and cited that they felt excluded because of financial reasons, social reasons, educational problems, geographical reasons associated with their place of residence especially when it is far from the college and health problems
- 22% faced problems during learning, in the training process or in the labour market

No.	Name	Age	Address	Marital status	Children	Education	Financial status	Health problem(s)	Excluded	Reason(s) for exclusion	Problems with training or work
1	A	25	Street 1	Married	2	High School	Good	No	Yes	Residence	Long hours
2	B	23	Street 2	Single	0	BA	Weak	No	No		Long hours, low income
3	C	18	Street 3	Single	0	High School	Weak	Anaemia	Yes	Financial, educational, social	Long hours, low income, family residence

Based on the findings, ATC was able to identify the learners who are at risk of exclusion, the points in the learner's journey at which they may be excluded and what caused them to be excluded at that point or those points in the learner's journey. In response, ATC crafted a targeted, fit-for-purpose intervention with government employment agencies, industry and parents.

BARRIERS FACED BY DISADVANTAGED YOUTH IN TVET

Disadvantaged groups or groups at risk of exclusion include children, young people aged 12 to 24[1] and adults who face challenges connected to family, social and environmental circumstances that prevent them from reaching their full individual potential, accessing services such as education and training and/or integrating into the world of work (World Bank, 2008).

National definitions of 'disadvantaged groups' vary widely between countries, but most definitions distinguish between different dimensions of 'disadvantage', for example, 'economic disadvantage', social exclusion, etc.

In the TVET context, learners at risk of exclusion are individuals who face barriers or challenges that may prevent them from accessing, fully participating in and completing TVET programmes and subsequently making the transition to work.

The term 'learners at risk of exclusion' emphasizes the potential for exclusion from the opportunities provided by the TVET system, suggesting an immediate concern to address. There can be several reasons why groups of people are excluded. Often there is more than one factor. A UNESCO-UNEVOC report acknowledges this intersectionality of disadvantage, noting that rurality, migration and multidimensional poverty intersect with gender, race, ethnicity, religion, caste, age and disability to inflict multiple forms of disadvantage (UNESCO-UNEVOC, 2021). *Figure 4* shows an example of intersectionality of disadvantage.

To effectively address the intersectionality of disadvantage, it is essential to understand how different social categories and power dynamics interact within specific contexts to shape individual experiences of inequality (Poverty and Inequality Commission, 2021). This includes understanding different criteria of why exclusion occurs and factors that influence participation, achievement and progression in and through TVET. Disadvantage primarily stems from systemic factors. The following criteria highlight the challenges and barriers and the aspects of disadvantage that learners may face in accessing and participating in TVET.

Figure 4. Excluded youth due to multiple access barriers



Economic disparity creates barriers to TVET

Economic inequality (by income, wage or wealth) is measured by indices like the GINI coefficient, where 0 is perfect equality and 1 is maximum inequality. Economic inequality can exist at individual and community levels. Community poverty can be caused by biased systems that limit economic advancement, not because a community lacks ability.

1 Definition of youth by the United Nations, for statistical purposes, without prejudice to other definitions by Member States. UN Secretariat/UNESCO/ILO Youth is at the age of 15-24 (UN Instruments, Statistics); UN Habitat (Youth Fund) Youth is at the age of 15-32 (Agenda 21); UNICEF/WHO/UNFPA Adolescent: 10-19, Young People: 10-24, Youth: 15-24 (UNFPA); UNICEF /The Convention on Rights of the Child until 18 (UNICEF); The African Youth Charter Youth is aged between 15-35 (African Union, 2006); UNDESA, N.D. Fact Sheet-Youth.

Examples include:

- Economic inequality can force young people from low-income backgrounds to leave school early to work and support their families.
- Lower education increases the risk of unemployment or unstable jobs. An International Labour Organization report shows that most young workers in low-income countries have vulnerable or unpaid jobs (ILO, 2015c).

Rurality increases exclusion to TVET

Poverty in rural areas is caused by factors like limited access to resources and services. Some communities have a greater range of resources and services than other communities that live far away or do not associate with the former communities, making it almost impossible to break the cycle. Such spatial inequality can trap communities in poverty.

Rural youth make up a significant portion of the world's youth population. Nearly half of the 1.2 billion youth (15-24) are living in rural areas (ILO, 2024). Real disparities exist between urban and rural areas, with rural youth facing distinct challenges relating to poverty; education, training and employment opportunities; and access to basic services such as health care. The following are also true:

- Rural youth face limited access to relevant education programmes, leading to high drop-out rates.
- They are more likely to be NEET (not in education, employment or training) than urban youth because they often work on farms, plantations or boats to help support their families.
- Child labour is common in some rural areas, limiting opportunities and perpetuating poverty.
- Rural youth face disadvantages in legal and social protections, especially women and marginalised groups who experience hardship in accessing land and other support systems that help in economic development.

Persons with disabilities face marginalization in TVET

Persons with disabilities, who are often the most marginalised, are more likely to face severe social, economic and civic disparities. In addition, they are less likely to attend school due to:

- inaccessible buildings and learning materials;
- lack of specialized support services;
- unfamiliarity and negative attitudes among teachers and peers (UNESCO, 2015).

As a result, they face higher unemployment rates because of negative attitudes and discrimination based on disability status, coupled with inequities in education and vocational training resources.

Gender gaps limit women's and girls' participation in TVET

Gender inequality is the social phenomenon in which men and women are not treated equally. Their unequal treatment may arise from distinctions of biology, psychology or cultural norms that are prevalent in a society. Some distinctions are empirically grounded, while others appear to be social constructs. Studies point to the different experiences due to gender across many domains including education, life expectancy, personality, interests, family life, careers and political affiliation.

Women and girls:

- are more likely to be NEET (not in education, employment or training) globally, especially in rural areas, and have lower levels of education (UN Women, 2024);
- face greater difficulty finding decent jobs than young men (OXFAM, 2016);
- find their education interrupted by child marriage, pregnancy or childcare responsibilities;
- are more vulnerable to gender-based violence like child marriage, intimate partner violence and others (Plan International, 2024);
- have a lower labour force participation rate than men (53% for females compared to 72% for males) in 2022 (World Bank, 2022a, b).

Displacement creates challenges for young refugees, migrants and climate-displaced persons

Refugees are persons fleeing armed conflict or persecution. There are approximately 26.4 million refugees worldwide, around half of whom are under the age of 18. (UNHCR, 2024a,b). Their situation is often so perilous and intolerable that they cross national borders to seek safety in nearby countries and thus become internationally recognized as 'refugees' with access to assistance from states, UNHCR and other organizations. They often face trauma and mental health issues, lose access to education, skills, social circles and dreams, experience increased vulnerability and risks of violence, exploitation and discrimination and face difficulties integrating because of a lack of legal recognition, language barriers and cultural differences.

Young people are particularly vulnerable to exploitation by unconscionable employers and forced entry into the informal economy owing to improper documentation (Migration data portal, 2024).

Refugee youth face ten challenges (UNHCR, 2016)

- Difficulties with legal recognition and obtaining personal documents
- Discrimination, racism, xenophobia and 'culture clash'
- Difficulty in accessing high-quality learning, education and skill-building opportunities
- Few youth employment and livelihood opportunities
- Gender inequality, discrimination, exploitation and violence, including for LGBTI youth.
- Poor access to youth-sensitive health care, including psychosocial support
- Lack of opportunities to participate, be engaged or access decision-makers
- Challenges for unaccompanied youth.
- Lack of safety, security and freedom of movement
- Lack of information about asylum, refugee rights and available services

On the other hand, **migrants** choose to move not because of a direct threat of persecution or death, but mainly to improve their lives by finding work or in some cases, for education, family reunion or other reasons. Unlike refugees who cannot safely return home, migrants face no such impediment to return. If they choose to return home, they will continue to receive the protection of their government (UNHCR, 2015).

Ultimately, the migration experience can become either an opportunity or a risk for young people. For some people, especially young women and those in irregular situations,[2] the migration process poses challenges and vulnerabilities that include:

- discrimination based on gender, ethnicity or religion;
- poor working conditions and low bargaining power;
- lack of access to basic services like health care;
- risks related to sexual and reproductive health;
- loss of social protection because of changes in migration status.

Climate-displaced persons face TVET challenges

Climate change is a major factor that can create instability across entire regions. Climatic conditions can impact TVET outcomes in several ways:

- Extreme weather events like cyclones can damage schools or force them to close in order to serve as shelters. This disrupts learners' education and some may not return to school.
- Droughts and heat waves can affect agricultural income and food security, making it difficult for families to afford school fees or forcing children to help with income generation instead of attending school.
- Girls, especially in times of drought, may be married off early and pulled out of school to help in water collection or because their

2 The International Organization on Migration describes irregular migration as 'movement that takes place outside the regulatory norms of the sending, transit and receiving countries'.

families view marriage as a way to secure their future.
- Entire families may migrate in search of food, water and employment, disrupting learners' education.

Social exclusion hinders access to TVET

Social exclusion is the inability to participate in or be recognized by a society (European Commission, 2010). When minority groups are socially excluded because of race, ethnicity, identity, religion and so on they often face barriers to accessing quality education. This can be due to a number of factors:

- Minority groups may experience isolation, discrimination and bullying at school, which can lead to lower academic performance or even dropping out of school altogether. Examples include people belonging to the LGBTI group or to ethnic or religious minorities.
- The increasing polarization of societies can make religious and other minorities particularly vulnerable to violence, persecution and displacement. This can disrupt their education and make it difficult for them to attend school.
- Minority communities may have limited resources to invest in education. This can make it difficult for them to build and maintain schools or to provide their children with the materials and support they need to succeed in school.

Factors that can influence participation, achievement and progression in TVET

These factors include personal barriers (at the level of individual learners and their family or peers), institutional barriers (TVET institutions and labour market organizations) and societal barriers (UNESCO-UNEVOC, 2020).

a) Individual barriers include

- high learner fees, which potential learners are unable to pay;
- an inability to afford commuting and travel
- family and caring responsibilities, which prevent individuals from engaging in TVET programmes;
- potential learners lacking the literacy and numeracy competencies required to participate in TVET programmes;
- poverty and vulnerability, difficulty generating income, finding adequate housing, managing daily life and dealing with traumas;
- lack of awareness of a TVET programme's benefits and outcomes;
- language barriers that can hinder access to and understanding of TVET and the local business ecosystem;
- lack of a visa, work permit or refugee status and uncertainty of residence status hindering access to finance and enrolment in TVET programmes.

b) Institutional barriers include

- inadequate provision of TVET programmes, especially in rural and remote areas ;
- prohibitive entry requirements;
- the absence of learner support, such as inadequate information, advice and guidance;
- inadequate marketing and promotion of TVET programmes and pathways to potential learners and their families;
- a lack of pathways linking school, TVET and the world of work;
- TVET institutions lack funding support for at-risk youth (tuition, scholarships, meals, etc.);
- limited accessibility of physical training centres, especially in conflict zones;
- non-inclusive environment.

c) Societal barriers include

- discrimination based on gender, ethnic or social origin, language, religion, nationality, economic condition and ability;
- limited mobility due to sociocultural barriers affecting decision-making for TVET programmes;
- limited networks, work experience, exposure, financial exclusion and lack of workspace and infrastructure;
- gender stereotypes and sexual violence.

Certain learners experience multiple intersecting barriers, a complex interplay of personal, institutional and societal barriers that affect their participation, achievement and progression. Therefore, to address the needs of individuals at the intersections of multiple disadvantages, programmes should be targeted as opposed to a one-size-fits-all approach.

MAPPING WHERE EXCLUSION OCCURS IN THE TVET LEARNER'S JOURNEY

As well as identifying why exclusion occurs, it is also essential to know the points along the TVET learner's journey at which exclusion can occur.

The TVET learner's journey is made up of the stages and interactions that learners experience with their TVET provider(s) on the way to attaining their learning objectives, which may include gaining a qualification, securing paid employment or self-employment or entrepreneurship or accessing further education and training.

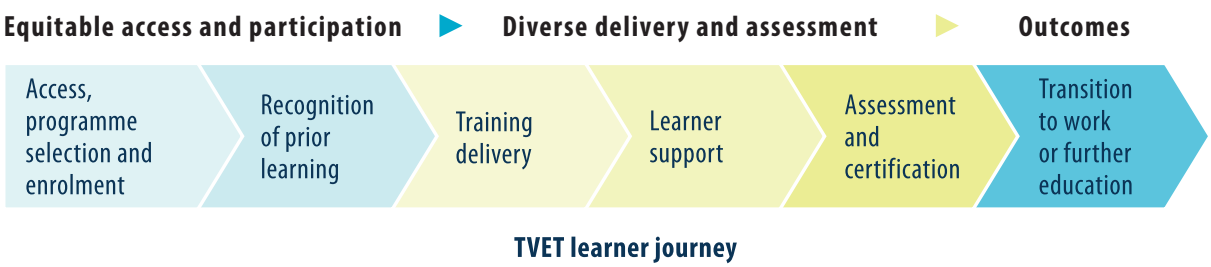
There are various perspectives to consider regarding the journey of a TVET learner. For example, the Australian Skills Quality Authority (ASQA) envisages five broad phases: marketing and recruitment; enrolment; support and progression; training and assessment; and completion. By contrast, the Netherland's Centre for Innovation of Education and Training (CINOP) highlights three critical stages in the student's journey: (1) accessing TVET; (2) completing TVET; and (3) transitioning to work, further education and training and life in the community (CINOP, 2021).

While the ASQA version focuses on the learner's experience in interacting with the training provider, CINOP's inclusion of a latter phase in the learner's journey is critical because it reinforces the notion that individuals enrol in TVET programmes to acquire meaningful skills, which will then enable them to gain employability, access further education and training and engage in the broader society.

To identify where exclusion happens in a learner's journey, the International Labour Organization identifies a lack of access to relevant TVET programmes, a lack of appropriate training delivery strategies, inflexible assessment and certification arrangements and ineffective transition-to-work strategies (ILO, 2020).

Each of the models provides useful insights into the TVET learner's journey. When taken together, they suggest that in inclusive TVET institutions, the learner's journey

Figure 5. Key stages in a learner's journey in inclusive TVET institutions



encompasses six broad phases. The six phases are illustrated in *Figure 5*.

Exclusion of groups of learners can occur at any stage. Inclusive TVET institutions therefore pay particular attention to all of the critical interactions that occur between the learner, the TVET provider, employers and the broader TVET ecosystem.

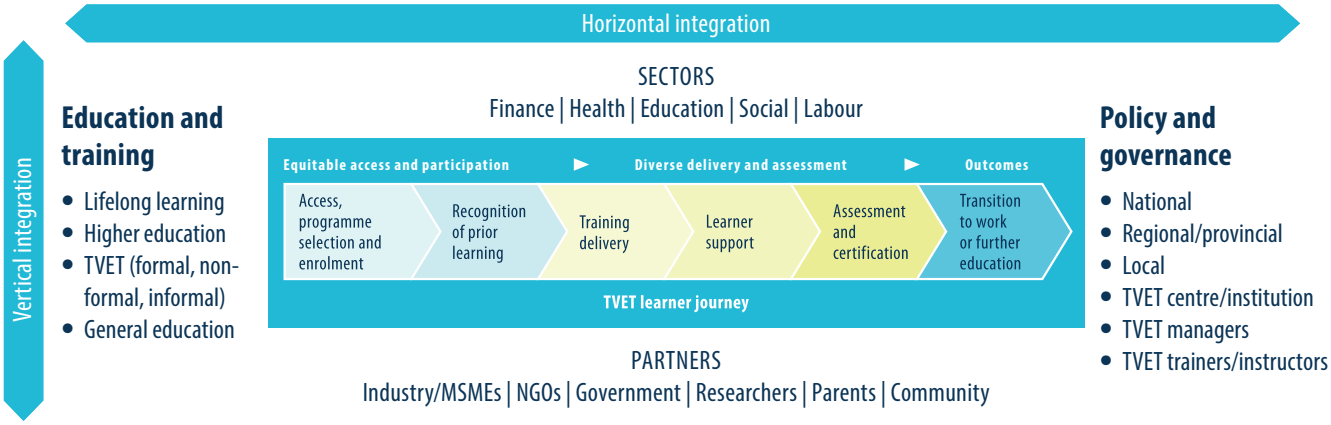
The key areas include:

- the extent to which all learners can make informed decisions about TVET programme selection and the ease of enrolment in their programme of choice;
- the access which all learners have, at or near the point of enrolment, to recognition of prior learning, which enables them to gain credit/recognition for the skills they have attained through training, work and life experience;
- the extent to which training delivery is personalized so that it reflects learner needs, addresses industry skills requirements and is delivered at a time, place and manner that meets the skills development requirements of all learners;
- the extent to which all learners can access learner support that is personalized, accessible and timely;
- the degree to which assessment practices focus on identifying and addressing gaps in the skills development of all learners and can be adjusted to reflect the varying abilities of individual learners;
- the extent to which all learners can access formal certification for their skills that is recognized by government, industry and the broader community;
- the extent to which all learners are supported to transition to decent work, including self-employment, entrepreneurship or further education and training.

Understanding the learner's journey/pathway through TVET is the core of the framework of an inclusive whole system TVET ecosystem, (as illustrated in *Figure 6*) a critical step in providing targeted strategies addressing systemic challenges such as affordability, geographic accessibility and cultural biases.

Exclusion takes different forms and may occur at any of the six key stages in the learner's journey. For example, learners may be excluded from TVET programmes because they lack the foundation skills, such as literacy and numeracy competencies, for effective participation in TVET programmes or because they cannot enter a TVET programme due to discrimination, citizenship status or an inability to meet the entry requirements or legal restrictions. It is also possible that they cannot gain employment or access further education even

Figure 6. Conceptual mapping for inclusive whole-system TVET ecosystem with learner's journey incorporated



though they have acquired skills through TVET programmes because they experience problems related to discrimination, citizenship status, restrictive employment laws or a mismatch between their skills and employment opportunities, etc., or as a consequence of any of the individual, institutional and societal barriers mentioned earlier.

It is essential to identify when exclusion occurs. One way of doing so is to map exclusion along the learner's journey by asking:

- Which learners are at risk of exclusion?
- At what points in the learner's journey might they be excluded?
- What causes them to be excluded at that point in the learner's journey?
- What can be done to prevent them from being excluded?

Toolkit 2 (found in the appendix section) provides an example of an exclusion map. It sets out the phases in the TVET learner's journey, the possible causes of exclusion in each phase and the actions that TVET providers can take to minimize the risk that learners will be excluded during each phase.

CASE ANALYSIS

Example of a learner at risk:

Young female migrant with low level of education and living with HIV/AIDS

Identify:

- Which learners are at risk of exclusion?
- At what points in the learner's journey might they be excluded?
- What causes them to be excluded at that point in the learner's journey?
- What can be done to prevent them from being excluded?

Using the inclusive ecosystem framework above, identify partners and support strategies to address the needs of this learner including ALMs and social safety nets.

Possible solution

Profile of learner – Young female migrant with low level of education and living with HIV/AIDS

Challenge: This learner lacks the necessary language and occupational skills for labour market inclusion, has a low level of education and is living with HIV/AIDS, which may affect their ability to participate in training.

At what points in the learner's journey might they be excluded and what causes them to be excluded

1. Access, TVET programme selection and enrolment:
   - Lack of awareness about available TVET programme
   - Financial constraints that prevent enrolment
   - Discrimination based on gender, migration statusbor health condition
2. Recognition of prior learning:
   - Difficulty in validating skills acquired through informal or non-formal education
   - Limited opportunities for learners to demonstrate their competencies due to stigma or lack of support
3. Training delivery:
   - Inadequate support services for learners living with HIV/AIDS, leading to absenteeism or disengagement
   - Curriculum that does not address the specific needs of marginalised groups, such as language barriers or health-related issues
4. Learner support:
   - Lack of personalized support systems, such as counselling and mentorship programmes tailored for young female migrants
   - Insufficient health services within TVET institutions to address the unique needs of learners living with HIV/AIDS
5. Assessment and certification:
   - Assessment methods that do not accommodate diverse learning needs or recognize prior informal learning experiences
   - Barriers to obtaining certification due to discrimination or legal restrictions
6. Transition to work or further education:
   - Difficulty securing employment due to stigma associated with HIV/AIDS and discrimination in the labour market
   - Mismatch between skills acquired through TVET and actual job opportunities available in the market

>

EXAMPLE OF INTERVENTIONS	PARTNERS
Equitable access and participation ALMs (alternative learning modalities): • Provide essential services such as food, shelter and healthcare • Offer foundational skills training, such as literacy and numeracy, flexible learning options like evening classes, online courses or mobile learning units to accommodate her schedule and needs (formal, informal and non-formal training options • Provide programmes in local languages and literacy training to support foundational education Social safety nets: • Provide cash transfers or financial support mechanisms like scholarships, stipends or fee waivers • Ensure access to affordable healthcare, antiretroviral treatment (ART) and psychosocial support for HIV/AIDS management	• NGOs and community-based organizations to deliver health and social support programmes • Government agencies to ensure social safety nets and health services • Industry/MSMEs to provide mentorship and internships
Diverse delivery and assessment • Develop modular, competency-based training that can be adapted to her pace and capacity • Integrate health education into the curriculum to promote understanding of HIV/AIDS-related stigma • Use assessment tools that accommodate her needs, including recognition of prior learning (RPL)	• TVET institutions to deliver structured programmes with RPL mechanisms • Researchers to evaluate inclusive pedagogical approaches • Employers to validate skills gained through non-formal or informal learning
Outcomes • Facilitate her transition into employment by offering career guidance, internships and job placement services • Ensure workplace inclusion policies that address stigma and discrimination related to HIV/AIDS and migration	• Industry/MSMEs for providing internships and employment pathways • NGOs to advocate for inclusive workplace policies • Local governments to enforce labour protections
Horizontal integration (cross-sectoral collaboration) Sectors: • Health: Provide ART, counseling and health education • Education: Offer tailored TVET programmes with support for migrants • Social: Ensure access to safe housing and social networks • Labor: Facilitate pathways to employment and income-generating activities • Finance: Provide microloans or stipends to support her education and transition to employment	• NGOs, community-based organizations and faith-based groups for psychosocial support and advocacy • Employers for practical work-based learning



Conducting an initial assessment of inclusion in your TVET institution

3

This chapter helps you to develop the following:

- an inclusion assessment report
- an inclusivity dashboard
- a monitoring and evaluation indicator tracking table
- a prioritization matrix
- a roadmap for inclusive TVET

FRAMEWORK FOR ASSESSING THE INCLUSIVENESS OF TVET INSTITUTIONS

TVET institutions need a basic set of statistical indicators to 1) identify barriers; 2) assess trends in inclusion/exclusion; 3) guide policy and interventions to boost inclusion and 4) monitor progress.

The Sustainable Development Goals offer a strong basis for developing indicators for inclusion. Specifically, SDG 5 (gender equality), SDG 8 (full and productive employment and decent work for all) and SDG 4 ('ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') are all directly linked to inclusion in TVET. SDG 4 specifically highlights in targets 4.3, 4.5 and 4.A the removal of financial barriers and ensuring opportunity for all, the removal of discrimination against vulnerable people and the importance of creating inclusive learning environments for all learners.

Table 4. Sustainable Development Goal (SDG) 4 targets and indicators

SDG TARGET	MEASURABLE INDICATOR	DESCRIPTION
4.3	4.3.1 Participation rate in technical and vocational programmes	Proportion of youth (15–24 years) enrolled in TVET programmes, disaggregated by sex.
4.3	4.3.2 Gross enrolment ratio for tertiary education	Ratio of total enrolment in tertiary education to the population of the official age group for tertiary education, disaggregated by sex.
4.4	4.4.1 Proportion of youth and adults with ICT skills	Percentage of youth and adults who have acquired specific information and communications technology (ICT) skills, categorized by type of skill (e.g. basic computer skills, programming).
4.4	4.4.2 Digital literacy proficiency rates	Percentage of youth and adults achieving at least a minimum level of proficiency in digital literacy skills, disaggregated by sex and socio-economic status.
4.5	4.5.1 Gender parity index in education	Ratio of female to male students enrolled at different levels of education, including vocational training, to measure gender disparities.
4.5	4.5.2 Participation rate of vulnerable groups	Proportion of persons with disabilities, indigenous peoples and children in vulnerable situations enrolled in education and vocational training programmes.
4.6	4.6.1 Literacy rates among youth and adults	Proportion of youth (15–24 years) and adults (25 years and older) who can read and write, disaggregated by sex and age group.
4.7	4.7.1 Knowledge acquisition for sustainable development	Percentage of learners who demonstrate knowledge of sustainable development concepts through assessments or surveys, including human rights, gender equality and cultural diversity topics.
4.A	4.A.1 Proportion of schools with inclusive facilities	Percentage of educational institutions that meet standards for child, disability and gender-sensitive facilities (e.g. accessible buildings, safe environments).
4.B	4.B.1 Number of scholarships available for disadvantaged groups	Total number of scholarships offered to students from least developed countries, small island developing states and African countries for higher education and vocational training programmes abroad.
4.C	4.C.1 Proportion of qualified teachers by education level	Percentage of teachers who meet national qualification standards, disaggregated by education level (primary, secondary, tertiary) and type of institution (public/private).

In addition to SDGs, TVET indicators as classified by the Inter-Agency Working Group on TVET Indicators (2012) include TVET financing, access and participation, quality, relevance and governance.

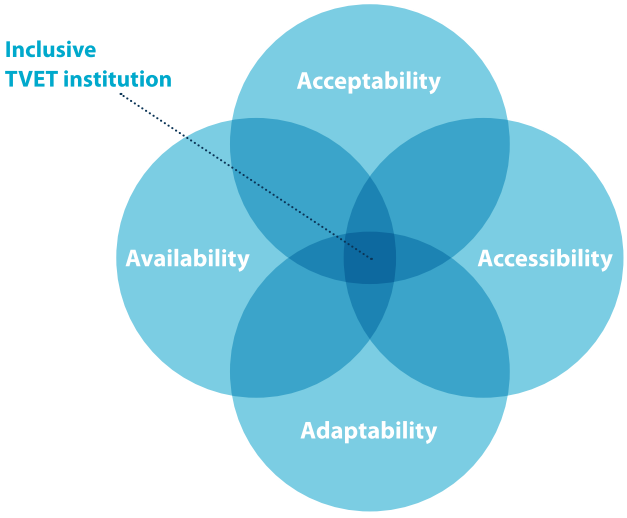
Both frameworks emphasize access and participation, particularly for marginalised groups, while highlighting the importance of relevant skills for employment and the need for quality training programmes. Additionally, they stress the significance of building inclusive learning environments, increasing financial support for vocational education and ensuring qualified educators to deliver effective training.

The 4A framework (UNESCO-UNEVOC, 2021) which is adapted from Katarina Tomaševsk, provides a framework for the holistic assessment of inclusion in TVET, capturing TVET indicators and SDG 4 targets aligned to inclusion in education.

The 4A framework is an analytical tool to understand, monitor and evaluate TVET policies and initiatives related to building inclusive TVET. The framework is applied by the German development agency (GIZ) in its advice on assessing the provision of TVET programmes for learners with disabilities (ILO, 2020) and by the British Council on the inclusion of refugees in TVET (British Council, 2022).

The four A's appear in *Figure 7:*

Figure 7. The 4A framework for inclusive TVET institutions



Availability entails the presence of education and the removal of training barriers. It focuses on the nature of an institute's programmes and services and whether they are available for all individuals without discrimination. It also assesses the availability of inclusive policies and strategies, addressing physical barriers (geographic accessibility, buildings, materials, equipment), overcoming financial barriers (TVET financing) and tackling social-cultural barriers.

Accessibility covers the ease of reaching all learners and applying reasonable accommodations. This dimension examines the extent to which curriculum, learning methodologies, assessment and certification, support systems, environments and cultures, language and the professional development of teachers and assessors are adapted for the inclusion of diverse learners.

Acceptability denotes the quality and relevance of educational programmes to learners' needs. This dimension looks at the quality of the TVET programme, its relevance to the labour market and its attractiveness to all learners including those at risk of exclusion as well as to employers. It also considers whether TVET is inclusive in the recognition of prior learning practices, certification, work-based learning and apprenticeship provision and in offering inclusive transversal skills for better outcomes for all graduates.

Adaptability denotes the ability to adjust and modify educational programmes in response to changing trends and to suit different and emerging learners' needs. This dimension focuses on the flexibility and responsiveness of the TVET institute to meet the changing needs of individual learners, employers and the broader community. It also evaluates whether the TVET institute and the programmes and services on offer are responsive to emerging labour market trends, technological advancements, engagement with partnerships and stakeholders and whether it continuously improves the provision based on the evolving

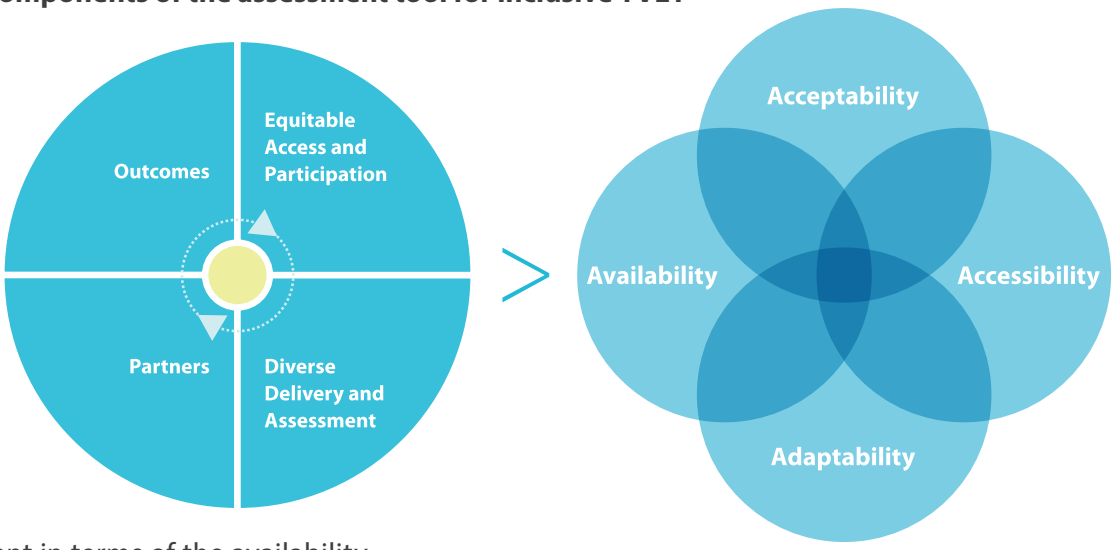
needs of learners from diverse backgrounds.

ASSESSMENT TOOL FOR INCLUSIVE TVET

The assessment tool combines the 4A framework with the key features of an inclusive TVET institution to provide a comprehensive evaluation of indicators and themes of inclusion. Specifically, the tool connects the removal of access barriers, diverse delivery and assessment styles, the fostering of collaboration and partnerships and decent work outcomes to the four A's of availability, accessibility, acceptability and adaptability.

Use the self-assessment tool to comprehensively identify areas of strength and areas for improvement in terms of the availability, accessibility, acceptability and adaptability of TVET services. For a summary of the tool, see *Figure 9* on the next page.

Figure 8. Components of the assessment tool for inclusive TVET



HOW THE ASSESSMENT TOOL WORKS

The assessment tool consists of various strategies, indicators and themes and sub-indicators, as well as a scoring system to evaluate the inclusiveness of TVET institutions. Each feature focuses on different aspects of inclusiveness under the four As.

Before starting:

- Familiarize yourself with the content of the tool.
- Involve a diverse team in the assessment process including external participants.
- Provide honest and objective scores based on the available data and evidence.

To begin the assessment process:

1. Fill out *Toolkit 3* 'Assessment tool for inclusiveness in TVET', which is provided in the Toolkits section at the end of the guide (a sample excerpt is shown on *page 51*). Use the toolkit to develop an assessment report on inclusion in your centre.

2. Rate each sub-indicator. Use data and evidence to enhance accuracy and validity, for example incorporating data from policies, budget allocations, institutional reports, surveys etc.
   - Scores range from 1 to 5 where 1 = 'not in consideration'; 2 = 'not yet started but under consideration'; 3 = 'in progress with initial steps taken'; 4 = 'partially implemented in some programmes'; and 5 = 'fully implemented in all programmes'

(see *Table 5* on *page 51*) on ratings for inclusive practices).
- Unknown responses/unavailable data are included in the scoring, but with zero points.

3. Calculate average scores per category, that is, the ratings for each of the four A's. This will show concisely the areas of strength and areas for improvement. The result is an inclusivity dashboard (as illustrated in *Table 6*) that provides an at-a-glance overview of key performance indicators relevant to inclusive practice. The dashboard can help you to identify patterns, trends and areas for improvement. Look for disparities in access, participation and outcomes among different groups.

- A rating of 4 or 5 indicates a strength in your inclusive practice.
- A rating of 1 to 3 indicates a potential area for improvement (consider implementing a pilot project).
- Identify trends and patterns (percentage of women enrolled in TVET programmes).

4. Use the suggested representative colours to enhance visibility.

5. Define baseline metrics that will serve as benchmarks to measure progress and evaluate the impact of inclusive initiatives. This may include metrics related to the adequacy of resources, the range and variety of vocational education training programmes on offer, measures of physical accessibility, the affordability of tuition fees, the inclusiveness of educational content and practices, the cultural relevance and responsiveness of TVET programmes, academic achievement, retention rates, satisfaction levels with learning

Figure 9. Self-assessment tool for inclusive TVET

Feature of inclusive TVET	**Access** (Overcome potential barriers to skills development)	**Delivery and assessment** (Accommodate diverse learning styles and support systems)	**Outcomes** (Provide skills development opportunities for decent work)	**Partners** (Establish collaboration and partnerships)
4A strategy	**Availability**	**Accessibility**	**Acceptability**	**Adaptability**
Themes and levers of inclusive TVET	Policies and strategies	Curriculum	Certification	Partnerships
	Addressing physical barriers (built and resources)	Learning methods	Skills relevance to labour market	Technology adoption
	Overcoming financial barriers	Assessment	Transversal skills	Monitoring and evaluation
	Tackling social-cultural barriers	Support service		
		Professional development (teachers, managers and assessors)		

Toolkit 3. Assessment tool for inclusiveness in TVET

FEATURE		Access (overcome potential barriers to skills development)						
4A STRATEGY		Availability (presence of education and training and removal of barriers)						
STRATEGY	INDICATORS AND THEMES	SUB-INDICATORS	1	2	3	4	5	AVERAGE SCORE
Availability of inclusive policies and strategies	Policies	Policy or vision statement on attracting and retaining diverse learners						
		Policies on the values of equality and non-discrimination (for example gender-based violence, anti-bullying policy)						
		Policies and procedures on recognition of prior learning						
		Policies on reasonable adjustment						
		Policies governing careers, work placements and apprenticeships ensure access for all students						

Table 5. Ratings for inclusive practices

RATING	MEANING	COLOUR SCHEME	CLASSIFICATION STAGE	DESCRIPTION
5	Fully implemented in all programmes	**GREEN**	Transforming / mainstreaming	This rating represents a high level of inclusivity, indicating that the programme or deliverable is consistently and comprehensively implemented across the board. It denotes positive cultural shift, addressed inequalities, evidence-based decision-making, inclusive practices and sustained commitment in vision and policy.
4	Partially implemented in some programmes	**LIGHT GREEN**	Integrating	This suggests that the programme or deliverable has been applied to some extent in certain programmes but may not be fully inclusive across all programmes. The concept is systematically applied, affecting a broader range of activities and processes.
3	In progress with initial steps taken	**YELLOW**	Applying	This rating implies that efforts are underway to promote inclusivity, but it is still in the early stages and there is room for further development and improvement.
2	Not yet started but under consideration	**ORANGE**	Emerging	This rating signifies that inclusivity measures are being considered but have not yet been initiated. Institutions have developed an awareness of the benefits of inclusion and have held initial discussions on the link to the institution's goals and strategies.
1	Not in consideration	**RED**	Pre-awareness	This rating indicates that inclusivity measures are not currently being considered for the programme or deliverable.

Table 6. Inclusivity dashboard

FEATURE	4A STRATEGY	INDICATORS	AVERAGE SCORE	AVERAGE CATEGORY SCORE
Access (Overcome potential barriers to skills development)	**Availability** (Presence of education and training and removal of barriers)	• Availability of inclusive policies and strategies		
		• Addressing physical barriers (built and resources)		
		• Overcoming financial barriers		
		• Tackling sociocultural barriers		
Delivery and assessment (Accommodate diverse learning styles and support systems)	**Accessibility** (The ease of reaching all learners and diverse accommodation, enrolment and completion rates)	• Curriculum		
		• Learning methods		
		• Assessment and certification		
		• Support service availability		
		• Language		
		• Professional development (teachers and assessors)		
Outcomes (Provide skills development opportunities for decent work)	**Acceptability** (The quality and relevance of educational programmes to learners' needs)	• Recognition of prior learning mechanism		
		• Certification		
		• Skills relevance		
		• Transversal skills and transition rate		
Partners (Establish collaboration and partnerships)	**Adaptability** (The ability to adjust and modify educational programmes to meet changing trends and to suit different and emerging learners' needs)	• Partnerships		
		• Technology adoption		
		• Monitoring and evaluation mechanism		
	TOTAL SUM			
	AVERAGE SCORE			

environments, the institution's ability to respond to changing needs and circumstances and the institution's responsiveness to feedback from learners and stakeholders.

6. Conduct regular assessment, data collection, feedback loops and continuous improvement. Indicators can be measured daily (attendance), weekly (feedback), monthly or biannually (inclusion perceptions) and annually (external feedback) depending on the particularities of the measured indicators.

7. Establish mechanisms to verify the data. The monitoring and evaluation indicator tracking table, which appears below in *Table 7*, covers a range of indicators related to key areas of inclusive TVET, such as policies, accessibility, budget, programme diversity, learner enrolment and outcomes, staff capacity and stakeholder engagement. The table includes baseline values, targets and quarterly progress tracking to monitor the implementation and impact of inclusive TVET initiatives.

- The baseline: what is the current state in your institution? Refer to figures from previous years where possible.
- The target: what number do you hope to achieve through your activities?

Table 7. Monitoring and evaluation (M&E) tracking table

4A STRATEGIES & THEME	SUB-INDICATORS / BASE-LINE METRICS	METRIC	BASELINE	TARGET	Q1	Q2	Q3	Q4
Availability (Policy, budget, physical, financial and sociocul-tural aspects)	• Policies and procedures for recognizing prior learning experiences and skills in place	(Yes/No)						
	• Accessibility features available	(% of total)						
	• Budget allocation for inclusivity	(% of total budget)						
	• Non-discrimination recruitment application procedures and admission criteria in place	(Yes/No)						
	• Number of specialized programmes for different learner groups	No.						
Accessibility (Curriculum, learning methods, assessment, support service, language, professional development)	• Number of disadvantaged learners enrolled in TVET programmes (disaggregated by gender, age, ability and programme area)	No.						
	• Retention rates and drop-out rates for all learners (disaggregated by gender, age and programme area)	%						
	• Learners' satisfaction with support services (counselling services, academic support services, mentoring programmes and employment services)	% satisfied						
	• % of disadvantaged learners who accessed reasonable adjustment and/or recognition of prior learning	%						
	• % of trainers who have undertaken accredited inclusive education training programmes	%						
	• Cultural sensitivity and representation in teaching materials	% of materials						

Note: Themes in the self-assessment tool are not exhaustive in principle. Institutions can create relevant themes and indicators based on their definition, contexts, priorities and their understanding of where exclusion occurs along the learner's journey.

ACTIVITY 5.

Group activity on inclusive indicators

Using themes identified in the checklist above, identify sub-indicators and key metrics that could be collected to identify trends and patterns. Then complete the monitoring table below by listing a possible source of data for each indicator. The sources could be national statistics, TVET institute surveys, outcomes of tracer studies etc. Also indicate the time-frame for monitoring progress. Tabulate your results using your preferred style (percentages, bar charts, line charts, tables, pie charts, treemap charts, scatter diagrams etc.).

As a group, consider the following questions:

- Which of the indicators are the most important for identifying learner needs and monitoring the impact of inclusive practices in your institute?
- Which are the least important?
- Which of the indicators would be the easiest to obtain on a regular basis, such as annually?
- Which indicators do you think should be mandatory for all TVET institutions to collect?
- What would be the advantage of collecting the indicators? How might they be used?

Monitoring table

Use the following template to monitor your progress.

OUTCOMES List outcomes	OUTCOME ACHIEVED? Check with target group, did they experience change?	SUGGESTIONS FOR ADAPTATION Check with target group	ACTIVITIES List activities	ACTIVITY ACHIEVED? Check with persons responsible for activity and target group	SUGGESTIONS FOR ADAPTATION Check with persons responsible for activity and target group
	Yes / no? Why?			Yes / no? Why?	

ROLE OF PILOT PROJECTS IN DRIVING INCLUSIVE TVET

At this point your institution knows 'what' needs to be done from the assessment report, the inclusivity dashboard and the baseline indicators and metrics, but the 'how' or where to start may remain unclear. A pilot initiative provides a good starting point.

As noted earlier, inclusion in TVET is not a result but a process. This is brought to life by implementing pilot projects on inclusion, which are small-scale initiatives conducted in TVET institutions as a way to start an institution-wide process to implement inclusion. Pilot projects enable institutions to identify effective inclusion strategies for their own context and needs.

In 2022/23 UNESCO-UNEVOC partnered with a range of TVET institutes to pilot new approaches to build and strengthen inclusive practices. The pilot projects undertaken by the participating institutes focused on a variety of topics to build inclusive TVET institutions.

Based on the projects, the beneficiaries discovered that pilots can play a significant role in:

- identifying a significant need, barrier/problem or opportunity as a starting point for pioneering inclusion in their institutions;
- raising awareness of inclusive TVET among TVET teachers, managers and other stakeholders;
- strengthening engagement with external stakeholders to develop a context-specific inclusive TVET system that caters to the needs of learners and the labour market/community in their area;

- developing best practices and promising practices based on the evidence of what works and thus helping to build confidence and momentum for the scale-up phase;
- building capacities of all stakeholders involved in initiating, planning and implementation of inclusive initiatives;
- developing policy or operational changes to make their TVET institution more inclusive by building important strategies from lessons learned.

Lastly, through the pilot exercises conducted by UNEVOC Centres, one key finding was that finance was not a major hindrance to the initiation of pilot projects on inclusion, since all participating institutions were able to overcome high-impact challenges by using a smaller 'seed fund' or optimizing their existing resources.

DATA-DRIVEN ROADMAP FOR INCLUSIVE TVET

Data-driven decision-making is crucial when selecting inclusive initiatives as it ensures that choices are based on evidence, analysis of the specific needs of learners and that the initiatives have the potential to create meaningful change.

Selecting an inclusive initiative or pilot project

Even though there may be a clear need for a pilot project or initiative, there are often more proposals for projects than available resources. To identify the need to be addressed through a project, engage stakeholders, including learners, trainers, staff, parents and community members in the decision-making process. Seek their input on priorities, concerns and potential solutions related to inclusivity.

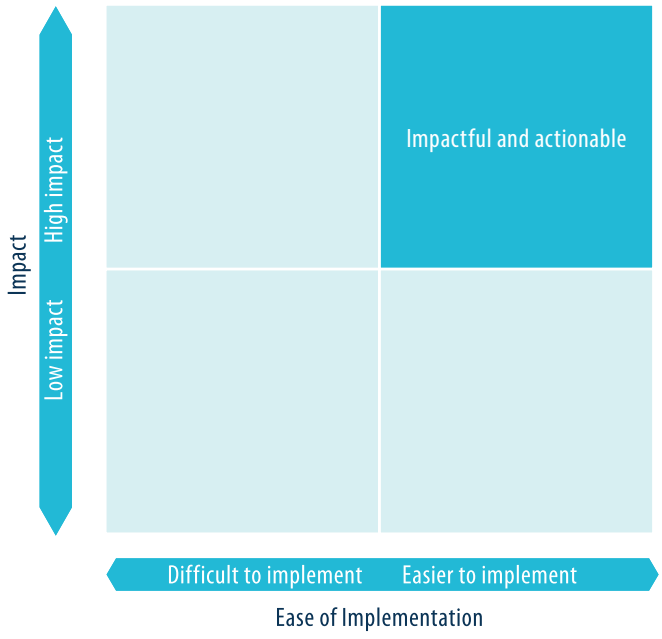
1. Address high-priority issues focusing on the learners at risk of exclusion. Be sure to consider:
   - Who is the targeted youth at risk of exclusion?
   - Why this group?
   - How will the needs of this group be addressed through the project?

2. Use assessment results to prioritize initiatives and strategic planning.

Use the insights gained from data analysis. For example, inclusion elements that were rated between 1 and 3 in *Toolkit 3* 'Assessment tool for inclusiveness in TVET' need to be addressed immediately. Also use stakeholder input to prioritize inclusion initiatives or pilots. The pilots could, for example, involve reviewing admission policies, training teachers on inclusive practices, improving RPL assessment, etc.

Focus on initiatives that address the most pressing needs identified through the data and have the potential to make a significant impact on inclusivity. In this case, it is important to prioritize possible pilot projects based on feasibility and impact. TVET institutions can identify the potential impact of initiatives (change of behaviour, long-term sustainability, etc.) in relation to the ease of implementation (duration, cost, resources, staff capacity, timeline, interdependencies and capabilities, potential barriers/risks, etc.) by using a prioritization matrix (see *Figure 10* below). Choose initiatives that are realistic and align with the institution's capacity and priorities.

Figure 10. Prioritization matrix based on feasibility and impact



It is important to ensure that priority issues:

- address existing inequalities and improve opportunities for youth at risk of exclusion (early intervention initiatives such as personalized learning plans, counselling, mentorship, etc.);
- improve accessibility to TVET, such as physical access to facilities, training materials in different formats and accommodations for individuals with disabilities (for example, initiatives on creating inclusive classrooms, using inclusive instructional techniques, providing teachers' training on how to support at-risk learners, etc.);
- are aligned with the needs of the local labour market, especially in sectors with high demand for skilled workers, growth potential and decent wages;
- involve collaboration with employers and trade unions to ensure that the project outcomes are relevant to current and future job requirements and facilitate employment opportunities for graduates.

3. Look for promising practices and best practice interventions that have been shown to be effective in promoting inclusivity in educational settings. Do research on findings and best practices when selecting initiatives to implement.

4. Develop action plans and build a roadmap for inclusive TVET.
One tool that can aid in developing strategic action planning is an inclusion roadmap. A roadmap is a high-level, easy-to-understand overview of the key aspects and/or stages of an initiative or project. It serves as a strategic plan that outlines the vision and purpose, resource allocation, important milestones, key deliverables, dependencies and possible risks and monitoring and evaluation plans necessary to implement and evaluate inclusive initiatives effectively. A roadmap can also cover multiple initiatives, projects or phases within a broader inclusive strategic framework. Building a roadmap is a key component in initiating inclusion pilot projects.
At the same time, a roadmap is a living and public document that is developed in collaboration with key external stakeholders and can be continuously updated and refined based on new information, emerging trends and changing needs. Essentially, therefore, it is a strategic planning and communication tool that provides a big-picture view of the project's trajectory and helps to align stakeholders around common objectives.

5. Implement a pilot project.
See *Chapter 5* on piloting inclusive strategies and reflecting on the effectiveness of inclusive TVET pilot projects.

Below, *Case study 3* describes the approach taken by the Mauritius Institute of Training and Development (MITD), as one of the UNESCO-UNEVOC Inclusive TVET Pilot Programmes in 2022, to develop an institutional roadmap for promoting the inclusion of young people with autism in TVET.

CASE STUDY 3.

Building an institutional roadmap for inclusive TVET — Mauritius Institute of Training and Development (MITD, Mauritius)

Pilot title: Promoting the inclusiveness of autistic youths through vocational training.
Many young people living with autism in Mauritius are excluded from TVET and formal employment. In response, the Mauritius Institute of Training and Development (MITD), as one of the UNESCO-UNEVOC Inclusive TVET Pilot Programmes in 2022, undertook to develop an institutional roadmap for promoting the inclusion of young people with autism in TVET.

The aims of the pilot project were:

- Develop a roadmap that would drive inclusive practice in MITD.
- Boost training opportunities for young people with autism.
- Create a training environment in which young people with autism felt safe and were able to develop the skills needed for employment within the IT and hospitality sectors.
- Enhance MITD's engagement with external stakeholders.
- Provide a pathway to employment for graduates of the programme.

>

The key steps in the creation of the roadmap were:

- Establish the MITD project team.
- Identify and meet with key external stakeholders, particularly non-government and advocacy organizations such as Autism Mauritius, to gain expert knowledge of the issues that affect the target learner group.
- Meet with government agencies, such as the Special Education Needs Authority and the Training and Employment of Disabled People Board, to gain support for the project and obtain up-to-date information on government policy in relation to training for people with autism.
- Meet with potential employers of graduates of the programme in the IT and hospitality sectors to discuss employment-related issues.
- Conduct an environmental scan of local and international experience and research on TVET training for learners with autism.
- Develop initial ideas on the format and content of the roadmap based on consultations and research.
- Form a multi-stakeholder working group to review the initial roadmap.
- Finalize a roadmap that fully documents all actions required by MITD to implement the programmes in IT and hospitality for learners with autism, including MITD staff training on autism, marketing and promotion of the programme, learner selection and support, curriculum development and preparation of training and assessment materials and facilities.

The key achievements of the initiative were:

- High level of commitment among NGOs with specialized skills in autism.
- Collaboration between government agencies involved in supporting young people with autism.
- Commitment of employers to provide employment opportunities for graduates.
- Improved understanding of inclusion principles across the institute.
- Formulation of the roadmap and the development of a model that may be replicated by MITD when working with other groups of disadvantaged learners.

MITD planned to fully implement the roadmap by training the first batch of learners in 2024. A dedicated coach will be appointed to support the learners enrolled in the programme. It is intended that the first group of learners will be torch-bearers who will assist in promoting the programme to other young people with autism.

MITD also intends to review the roadmap and plan for additional learner groups, with a long-term goal of extending the programme to include learners with other disabilities.

ACTIVITY 6.

Group activity on drafting a roadmap for inclusive TVET

- Form a working group and read ***Case study 2*** 'Building an institutional roadmap for inclusive TVET' involving MITD in Mauritius.
- After reading the case study, consider the following questions:
  - What was the purpose of developing the roadmap?
  - What were the key steps in developing the roadmap? Are there any aspects of the process that you would change?
  - Who was engaged in the development of the roadmap?
  - Would it have been useful for MITD to conduct a stakeholder analysis as part of the roadmap development?
  - What might have been the key advantages and challenges of working with a multi-stakeholder working party to develop the roadmap?
  - What do you think are the key functions of the project manager in developing a roadmap for implementing inclusive practice?
  - Is the MITD case study relevant to other TVET institutions seeking to implement inclusive practice?
  - Is a roadmap a useful device for planning the implementation of inclusive practices in TVET institutions?
  - Is it important to engage external stakeholders in the development of the roadmap?
  - What makes the MITD roadmap initiative an innovative practice?
  - What are three key messages that we can take away from the MITD case study?
- Form a working group and brainstorm feasible pilot projects for inclusive TVET in your institution.
- Choose one pilot project and develop a roadmap using the template available in the Toolkits section, namely ***Toolkit 4*** **– Building a roadmap for inclusive TVET**.

Strategies for building inclusive TVET institutions

4

This chapter provides guidance on approaches and modalities to make TVET institutions more inclusive. It focuses on a holistic institutional approach that integrates institutional policies, practices, partnerships and culture to create an inclusive environment.

Specifically, the chapter helps TVET centres develop:

- an inclusive institutional policy
- an inclusive flier for information sharing prior to programme enrolment
- a distribution, outreach and mobilization plan
- a TVET training delivery planning cycle
- a professional development training plan for your TVET institution
- a work-ready inclusive TVET graduate form
- a plan to promote and strengthen an inclusive culture
- a stakeholder analysis.

ESTABLISHING AN INCLUSIVE TVET POLICY

Policies vary and reflect diverse approaches and priorities from one institution to the next. Whatever their differences, inclusive institutional policies should incorporate the principles of diversity, equity, non-discrimination and accessibility for all.

When establishing inclusive policies, begin by understanding the existing policy landscape and aligning with national, regional and international landscapes and priorities.

1. Review agreements, policies or procedures related to inclusive TVET and compile answers to the questions below:

- What agreements, policies or procedures related to inclusive TVET are already in place?
  - at international level, for example the United Nations Convention on the Rights of Persons with Disabilities (CRPD), United Nations SDG 4, Universal Design for Learning (UDL) principles, etc.
  - at national level, for example national TVET policy and laws or other national policies, such as a disability policy or anti-discrimination policy, that promote inclusion, equality and non-discrimination in TVET and/or the workplace
- What do these policies cover?
- What is the resource (human, financial, material) allocation in place?
- Are the policies known and understood by TVET managers and trainers in our institute?
- Does our institution comply with the policies?
- Are there any gaps in the existing inclusive TVET policy landscape?

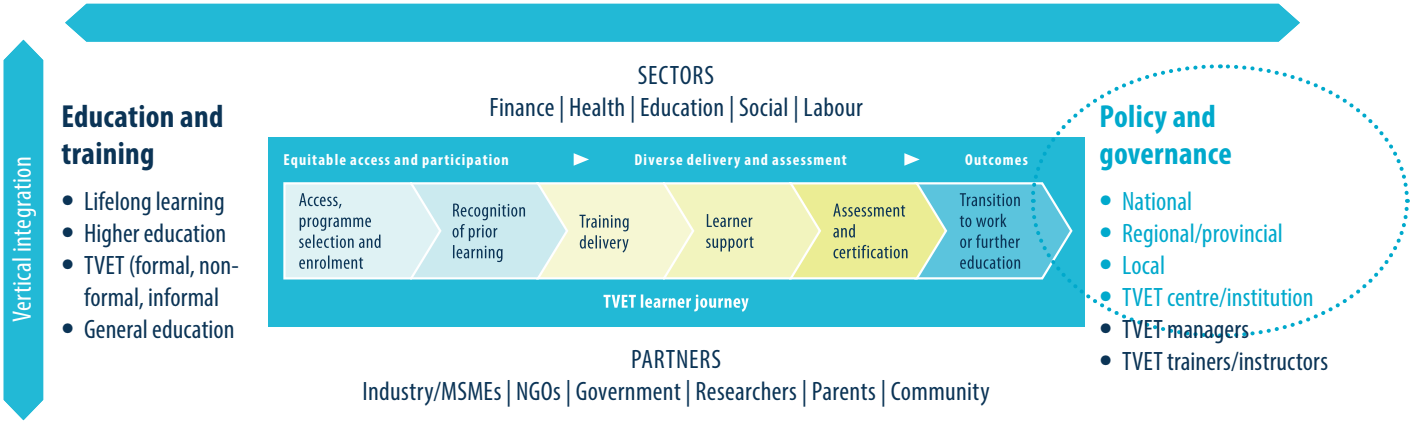
2. Identify the appropriate form of policy for your institution.
Policies can be general and apply to all individuals within the institute, including both staff and learners (for example, see *Case Study 3* on GOTAFE in Australia) or they can be targeted at a specific group of learners at risk of exclusion (see *Case Study 4* on the Department of Higher Education and Training in South Africa).

3. Tailor policies to address specific needs.
Review the list of learners at risk of exclusion based on the persona map template and the score results from *Toolkit 3* 'Assessment tool for inclusiveness' and identify inclusion aspects missing from the current policy.

4. Ensure policies align with various components of the 4A framework and the features of inclusive TVET discussed earlier in the guide. They include:

- policies on overcoming potential barriers in accessibility and participation (physical, financial, sociocultural barriers);

Figure 11. Policy and governance in a holistic TVET system



- policies on accommodating diverse learning styles and quality of TVET (curriculum, learning modes, assessment, support services, professional development for teachers);
- policies on providing relevant skills that lead to decent jobs (certification and credentials, RPL, work-based learning and apprenticeships, transversal skills, etc.);
- policies that foster collaboration and partnerships (governance, adaptability to emerging trends, technology adoption, continuous improvement, public awareness etc.).

5. Define clear outcomes and indicators to measuring implementation progress. When setting institutional policies, set clear rules and regulations that form the basis on which to take day-to-day decisions.

6. Involve key stakeholders in the development of policies. They include learners, employers, industry organizations, trade unions, individuals with lived experience of exclusion, government ministries including those responsible for education and training, employment, social welfare, public transport and civil society. Also include organizations and advocacy groups representing those who may be at risk of exclusion from TVET institutes, such as women and girls, persons with disabilities, disadvantaged youth, migrants, refugees and displaced people and early school leavers.

7. Secure funding and allocate resources for inclusion initiatives, while prioritizing inclusion in budgeting.

8. Train stakeholders responsible for implementation, monitor progress regularly and revise policies as needed based on feedback and results.

CASE STUDY 4.

General inclusion policy (GOTAFE, Australia)

GOTAFE is a government-owned, semi-autonomous vocational education and training provider in Australia. In 2020, GOTAFE established a Social Justice Charter to embed the universal principles of equity, fairness and respect into all aspects of GOTAFE's operations, systems and infrastructure. The GOTAFE Social Justice Charter identifies the principles and actions needed to create equal opportunities for all students, staff, teachers, trainers and communities that have a relationship with GOTAFE. GOTAFE's approach to inclusion is underpinned by three broad strategies: (1) providing a safe inclusive learning environment that is free from discrimination, (2) welcoming and celebrating difference and (3) fostering a sense of community and belonging.

Source: GOTAFE (2023)

CASE STUDY 5.

Specific policy for a key target group (South Africa)

South Africa's Department of Higher Education and Training has prepared a draft framework and guidelines to accommodate students with disabilities in the country's TVET colleges. The guidelines, which were approved in 2020, are intended to assist TVET colleges in implementing and complying with legal frameworks governing the higher education sector. The aim is to create a post-school education and training sector in South Africa that is inclusive and supportive of all students, including those with disabilities. The guidelines are designed to promote the rights of people with disabilities, create an academic environment without barriers, and remove unfair discrimination against learners with disabilities. The framework covers matters such as disclosure of disability, an inclusive TVET college, physical access, technology, assistive devices, disciplinary procedures and funding.

Source: Department of Higher Education and Training South Africa (2022)

CASE STUDY 6.

Inclusive teaching and learning policy (Scotland)

A tertiary education institute in Scotland has developed an accessible and inclusive learning policy to enhance the student experience by creating a learning and teaching environment and culture that is dynamic, accessible and inclusive. The policy applies to all students and all staff who teach and support students. It contains the following elements:

- Course outlines and reading lists are made available at least four weeks before the start of a course.
- Reading lists indicate priority and/or relevance.
- Lecture outlines or PowerPoint presentation slides for lectures and seminars are made available to students at least 24 hours before class.
- Key technical words and/or formulae are provided to students at least 24 hours before class.
- Students are notified by email of any changes to arrangements or any announcements such as changes to courses, room changes or cancellations.
- Students are permitted to audio record lectures, tutorials and supervision sessions using their own equipment for their own personal learning.
- All teaching staff ensure that microphones are worn and used in all lectures regardless of the perceived need to wear them.

Source: Kelly, A.M., & Padden, L. (2018)

CASE STUDY 7.

Institutional policy for diversity and inclusion (INACAP, Chile)

In 2021, INACAP developed its diversity and inclusion (D&I) policy through a participatory process that involved the entire educational community, along with an action plan for its implementation. In addition, the Diversity and Inclusion Committee was established and integrated with key organizational representative departments.

The objectives of the initiative, which targets INACAP students and staff, are to:

- have an institutional D&I policy to promote the cultural change necessary to embrace diversity and inclusion;
- create access, admission and academic support mechanisms and strengthen the internal capacity to identify and address D&I among students and staff;
- develop short, medium and long-term plans to implement the policy and provide the required support for people belonging to special protection groups.

Source: UNESCO-UNEVOC (2023c)

ACTIVITY 7.

Developing an institutional inclusive policy

Analyse policy gaps based on the inclusion assessment report and your existing policy landscape.

In collaboration with key stakeholders and led by the inclusion task force, develop a draft inclusive policy for your institution, paying attention to the following key components:

- purpose of the policy (brief overview);
- scope (areas of coverage and stakeholders);
- policy statement (commitment to inclusion as identified in the definition);
- guiding principles for inclusion (align with values and indicators in the baseline metrics report);
- objectives (align to the components of the 4A framework and the features of inclusive TVET);
- policy framework (align with the themes in the assessment tool and the learner's journey; describe at length the strategies, guidelines and procedures to achieve inclusiveness in your centre);
- implementation plan (role and responsibilities, timelines, resources, etc.);
- monitoring and evaluation (align with definition and indicator metrics; identify the regular evaluation mechanisms);
- conclusion and review procedures of the policy.

APPLYING INCLUSIVE PRACTICES

Practice involves putting into action the principles and guidelines outlined in inclusive policies to create a supportive and equitable learning environment for all learners. This includes the following elements:

RAISING AWARENESS OF INCLUSIVE TVET

Inclusive TVET institutes have active strategies to raise awareness (initial steps illustrated in *Figure 12*) and engage in advocacy for inclusive practices within and outside TVET organizations. Parents and communities play an important role, while the media's portrayal of inclusive education and vulnerable groups can also shape public opinion and policy debates. For instance, social media can be effective in amplifying voices of inclusivity, sharing success stories and fostering a sense of belonging and acceptance within the school community. Awareness creation is crucial not only at the beginning but also during the programme to avoid youth dropping out.

Awareness-raising strategies are drafted in the communication strategy and involve interventions along the learner's journey. *Table 8* lists specific strategies that you can apply to raise awareness of the benefits of inclusion.

Figure 12. Learner's journey; equitable access and participation

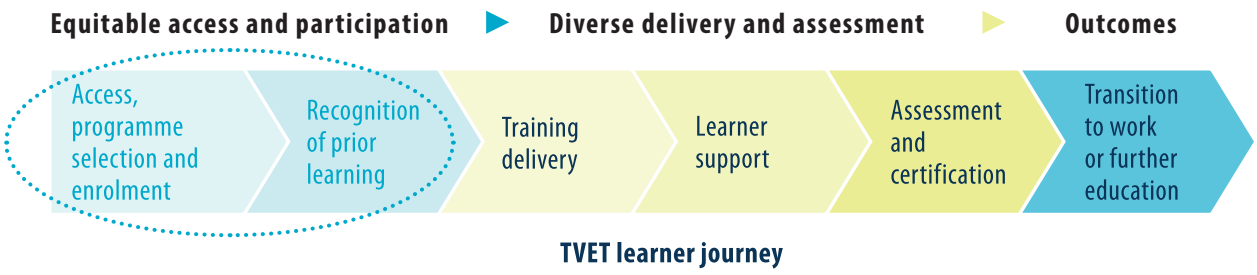


Table 8. List of specific strategies to raise awareness of the benefits of inclusion

INTERVENTION	DESCRIPTION
Educational awareness campaigns (internal and external information drives)	Conduct sensitization meetings with the beneficiaries about TVET programmes and the diversity of TVET fields. A sensitization meeting seeks to highlight the importance of inclusion and the benefits that it brings, while emphasizing the opportunities are available for various vulnerable groups. An example of a successful information drive involves creating good experiences through information drives aimed at the target group of parents, youth, elders, traditional leaders and local village councils. Objectives of these drives is to provide a new perspective on vocational training, give information on the new vocational training centres being established as part of the project and encourage parents and motivate youth considering employment and self-employment as a vocationally skilled person.
Use different communication channels	Identify communication channels that work best to reach out to disadvantaged youth. Connect with mass, local and digital channels and platforms that are used by disadvantaged youth (such as radio programmes, social media, peer-to-peer communication, local communication) to mobilize disadvantaged youth in TVET programmes and provide positive messages about inclusion. Check the Web Content Accessibility Guidelines (WCAG) to find out what conditions must be met by websites to provide accessible information for everyone.
Partnerships and collaborations	Partner with industry and organizations that work with disadvantaged youth in order to engage with the disadvantaged target group and design tailored interventions and appropriate messaging.

>

INTERVENTION	DESCRIPTION
Role models and alumni drives	Involve role models and alumni to make the message more authentic, increase empathy and understanding and increase impact. Provide case studies of individuals who have disabilities or are disadvantaged who have enrolled in TVET programmes and experienced success in work and life. Use simulations, role-playing exercises and discussions to challenge biases and stereotypes and promote inclusivity.
Mobile training units and mobile vans	Use mobile vans and training units where possible to spread awareness and deliver training in areas where training infrastructure is inadequate.
Community leaders or persons important in the community	Include religious figures, political leaders, social workers, etc. to reach grassroots locations and align programmes to the community's particular context. Community members can help to identify drop-outs and past students.
Systematic screening and selection of applicants	Set up a clear enrolment strategy that should include selection criteria, interviews and assessment. Such a system can maximize successful completion rates as learners (disadvantaged youth) will be more motivated to pursue a programme if they feel selected. Local NGOs and/or community-level representatives are included in recruitment and selection of applicants mostly to ensure the accuracy of any information provided by learners and gain the population's acceptance for the programme.
Utilize social mobilizers	ILO TREE in Pakistan hired social mobilizers who approached youth and later screened them by applying certain indicators depending on the training aim. Among the indicators are literacy, language proficiency, household income, dependency ratio, family size, profession of other household members, infrastructure arrangements of household, poverty level, prior efforts, future motivation and resources required. Potential learners also needed a guarantor to recommend them and vouch for their commitment to the programme. (Fischer, 2014).
Conduct induction and taster programmes	Organize an induction programme before trainees start their courses. Over a period of several days, trainees can be observed in relation to their general habits and understanding of work. This can take a variety of forms. *Case study 8* below shows an example of implementing a 'Taster' programme to boost participation in STEM TVET programmes.
Provide counselling and career guidance	Offer counselling and guidance prior to enrolment in order to empower trainees to make informed decisions about the right choice of training programmes and the benefits of various choices of TVET fields for their career, life and lifelong learning.

CASE STUDY 8.

TVET 'taster' programme to boost participation of young women in entry-level engineering programmes — Federal Polytechnic Ilaro (FPI, Nigeria)

The Federal Polytechnic Ilaro (FPI) is located in south-western Nigeria. The institute was selected to participate in the UNESCO-UNEVOC Inclusive TVET Pilot Programmes in 2022. As part of the programme, FPI undertook a pilot project to develop and implement a TVET 'taster' programme that aimed to promote the inclusion of young women in entry-level engineering-based programmes.

TVET 'taster' programmes are short, hands-on training programmes, generally of one or two days in length, that are designed to introduce learners to the different types of technical training available at TVET institutes.

The key objectives of the initiative were to:

- sensitize managers and teachers in local secondary schools to the training and employment opportunities available for girls in technical TVET areas;
- expose female learners in selected secondary schools, through a TVET 'taster' programme, to training and career opportunities in engineering-based occupations, such as automotive repair and drone operations.

In planning and implementing the TVET 'taster' programme, FPI leveraged its existing contacts with local secondary schools and the private sector to ensure: (1) there was support for the programme from both FPI and the local schools; (2) parents were fully informed and supportive of the programme; and (3) local companies were involved in the delivery of the programme.

- The development and implementation of the TVET 'taster' programme required collaboration between FPI, the surrounding secondary schools, parents and the private sector. As a result of the collaboration, FPI was able to provide twenty-one young women from local secondary schools with the opportunity to sample technical TVET training that was not available in their own schools. As a result, four of the learners decided to enrol in an automotive training programme.

The key achievements of the initiative were:

- A high level of commitment among local secondary schools to participate in the programme
- The commitment of local employers to support the programme
- Improved understanding of inclusion principles across FPI and the local secondary schools
- Successful conduct of the TVET 'taster' programme and the development of a model that may be scaled up to include a wider group of schools, a broader group of industries and other groups of disadvantaged learners

ACTIVITY 8.

Group activity on awareness-raising strategies

A. Creating an inclusive flyer for information sharing prior to programme enrolment

Evaluate your centre's pre-enrolment information pack and analyse whether the enrolment campaign materials such as flyers or website are inclusive.

An inclusive pre-enrolment information pack contains:

- Course information, including:
  - Course structure and assessment
  - Core requirements of the course
  - Delivery methods (including distance and e-learning options, facilities and resources available to diverse learners)
  - Industry licences or professional association requirements relevant to the qualification
  - Relevant legislation
  - Occupational health and safety requirements for the industry area
  - Literacy and numeracy levels needed for the course
- Reasonable accommodation information for learners at risk of exclusion (learners' responsibilities and how to access support services) (Queensland VET Development Centre, 2018).

B. Developing a distribution, outreach and mobilization plan

Form a working group and consider the following questions:

- Which awareness raising strategies are most effective in your institution? Why?
- Which is likely to be least effective? Why?
- Which new strategies would you implement in your institute?
  - How would you do it?
  - What might be the barriers?
  - How would you overcome any barriers?
- Brainstorm on mobilization, screening and counselling strategies that can be deployed for disadvantaged youth.

STRATEGY	ACTIVITIES	WRITE DOWN SPECIFIC EXAMPLES KEEPING IN MIND THE CATEGORIES OF DISADVANTAGED YOUTH IN YOUR INSTITUTE
Mobilization	• Door to door • Pamphlets, brochures, newspaper ads • Social media • Mass mobilizers • Community leaders • Family members • Role models – successful entrepreneurs from the disadvantaged youths' region	
Screening	• Selection criteria defined • Assessments and psychometric tests • Interview	
Counselling	• Career guidance • Information on benefits of TVET courses	
List others …		

WORKING WITH PARENTS

Parents play an important role in promoting or resisting inclusion in TVET. Some parents resist inclusive education for a number of reasons, including concerns about the impact on their child's academic performance, social interactions and safety. Parents of vulnerable learners are concerned about teasing, sanitation, teacher attitudes and academic expectations and concerns in relation to mainstream schools. According to Mercy Corps Afghanistan (2015), one important information strategy for the target group of young women is to talk to family members who are already successfully integrated into learning programmes. Family members can be assured of the quality and trustworthiness of the provider and can personally inform them about the measures for the disadvantaged person in question and their specific adequate delivery mode.

How to engage parents in promoting inclusion

- Involve parents during enrolment and the persona mapping exercize. Parents are the best place to gain insights into the needs of their children and the type of support needed.
- Involve parents in vision and policy formulation and other decision-making activities on school boards.
- Ensure the parent–teacher association (PTA) is diverse and inclusive.
- Involve diverse parents in collaborative efforts with local authorities and stakeholders to promote inclusion, including media campaigns and educational opportunities for disadvantaged groups.
- Extend support and counselling to disadvantaged parents on how they can best support their children and monitor learning progress.
- Connect disadvantaged parents to the larger ecosystem of support such as social safety net programmes and active labour market programmes within your locality.

UNESCO provides a practical guide on how to engage parents and the wider community in the creation of inclusive, learning-friendly environments (UNESCO, 2004).

APPLYING INCLUSIVE LEARNING DELIVERY APPROACHES

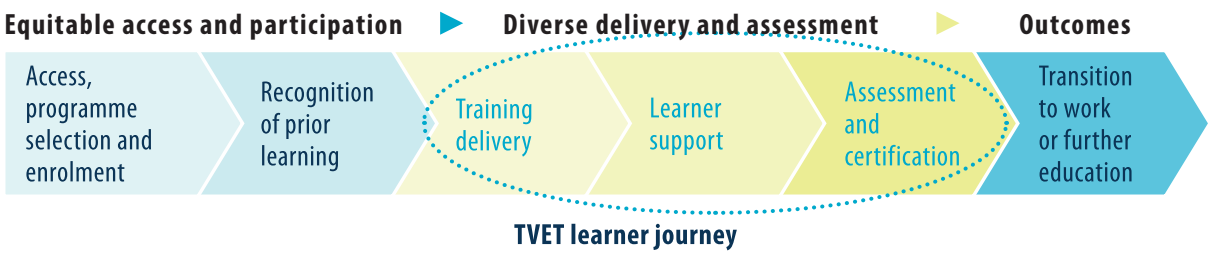
Universal design for learning (UDL) principles

UDL is a framework for designing educational environments and materials that are accessible and effective for all learners, regardless of their individual differences. By implementing UDL principles, trainers can create inclusive and supportive learning environments that cater to learners' diverse needs, lead to improved learning and increase the engagement of all learners.

UDL principles centre on the removal of as many barriers as possible, so that as a standard, learning is accessible for as many learners as possible.

- UDL is 'universal' for everyone, regardless of background, strengths, interests and needs.
- 'Design' builds flexibility into learning goals, methods, materials, assessment, etc,
- While 'learning' considers the who, what, why and how of learning (CAST, 2018).

Figure 13. Learner's journey; diverse delivery and assessment



UDL ACKNOWLEDGES THAT:	
• Learners perceive and comprehend information differently. Therefore, training and assessment activities should allow for multiple means of representation.	Representation **WHAT?**
• Learners perceive and comprehend information differently. Therefore, training and assessment activities should allow for multiple means of representation.	Action and expression **HOW?**
• Learners vary in how they are engaged or motivated to learn. Therefore, training or assessment activities should allow for multiple means of engagement.	Engagement **WHO AND WHY?**

UDL aims to make products, environments, programmes and services usable by all people to the greatest extent possible, without the need for adaptation or specialized design.

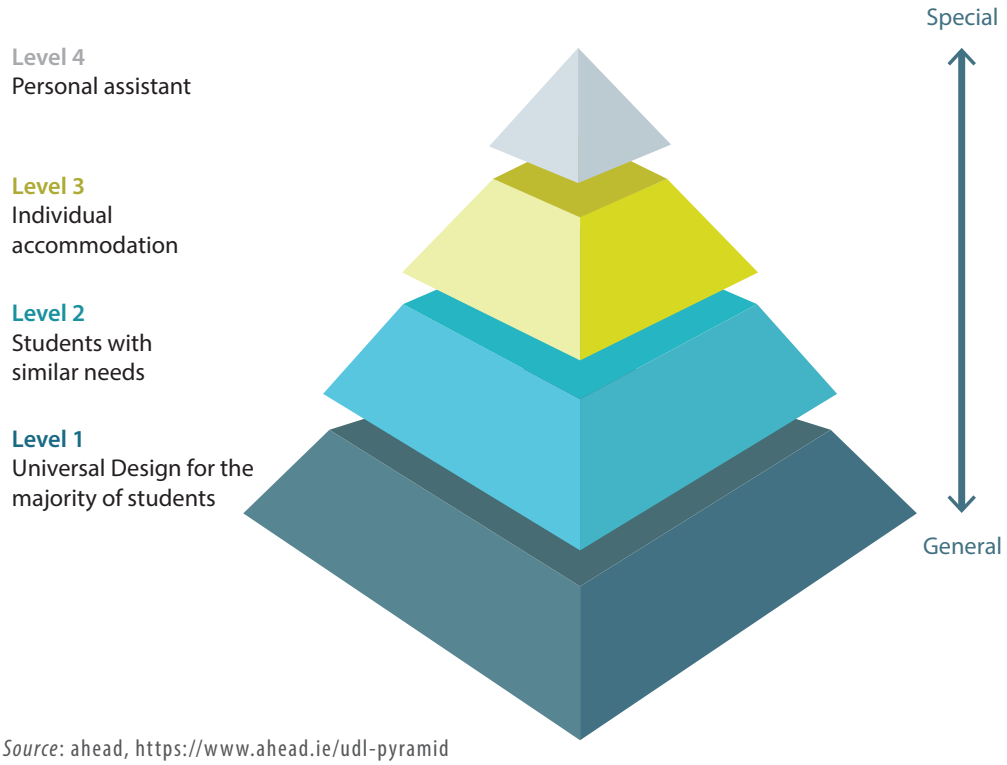
There are seven principles of universal design: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort and appropriate size and space for approach and use.

Providing options in the three areas that UDL acknowledges (see above) is essential because no single approach to training and assessment is optimal for all learners.

UDL also acknowledges that inclusion is a process of continuous support to all learners and that inclusive approaches should first be designed as a standard to cater to the needs of all learners right from the start (as depicted in *level 1* in *Figure 14*), while targeted approaches should be aimed at specific groups of learners with specific needs (*see level 4*). (ahead, N.d).

When most resources and efforts are focused on including the largest possible group, more resources remain for the group at the top of the pyramid for whom the measures are often more expensive. Studies have shown that including access features at the time of construction, for

Figure 14. The inclusive education pyramid



Source: ahead, https://www.ahead.ie/udl-pyramid

Table 9. Example of UDL strategies to at-risk learners

LEARNER CATEGORY	CHALLENGES	UDL STRATEGIES
Rural youth	Limited access to education programmes, high NEET rates, economic pressures	• Provide online and blended learning options to reach remote areas. • Offer flexible scheduling to accommodate work commitments. • Develop partnerships with local organizations for resource sharing.
Person with disability	Inaccessible facilities, negative attitudes, lack of specialized support	• Ensure physical accessibility in learning environments. • Use assistive technologies and adaptive materials. • Train staff on inclusive practices and disability awareness.
Women and girls	Gender-based violence, child marriage, lower labour force participation	• Create safe learning environments with support services. • Implement mentorship programmes for girls. • Provide childcare options to enable participation in training.
Refugees and migrants	Language barriers, legal recognition issues, trauma from displacement	• Offer language support programmes and translation services. • Provide psychosocial support and counseling. • Facilitate community integration through cultural orientation programmes.
Climate displaced persons	Disrupted education due to extreme weather events, economic instability	• Develop emergency education plans that include flexible learning options. • Collaborate with NGOs for resource provision during crises. • Implement agricultural training programmes that align with local needs.
Socially excluded groups	Isolation, discrimination, limited resources for education	• Foster inclusive school cultures through anti-bullying initiatives. • Engage community leaders in promoting diversity and inclusion. • Provide scholarships or financial aid targeted at marginalised groups.

example, adds only a small percentage to the total cost, whereas making adaptations after completion can significantly increase costs. For a practical application of UDL, ask yourself:

- **At the base of the pyramid:**
  What can be done to build an inclusive environment for everybody right from the start, so that it is inclusive for as many learners as possible without additional facilities or support? This is a proactive way of working.
- **At the top of the pyramid:**
  What can be done for students whose support needs are not entirely covered by the inclusive bases of the pyramid? This is a reactive way of working.

CASE STUDY 9.

Taking an integrated ecosystem approach for inclusion (Italy)

La Cometa Società Cooperativa Sociale (COMETA) in Italy launched the MiniMaster initiative, which aimed to reduce the risk of social exclusion and unemployment among migrants, close the skills gap faced by local companies and change the negative attitudes of host communities towards this vulnerable group.

The initiative takes a pedagogical approach of 'inclusive excellence', which aims to provide learners with high quality professional skills, foster their social and emotional skills and provide meaningful employment opportunities. The basic approach, which relies on a pedagogical framework of integral human development, includes four main areas of activity:

- Welcome and interview. During the interview, the tutor aims to establish a relationship with the learner based on trust, identifying their psychological profile and skills in order to create a personalized learning plan.
- Training. A 1,300-hour course includes 960 hours of internship. Basic and technical skills are core, with additional emphasis put on local culture.
- Tutoring. Personalized support focuses on professional skills, human development and soft skills.
- Matching. Students are matched with prospective companies for their work placement.

This approach reflects the spirit of the student's journey, paying attention to entry (introduction), training (studying, practical work and internships), support and transition to the labour market (next steps).

Source: UNESCO-UNEVOC (2020c)

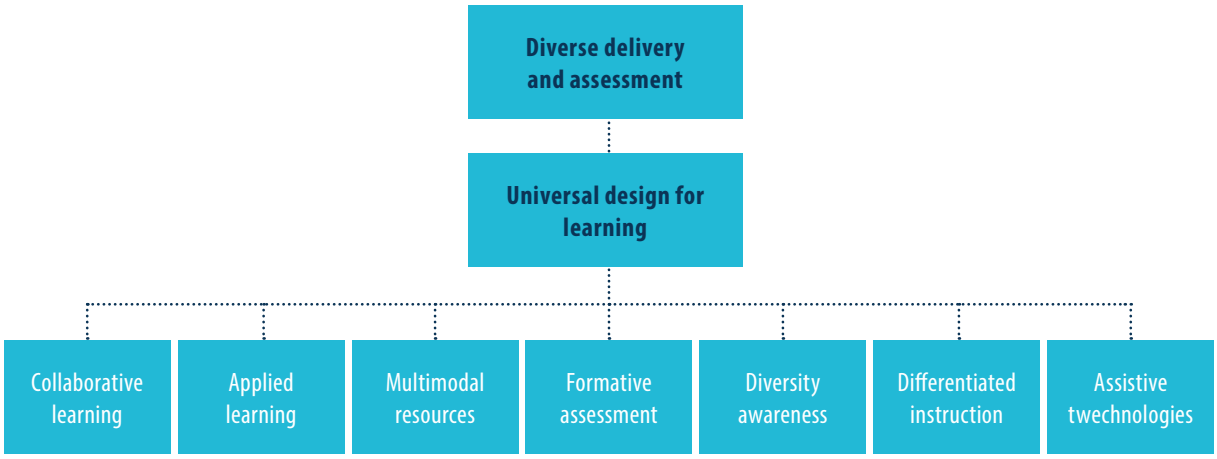
Diverse training delivery modalities

There is no 'one-size-fits-all' approach to implementing TVET programmes for disadvantaged groups owing to the variety of needs and challenges that they face in their daily lives. Interventions must be adapted to the local context. Factors such as whether target disadvantaged youth reside among the local population, are housed in camps or live in urban or rural areas should be taken into account when designing and implementing interventions for the target group.

Implementing programmes based on UDL principles involves adopting more collaborative and resource-based approaches to TVET training and assessment. It also involves incorporating various approaches to address diverse learning needs. According to research (McLarty and Mora, 2009), young people often find academic styles of learning to be repetitive and uninteresting, resulting in a lack of motivation and a cynical view of the value of learning.

The UDL principle of learning ensures that all learners are engaged in multiple ways, allowing for multiple means of representation, action and expression.

Figure 15. Features of inclusive TVET training and assessment



Features of inclusive TVET training and assessment include:

Use collaborative learning techniques to encourage peer interaction, group problem-solving and sharing of knowledge and skills. For example, assign a collaborative research project where learners work together in group discussions, role-plays or debates.

- Scope: measures show that a maximum of 10–20 learners in one group is the optimal for effective training where visualizing, demonstrating and repeating are the most important training methods (Fischer, 2014).
- Short modular courses on learning work best for the target group in question as they allow for flexibility in learning as well as teaching different elements of programmes.

Prioritize applied learning to engage learners in real-world, hands-on, experiential tasks that reflect the skills and knowledge required in their chosen vocational fields. Examples include internships, apprenticeships, field trips, guest lectures and relevant simulation exercises.

- Duration: deliver short-cycle courses that are closely related to the actual working environment. Such training has a minimalist approach, focusing on the transfer of practical skills that are directly relevant to employment. All suppliers of short courses agree that training must have immediate applications, as the target group of economically disadvantaged individuals cannot afford prolonged periods of training without seeing tangible benefits.

Use multimodal training and assessment materials to accommodate varying skill levels, abilities and learning preferences. Use text, images, video, diagrams, work samples, models and audio material to present information and demonstrate work skills.

- Depending on how mobile and digitally literate the target learners are,[3] your TVET institution may have to choose between a centre-based approach, a blended learning model and a completely remote learning model.
  - Centre-based approaches: learners are able to come to a physical location to attend a TVET programme. The course could be taught using physical textbooks and materials or it could follow a blended learning approach where partial training happens at a physical centre and some part of the training is self-paced through online or digital mediums.
  - Satellite campuses or community parks can be leveraged in cases where TVET providers cannot set up their own location. In this model, cohorts of disadvantaged learners are formed for the delivery of TVET learning using available public infrastructure such as community halls.
  - Mobile training units: mobile training programmes focus on providing training to persons who are located in remote rural areas and are not able to relocate to a TVET training centre. The programmes are flexible in nature and focus on short-term training as well.

Utilize formative assessment techniques to offer feedback to learners. Evaluate each learner's progress against transparent standards, provide constructive feedback and suggest ways to improve. Conduct quizzes, polls and reflection exercises to elicit understanding. This facilitates personalized learning, assists learners in identifying what they need to do to improve, empowers learners to monitor their progress and enables them to acquire skills in critical self-reflection required in the world of work.

Value diversity by recognizing and appreciating learners' unique backgrounds and experiences. Incorporate diverse examples,

3 Other factors such as access to technology, ownership of mobiles/laptops/smartphones may also affect the delivery approach of entrepreneurial learning.

perspectives and case studies in training and assessment activities. TVET trainers and assessors should encourage learners to appreciate the significance of diversity and prepare them for the modern workplace. Learning interventions for disadvantaged youth should, for example, be sensitive to gender and keep in mind challenges that young women encounter on a daily basis, such as restricted mobility, pregnancy, childcare responsibilities, lack of ownership of assets, technology and lower rates of education/literacy (than their male counterparts). These barriers may prevent them from enrolling in TVET programmes. It is essential to target measures, plan flexible schedules, offer childcare support and use examples that empower the women in TVET or provide an additional preparatory programme on literacy/numeracy skills.

Use differentiated instruction to cater to the unique needs, abilities and cultures of learners and adjust the training strategy accordingly. Utilize various instructional methods such as project-based learning, discussions, role-play, case studies, peer learning, etc. to accommodate different skills levels, interests and learning styles.

- Use short videos to teach. The application of videos is attractive, especially to youth who tend to be tech savvy and actively create videos for social media content.
- Make use of existing teaching materials and toolkits or existing online platforms from partners designed to serve individuals who come from various fields and backgrounds. Such a platform is offered by UNESCO–UNEVOC in collaboration with HP LIFE on Promoting Innovation, Employability and Entrepreneurship among Youth[4]. The platform offers ongoing self-paced short entrepreneurship courses.
- Expose students to potential role models from their own backgrounds. Ideally, your teaching staff is already diverse enough to accommodate for this. If not, make sure that you consider potential role models when inviting guest lecturers, industry experts and other temporary teaching staff. TVET institutions have the advantage of being perfectly adapted to provide role models through their links with external stakeholders. Check if the companies that provide apprenticeships, internships or other forms of on-the-job learning have potential role models and try to match vulnerable students to those companies.

Utilize assistive technologies and ICT such as screen readers, magnifiers and adaptive software to support those with specific needs. Examples include the use of captioned video or speech-to-text software for audio visual learners.

Leveraging technology in inclusive training

Information and communication technologies (ICTs), such as computers, smartphones and the internet, can be a powerful tool to improve learning for all learners. Technology, when used appropriately and inclusively, can significantly enhance the educational experiences of students at risk of exclusion, especially those with disabilities, promoting their full participation and reducing marginalization. General-purpose education technology and assistive technology complement each other in support of inclusive learning.

Despite its potential benefits, the use of assistive technology faces challenges, such as a lack of teacher education, infrastructure limitations in low- and middle-income countries, stigma and accessibility issues. Strategies to overcome these challenges include improving teacher training, reducing stigma through design, ensuring reliability and availability of technical support and involving users and their families in decision-making.

4 https://unevoc.unesco.org/home/HP+LIFE+Entrepreneurship+Learning+for+UNEVOC+Centres

Some strategies to leverage technology in teaching include:

- Communication and feedback through synchronous (real-time) or asynchronous (at different times) platforms. Learners can also use ICTs to document and reflect on their learning journey. Digital tools like e-portfolios can showcase their learning and skills development throughout a programme.
- Enhanced learning with technology by combining the right teaching methods with technology to improve learner productivity and outcomes. Students' critical thinking is stimulated through a structured approach and the use of digital assets in conducting their research, developing data visuals and making a trend analysis. A study showed that artificial intelligence can be used as a study partner and is seen as a valuable tool to support learning and problem-solving as well as providing learners with more effective, efficient and personalized learning experiences (UNESCO-UNEVOC, 2023).
- Network and collaboration: social media and other platforms can connect teachers, students and industry practitioners. This fosters a student-centred approach while keeping learning relevant to industry needs.
- Supporting learners with special needs: ICTs can address learning needs for students with disabilities by leveraging assistive technologies. For example, translation software can help those who struggle with the language of instruction, while platforms like SpeakApps can help them to participate in online discussions. Similarly, e-learning environments like SEVERI offer a user-friendly interface and additional learning materials to support students with learning difficulties.
- Training models for disadvantaged youth: TVET institutions can consider various ICT-based models such as blended learning (combining online and in-person learning), remote learning and open educational resources (OER, freely available online learning materials). *Table 10* provides more details.

Other methods include gamification and simulations.

Table 10. Innovative training methodologies

METHOD	DESCRIPTION	BENEFITS
Blended learning	Combines online learning with in-person classes	Offers flexibility and caters to different learning styles
Distance/Remote learning	Exclusively online learning	Uses virtual training content using simulators and virtual or augmented reality software, podcasts, massive open online courses (MOOCs), blogs, YouTube videos, tablets, mobile phones, radio, etc.
Project-based learning	Students solve real-world problems through projects	Develops critical thinking, collaboration and communication skills
Problem-based learning	Students tackle complex challenges related to their lives	Encourages action-oriented learning and reflection
Flipped classroom	Lectures are done at home, while class time focuses on interaction and discussions	Creates an active learning environment and allows for personalized instruction
Pedagogical/feedback approach	Students learn independently, search for new information and collaborate online, thus learning with and through technology to create knowledge while receiving regular feedback	Encourages problem-solving and peer instruction
Open educational resources (OER)	Students learn independently, search for new information and collaborate online, thus learning with and through technology to create knowledge while receiving regular feedback	Reduces cost barriers and allows for customization

CASE STUDY 10.

Assistive technologies for TVET students and employees with disabilities (Trinidad and Tobago)

Providing remote TVET teaching can be challenging for education providers, especially when it comes to ensuring courses are equally accessible to learners with special needs and disabilities. Similarly, providing employees who have disabilities with the right tools and technology to do their jobs can be challenging when work is undertaken remotely.

The University of the West Indies, St. Augustine Campus, School of Education, embarked on a pilot project to train TVET teachers, instructors and workforce development leaders in the use of online assistive technologies to support TVET students and employees who have disabilities.

Source: UNESCO-UNEVOC (2021a)

CASE STUDY 11.

Online resources for entrepreneurial learning (Philippines)

The Technical Education and Skills Development Authority (TESDA) online programme is an online learning platform that aims to make technical education more accessible to Filipino citizens through distance education. Content includes many key areas of TVET: agriculture, automotive, electrical and electronics, entrepreneurship, human health and health care, heating, ventilation, air conditioning and refrigeration, information and communication technology, lifelong learning skills, maritime, social, community development and other services, tourism and TVET.

Source: UNESCO-UNEVOC (2018)

To avoid the emergence of 'digital divide', which is the gap between learners with access to ICTs and learners without access to ICTs, policies should ensure that e-learning does not result in growing inequality. Interventions should aim to expand access to ICTs through improved access and affordability, improved basic computer literacy and the promotion of shared resources, such as community e-learning centres. When other solutions are not available, technologies that do not require computer literacy (for example, radio and videos with content in local languages) might also be considered.

Developing an Inclusive TVET training delivery planning cycle

This cycle ensures that training activities are effectively designed and executed to meet the needs of learners and industry. When planning inclusive training delivery, pay attention to the four stages of the training delivery planning cycle (as illustrated on *Table 11*).

Using the 4-step method to deliver training

A widely practiced and recommended skills training technique or effective multi-channel learning, the 4-step method is closely aligned to UDL. It seeks to create inclusive and effective learning experiences for all learners and it has been proven to function not only in regular TVET training but also with illiterate and semi-literate learners and even in groups with reduced common language skills. The four steps are:

- Preparation and motivation
- Demonstration and explanation
- Repetition and observation
- Practice and strengthening

To increase effectiveness, limit the class size to 10–15 participants.

Set a positive tone in your teaching from the start. Make room in the schedule to get to know your students and help them to get to know each other. Icebreaker activities[5] can help you do this. Make sure you greet students when they enter the class and be available for questions before and after class (and/or during dedicated office hours). Focus on positive aspects of a student's achievement and show that you believe in their capacity to succeed – with effort, of course. This positive tone should also be present in supporting documents, such as the syllabus *Table 12* highlights an example of a 4-step inclusive lesson plan.

5 Some ideas of icebreaker activities are available here https://innovativeteachingideas.com/blog/10-great-activities-to-break-the-ice-with-your-students/

Table 11. TVET training delivery planning cycle

CYCLE	KEY QUESTIONS	CONSIDERATIONS
Plan for inclusive training delivery	• What problems have been encountered previously? • What strategies have been successful in the past?	• Ensure the learning objective is inclusive.
Develop an inclusive training delivery plan	• How can I accommodate the diversity of all learners? • How can I balance the needs of different individuals within the learner group? • What resources do I need to support the delivery of training?	• Provide appropriate furniture and fittings and assistive devices and technologies to support learners with mobility or sensory impairments.
Deliver training	• How can I communicate best with the different individuals in the learner group? • How can I adjust the training activity to meet individual needs? • How can I adapt to meet unanticipated circumstances? • How can I monitor the training delivery for continuous improvement?	• Apply the 4-step method. • Apply UDL principles.
Evaluate and reflect on training delivery	• What worked? What needs improvement? • What are the views of others – learners, employers, external agencies – on the effectiveness of the training delivery? • How can the assessment of learner progress be enhanced? • How can the learning experience of individual learners be enhanced?	• Use formative and summative lesson evaluation techniques. • Use employers' feedback to inform strategy revision.

Table 12. Components of an inclusive lesson plan

GENERAL INFORMATION	CLASS: DURATION: DATE:	
Learning objective	(Write a detailed learning objective)	
Inclusion assessment	• Training material, images and tools are inclusive • Physical and psycho-social environment is safe and inclusive	
Material needed	For example: • Safety equipment (such as gloves and goggles) • Technical drawing • Online equipment • Assistive technologies	
Reasonable accommodations	• Review class persona map and highlight which learners require additional support. (E.g. language interpretation, hearing aid, teaching assistant etc.) • Highlight categories of learners at risk of exclusion	

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LESSON STEPS	LEARNING ACTIVITIES	POTENTIAL ACCOMMODATION/ GENDER RESPONSIVE TECHNIQUES/ MOTIVATIONAL TECHNIQUES
Review of the previous content	• Connect the topic learnt and the one to be taught. • Ensure that all genders participate in the recap activity. • Ensure the topic connects to relatable example from everyday life.	
1. Introduction of the content of the current lesson	• Introduce the lesson with a relatable brainstorming activity. • Clearly explain the objective of the lesson and the competences that are expected to be acquired. • Outline the lesson content. • Provide a gender lens or analysis for the activity.	
2. Lesson presentation	• Create an activity to introduce new content by explaining or defining key concepts. • Introduce new information with a variety of strategies, using visuals, video, description, explanation and written text. • Do formative evaluation as the lesson progresses, for example, by asking questions and using non-verbal hand signals. • Ensure that both men and women are engaged in the process and presentation.	
3. Practice and application of the content	• Involve the class in an activity that helps students to practice the learnt knowledge. • Monitor students' practice by moving around the room and encouraging everyone to practice. • Provide immediate feedback of the activity to students. • Provide an activity to transfer the skills to a new situation. • Ensure men and women take part in the practical skill and help them to relate it to a real-life situation.	
4. Lesson evaluation	• Design an assessment criteria or activity for each student's attainment of the objective. • Vary the assessment procedure for example, using oral, aural, written or applied performance assessments. • Create an activity that helps students reflect about their learning and/or the strategies used to teach the lesson.	
Conclusion and feedback	• Create a learning activity for students to reflect on what they have learned and assess their own progress towards achieving the instructional objective. • Give your own evaluation of the lesson and reasons for your opinion. • Evaluate the supports provided and establish whether more time is required for those in need of additional support.	

Developing entrepreneurial competencies among learners at risk of exclusion

In addition to core TVET modules, address additional competencies to cater to the diverse needs of learners, such as entrepreneurship, professional competencies, social competencies, literacy skills, numeracy skills, foundational skills, etc. For example:

- Entrepreneurship is an empowerment strategy for disadvantaged groups who face multiple challenges because of social exclusion, multi-dimensional poverty, gender stereotypes and disabilities, by enhancing better employment outcomes and livelihoods. Learners from all socio-economic backgrounds are enabled to think outside the

box and nurture unconventional talents and skills (UNESCO-UNEVOC, 2020a).
- Entrepreneurship equips learners with skills to communicate their ideas clearly, learn from setbacks, maintain agility and resilience, manage conflicts and become self-reliant.

Based on the Entrepreneurship Competence Framework (EntreComp) by the European Union (2019), develop entrepreneurial thinking and action in three key areas (see *Table 13*).

Table 13. Entrepreneurship competence framework (EntreComp)

AREAS OF COMPETENCE	COMPETENCES
1. Ideas and opportunities	1.1 Spotting opportunities 1.2 Creativity 1.3 Vision 1.4 Valuing ideas 1.5 Ethical and sustainable thinking
2. Resources	2.1 Self-awareness and self-efficacy 2.2 Motivation and perseverance 2.3 Mobilizing resources 2.4 Financial and economic literacy 2.5 Mobilizing others
3. Into action	3.1 Taking the initiative 3.2 Planning and management 3.3 Coping with uncertainty, ambiguity and risk 3.4 Working with others 3.5 Learning through experience

Source: European Union (2019)

- **Develop skills that meet the local market needs:**
  - Collaborate with stakeholders to conduct regular labour market analyses in partnership with the private sector, micro, small and medium-sized enterprises (MSMEs) and business associations to identify in-demand skills and emerging job trends, e.g. labour market surveys to identify emerging trends in agriculture, construction and ICT.
  - Design programmes specifically to address industry needs. MSMEs play a pivotal role in providing diverse occupational opportunities, particularly for marginalised learners, e.g. partnerships between vocational training centres and solar energy companies to the design of certification programmes for solar panel installation and maintenance, addressing the growing demand for clean energy technicians.

- **Enhance innovation and creativity skills**:
  - Encourage learners to work on local community issues and come up with innovative solutions (for example, water conservation, climate change, renewable sources of energy, etc.).
  - Encourage learners to think about frugal Innovation using existing resources and resourceful problem-solving skills
  - Promote social innovation and social entrepreneurship among disadvantaged youth so that they can give back to their communities and feel a sense of belonging. An example of an initiative by WorldSkills, HP Foundation and UNESCO–UNEVOC is #BeChangeMaker[6] which is an annual online training programme for teams of young social entrepreneurs from around the world.

- **Offer targeted skills training:**
  - General life skills: Include topics like self-protection, child rights and accessing resources for improved living conditions.
  - Gender and health training: Address health and family-related issues such as HIV/AIDS prevention, nutrition and family planning and occupational health and safety (OHS)
  - Political and civic awareness: Train learners in citizenship, gender topics and societal engagement while ensuring regional sensitivity.
  - Language training: Integrate language learning where needed to enhance employability.

6 Further information on #BeChangeMaker is available here https://worldskills.org/what/projects/bechangemaker/2024

- **Support the gig economy:** Individuals who have participated in the gig economy are more likely to become entrepreneurs, particularly those who are lower income, younger and benefit from the flexibility of gig work (Denes, Lagaras, Tsoutsoura, 2023). Gig work reduces barriers (because of its low entry costs, it helps women get back into work), enabling experimentation and fostering the development of entrepreneurial skills and experience. Gig workers often lack access to the training and professional development opportunities available to traditional full-time employees, leading them to choose online learning platforms as they continue to earn. TVET institutions can therefore support the development of skills for the gig economy by:

  - providing affordable and accessible online programmes that offer digital literacy;
  - promoting online courses to reduce barriers for learners juggling other responsibilities;
  - offering micro-credentials and nano degrees essential for marketing their skills to potential clients such as data analytics, digital marketing, computer languages, etc.

The gig economy requires a diverse set of skills (as illustrated in *Table 14*) to thrive, with training often delivered in flexible formats that cater to the needs of gig workers.

- **Strengthen literacy for livelihoods:** Basic literacy is widely seen as an essential ingredient for employability and access to decent work. The question is to what extent literacy should be offered for the respective target group of disadvantaged youth. In what dimensions are they financially able and willing to invest in general literacy once they have dropped out of school? What kind of literacy is necessary for the target group to raise their employability and better their livelihoods?

  There are two approaches:

  - Literacy-led approaches:
    - Preceding literacy training before livelihood programmes, e.g. community learning centres delivering literacy programs for young women before introducing vocational skills like tailoring or baking.
    - Separate literacy programmes as prerequisites for vocational training. Literacy is also taught before vocational training, but it is delivered as an independent or standalone program, with no systematic connection between the literacy programme and the vocational training programme.

Table 14. Skills required for the gig economy

SKILL TYPE	EXAMPLES	DELIVERY MODE
Digital literacy	Data analytics, coding	Online courses, microlearning modules, peer-to-peer learning
Freelancing	Time management, marketing, portfolio development	Workshops, online courses, mobile apps for productivity
Nanodegrees	Specialized skills - graphic design, web development, content writing	Online tutorials, boot camps, self-paced courses
Communication skills	Negotiation, conflict resolution, client interaction	Online workshops, webinars, role-playing exercises
Entrepreneurial skills	Marketing oneself, managing finances customer service	Short courses, e-learning platforms, mentorship programmes
Problem-solving skills	Critical thinking, asking the right questions	Case studies, scenario-based learning
People skills	Emotional intelligence, empathy, active listening	Interactive workshops, coaching sessions

- Integrated approaches:
  - Combine literacy and livelihood training simultaneously, e.g. integrating literacy into agricultural training, such as teaching learners to read fertilizer labels and market prices.
  - Begin livelihood training with the recognition that literacy development such as record-keeping and marketing skills, etc. will follow naturally.

CASE STUDY 12.

Self-Sufficient School (Paraguay)	
Title	Self-Sufficient School, Fundación Paraguaya: unique entrepreneurship curriculum, innovative teaching methods, personalized training delivery
Objective	• To achieve 100% employability of graduate candidates through a 100 per cent market-based entrepreneurship curriculum that allows schools to achieve 100 per cent financial self-sufficiency and disseminate lessons learned in Paraguay and the world. • Entrepreneurial learning through learning/training on financial education, rural entrepreneurship and self-sustainable farming techniques.
Targeted beneficiaries	Small and emerging micro-entrepreneurs, children, youth, rural youth

About	• Their project uses the 'learn by doing, selling and earning' methodology that has a curriculum based on theory classes supplemented by hands-on field practice.
	• Their strategic plan objectives include: (1) a microcredit programme, which serves more than 78,000 small and emerging micro-entrepreneurs who are largely ignored by other microfinance institutions; (2) a programme of entrepreneurial and financial education for children and youth; and (3) a programme of financially self-sustainable farming high schools that train the sons and daughters of poor farmers to become 'rural entrepreneurs'.
	• The programme aims to:
	  ◦ implement classroom and practical training sessions and train adolescent boys and girls from vulnerable and poor backgrounds;
	  ◦ provide education not only to Paraguayan students but also to students from Argentina, Bolivia, Brazil, Ecuador and Haiti, as well as indigenous nations from around Paraguay;
	  ◦ provide students with opportunities to see how education relates to the job market in general and to income generation in particular;
	  ◦ provide microfinance loans to graduating students so that they can implement lessons learned in the school with their family farms or in their communities;
	  ◦ provide technical training to students in how to develop business plans for their future businesses;
	  ◦ execute a US$350,000 budget on the school enterprises.

Implementing organization	Fundación Paraguaya is a self-sustainable, non-governmental organization. Since its foundation in 1985, it has spearheaded microfinance and entrepreneurship in Paraguay. It has more than 300 staff in 28 offices across the country.
Achievements/outcomes	• More than 300 staff in 28 offices across the country • A microcredit programme, which serves more than 78,000 small and emerging micro-entrepreneurs who are largely ignored by other microfinance institutions • A programme of entrepreneurial and financial education for children and youth • A programme of financially self-sustainable farming high schools that train the children of poor farmers to become their own 'rural entrepreneurs'

Source: UNESCO-UNEVOC (2017).

APPLYING INCLUSIVE ASSESSMENT PRACTICES

Inclusive assessments focus on the process of learning rather than just on outcomes. Unbiased formative assessments are more inclusive than summative assessments that give a definitive answer about whether a learner is competent or not. Formative assessments provide ongoing feedback on progress and enable trainers to provide tailored support and adjust teaching and learning while it is happening.

Inclusive assessment in TVET includes two key processes, namely reasonable adjustments and recognition of prior learning.

Reasonable adjustments/accommodations

Reasonable adjustments refer to modifications made to the assessment process that ensure fairness and equal opportunity for all learners, including those with disabilities or specific learning needs, to demonstrate their learning in skills or knowledge acquisition.

Examples of reasonable adjustments in TVET assessments can include:

- providing additional time;
- allowing the use of assistive technology or devices;
- offering alternative assessment methods, for example, instead of written tests, trainees may be requested to demonstrate a certain skill or explain verbally how to solve a certain task-related problem;
- providing additional support or resources during the assessment;
- viewing video evidence of a candidate undertaking a task;
- seeking evidence from a third party on the learner's competence;
- editing the language used in assessment instruments so that it does not create a barrier to the learner's understanding of the required performance.

The specific adjustments will vary depending on the individual needs of each learner and the requirements of the assessment. Reasonable adjustments are a legitimate strategy to ensure fairness in assessment. As a result, learners who have been granted a reasonable adjustment should not be seen as getting favourable treatment.

CASE STUDY 13.

Training with integrated language learning (Sweden)

Many of the migrants and refugees who have arrived in Europe since 2015 come to Sweden to seek asylum and start a new life. One of the challenges is the frustration of immigrants and the local labour markets over the amount of time that it takes to learn Swedish and then pursue an education or validate previous schooling before the immigrants can enter the workforce. For people choosing vocational training, the Centre for Flexible Learning (CFL) in Söderhamn, Sweden offers programmes where the language and a trade are taught simultaneously. The programmes shorten the time that immigrants are dependent on welfare. Upon their completion of courses, students receive both a diploma for the vocational training and a grade for their language course to make them employable in the local job market.

Source: UNESCO-UNEVOC (2020b)

CASE STUDY 14.

Provision of accommodation, child service, loan scheme (YAI, Zimbabwe)

Young Africa International (YAI), which is an independent NGO based in Harare, Zimbabwe, provides life skills education, entrepreneurship training and ICT courses for vulnerable youth in Southern Africa countries (Mozambique, Namibia, Zambia and Zimbabwe). To support women, YAI targets adolescent girls and young women who are highly vulnerable, such as survivors of gender-based violence, adolescent girls and young women selling sex, victims of early marriages and pregnancy, etc. YAI training centres offer hostels for disadvantaged youth and youth from rural areas; on-site crèches that provide students, staff members and local families with a safe and educational place for their children during the day; two fully accredited secondary schools at Young Africa Zimbabwe where students can take O-level and A-level lessons and exams; and libraries, internet cafés and youth clubs. YAI also offers post-graduation services to enhance the graduates' chances of gaining employment or starting their own enterprises. Examples of the services include Internal Savings and Lending Schemes (ISALs) and the provision of start-up kits for viable groups.

Source: UNESCO-UNEVOC (2023e)

Recognition of prior learning (RPL)

Recognition of prior learning allows individuals to have their previously acquired knowledge, skills and competencies assessed for eligibility toward certifications or qualifications within TVET programmes.

RPL refers to a system of formally recognizing and giving credit for the skills and knowledge that individuals have acquired through non-formal and informal learning experiences.

How RPL works:

- Evidence evaluation: Individuals submit proof of their prior learning, such as portfolios, work samples or skill demonstrations, to determine if their prior learning aligns with the required outcomes.
- Alignment with standards: Assessors evaluate whether this evidence aligns with the learning outcomes required for specific units, modules or qualifications.
- Awarding credit or exemptions: If the evidence meets the standards, individuals may receive:
  - Partial credit: for certain modules or units
  - Full credit: for entire qualifications
- This process enables learners to avoid duplicating learning already achieved and allows faster progression through vocational training.

Why RPL matters in TVET:

- Acknowledges diverse learning experiences: recognizes skills gained through formal education, workplace training or life experiences
- Promotes equity: offers pathways for individuals who may have faced barriers, such as discrimination or lack of formal education, to receive credentials for their existing skill
- Enhances opportunities:
  - encourages continued education or advanced training
  - expands employment opportunities with nationally recognized qualifications

Benefits of RPL:

- For learners: reduces the time and cost needed to achieve qualifications and validates their skills
- For employers: assures competency levels among employees while reducing training duplication
- For institutions: demonstrates a commitment to inclusive education and recognizes non-traditional learning pathways

Many countries across the world are in the process of establishing their RPL systems. Inclusive TVET actively promotes RPL in the following ways:

- Create awareness about RPL and the opportunities it provides for employers and workers
- Develop guidelines for assessing competencies in various trades to promote inclusion
- Acknowledge informal and non-formal learning as important
- Provide support to learners during the assessment process
- Collaborate with industry and relevant stakeholders to improve the assessment processes and promote relevance and quality

CASE STUDY 15.

Assessment of prior learning programme for vulnerable youth (Grenada)

This initiative from the National Training Agency, Grenada targeted unemployed and underemployed young men and women between the ages of 16 and 35 in rural communities, throughout the tri-island state of Grenada.

The objectives were to:

- Recognize the skillsets of youth through the accreditation of prior learning programmes
- Provide eligible candidates with a certification leading to self-employment and other employment opportunities in areas that are market-driven
- Increase the candidates' marketability, potential to earn incomes above the poverty level, ability to re-enter formal training and improve their standard of living

Source: UNESCO-UNEVOC (2023a)

CASE STUDY 16.

Recognition of prior learning (BIBB, Germany)

The German Federal Institute for Vocational Education and Training (BIBB) launched the 'Recognition in Germany' portal to improve labour market access for people from migrant backgrounds. The multilingual portal provides users with information about the procedures to obtain recognition of professional qualifications acquired outside of Germany. A pathway towards professional recognition is beneficial both for immigrants in their job searches and for the German economy, which continues to face skills shortages.

The portal also supports the staff who are engaged in recognition counselling services, job centres and employment agencies in their daily work to carry out the accreditation of prior learning programmes; provides eligible candidates with a certification leading to self-employment and other employment opportunities in areas that are market-driven; and increases the candidates' marketability, potential to earn incomes above the poverty level, ability to re-enter formal training and improve their standard of living.

Source: UNESCO-UNEVOC (2019a)

CASE STUDY 17.

UNESCO Qualifications Passport

The UNESCO Qualifications Passport (UQP)[7] is an innovative tool designed to recognize the academic, professional and vocational qualifications of forcibly displaced individuals. This document provides credible information that can be used to apply for jobs, internships, qualification courses and academic admissions for further studies. The UQP aims to address common barriers faced by displaced populations in accessing education and employment by facilitating the recognition of their qualifications.

The UQP draws from the experiences and success of the European Qualifications Passport for Refugees (EQPR), aiming to upscale the concept and ensure a global tool with a universally recognized quality assurance framework for evaluations. The UQP initiative promotes social and economic inclusion, empowering individuals to build self-reliance while easing pressures on host countries. This initiative aligns with the Global Compact for Refugees and the Global Compact for Safe, Orderly and Regular Migration, supporting the achievement of equal access to tertiary and higher education in line with Sustainable Development Goal 4.

CASE STUDY 18.

Recognition, validation and accreditation of learning outcomes for migrants and refugees

The UNESCO publication Skillsets in transit: understanding recognition, validation and accreditation of learning outcomes for migrants and refugees provides a comprehensive analysis of the mechanisms and tools used to recognize and validate the skills and qualifications of migrants and refugees. It draws on current literature, legislative frameworks and practical examples from various countries to highlight effective practices in recognizing prior learning. The publication emphasizes the importance of inclusive systems that facilitate the integration of displaced individuals into education and employment.

This report also explores innovative tools such as competence cards and career cards, which support face-to-face interactions and digital platforms like my-professional-experience.org and MYSKILLS, which aid in independent assessments. By showcasing diverse approaches from countries like Germany, Sweden, Türkiye and the USA, the publication underscores the need for robust and adaptable recognition systems. These systems are crucial for promoting lifelong learning.

Source: UNESCO-UNEVOC (2024)

BUILDING THE CAPACITY OF TVET TRAINERS, MANAGERS AND OTHER STAKEHOLDERS

TVET managers and leaders

Institutional leadership has a profound effect on inclusion. Leaders at various levels, from class leaders, departmental leaders and school principals to a school's advisory board, exert enormous influence in winning overall support for inclusive transformative changes. To promote inclusion, it is essential to develop the capacities of managers, provide opportunities for networking and share experiences with other institutions and stakeholders. Managers can employ the following strategies to promote an inclusive culture within TVET institutions:

7 More information about UNESCO Qualifications Passport is available at https://www.unesco.org/en/emergencies/qualifications-passport#

- Ensure compliance with laws and regulations related to inclusion in TVET.
- Translate the inclusion vision and plan professional development activities for staff.
- Ensure adequate learning support, especially to disadvantaged learners.
- Prioritize resource allocation (facilities, materials, staff).
- Serve as role models of inclusive practices within the institution and offer mentorship and inspiration to the staff.
- Initiate collaborations and partnerships with external stakeholders to garner support, expertise and resources to address the needs of learners; and identify funding resources and advocate for additional resources and budgets.
- Promote an inclusive culture and shared values by encouraging participation in decision-making, fairness and justice.
- Engage with community, families and parents who are advocating for the creation of inclusive environments within and outside the institution.

Case Study 19 presents an initiative aimed at empowering TVET leaders.

CASE STUDY 19.

UNESCO-UNEVOC TVET Leadership Programme[8]

The UNESCO-UNEVOC TVET Leadership Programme aims to build the capacity of TVET leaders around the world, supporting them to become successful and effective agents of change in their institutions and beyond. The programme is designed to update participants' understanding of the latest developments in TVET and equip them with the skills and tools that are required for effective leadership in the TVET sector.

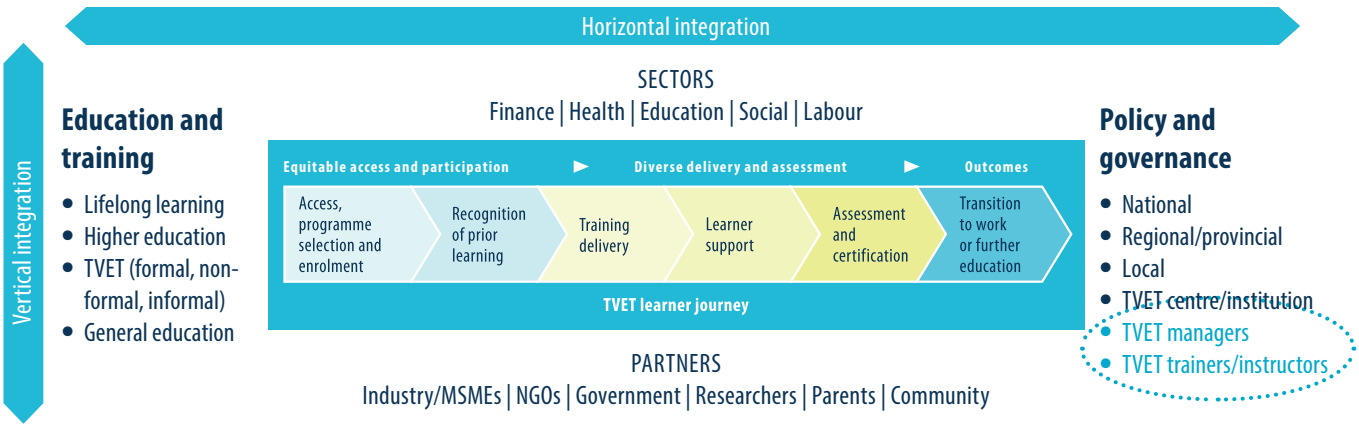
The TVET Leadership Programme is a hands-on, highly interactive programme with a focus on strategy and impact. It is designed to sharpen leaders' vision, share up-to-date TVET knowledge and trends and provide a platform for skills development. The programme is anchored in policy, while networking among participants remains an important element.

The 2023 TVET Leadership Programme covered three key dimensions that are essential for TVET leaders to become change agents:

- strategic knowledge: 'vision for change'
- thematic knowledge: 'knowledge for change'
- leadership and management skills: 'skills for change'



Figure 16. Trainers and TVET managers continuous professional development; whole-system TVET education



8 More information about UNESCO Qualifications Passport is available at https://unevoc.unesco.org/home/TVET+Leadership+Programme

Teachers and trainers

Teachers play an important role in fostering inclusive education through recognizing the diversity and abilities of every learner, offering support and creating a safe and inclusive classroom. However, in addition to having a global shortage of teachers and limited representation of diversity of teachers, many educators face challenges owing to limited training on inclusion and a lack of knowledge about how to tailor support to learners' need and collaborate strategically with other stakeholders to drive inclusion. Some trainers also face challenges because of negative attitude towards inclusion. It is essential for teachers to examine their beliefs, assumptions, prejudices and behaviours as part of promoting inclusion in classrooms.

Ongoing professional development is therefore key to the implementation of inclusive teaching practices. It should include instructional techniques, classroom management, multi-professional teamwork and learning assessment methods.

At first, attention needs to be given to identifying the specific areas in which capacity-building is needed. This could include updating trainers' skills in areas such as:

- Learner needs identification
- Disability awareness
- Training and assessment
- Inclusive teaching methods
- Stakeholder engagement
- Assistive technologies
- Formative assessment
- Sign language
- Indigenous educator training
- Sexuality education
- Gender-responsive pedagogy, for example in STEM fields
- Sexual orientation and gender identity (SOGI)
- School-related gender-based violence

CASE STUDY 20.

Professional learning network for teachers (Australia)[9]

The Scootle Community is a free online professional learning network available to all Australian educators, including pre-service teachers. As a social media platform, it allows educators to collaborate, ask questions and connect with networks of like-minded professionals who share similar educational interests and curriculum areas.

Within the Scootle Community, networks allow members to connect with peers, start discussions and collaborate on wikis and blogs with other teachers across Australia.

CASE STUDY 21.

UNESCO-UNEVOC's TVET Forum[10]

UNESCO–UNEVOC's TVET Forum, an online platform for TVET stakeholders, enables TVET teachers to engage in open and dynamic exchanges with other experts and educators on TVET-related matters, including pedagogical approaches.

In the TVET Forum, participants have the opportunity to

- discuss relevant issues for TVET policy-makers, researchers and practitioners;
- announce international conferences and workshops;
- inform colleagues on publications and other non-commercial resources;
- inquire for materials that would be useful for their work and that may be available abroad, e.g. curriculum materials, samples of legal texts, etc.;
- find partners for international cooperation in research and development.

On average, more than 100 messages are shared every month – each of them reaches more than 6,000 TVET Forum members from more than 180 Countries.

In addition, tips on preparing lectures and teaching, supervising tutorial groups, supervising students and administering assessments and exams appear in '*Teachers' guide with tips – How to contribute to inclusive and accessible education*' (ECIO, 2020).

9 More information about The Scootie Community is available at https://www.scootle.edu.au/ec/p/home

10 More information about UNESCO-UNEVOC TVET Forum is available at https://unevoc.unesco.org/home/TVET+Forum

Teachers also require support and suitable working conditions, including access to resources and facilities, autonomy and flexibility in training delivery, networking opportunities and a platform for continuous learning and collaboration among teachers from different schools. In addition, monitoring and evaluation mechanisms should be established to assess the effectiveness of capacity-building initiatives and make necessary adjustments as needed.

Teacher training on using digital technologies

ICTs also support TVET teachers' professional education and enable learning to become more personalized. ICTs can personalize professional development for teachers and trainers, catering to their diverse needs and their time constraints. ICTs also enable the creation of modern learning environments that reflect contemporary teaching methods and equip students with the skills necessary for the future. However, to fully leverage these benefits, TVET teachers themselves must be lifelong learners, monitor and manage the development of their own professional learning and have specific competencies (for example, creating engaging, ICT-enabled learning environments) to integrate ICTs in their day-to-day practice.

Other stakeholders

In addition to teachers and trainers, building the capacity of officials at all levels of the education system, including teaching assistants, school nurses, psychologists, drivers and external stakeholders involved in the initiative, is crucial for the success of TVET. Staff need to identify barriers to inclusion and recognize their responsibility for finding solutions.

Once the needs of the different stakeholders have been identified, training programmes, workshops and mentoring arrangements can be designed and implemented. These can focus on providing practical knowledge, sharing best practices and offering hands-on experience. The activities should be customized to suit the specific context and requirements of the TVET project and be delivered by capable trainers who have relevant expertise and experience.

- Make training available for staff such as building managers, caretakers, emergency response service, etc.
- Train the procurement officer on minimum inclusive criteria for a virtual learning environment as well as inclusive procurement of goods and services.
- Provide all content developers with training and clear resources to ensure accessibility of all digital content, ensuring that websites provide information in a variety of ways – images, videos, text, infographics, etc.
- Train all staff and residential assistants with inclusion and diversity awareness training.
- Train support staff on unconscious bias or disability awareness.
- Train field trainers/practical trainers on supervising and educating a diverse student population within their company.
- Train employers on the benefits of having a diverse workforce, identifying ways of modifying workplaces to accommodate trainees with diverse needs or various forms of support that are available to employers who take on trainees who have disabilities or have experienced disadvantage.
- Train community and advocacy groups on an inclusive TVET system, recognizing the role of workplace training and accessing funding for TVET programmes.

ACTIVITY 9.

Developing a professional development training plan for your TVET institution

STAKEHOLDER	TOPIC	FORMAT (workshop, webinar, peer learning, etc.)	TIMELINE (January to December)
Managers			
STEM teachers			
HR representatives			

BOOSTING MENTORING AND LEARNER SUPPORT ACTIVITIES

Learner support is important to overcome challenges in accessing and completing training and subsequently transitioning to the world of work. The role of learner support is spearheaded by teachers and trainers, counsellors, learning support staff, psychologists, school nurses, school liaison officers, career counsellors, academic advisors, peer mentors, tutors, etc. They offer support and counselling, instil discipline and offer logistical support to the student body.

UDL provides guidelines on how to support learners effectively along their educational journey. It proposes that at the bottom of the UDL inclusive education pyramid, TVET trainers and educators can develop broader mainstreaming support strategies to cater to all learners, while at the top of the pyramid, they can use individual education plans to cater to the specific needs of learners who require additional support and accommodations.

The twin track approach (VET Toolbox Partnership, 2020) is similar. It proposes two tracks for (1) needs-specific empowerment and (2) mainstreaming empowerment in support of marginalised people. Utilize the learner's journey framework to pinpoint overarching mainstreaming support applicable to all learners and determine the key stakeholders to engage in collaboration.

Develop tailored interventions to support learners with severe disabilities and in vulnerable circumstances who require needs-specific support. Some activities may include sign language interpretation, visually impaired learning support, autism spectrum support, etc.

Figure 17. Learner's journey; decent jobs outcomes

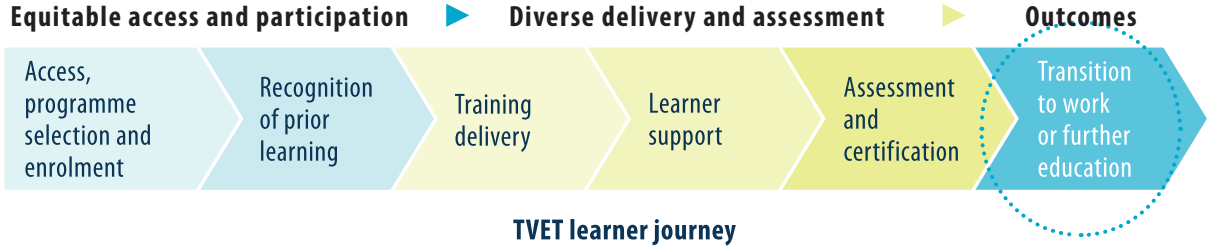


Table 15. Some common supports offered by TVET centres

SKILL TYPE	EXAMPLES	DELIVERY MODE
• Career guidance and counselling • Support in recognition of prior learning • Targeted outreach and awareness campaigns • Language integration support • Robust orientation week • Taster initiative for STEM courses • Mentorship • Scholarships • Flexible learning options • Flexibility in enrolment and registration, such as relaxed age limits and exemption from admissions tests • Blended and distance learning options • Reasonable accommodation • Recognition of prior learning support	• Career guidance and counselling • Collaboration with government agencies and NGOs for access to social safety net schemes (health care, unemployment benefits) • Exploring active labour market policies (ALMPs) to support job search and entrepreneurship • Assistive technology • Mentorship • Peer mentors and buddies • Entrepreneurial learning • Safe and accessible classrooms, laboratories and workshops • Sanitary facilities • Gender-responsive pedagogies • Offer of language support • Offer of appropriate examination modalities • Offer of inclusive extracurricular activities	• Career guidance and counselling • Apprenticeships and internships • Company visits and career talks • Alumni tracking of where they work and collaborate in giving talks and support • Mentorship programmes with industry partners and role models and champions • Engaging with employers and entrepreneurs to determine their hiring needs • Offer of micro-credential options • Offer of post-training support (for entrepreneurship and job search support) • Offer of language support

Work with external partners and organizations that specialize in these interventions. Assistive technologies and other ICT solutions have been a remarkable addition in the effort to increase the inclusion of diverse learners.

Tips to consider:

- Align all support interventions with those identified at the persona mapping stage.
- Integrate guidance and counselling at all stages of the learner's journey to help learners to develop career management skills and choose the right pathway from the very beginning to the end, linking interventions to the employment sector.
- Student counsellors and teachers have limited time to conduct study progress interviews. Yet there may be increasingly more students with special needs and they do require extra time. Not every student, however, asks for extra guidance. Make a distinction between groups that need extra monitoring and groups that do not.
- Involve other students in the supervision of students with special needs who require extra help, for example study buddies or student coaches. These may be students without a need for support or students who have previously received support upon the approval of teachers.
- Discuss with your colleagues how much time good guidance takes, for example planning based on the ideal situation. Compare with available hours.
- Together draw up a clear job description that includes coordination with other disciplines. Name and define the time and scope of the tasks. Discuss with the director of the faculty or domain.
- Often students ask for help too late. What helps is to train staff on signalling possible needs that students may have.
- Make sure that the ways to access support and services are communicated very clear to all students and professionals within the TVET institution.
- Think about starting a mentoring group, setting up and training study buddies or student coaches and promoting expertise among fellow student counsellors and teachers.

- Maintaining contact with student deans and study advisors or student counsellors is important if the student must temporarily stop studying, for example due to aggravation of problems. Make a plan together for when the student comes back, paying attention to facilities and producing an adapted study plan.
- Every little step counts. With a little extra guidance, students who need support often manage to study successfully. Much of the extra guidance comes from student advisors or teachers who have only limited time. This puts pressure on the guidance, which the programme director can formalize and facilitate sufficiently.

ACTIVITY 10.

Work-ready inclusive TVET graduate form

Generate a list of activities that define a work-ready graduate from an inclusive TVET institution and use the definition to set actions and goals. Develop a survey tool to check the level of satisfaction in your inclusive programme and identify any areas for improvement.

Checklist for a work-ready graduate from an inclusive TVET institution

PARAMETERS	SCALE	1	2	3	4	5
Technical skills proficiency	Rate your confidence level in the technical skills relevant to your field of study using a scale of 1 to 5, where 1 = not confident at all and 5 = very confident.					
	Rate your confidence level in your (adaptive) technology skills using a scale of 1 to 5, where 1 = not confident at all and 5 = very confident.					
Soft skills development	Rate your proficiency in the following soft skills on a scale of 1 to 5, where 1 = not proficient at all and 5 = highly proficient.					
	Leadership					
	Teamwork					
	Communication					
	Problem-solving					
	Adaptability					
	Maintaining ethical and professional conduct					
Inclusive learning environment and support	What level of support and accommodation in your learning environment did you feel in your learner's journey? (Rate on a scale of 1 to 5, where 1 = very little and 5 = very much.)					
	What level of support on career guidance did you receive during your time at the institution? (Rate on a scale of 1 to 5, where 1 = very little and 5 = very much.)					

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PARAMETERS	SCALE	1	2	3	4	5
Industry engagement	Rate the level of participation opportunities you received in industry-related activities. (Rate on a scale of 1 to 5, where 1 = very little and 5 = very much.)					
	Dual/cooperative training					
	Industry visits					
	Apprenticeships or internships					
Entrepreneurial mind-set	How prepared are you to apply entrepreneurial principles in your career or further education? (Rate on a scale of 1 to 5, where 1 = very little and 5 = very much.)					

DEVELOPING AN INCLUSIVE CULTURE IN TVET INSTITUTIONS

CREATING AN INCLUSIVE CULTURE IN A TVET INSTITUTE

School culture is the set of norms, attitudes, ideals and behaviours that characterize a school and it is demonstrated by school leadership, teachers, students and the larger community (Eredics, 2018). Also known as school climate or school ethos, it encompasses the values, beliefs, interpersonal relationships and atmosphere within a school. Specifically, it guides behaviour and defines a school's identity. Indeed, it has a significant impact on learners' outcomes, including academic performance, social and emotional development, feelings of well-being and behaviour (UNESCO, 2020).

Stereotypes can affect students' sense of belonging and academic achievement. Bullying and discrimination based on ethnicity, religion, socio-economic status or disability can lead to social isolation and mistreatment, affecting students' well-being and academic performance. By contrast, a positive ethos is associated with reduced aggression, improved behaviour and increased student engagement.

Creating an inclusive culture involves implementing strategies and practices that foster a sense of belonging and acceptance for all individuals within an organization. Strategies may include providing opportunities for students to share their own experiences and perspectives, offering a variety of perspectives on the topics you teach, investing time to focus on getting to know your students, establishing respect for the values of diverse people and respecting diverse talents and learning styles (Center for Teaching Excellence, n.d.).

TVET institutions can actively promote a sense of belonging by embracing inclusive values and norms and promoting social and emotional learning where all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions.

The index for inclusion is a tool that can help in this process. Developed by Tony Booth and Mel Ainscow, the index for inclusion provides a framework for assessing and improving the inclusivity of a setting, such as a school, TVET institute or workplace (CSIE, 2020). Creating and

Table 16. Index for inclusion – creating an inclusive culture in a TVET institute

1. BUILDING COMMUNITY	2. ESTABLISHING INCLUSIVE VALUES
Indicators • Everyone is made to feel welcome. • Learners collaborate with each other. • TVET trainers and managers collaborate with each other and with workplace personnel. • TVET trainers and learners treat one another with respect. • Partnerships to promote inclusive practice are established between the TVET institute, employers, trade unions and community organizations. • TVET staff, managers and council/board members work well together. • Local employers and communities are involved in the TVET institute.	**Indicators** • There are high expectations for all learners. • TVET staff, managers and council/board members, and employers and community organizations share a commitment to inclusion. • Learners are equally valued. • TVET staff, learners and workplace trainers and supervisors treat one another as human beings as well as occupants of a 'role'. • TVET staff, managers and council/board members seek to remove barriers to learning and participation in all aspects of the institute, including on the job training locations. • The TVET institute strives to minimize discriminatory practice.

sustaining an inclusive culture involves 'building community' and 'establishing inclusive values', which can be evaluated against two sets of indicators as illustrated in *Table 16*.

HOW TO PROMOTE A SENSE OF BELONGING IN YOUR INSTITUTION

Empower students to shape the classroom environment. The teacher is not the only person responsible for creating a sense of belonging. You can help students to take responsibility by making them craft class rules for communication and discourse:

- What do we expect from our peers?
- What is unacceptable behaviour?
- How do we respectfully communicate?

If students have helped to set the rules, then it becomes easier to enforce them (if necessary). To further empower students, allow them to provide feedback on the course (also during its running time) and show how you act on it.

- Ensure policies and procedures reflect the values of equality, diversity and fairness for all.
- Encourage a participatory approach to creating an inclusive culture.
- Empower students to participate as active, responsible citizens within the school community by emphasizing collaboration, dialogue and shared decision-making through student councils and advisory bodies.
- Organize events, workshops and activities that celebrate cultural diversity, religious holidays and various identities.
- Integrate your institutional inclusive values and norms into daily practices and interactions among staff and students.
- Hold workshops that foster trusting and caring relationships, involve students, parents and the community and promote open communication among stakeholders.
- increase parental participation in school life, such as through effective communication and participation in school activities.
- Work with students and parents to co-develop anti-bullying and anti-violence policies and procedures and disciplinary mechanisms.

In order to prevent or reduce bullying, the following options are available to TVET staff:

- Empower the classroom, allowing them to make class rules concerning bullying (such as the disciplinary measures that should be taken towards those who bully others) and help them to take responsibility towards each other.
- Teach students about strategies to deal with conflict in non-violent ways.

- Help learners to get to know each other better and respect each other and make use of games to support that process and reduce tension.
- Stay up to date on evidence-based anti-bullying practices.[11]

Creating a 'safe space'

Talking about inclusion and disadvantage means talking about taboos and vulnerability. That is why a safe space is needed where discussion can take place safely and in confidence. Letting students share their lived experiences helps to create awareness, grow engagement and provide invaluable information about the types of exclusion experienced as well as existing barriers to education. Critically, any attempt to become more inclusive needs the input from those currently excluded if it is to be successful.

Creating a safe space requires:

- Explicitly saying that it is a safe space and stating what expectations you have of persons who are in the safe space. A good rule of thumb is the Chatham House rule: participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.
- Creating a space that is (physically) safe. Make sure people feel at ease in the physical environment to share and discuss. For example, make sure the meeting is accessible for all and that communication is discreet if it is about a taboo topic.

Prepare facilitators so that they know how to create a safe space. A safe conversation on inclusion is not one where people try to convince each other that they are correct, but where the goal is to create insight in and empathy for the other person, their motivations and their problems. Additional tips on creating safe spaces for people with a disability are available for instructors and trainers, for example taken from ILO (2013).

CASE STUDY 22.

Creating a safe classroom[12]

A safe classroom is a place where students are free to be themselves and further discover who they are. It is about creating an environment in which students feel valued, respected and safe not only physically but also emotionally. A classroom where they feel confident asking and answering questions, as well as contributing to discussions and activities, is far more conducive to learning for all learners. Classcraft gives seven tips for creating a safe classroom:

- **Set classroom rules**
  - Together with your students
  - Discuss why they are important
  - Put them up on a poster where everybody can see them
  - Describe some zero-tolerance rules (like violence or name-calling)
- **Develop their empathy skills**
  - Encourage students to reflect on the consequences of their actions
- **Group exercises**
  - When students work alongside other peers, they are able to build a more genuine and inclusive classroom community
  - Create both heterogeneous and homogeneous groups
- **Remind them that trying is more important than being right**
  - To encourage participation, make your classroom a place where giving something a try is worth celebrating
- **Decorate your classroom with students' work**
  - Create an environment where examples of their accomplishments and hard work surround students, which raises their self-esteem
- **Recognize student work or effort in different ways**
- **Do not take yourself too seriously**
  - Smile and laugh with your students when the opportunity presents itself
  - Let them get to know you. Give them an insight into who you are and what it is like to be an adult.

11 For example through following publication in the International Journal of Bullying Prevention https://link.springer.com/journal/42380

12 Learn more at https://www.hmhco.com/blog/how-to-create-a-safe-classroom-environment-for-students

ACTIVITY 11.

Assessing and sustaining an inclusive culture

The index for inclusion offers TVET institutes a framework to self-reflect, engage in dialogue and create a more inclusive culture. It provides a tool that institutes can use to establish a roadmap for building an inclusive culture that will ensure all learners feel valued, respected and supported.

Work in a group to carry out these activities:

I. Conduct an in-depth exploration of your institute's culture with internal and external stakeholders using the index for inclusion concepts of 'building community' and 'establishing inclusive values'.

II. Identify what needs to be done to develop and/or strengthen an inclusive culture within the institute.

III. Produce a plan to promote or strengthen an inclusive culture considering Lippitt's Managing Complex Change model, which focuses on vision, consensus, skills, incentives, resources and action.

IV. Update and implement policies and procedures and provide professional development and information for staff, learners and external stakeholders to support the implementation of a more inclusive culture.

V. Review progress in creating and sustaining an inclusive culture on an ongoing basis.

DEVELOPING OPERATIONAL PARTNERSHIPS AND COLLABORATIONS (HORIZONTAL INTEGRATION)

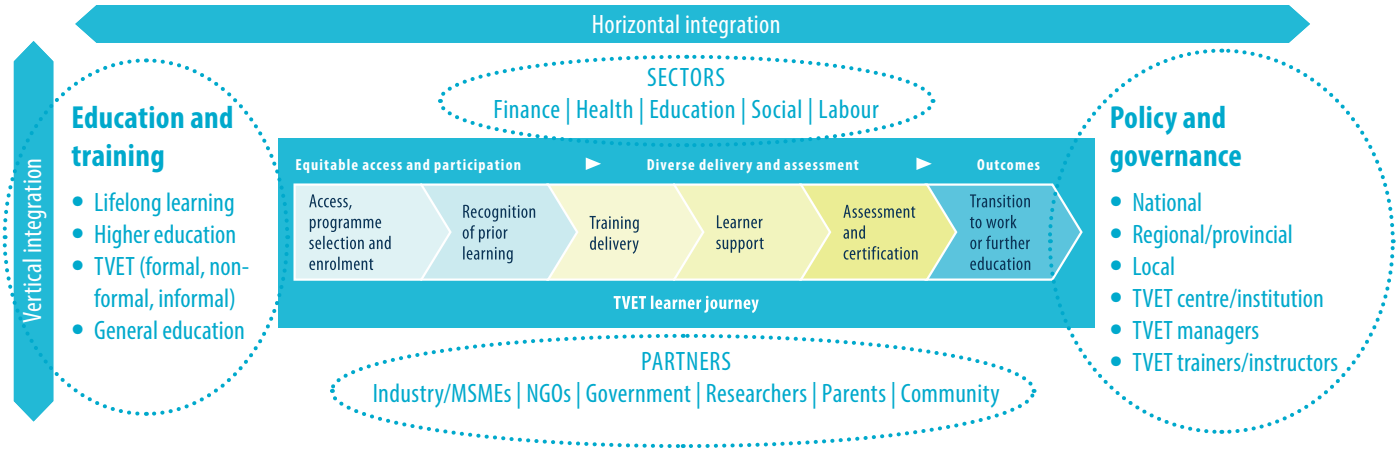
IDENTIFYING OPERATIONAL PARTNERSHIPS

After mapping stakeholders in the ecosystem of inclusive TVET in Chapter 1, a key step in building an inclusive TVET institute is identifying operational partnerships, that is, the people and groups or stakeholders, that can affect or may be affected by any changes or reforms to institute policies and practices. One way of doing this is by conducting a stakeholder analysis.

A key question is: Which stakeholders should be involved?

A stakeholder analysis helps to identify and prioritize the individuals and groups that have a vested interest in or can significantly influence any reforms directed at building an inclusive TVET institute.

Figure 18. Conceptual mapping of partners needed for inclusive, whole-system TVET education



Identifying relevant stakeholders helps you to:

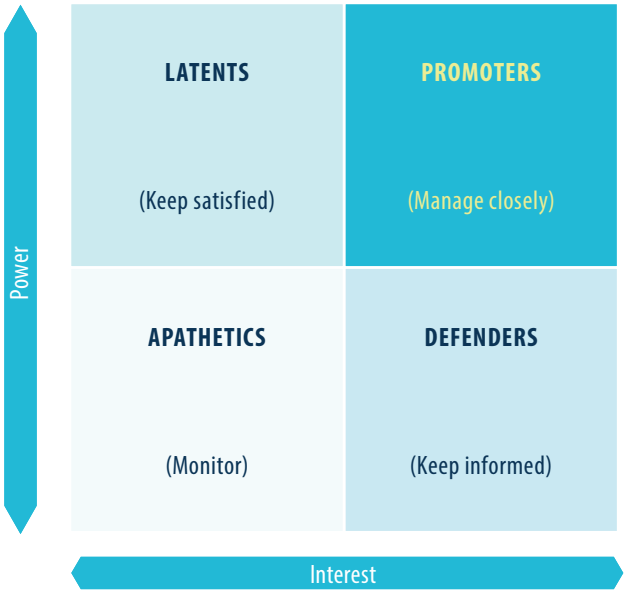
- focus efforts on engaging with those who matter the most in impacting inclusion;
- develop an understanding of the perspectives and concerns of different individuals and organizations;
- manage stakeholder expectations and minimize conflict;
- make informed decisions by considering the interests and impacts on all relevant stakeholders;
- build relationships, trust and support by engaging stakeholders throughout the decision-making process.

A stakeholder analysis in TVET follows four steps, which are set out in detail below.

Step 1: Identify the internal and external stakeholders (for example as illustrated in *Table 17*).

Step 2: Rate the stakeholders by assessing their level of power and level of interest using the Stakeholder power/interest matrix (see *Figure 19*).

Figure 19. Stakeholder power/interest matrix



The position that is allocated to a stakeholder on the matrix shows the actions that need to be taken with them:

- **Promoters** are high power, highly interested people: fully engage these people and make the greatest efforts to satisfy them.

Table 17. List of internal and external stakeholders in a TVET centre

INTERNAL STAKEHOLDERS	EXTERNAL STAKEHOLDERS

• **Learners**
• **Support services:**
  • HR, IT, finance, marketing, admin, procurement
  • Library, laboratory, workshops
  • Catering, boarding facility, groundkeepers, building maintenance, security
  • Career advisor, student affairs, psychologist, nurse, accessibility experts
• **Education and training:**
  • Teachers, trainers, instructors
  • Teaching assistants, visiting trainers, researchers, examiners
  • Curriculum development staff
  • Management staff: principal, dean, registrar, department heads, etc.
  • Board of directors
  • TVET regulators and agencies
  • Academic councils
	• Parents and family
	• Parent–teacher association
	• Teachers' training centres, teachers' unions
	• Community centres, community-based organization leaders, politicians
	• Non-governmental organizations and civil society
	• Support organizations, members of disadvantaged youth communities
	• International organizations, development partners
	• Industry, technology partners, recruitment agencies, incubators/accelerators
	• Business associations, entrepreneurs
	• Government actors, public sector, parastatals
	• Role models
	• Alumni
	• Other TVET providers
	• Research centres
	• Media
	• Bank/investors

- **Latents** are high power, less interested people: keep these stakeholders satisfied but not so much that they become bored with your message.
- **Defenders** are low power, highly interested people: adequately inform these people and talk to them to ensure that no major issues arise. People in this category can often be very helpful with the details of your project in a supportive role.
- **Apathetics** are low power, less interested people: monitor these people but do not bore them with excessive communication.

Step 3: Analyse stakeholder ratings to understand how the stakeholders feel about inclusive TVET. Some good questions to ask include:

- Do they have a financial or emotional interest in the outcome of inclusive TVET implementation? Is it positive or negative?
- What motivates them the most?
- What information do they need about inclusive TVET and what is the best way to communicate that information to them?
- What is their current opinion about inclusive TVET? Is the opinion based on accurate information?
- Who influences their opinion and are those influencers also your stakeholders?
- If they are not likely to be supportive of inclusive TVET, what can you do to win their support?
- If you cannot win their support, what can you do to manage their opposition?

Step 4: Determine action to win or maintain stakeholder support.

Once you have prioritized your stakeholders and considered their attitude towards inclusive TVET, you need to think about the actions that must be put in place to win or maintain their support. This includes how regularly you need to communicate with them and the level of information they require.

ACTIVITY 12.

Group work on stakeholder analysis

The index for inclusion offers TVET institutes a framework to self-reflect, engage in dialogue and create a more inclusive culture. It provides a tool that institutes can use to establish a roadmap for building an inclusive culture that will ensure all learners feel valued, respected and supported.

Form a working group and conduct an analysis of the stakeholders who would be involved in any efforts to improve inclusive practice in your institute. Fill out the following chart, which has been developed by *Tractivity*,[13] in order to keep track of identified and assessed stakeholders.

STAKEHOLDER	POTENTIAL ROLE	INTEREST / ISSUES LEVEL	SUPPORT LEVEL	IMPACT / INFLUENCE LEVEL	ENGAGEMENT STRATEGY	FREQUENCY	REMARKS

Engagement strategy looks at stakeholders' needs, their views, the best way to communicate with them and the level of engagement needed with them, for example, providing information, gaining their consent or involving them in inclusive TVET implementation.

13 More information about the stakeholder analysis is available at https://www.tractivity.co.uk/blog/stakeholder-analysis

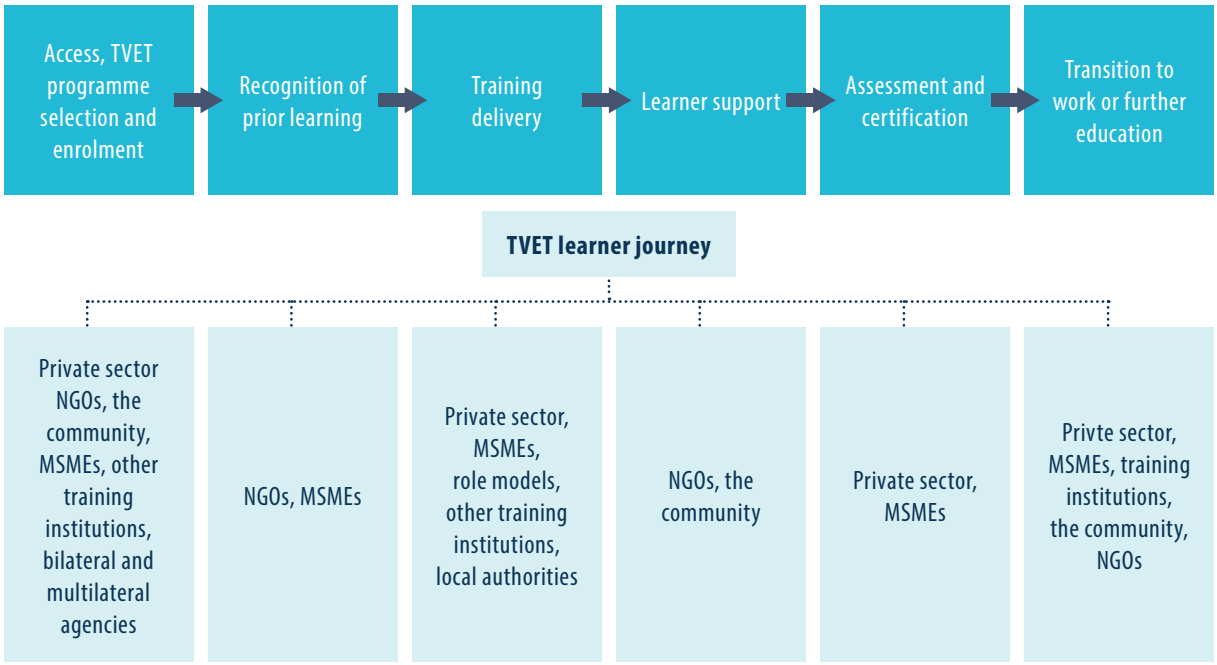
KEY PARTNERSHIP ENGAGEMENTS FOR INCLUSIVE TVET

To maximize the benefits of stakeholder engagement, inclusive TVET institutes collaborate closely with local employers, industry organizations, trade unions, regulatory agencies and professional associations along the learner's journey. The composition of inclusive TVET advisory committees should be made up of various representatives from industry and community organizations in order to provide guidance and support on developing relevant and inclusive TVET programmes along the learner's journey.

TVET managers should have a planned and purposeful industry and community engagement strategy to engage with industry and community stakeholders. Along the learner's journey, several engagement strategies can be applied. For example, common collaborations in activities such as curriculum development, programme design and advisory boards include:

- Private sector collaboration: offer awareness campaigns; co-develop industry-relevant curriculum and assessments; offer industry visits, career fairs, industry taster days and career information sessions; offer mentorship, apprenticeship and internship opportunities.
- NGO engagement: offer targeted community outreach programmes; provide support in RPL assessment for targeted groups; share expertise and experience, specialized language training and disability support.
- Local MSME collaboration: tailor programmes to local needs; design RPL assessment for certain skills acquired informally; offer internship and practical training sessions; offer various career pathways for skilled workers.
- Engagement with the community: involve parents and community leaders, such as elders, council members, local priests and clergy, etc., to raise awareness on inclusive TVET; identify mentors in the community; address stereotypes and biases.
- Collaboration with other formal, non-formal and informal training institutions: mobilize participants; share resources and expertise; devise bridging programmes and options for further education.

Figure 20. Example – mapping key partners along the learner's journey



CASE STUDY 23.

Building operational partnerships (ATC, Tanzania)

As part of the initiative to foster inclusive practices in TVET, a pilot project was launched with the aim of attracting young women to Arusha Technical College (ATC) Tanzania and facilitating their entry into the labour market through awareness creation and capacity-building. ATC organized two workshops: one for key external stakeholders and another for selected members of ATC management. The workshops were designed to enhance stakeholder understanding of inclusive TVET practices and the challenges faced by disadvantaged youth in accessing TVET and the labour market. The workshops also provided a platform for participants to share experiences and strategies for meeting the needs of disadvantaged youth and delivering inclusive TVET.

In line with the goal of fostering operational partnerships, ATC has undertaken the following initiatives:

- Establishment of advisory committees for each department
- Implementation of industrial practical training for students annually
- Collaboration through exchange programmes with select TVET institutions in Kenya
- Engagement of external stakeholders in curriculum development and review processes
- Regular invitation of ATC alumni and role models to campus events
- Formation of memoranda of understanding (MoUs) with various organizations and industries

These efforts signify ATC's commitment to building operational partnerships that promote inclusivity and enhance the quality of TVET programmes.

CASE STUDY 24.

Building external alliances (SENATI, Peru)

In Peru, access to good education is expensive, from basic to higher education. In the majority of cases, the best institutions are private. SENATI is partially funded by the productive sector. Moreover, it constantly works to gather the best industries and technologies through cooperative alliances to improve or update their educational offer and keep the fees down for all students. Sponsorship provides facilities for SENATI students to carry out practical learning within the facilities of a company, with a monthly economic allocation of no less than 50 per cent of minimum remuneration. Likewise, the company obtains free training for its workers at SENATI.

Source: UNESCO-UNEVOC (2023b)

Piloting inclusive strategies

5

This chapter provides information on initiating a systematic approach to inclusion in a TVET centre.

It helps you to develop the following:

- a pilot project document
- a reflective learning cycle worksheet

DEVELOPING A PILOT PROJECT DOCUMENT

A pilot project document not only develops an inclusive roadmap to give a strategic overview of a project's direction (as highlighted in Chapter 3 of this guide), it also sets out detailed plans for implementing the specific initiative/project within the broader context outlined in the roadmap. In particular, it focuses on the operational aspects of the pilot, including objectives, target population, stakeholders, deliverables, strategies, timeline, budget, risks and monitoring mechanisms. In other words, it serves as a blueprint for executing the pilot project and it guides the project's day-to-day activities.

The planning document contains the following components

GENERAL		
Name of TVET institution		
Location		
PROJECT OUTLINE		
Project title	[Develop from the identified need.]	
Purpose	[Clearly state how the project's specific objectives address the identified need and contribute to inclusive education]	
Project context	[Provide an analysis of the current TVET landscape, including existing programmes, policies, and gaps in inclusion. Address demographic trends, underserved populations and social inclusion challenges. Highlight any relevant legal or policy requirements]	
Beneficiaries	[Define the target group, considering gender, socio-economic background, ethnicity and disability status]	
PROJECT METHODOLOGY		
Data and information collection	[Describe the data collection methods used to justify the selection of the target group, such as surveys, interviews or focus groups. Provide evidence-based insights.]	
Constraints	[Identify solutions or methods that are off-limits.] [Detail boundaries or limitations that must be observed.]	
Resources	[Specify the support services, physical infrastructure, assistive technologies and personnel required for the project.]	
Deliverables	[State the expected outputs, such as training materials, workshops or improved learner outcomes]	
STAGES AND TIMELINE		
Key stages of project deployment	**Start date**	**End date**
[Insert stage description]	[Insert date]	[Insert date]
PROJECT TEAM AND MANAGEMENT STRUCTURE		
Name	**Title**	**Roles and responsibilities**
[Insert name]	[Insert title]	[Describe role]

>

BUDGET
[Provide an itemized budget for the project, including costs for resources, training, infrastructure and other relevant items.]

PROJECT RISK ASSESSMENT		
Risk	**Rating**	**Contribution to pilot project**
[Describe risk]	[Insert rating]	[Provide mitigation strategy]

Project monitoring and evaluation plan [Describe the mechanisms for monitoring progress and evaluating outcomes. Include data collection methods, indicators and schedules for regular reviews.]

PROJECT SUSTAINABILITY STRATEGY
[Outline long-term strategies for sustaining the project, including funding mechanisms, policy advocacy and capacity-building initiatives.]

PROJECT SCALING STRATEGY
[Detail how the project outcomes can be scaled up or replicated in other regions or countries. Highlight strategies for collaboration, resource mobilization and knowledge-sharing.]

Analyse the challenges in your context and document mitigation strategies on the risks register that appears in the pilot project document in *Toolkit 5*.

REFLECTING ON THE EFFECTIVENESS OF INCLUSIVE TVET PILOT PROJECTS

TVET trainers, managers and other personnel may use a reflection framework to reflect critically on actions they have taken to improve the inclusiveness of TVET programmes, training delivery and assessment.

For example, the tool may be used by:

- a TVET trainer who wishes to reflect on how he or she has applied the principle of reasonable adjustment in conducting learner assessments;
- a professional development officer who wants to reflect on the effectiveness of an awareness raising programme that he or she has conducted on inclusive TVET;
- a TVET manager who wants to reflect on the process he or she has used to develop the institute's roadmap for inclusive TVET.

The process of critical reflection involves describing an aspect of the user's professional practice, evaluating this aspect of their practice and identifying how they will improve this aspect of their practice in the future.

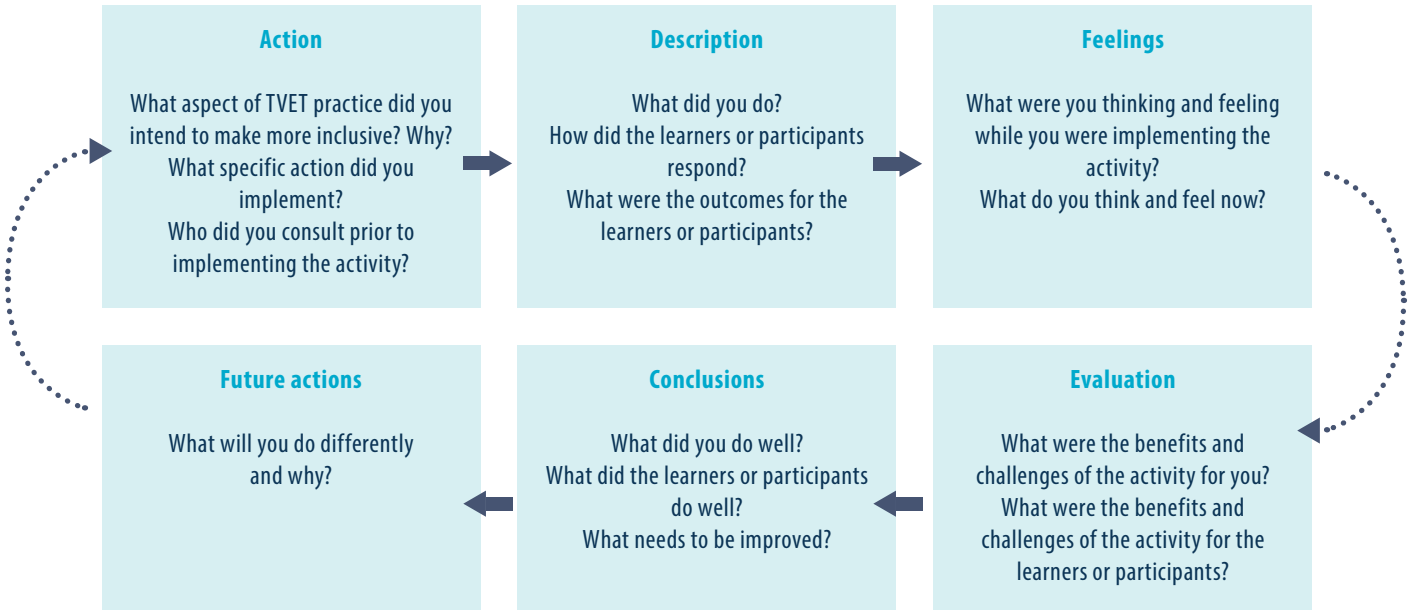
Figure 21 shows the process for reflecting on actions to implement inclusive TVET. The process is based on the reflective cycle developed by Graham Gibbs from Oxford Polytechnic in 1988 (Gibbs, 1988) and it offers a framework for examining actions, learning from those actions and planning how to do things better in the future.

The reflective cycle described in the framework covers six stages:

- the action taken and why;
- description of the experience;
- feelings and thoughts about the experience;
- evaluation of the experience;
- conclusions about what was learned and what could have been done differently;
- the future actions that should be taken to deal with similar situations in the future.

This framework includes several questions to prompt the user's thinking during each of the six stages. It is recommended that users make brief notes in the space provided in the tool to record their responses to each of the prompt questions.

Figure 21. Reflecting on actions to implement inclusive TVET



Adapted from: Education Endowment Foundation, 2021

Conclusion

6

CONCLUSION

Inclusion in TVET is not just an ideal; it is a transformative necessity that opens doors to quality learning opportunities for all individuals, regardless of their background. This guide serves as a crucial foundation for understanding the challenges and opportunities present in promoting inclusivity within TVET centres—whether formal, non-formal or informal. It is a call to action for educators, administrators and community stakeholders to engage in meaningful discussions, forge impactful partnerships and implement inclusive practices that are urgently needed in today's diverse educational landscape.

The holistic approach outlined in this guide emphasizes intentional actions and a firm commitment to dismantling barriers that hinder access to education. By fostering a culture of inclusion, we can create environments where every learner feels valued, respected and empowered to succeed. This guide not only identifies what needs to be done but also provides the practical tools and strategies necessary for implementing inclusive practices effectively. The introduction of pilot projects offers a pathway to initiate institution-wide changes that embed inclusivity into the foundation of TVET systems.

Furthermore, the self-assessment tool included in this guide enables institutions to evaluate their current status regarding inclusion themes and develop data-driven roadmaps tailored to the needs of disadvantaged learners. By establishing inclusive policies, applying universal design for learning, enhancing assessment practices and building the capacity of trainers, we can cultivate an inclusive culture that promotes equity and respect.

The success toward inclusive TVET hinges on collaboration.

Engaging institutional leaders, educators and external stakeholders is essential to raising awareness and driving meaningful policy changes.

Inclusion in TVET is about providing **hope, dignity and a sense of belonging** for all learners, particularly those at risk of exclusion.

We invite you to utilize this practical guide as a transformative resource in your institution. Let it inspire you to take bold steps beyond pilot projects, toward ensuring inclusive and equitable quality education and training for every learner and share your experiences with us via unevoc.inclusion@unesco.org.

ANNEX 7

FURTHER READING

Theoretical literature on inclusion in TVET

- UNESCO–UNEVOC: Technical and vocational education and training for disadvantaged youth
  - https://unevoc.unesco.org/pub/tvet_for_disadvantaged_youth.pdf

General guides on inclusion in TVET

- ILO: Guide on making TVET and skills development inclusive for all
  - https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/documents/publication/wcms_755869.pdf
- UNESCO–UNEVOC Virtual Conference on Inclusive TVET
  - https://unevoc.unesco.org/pub/vc_synthesis_25.pdf
- EFVET–GIVE (Governance for Inclusive Vocational Excellence)
  - https://www.efvet.org/portfolio-items/give/
    Note that this is still a running project.

Guides for specific vulnerable and/or excluded groups

- ILO: Making TVET and skills systems inclusive of persons with disabilities
  - https://www.ilo.org/global/topics/disability-and-work/WCMS_605087/lang--en/index.htm
- UNESCO–UNEVOC & CINOP: Boosting gender equality in science and technology – A challenge for TVET programmes and careers
  - https://unevoc.unesco.org/pub/boosting_gender_equality_in_science_and_technology.pdf
- ILO: Inclusion of People with Disabilities in Vocational Training: A Practical Guide
  - https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_230732.pdf

Guides on inclusion in education (non-TVET specific)

- University College Dublin Toolkit for Inclusive Higher Education Institutions: From Vision to Practice
  - https://www.ucd.ie/all/t4media/0274_UCD_TOOLKIT_1118_ONLINE_LR.pdf
- UNESCO: Embracing diversity: toolkit for creating inclusive, learning-friendly environments
  - https://unesdoc.unesco.org/ark:/48223/pf0000137522
- UNESCO: A guide for ensuring inclusion and equity in education
  - https://unesdoc.unesco.org/ark:/48223/pf0000248254.locale=en
- UNESCO: Overview of all its resources on the area of inclusive education
  - https://en.unesco.org/themes/inclusion-in-education/resources

Guides on particular aspects of (the delivery of) education

- UNESCO-UNEVOC: OER in TVET: Open educational resources for skills development
  - https://unevoc.unesco.org/up/OER-in-TVET.pdf
- CAST (2018): Universal Design for Learning Guidelines
  - http://udlguidelines.cast.org/
- Center for Teaching Excellence, University of Florida - Inclusivity in the classroom
  - Examples on how teachers can improve inclusion in the classroom
  - https://teach.ufl.edu/resource-library/inclusivity-in-the-classroom/
- W3C Web Accessibility Initiative - Web Content Accessibility Guidelines (WCAG)
  - Guidelines to make internet resources accessible
  - https://www.w3.org/WAI/standards-guidelines/wcag/
- CINOP: Overview of the steps in the student journey
  - https://ecio.nl/wp-content/uploads/sites/2/2021/06/ECIO_011_Study-process-in-chart-for-students_tg_2021.pdf

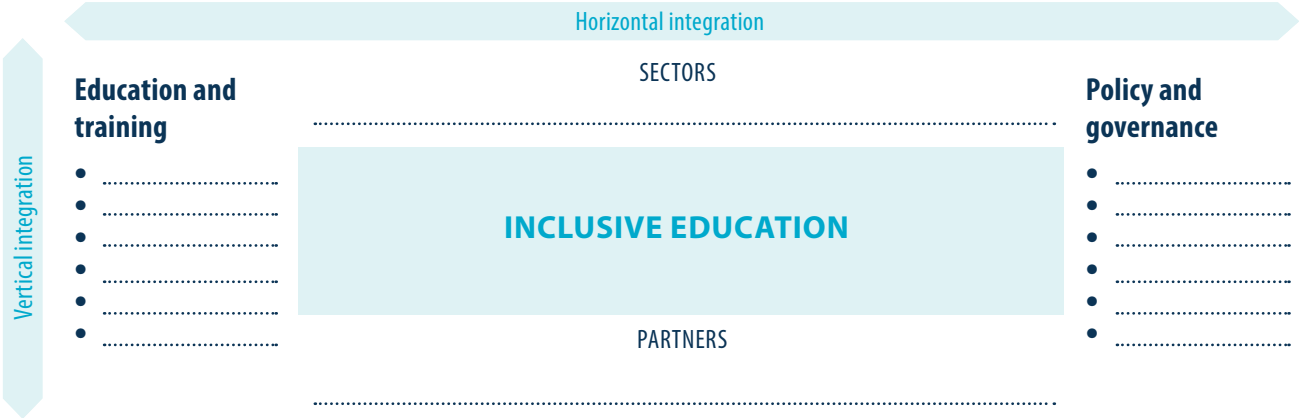
TOOLKITS

TOOLKIT 1.

Developing an ecosystem map for your TVET centre

VERTICAL INTEGRATION							
Education level					**Government level**		
Formal TVET	Non-formal	Informal	Higher education	General education	Local	Regional	National

HORIZONTAL INTEGRATION			
Sectors	**Sub-sector**	**Actors**	**Description**
Finance		Private sector	
Health		NGOs	
Education		Researchers	
Social		Government	
Labour		Professionals	



TOOLKIT 2.

An example of an exclusion map

KEY PHASES IN THE TVET LEARNER'S JOURNEY	EXAMPLES OF GROUPS WHO MAY BE EXCLUDED AT EACH PHASE OF THE LEARNER'S JOURNEY	CAUSES OF EXCLUSION AT KEY PHASES IN THE LEARNER'S JOURNEY	POSSIBLE ACTIONS TO PREVENT EXCLUSION AT KEY PHASES IN THE LEARNER'S JOURNEY
Access, TVET programme selection and enrolment	• People from disadvantaged socio-economic backgrounds • People with little or no formal school education • Migrants, asylum seekers and refugees • People from ethnic or linguistic minority groups	• Lack of targeted information on TVET programmes • Inadequate career information and course advisory services for potential learners • Excessive fees and charges • Restrictive entry requirements and selection criteria for TVET programmes • Rigid programme design with single entry and exit points for learners	• Provide learners with information about TVET programmes, benefits and enrolment procedures. • Provide TVET programme information in community languages and through social media. • Establish and adequately resource multilingual careers and course advisory services. • Introduce fees and charges policies that include provision for reducing or waiving fees and charges for disadvantaged people. • Provide alternative entry requirements and selection criteria for TVET programmes. • Provide different types of programmes, such as institute-based programmes, apprenticeships, online, distance and workplace learning, that have multiple entrance and exit points to meet needs of diverse learners. • Provide transport support.

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KEY PHASES IN THE TVET LEARNER'S JOURNEY	EXAMPLES OF GROUPS WHO MAY BE EXCLUDED AT EACH PHASE OF THE LEARNER'S JOURNEY	CAUSES OF EXCLUSION AT KEY PHASES IN THE LEARNER'S JOURNEY	POSSIBLE ACTIONS TO PREVENT EXCLUSION AT KEY PHASES IN THE LEARNER'S JOURNEY
Recognition of prior learning (RPL)	• Migrants, asylum seekers and refugees • Older workers returning to formal study • Informal sector workers • Women • People from disadvantaged socio-economic backgrounds • Ex-combatants • People with little or no formal school education	• Inadequate advice and lack of information on RPL • Excessive evidence requirements for RPL applications • Bureaucratic RPL processes • Reluctance to recognize applicant skills acquired through informal learning • Over-reliance in RPL processes on documentation such as certificates and awards • Lack of TVET staff with training in RPL procedures • High cost of RPL services • Time delays in provision of RPL services • Inflexible curriculum and delivery arrangements which limit provider's capacity to grant learners advanced standing based on RPL outcomes	• Establish RPL policy and procedures. • Promote the benefits of RPL to potential learners, employers, parents and community organizations. • Identify RPL champions to promote RPL to disadvantaged communities. • Put in place clear, cost-effective and time-effective RPL procedures. • Ensure that all learners have ready access to RPL services, at or near the point of enrolment, so that they can gain credit for the skills attained through training, work and life experience. • Ensure RPL policies and procedures provide for the recognition of diverse sources of evidence. • Provide training for RPL assessors. • Establish flexible curriculum and delivery arrangements so that learners can gain advanced standing based on RPL outcomes.

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Training delivery	• People with disabilities • People living in rural and remote areas • Women and girls • People from ethnic or linguistic minority groups • Migrants, asylum seekers and refugees	• 'One-size-fits-all' approach to training delivery • Inflexible programme scheduling and timetabling • Inaccessible learning environments and lack of adaptive technologies • TVET teachers not skilled in inclusive TVET delivery methods • Limited or no language support for learners lacking proficiency in the language of instruction • Curriculum and instructional materials that do not reflect the gender, ethnic and cultural diversity of the learner group • Lack of applied learning with overemphasis on theoretical learning	• Introduce flexible curriculum structures, such as modular programmes, flexible scheduling such as rolling enrolments and flexible delivery modes such as online and distance delivery, which provide options for diverse learners. • Ensure that there are no physical barriers that impinge on learning in on-the-job and off-the-job learning environments. • Introduce adaptive technologies and provide training for TVET staff in their application. • Implement applied learning approaches that focus on the acquisition of work-related skills. • Review instructional materials to ensure that they reflect the gender, ethnic and cultural diversity of the learner group. • Integrate learning and language support staff into the delivery of mainstream TVET programmes. • Provide professional development for TVET trainers on inclusive TVET delivery methods.

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Learner support	• People with disabilities • People living in rural and remote areas • Migrants, asylum seekers and refugees • People with little or no formal school education • People from ethnic or linguistic minority groups	• Under-resourced learner support services, such as mentoring, coaching • Lack of trained TVET staff to provide learner support services	• Provide professional development for TVET trainers and assessors on inclusive teaching and assessment methods. • Provide mentoring and coaching support for all learners who require support. • Ensure workplace training venues can provide learner support for learners engaged in apprenticeship, work placement and work-based learning programmes.

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Assessment and certification	• Learners with disabilities	• Over-reliance on examinations and written tests • Cultural and language bias in assessment materials • Lack of reasonable adjustment policy and procedures • Excessive fees and charges for assessment and certification • Bureaucratic procedures leading to delays in issue and reissue of certification • Inadequate IT systems to support assessment and certification processes	• Establish an assessment policy that includes provision for reasonable adjustment and recognition of prior learning. • Provide professional development for staff on reasonable adjustment, recognition of prior learning and inclusive assessment methods. • Shift emphasis in learner assessment from 'assessment of learning' to 'assessment for learning'. • Upgrade IT systems to provide for online assessment and recording and reporting of assessment and certification outcomes. • Ensure assessment policy includes provision for fee waivers and reductions for disadvantaged learners. • Review assessment materials to identify cultural and gender bias. • Review readability of assessment items and adjust items as necessary to match language and literacy capabilities of the learner group. • Provide alternate assessment items to cater to learners with diverse needs.

KEY PHASES IN THE TVET LEARNER'S JOURNEY	EXAMPLES OF GROUPS WHO MAY BE EXCLUDED AT EACH PHASE OF THE LEARNER'S JOURNEY	CAUSES OF EXCLUSION AT KEY PHASES IN THE LEARNER'S JOURNEY	POSSIBLE ACTIONS TO PREVENT EXCLUSION AT KEY PHASES IN THE LEARNER'S JOURNEY
Transition to work or further education	• Women and girls • People with disabilities • People living in rural and remote areas • People with criminal convictions	• Limited collaboration between TVET institutions and industry stakeholders restricting apprenticeship, work placement and resource sharing arrangements • Inadequate match between TVET programme outcomes and industry skills needs • Failure to incorporate generic work skills, such as communication, teamwork and problem solving, in training programmes • Persistence of traditional gender roles and stereotypes limiting work experience and job opportunities for women and girls • Poor perception of TVET qualifications discourages learners from pursuing TVET pathways • Lack of career guidance and job placement services • Limited opportunities for structured work experience and job placements • Inadequate training pathways linking school, TVET and higher education programmes	• Establish engagement strategy to strengthen linkages with industry and community organizations, including advocacy groups for disadvantaged learners. • Provide professional development for TVET staff on industry and community engagement strategies. • Conduct training sessions for workplace personal and staff in community organizations on the needs of at-risk learners. • Promote the benefits of TVET for at-risk learners among workplace and community stakeholders. • Focus on development of generic skills in TVET programmes so that at-risk learners are better prepared to enter the workforce.

TOOLKIT 3.

Assessment tool for inclusiveness in TVET*

SCORE	DESCRIPTION
1	Not in consideration
2	Not yet started but under consideration
3	In progress with initial steps taken
4	Partially implemented in some programmes
5	Fully implemented in all programmes

TIPS

- Involve a diverse team in the assessment process, including external participants.
- Use data and evidence to support your score.
- Be honest and objective.

FEATURE		**ACCESS** (Overcome potential barriers to skills development)						
4A STRATEGY		**Availability** (Presence of education and training and removal of barriers)						
THEMES		SUB-INDICATORS	1	2	3	4	5	AVERAGE SCORE
Availability of inclusive policies and strategies	Policies	Policy or vision statement on attracting and retaining diverse learners						
		Policies on the values of equality and non-discrimination (for example, gender-based violence, anti-bullying policy)						
		Policies and procedures on recognition of prior learning						
		Policies on reasonable adjustment						
		Policies governing careers, work placements and apprenticeships ensure access for all students						
	Financing	Policies on financing and resourcing for inclusion activities						
		Policies address student health, well-being, personal insurance cover and financial support						
		Policies on inclusive and flexible delivery and assessment methods						
	Strategies	Inclusive roadmap with a timeline						
		Strategy in place to develop key performance indicators on access, mainstreaming and inclusion						
		Policies on targeted interventions (for example, girls' enrolment in STEM, outreach programmes for marginalised groups)						
		Communication strategy highlighting diversity and inclusion						
	Governance	All job and position descriptions highlight the importance of maintaining an inclusive workplace						
		Governance arrangements that are inclusive of disadvantaged groups are documented						
		Diverse representation in recruitment and staffing practices						
		The senior management provides clear leadership on inclusive TVET						
		All staff challenge non-inclusive practices						
		All policies developed are monitored to ensure that they promote inclusion, equality and non-discrimination in TVET and/or the workplace						

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*Unknown responses/unavailable data are included in the scoring, but with zero points.

FEATURE		ACCESS (Overcome potential barriers to skills development)						
4A STRATEGY		Availability (Presence of education and training and removal of barriers)						
THEMES		SUB-INDICATORS	1	2	3	4	5	AVERAGE SCORE
Addressing physical barriers (built and resources)	Enrolment	TVET programmes available to all, regardless of diversity and background						
		Information accessibility about TVET programmes, benefits, enrolment and application procedures						
		Information shared in community language						
		Targeted outreach programmes for disadvantaged groups						
		Flexibility in entry points and schedules						
	Selection	Unbiased selection criteria						
	RPL	Recognition of prior learning mechanisms						
		Accessibility in submitting prior learning documentation						
		Adaptation of recognition processes for diversity						
	Infrastructure	Availability of accessible physical infrastructure (for example: ramps, lifts, assistive technology, good lighting, wide hallways, accessible classrooms, evacuation plan for diverse learners) for school and student hostels						
		IT systems meet accessibility guidelines						
		Availability of inclusive facilities and materials (inclusive sanitary facilities, appropriate transport)						
		Enough teachers and support staff						
	Overcoming financial barriers	Scholarships and financial assistance for those facing barriers						
		Financial support for textbooks and uniforms for those facing economic barriers						
	Tackling sociocultural barriers	Creating a non-discriminatory environment that celebrates diversity						
		Ensuring a respectful and inclusive environment for all						
		Incorporating cultural, linguistic and gender perspectives						
		Implementing measures to prevent/address discrimination or harassment						
		Maintaining diverse teaching staff and management staff						

FEATURE	**DELIVERY AND ASSESSMENT** (Accommodate diverse learning styles and support systems)						
4A STRATEGY	**Accessibility** (The ease of reaching all learners and diverse accommodation)						
THEMES	SUB-INDICATORS	1	2	3	4	5	AVERAGE SCORE
Curriculum	The curriculum, learning materials and instructors' practices are free of bias (for example, traditional gender roles, absence of representation of disability and/or minorities, depiction of 'inferior' social classes)						
	Sufficient and diverse training programmes address various skills needs and interests						
	Flexible and inclusive curriculum, including decolonizing the curriculum, gender balance, disability awareness, global class, adult learning principles, disparity of wealth, ageism, etc.						
Learning methods	Universal design of teaching and learning forms part of the institutional strategy and goals						
	Social and emotional learning is part of the curriculum and regularly addressed in various parts of the curriculum						
	Student feedback is gathered for each module and action plans are developed in response to the feedback. Specific issues of inclusion form part of the feedback gathered, for example, on the accessibility of teaching materials.						
	Students are given the opportunity to be partners in their learning and have input in directing teaching content, assessment and other processes						
	Work-ready graduate competencies are agreed and programme teams work together to ensure students are all taught the associated skills, while also allowing for the pace of individual learners						
	Students have access to teaching materials in advance and in diverse ways: digital (pc, laptop, phone) or print. Materials follow guidelines for accessible documents (for example, good colour contrast, sans-serif font, minimum size 24pt. for presentations, minimum size 12pt. for printed materials, etc.)						
	Active learner-centred training is embraced						
	Machines and other practical learning materials are adaptable and/or available for students who need adaptations (for example, students with disabilities)						
Assessment	Reasonable accommodation in assessment and flexible assessment arrangements						
	Inclusive, formative and fair assessment methods						
	Flexible pathways for disadvantaged learners						
	Students always have a choice or variety of assessments (diverse styles exist)						
	Feedback is always provided early and students have an opportunity to discuss feedback one-to-one with teaching staff						
Support service	Information on supports is available in an accessible format (online, plain language, clearly signposted) and clear guidance is provided on the time-frame						
	Course advisory, career guidance and job placement, mentoring and coaching support are available to all learners						
	Childcare is provided for students who require the service						
	Additional support services for learners with disabilities or other disadvantages						
	Support staff have all received training, such as training on unconscious bias or disability awareness						
	Students have the opportunity to meet with teaching staff one-to-one, either at advertised office hours or at dedicated 'module clinics'. Students are encouraged to engage in this individual communication.						

FEATURE	**DELIVERY AND ASSESSMENT** (Accommodate diverse learning styles and support systems)						
4A STRATEGY	**Accessibility** (The ease of reaching all learners and diverse accommodation)						
THEMES	SUB-INDICATORS	1	2	3	4	5	AVERAGE SCORE
Support service	Positive mental health is promoted to all students, including education campaigns and services, such as mindfulness groups						
	Culturally sensitive support services are offered						
	When matching students to companies to get work experience (apprenticeships, internships, on-the-job-learning), travel possibilities, costs, availability and accessibility are taken in consideration						

FEATURE	**DELIVERY AND ASSESSMENT** (Accommodate diverse learning styles and support systems)						
4A STRATEGY	**Accessibility** (The ease of reaching all learners and diverse accommodation)						
THEMES	SUB-INDICATORS	1	2	3	4	5	AVERAGE SCORE
Language	Language support						
Professional development (teachers, assessors and managers)	Teaching staff have all been trained in diversity and inclusion, for example, gender issues, poverty and vulnerability, disability awareness, unconscious bias, social-emotional learning, universal design for learning, etc.						
	Training on gender-responsive pedagogies (including inclusive language and images)						
	Professional development plan at different levels						
	Staff receive ongoing support/mentorship on inclusive training materials (including assistive technologies)						
	Inclusive education skills in job descriptions for TVET trainers						
	Training on inclusive assessment methods (reasonable accommodation)						
	Professional development of management staff						
	Professional development for TVET staff on industry and community engagement strategies						
	Reaffirm belief in the ability of all learners to learn						

FEATURE	**OUTCOMES** (Provide skills development opportunities for decent work)						
4A STRATEGY	**Acceptability** (The quality and relevance of educational programmes to learners' needs)						
THEMES	SUB-INDICATORS	1	2	3	4	5	AVERAGE SCORE
Certification	Accessible certification to all who complete the programme						
	Awareness of disadvantaged learners regarding RPL mechanisms						
	Recognition and value of certification by employers						
	Offer of alternative certification pathways (such as micro-credentials)						
Skills relevance to labour market	Integration of all learners into the workforce and internships						
	Tailored transition services for learners from diverse backgrounds						
	Access to apprenticeships and decent jobs for all learners						
	Access to role models from diverse backgrounds						
	Access to differentiated learning in industry or company of apprenticeship or internship						
Transversal skills	Inclusive entrepreneurship training						
	Life skills development						

FEATURE	**PARTNERS** (Establish collaboration and partnerships)						
4A STRATEGY	**Adaptability** (The ability to adjust and modify educational programmes to changing trends and to suit different and emerging learners' needs)						
THEMES	SUB-INDICATORS	1	2	3	4	5	AVERAGE SCORE
Partnerships	Collaborative partnerships for underrepresented groups is established						
	Partnerships with service providers, civil society, government agencies and other educational providers						
	Industry partnerships with individual employers and industry associations						
	International partnerships						
	Engagement with parents, the community and advocacy organizations to increase awareness of TVET programmes for diverse groups						
Technology adoption	Monitoring technological innovations for improved provision						
Monitoring and evaluation	Mechanisms for feedback from stakeholders						
	Continuous programme updates to meet industry demands						

TOOLKIT 4.

Building a roadmap for inclusive TVET

Form a working group and use the template below as a guide to develop your own roadmap for inclusion.

TITLE OF PROJECT					
INSTITUTION					
Step 1: Commitment to the project	**Objective**				
	Examples: • Gain commitment from relevant stakeholders to work on the project • Organize awareness campaign				
Step 2: Planning	Identification of pool of students	Selection of participants	Training sectors, curriculum and trainers	Training venue	Transition to work/ employment
				Examples: • Accessibility • Infrastructure	Examples: • On-the-job training • Apprenticeship
	Budgeting				
Step 3: Importance and sustainability of project					
Step 4: Way forward					

TOOLKIT 5. Inclusive TVET project template

GENERAL	
TVET institution	
Location	
Number of students	

PROJECT OUTLINE	
Project title	
Purpose	
Project context	
Beneficiaries	

PROJECT METHODOLOGY	
Data and information collection	
Constraints	
Resources	
Deliverables	

STAGES AND TIMELINE		
Key stage of project deployment	Start date	End date

PROJECT TEAM AND MANAGEMENT STRUCTURE		
Name	Title	Roles and responsibilities

EXTERNAL STAKEHOLDERS		
Organization	Contact person	Contribution to pilot project

BUDGET

PROJECT RISK ASSESSMENT		
Risk	Rating [H = High, M = Medium, L = Low]	Actions to reduce the risk

PROJECT SUSTAINABILITY STRATEGY

PROJECT SCALING STRATEGY		

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International Centre for Technical and Vocational Education and Training

A practical guide for formal, non-formal and informal TVET institutions

Inclusion in TVET

In a world striving for equity and inclusivity, 'Inclusion in TVET: A practical guide' stands as a beacon for formal, non-formal and informal TVET institutions. Commissioned by the UNESCO-UNEVOC International Centre for TVET, this comprehensive guide offers actionable strategies to build inclusive educational environments that cater to the diverse needs of all learners.

With contributions from global experts and insights from pilot programmes across various countries, this guide delves into the principles of inclusive TVET, identifying barriers to access, participation and completion. It provides a roadmap for assessing and enhancing inclusiveness, integrating social protection systems and fostering operational partnerships.

Whether you are an educator, policymaker or other stakeholder, this guide equips you with the tools to transform TVET institutions into inclusive spaces where every learner can thrive. Join the movement towards inclusive education and be part of a global effort to ensure no one is left behind.

Stay in touch

unevoc@unesco.org

https://unevoc.unesco.org

@unevoc

company/unevoc/

unesco.unevoc.international

UNESCO-UNEVOC
International Centre for TVET
UN Campus, Platz der Vereinten Nationen 1
53113 Bonn, Germany

9 789231 007606

4 QUALITY EDUCATION

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