

# Inclusive Learner Engagement for VET institutions Toolkit

*The Inclusive Engagement of Underrepresented Students in Vocational Education & Training (InclusiVET) project*

## Description

---

Inclusive Learner Engagement for VET institutions Toolkit includes a series of tools aimed at empowering all VET stakeholders in achieving long-lasting impact in the fields of inclusion and learner engagement at the local, national, and European levels through a school-wide approach:

1. InclusiVET [Institutional Self-assessment Tool](#)
2. InclusiVET [Guidelines for inclusive engagement action plans in vocational education & training \(VET\) institutions](#)
3. InclusiVET [Learner-led Review Tools](#)
4. InclusiVET [Online Campaign Tool](#)
5. InclusiVET [Policy Recommendations](#)

These tools constitute a diverse, multi-stakeholder, and comprehensive toolkit to foster inclusive learner engagement across VET systems. The toolkit accompanies VET institutions through an assessment phase: with the [Institutional Self-assessment Tool](#), VET governance and management staff can assess their institutions' levels of inclusivity and engagement. This goes hand in hand with the [Learner-led Review Tools](#), which instructs students on how to evaluate their VET institution on these issues and provides them with the tools to make their own assessment. Taken together, these evaluations serve as a comprehensive basis for a planning phase, which the toolkit addresses through the [Guidelines for inclusive engagement action plans in VET institutions](#).

The toolkit also empowers learners to address these issues independently, either to tackle potential resistance in the implementation of the Action Plan, or to disseminate implemented positive changes beyond the local level. The [Online Campaign Tool](#) allows students and student organisation to prepare campaign materials that they can use to advocate for change in their VET institutions and beyond.

Finally, the [Policy Recommendations](#) complement these tools by providing pathways to policymakers and student representatives at the local, national, and European levels, ensuring that the local transformations are accompanied by the relevant systemic and political changes.

## Beneficiaries

---

[Early leavers from education and training](#)

[Young people with complex needs \(e.g. health issues, in poverty, with caring responsibilities, socially disadvantaged, living in a remote location\)](#)

[Learners at transition points and/or uncertain about career aspirations](#)

[Low-performing learners](#)  
In general, the use of the Inclusive Learner

Engagement for VET institutions Toolkit benefits first and foremost minority groups, learners with difficult socio-economic or migratory backgrounds, and other underrepresented learners within a VET student population, catering for their inclusion and engagement in all aspects of their lives in the VET institution. The improvements in learner inclusion and participation also benefit the VET institution as a whole, as they should bring not only improved academic results, but also better, more targeted decision-making at the school governance level. Ultimately, the entirety of the civil society can benefit from the extensive use of the InclusiVET toolkit, since it empowers VET learners for their future life as both workers and citizens, and also caters for transformative VET policies at various levels.

Each tool then has specific immediate beneficiaries:

- The InclusiVET Institutional Self-assessment Tool and InclusiVET Guidelines for inclusive engagement action plans in VET institutions have as immediate beneficiaries the VET institution and school governance staff
- The InclusiVET Learner-led Review Tools have as immediate beneficiaries the underrepresented VET learners, and ultimately the whole VET student population.
- The InclusiVET Online Campaign Tool benefits VET student activists, representatives, unions, and organisations.
- The InclusiVET Policy Recommendations aim to benefit EU, national, and local VET systems.

## Countries



Belgium



France



Hungary



Malta



Poland



Slovenia

## Country/ies or organisation that developed the tool

Organising Bureau of European School Student Unions (OBESSU)

Société d'Enseignement Professionnel du Rhône (SEPR)

Magyar Digitális Oktatásért Egyesület – Association for Hungarian Digital Education (AHDE)

Association of Slovene Higher Vocational Colleges – Association HVC (SKUPNOST)

OIC Poland Foundation (OIC)

Knowledge and Innovation Centre (KIC)

## Date of creation of toolkit and periodicity of updates

2024:

- InclusiVET Institutional Self-assessment Tool
- InclusiVET Guidelines for inclusive engagement action plans in vocational education & training (VET) institutions
- InclusiVET Learner-led Review Tools

2025:

- InclusiVET Online Campaign Tool
- InclusiVET Policy Recommendations

All tools will remain on the partners' and project's websites for at least 5 years after the conclusion of the project (August 2025).

## Purpose of the toolkit

---

The InclusiVET project developed a series of tools to facilitate the planning, implementation, and assessment of VET programmes, as well as to encourage institutional and learner proactivity and activism. It aims to embed inclusive learner participation and representation at every level of VET institutions.

## Description of each of the tools

---

1. **InclusiVET Institutional Self-assessment Tool:** The tool is designed to be used by individual VET schools and contains five categories related to inclusive learner engagement, with each being subdivided into several statements. Different sets of questions are tailored for specific groups, including institutional leaders, student services, support staff, and students. The self-assessment yields both individual reports and a consolidated institutional report for the respective VET school. Access to the tool is granted upon registration on the related InclusiVET project's webpage.
2. **InclusiVET Guidelines for inclusive engagement action plans in vocational education & training (VET) institutions:** The guidelines are intended to be of relevance in the context of all countries and educational systems that aim to prepare action plans for the improvement of inclusive engagement in their VET institutions. While the tools that are introduced in these Guidelines can be adapted to VET institutions' own structures, they can also be used independently or incorporated into other policy processes and tools focusing on learner engagement.
3. **InclusiVET Learner-led Review Tools:** This set of tools consists of a Learner-led Review Manual, the Learner-led Review Guidelines, and a series of Annexes. The Learner-led Review Manual provides a comprehensive, step-by-step guide for implementing a learner-led review process within a VET institution: from initial planning and data gathering to result analysis and action plan development, the manual equips facilitators and learner-reviewers with essential tools to ensure that all learners have the opportunity to thrive. Complementary to the Manual, the Learner-led Review Guidelines for Learners inform learner-reviewers about their role and the steps to be taken before, during, and after the review. These are complemented by 8 Annexes equipping users with the materials needed to effectively conduct, monitor, and finalise the review process, namely: the [Timetable for Staff](#) and [Timetable for Learners](#), helping either VET managers and staff or VET learners to monitor and manage all the process' roles, tasks, and steps; the [List of Questions/Topics](#), providing examples that learner-reviewers can use to brainstorm and discover what type of challenge/question they would like to focus on during the review; the [Interview Report](#) and the [Focus Group Report](#), offering templates for learner-reviewers to conduct their review through interviews or focus groups, and to keep track of the process; the [Recommendation Template](#), equipping learner-reviewers with a template to reflect on the key findings of the review process and present relevant recommendations effectively; the [Attendance List model](#); and the [Certificate of Attendance/Appreciation Model](#).
4. **InclusiVET Online Campaign Tool:** The tool includes two editable templates of advocacy materials, some student-led inspirational videos from the InclusiVET project's online campaign, and a set of downloadable graphics on inclusive learner engagement from the InclusiVET project's MOOC for student support staff. While primarily tailored to learners, the tool could be useful also to VET institutions and student support staff to promote their results in the field of inclusive learner engagement in other schools.
5. **InclusiVET Policy Recommendations:** The Policy Recommendations "For a Comprehensive and Inclusive Engagement of VET Learners" define 5 paths for decision-makers and other stakeholders in the VET sector to foster a comprehensive and inclusive engagement of learners in VET systems at the European, national, and local levels. They are available in a short, handy version, as well as in a long, informative version.

## Target groups

The main target groups of the InclusiVET project consist of VET learners, student representatives, and especially students from underrepresented and disadvantaged backgrounds. The project also pays specific attention to the leadership/management of VET institutions, in particular those with responsibility around student engagement, inclusion, and equality, as well as to student support staff who play a key role in facilitating student engagement and are instrumental in fostering open and inclusive engagement opportunities. Finally, the project targets policymakers and other VET stakeholders at the European, national, and local level.

## Type of guidance given to users

---

1. InclusiVET Institutional Self-assessment Tool: This self-evaluation tool is designed to help VET schools to: A) become more aware of the areas in which learner engagement should be considered; B) identify the extent to which learner engagement is perceived to be inclusive; and C) consider actions to improve learner engagement for a diverse learner population.
2. InclusiVET Guidelines for inclusive engagement action plans in vocational education & training (VET) institutions: The Guidelines consist of a set of pathways for VET institution aiming to launch a new inclusive learner engagement strategy for the first time, or test/improve its already existing inclusive learner engagement strategy and practices.
3. InclusiVET Learner-led Review Tools: This set of tools helps VET institutions in tailoring their inclusive engagement strategies, practices, and assessments to the real needs of their students and thus make them more effective. At the same time, it aims to empower underrepresented and disadvantaged learners in VET institutions by fostering their sense of belonging and active participation in their school lives through direct engagement in the evaluation of institutional VET practices and policies.
4. InclusiVET Online Campaign Tool: A set of online content and editable materials that student activists, unions, and organisations can themselves use to promote the inclusive engagement of learners within or beyond their VET institutions, both online and offline.
5. InclusiVET Policy Recommendations: The Policy Recommendations “For a Comprehensive and Inclusive Engagement of VET Learners” define 5 paths for decision-makers and other stakeholders in the VET sector to foster a comprehensive and inclusive engagement of learners in VET systems at the European, national, and local levels.

## Source of information of the different tools

---

The Inclusive Learner Engagement for VET institutions Toolkit was primarily co-developed by the InclusiVET project partners, based on the specific expertise of each project team, as well as on the findings of the project’s [Mapping Report](#) on the characteristics, challenges and opportunities of inclusive learner engagement in VET.

In particular:

- The InclusiVET Institutional Self-assessment Tool, Guidelines for inclusive engagement action plans in vocational education & training (VET) institutions, and Learner-led Review Tools were based on: desk research on inclusive learner engagement, enabling factors, and case studies; data from five focus groups with VET managers, student support staff, and learners from the project partners’ networks; a benchmarking framework created on the above bases; 2 month-long piloting sessions with learners and other relevant users, including feedback and recommendations; internal review sessions
- The InclusiVET Online Campaign Tool was co-created with VET learners and student

representatives from OBESSU's Member Organisations, and it was based on OBESSU's expertise in student advocacy and activism campaigning

- The InclusiVET Policy Recommendations were developed by the project consortium, based on key project's results, especially the findings from the Mapping Report, the Focus Groups' recommendations, and OBESSU's expertise in inclusion, youth, and education policies

## Link/s to the toolkit and further information

---

1. InclusiVET [Institutional Self-assessment Tool](#)
2. InclusiVET [Guidelines for inclusive engagement action plans in vocational education & training \(VET\) institutions](#)
3. InclusiVET [Learner-led Review Tools](#)
4. InclusiVET [Online Campaign Tool](#)
5. InclusiVET [Policy Recommendations](#)
6. [InclusiVET Project Website](#)

Many of the sources for this Toolkit come from the InclusiVET project's [Mapping Report](#) and [MOOC](#) for student support staff.

Contact details for further information:

<b>Name</b>	Daniele Sabato
<b>Email</b>	<a href="mailto:daniele@obessu.org">daniele@obessu.org</a>
<b>Telephone</b>	+39 3899447388
<b>Websites</b>	OBESSU Website: <a href="https://obessu.org/">https://obessu.org/</a>

---

Source URL: <https://www.cedefop.europa.eu/en/en/tools/vet-toolkit-tackling-early-leaving/resources/inclusive-learner-engagement-vet-institutions-toolkit>