



Our society is composed by individuals and groups with diverse ways of functioning. Having a disability is part of everyone's life cycle and it can appear in different moments of life. In general, people face disabling conditions in a society that is unprepared or unaccepting of diversity while independent living is one of the most important aspects of all people. The empowerment of individuals, to make their own decisions and take their responsibilities, is considered as a crucial factor for creating independent living. The key to an inclusive society is the acceptance and the support that ensure that fundamental human rights are accessible for all.

In an extensive study, the partners of the Erasmus Plus project "The VET Learning Community" give an overview of pre-conditions of inclusive education in VET at national level as results of benchmarking the risk and the opportunities for the various national contexts. The overview of pre-conditions is supported by guidelines for implementation of inclusive education for all from the perspective of the VET provider.

This leaflet summarises the main results of the study.

All European countries are committed to working towards ensuring more inclusive education systems. Inclusive education systems are seen as a vital component within the wider aspiration of more socially inclusive societies. There is currently no internationally agreed definition of the concept 'Inclusive Education'.

The European Agency of Special Needs and Inclusive Education states that 'the ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers' (European Agency, 2017). Such vision requires changing the educational culture in teaching and in practicing the support for learners. It also requires moving away from the approach a 'one-size-fits-all' in education and training, towards a more person centred and tailored-made approach that aims to respond to individual needs of learners.

The ten partners of the TVLC project shared the common belief that National and European educational policy should be based on principles of inclusive education and equal opportunities, availability and access for all learners.

They believe that VET institutions should provide VET programs for all learners with and without

special educational needs. They explored the opportunities and limitations of implementing

Inclusive Vocational Education and Training for all learners in their organisations and in their country.

Commonalities in measures to encourage the implementation of Inclusive Vocational Education and Training in the 5 countries of the project partners are:

- Having a coherent and consistent legal and financial framework that facilitates and encourages the cooperation and exchange of expertise and practices between mainstream VET-providers, specialized VET providers and other relevant stakeholders that contribute to a more Inclusive Vocational and Training System.
- Raising awareness, motivation and confidence among parents of students with special educational needs, students without special needs, managers and teachers of the VET provider on the opportunities and benefits of the implementation of an more Inclusive VET system.
- Building up a capacity of knowledge, skills and competences of teachers in VET in teaching and coaching students with special needs in the organisation of the VET provider.
- Making financial and human resources (specialised staff) available to establish measures that support teachers and students with special educational needs in their learning process.
- Increasing the flexibility of the VET provider to adapt the curriculum of the VET programs to the needs of the student.
- Developing adapted learning materials for students with special educational needs.
- Improving the accessibility of the learning facilities (Buildings, class rooms and locations)

Many of the requirements for inclusive education in VET can be related to requirements of a quality system. Especially, Implementing the criteria of the EQUASS system, a sector specific quality system which is compliant with the EQAVET framework at service provider level, may be helpful to guide the VET provider what to do to contribute to the creating of more Inclusive Vocational Education and Training.