

Best practice for inclusive VET

Fundación Docete Omnes

Title of the best practice

Experts Group - CDP La Blanca Paloma (VET education in Spain)

Country of the case study

In Spain, VET is regulated at the national level by the **LOMLOE (Organic Law 3/2020)**, which establishes the overarching principles of inclusion and equity. This framework is specifically operationalised for the vocational sector through **Organic Law 3/2022 (The VET Law)** and **Royal Decree 69/2025**, which mandate the integration of personalised learning paths and individualised support as structural rights for students with disabilities. Autonomous communities are responsible for implementation, and in Andalusia, VET is managed by the **Regional Ministry of Education, Development, and Vocational Training of the Junta de Andalucía**. This entity approves curricula, training pathways, and funding. While the national framework has evolved to better address the diverse needs of learners, successful inclusive outcomes still depend heavily on the internal pedagogical commitment and the effective deployment of resources available at the centre.

Context

CDP La Blanca Paloma is a Publicly Funded Vocational Education and Training centre located in La Zubia (Granada, Andalusia). It belongs to Fundación Docete Omnes, a non-profit organisation with a long tradition in education and social care. The centre provides formal vocational education at different levels, including Basic, Intermediate and Higher VET programmes:

- Basic VET (EQF 2): Hairdressing and Aesthetics.
- Intermediate VET (EQF 4): Nursing Care, Hairdressing and Cosmetics, Pharmacy and Parapharmacy.
- Higher VET (EQF 5): Social Integration, Sociocultural and Tourism Animation.

A diverse student population from Granada and the surrounding municipalities characterises the local context. Every academic year, the centre enrolls around 360 students; in the 2024–2025 academic year, approximately 48 of them had specific educational support needs (SEN). The centre maintains a close collaboration with the Padre Villoslada Occupational Centre, which provides a real-life context for applied inclusive learning and joint activities between VET students and people with intellectual disabilities. Within this context, the case study of “Experts Group” was developed as a structured collaboration that allows students to apply inclusive approaches in real settings while responding to diverse learner profiles.

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Student typology across the 3 VET studies:

Pathway / Programme	Entry profile (age, background)	Dominant learning traits	Most frequent support needs
Basic VET	<ul style="list-style-type: none"> • 15–17 y/o. • Without Compulsory Secondary Education certificate. • At risk of early school leaving. 	<ul style="list-style-type: none"> • Learn by seeing and doing. • Need for reinforcement of basic skills. 	<ul style="list-style-type: none"> • Combined type of ADHD • Learning difficulties due to mild intellectual disability. • Curricular adaptations in general modules. • School demotivation. • Balancing studies and work - they require tutoring and flexible schedules. • Organisational deficits/anxiety due to academic workload. • Support in digital skills.
Intermediate VET	<ul style="list-style-type: none"> • 17–24 y/o. • With Compulsory Secondary Education certificate or Basic VET certificate. • Some working learners seeking their first qualification. 	<ul style="list-style-type: none"> • Predominantly group-based and practical learning. • Importance of visual feedback. 	
Higher VET	<ul style="list-style-type: none"> • 18–30 y/o. • With High School diploma or Intermediate VET certificate. • Aspiration for qualified employment. 	<ul style="list-style-type: none"> • High level of autonomy. • Project- and challenge-oriented learning linked to real sector needs. 	

Problem and motivation

According to the director, the main challenge identified is that standard VET regulations do not sufficiently address the diversity of learners' profiles, especially students at risk of early school leaving, with neurodivergent conditions or cognitive difficulties, among others.

From the outset, the centre identified the need to ensure that all students could reach their maximum potential, regardless of their abilities, learning rhythm or personal circumstances. This led to a redesign of pedagogical methods focusing on flexibility, individual support and experimental learning. The motivation is not limited to "disability" categories, but to responding to learner diversity as a normal

classroom reality, directly aligning with the inclusive mandates of **Royal Decree 69/2025**, which frames diversity as a structural asset rather than a set of labels. This challenge highlighted the need for a structured, practical model that would allow students to experience inclusion in real contexts, leading to the development of the “Experts Group” approach.

Description of the practical approach

The core practical approach of this case study is the “Experts Group” model, which applies Universal Design for Learning principles through a structured, experience-based collaboration. Teaching is organised around:

- Learning by doing through workshops, real-life projects...
- Personalised tutoring and individual reinforcement plans.
- Peer and cooperative learning/group work. Students who understand concepts more easily help adapt explanations reflecting the centre’s approach of working with learner diversity rather than disability labels. Group work is structured so that each student contributes according to their strengths, and all participants can improve.

The “Experts Group” represents the main implementation of this approach. It is developed through collaboration between the VET programme and the Occupational Centre, following a structured cycle of observation, planning, implementation and evaluation. Students design and apply personalised support plans for people with intellectual disabilities, which are validated and reviewed with feedback from Occupational Centre professionals. Phases:

- **Presentation of the project:** This is the initial phase where the project is explained at the VET Centre by professionals of the Occupational Centre. It involves introductions, outlining the project's goals, and setting expectations for the collaboration. Students are also mentored that they will be “models” for the Occupational Centre users, implying that they must behave accordingly. The Occupational Centre educators prepare the Centre users for the activity.
- **Phase 1: Initial assessment through direct observation:** In this phase, students observe the users of the occupational centre in their daily workshop activities related to the group the students are assigned. The goal is to identify areas where the users might need additional support.
- **Phase 2: Planning:** Based on the observations made in Phase 1, students develop personalised plans for each user, validated and improved by the Occupational Centre professionals. These plans include activities and interventions designed to help users achieve their social integration goals.
- **Phase 3: Implementation:** The students put their plans into action, working directly with the users in various workshops and activities.
- **Phase 4: Evaluation:** In the final phase, the students assess the progress of each user, and the occupational centre professionals provide the VET trainers with valuable insight into the students’ performance during the activity. This evaluation helps determine the effectiveness of the personalised plans and allows for adjustments if needed.

Accessibility

In the centre, it is addressed in an integrated manner:

- Physical accessibility: adapted facilities and ramps, door widths, elevator, classroom space, adapted bathrooms, etc.
- Digital accessibility: use of tablets, laptops and other digital tools such as smartphones and projectors.
- Pedagogical accessibility: adapted materials, formative assessment with rubrics, self-assessment and continuous feedback. This includes differentiated tasks/levels and learning by-doing activities designed to ensure participation with different skill levels. In activities such as the “Experts Group”, pedagogical accessibility is reinforced through structured roles, guided observation and progressive responsibility, allowing students with different abilities to participate meaningfully.

Results

Students in general show improved engagement, motivation, and active participation in cooperative tasks/projects. Evaluation focuses on progress rather than comparison, using formative assessment adapted to each learner’s profile. Projects such as the “Experts Group” contribute directly to these outcomes by strengthening peer responsibility, applied inclusion skills and student motivation. The structured collaboration with the Occupational Centre also reinforces learning continuity by connecting classroom learning with real social and professional contexts.

Work-Based Learning and Transition to Employment

It is coordinated between educational tutors and workplace tutors. This process is supported by a multidisciplinary teaching team with professional experience in social, educational and vocational fields, as well as by the centre’s long-standing collaboration network with companies and public and private organisations in the province. This ensures a coherent transition from training to real employment environments. Monitoring tools are individual work notebooks, regular coordination meetings, and structured recording of agreements – such as registration hours - and evaluation of progress.

Outcome Indicators (0, 6, 12 months)

While the indicators remain qualitative and process-oriented, they are tracked against a structured timeline to ensure the effectiveness of the **UDL** and **Experts Group** methodologies:

- **Month 0 (Baseline):** Initial assessment of student motivation and social competence levels through direct observation.
- **Month 6 (Mid-term):** Tracking of **Participation and Attendance** rates, with a target of maintaining >90% engagement among students at risk of early school leaving.
- **Month 12 (Progression):** Evaluation of **Continuity in Training Pathways**; measuring the percentage of SEN students successfully transitioning from Basic to Intermediate VET.
- **Month 24 (Impact):** Long-term assessment of **Adaptation to Work-Based Learning** and employability outcomes, verified through **Student Self-perception and Satisfaction** surveys.
- **Monitoring Protocol:** Monitoring is continuous and embedded in daily tutoring and evaluation processes, ensuring that reasonable adjustments are updated in real-time.

Sustainability

The practice has been implemented over several years and is fully integrated into the centre's educational model. It is considered sustainable because it relies on pedagogical organisation, staff coordination and inclusive/educational culture.

Transferability

In general, the approach is adaptable to different contexts and VET levels:

- Analysis of learner profiles.
- Commitment to inclusive values.
- Flexible teaching methodologies.
- Coordinated tutoring structures.
- Structured collaboration with employers and external partners, including monitoring of placements and feedback mechanisms.
- Close cooperation between teaching staff and the local Youth Services of the municipality.

Cost efficiency

The practice is considered cost-effective to a certain extent. Most of the inclusive measures implemented are based on existing human resources, flexible pedagogical organisation and the use of already available facilities and basic digital tools. This allows the centre to implement inclusive approaches without the need for significant additional funding. In other words, the practice involves greater investment of time and dedication on the part of teaching and tutoring staff, as well as ongoing coordination and individual monitoring of students.

Success Factors

- Strong commitment from the centre management to inclusion, student wellbeing and flexible learning pathways.
- Teaching and tutoring staff with experience in working with diverse learner profiles and applying inclusive and experiential methodologies.
- Continuous individual follow-up of students and close coordination among teachers and tutors.
- Use of Universal Design for Learning principles, peer learning and formative assessment.
- Genuine focus on students' personal development, autonomy and employability. In addition, teachers undergo regular training on **UDL and New Technologies** to ensure the "Experts Group" methodology remains current with digital evolution.
- Multidisciplinary teaching staff with professional backgrounds, including social work, psychology, social education, health care and vocational sectors (e.g. hairdressing), who transfer real work experience to students through practice-based teaching.
- Inter-departmental coordination between VET teachers and guidance specialists.



- Strong collaboration with companies and public and private organisations at local and provincial levels, built over several years, which facilitates collaboration, work-based learning opportunities and professional orientation for students.

Challenges and Solutions

Prejudices and stereotypes cause more problems than the real ones. These are addressed through direct contact, shared activities and structured experiences such as the “Experts Group”, which help challenge assumptions and focus attention on abilities rather than labels.

Reason for Selecting the Practice for WIN

This practice was selected for the W.I.N. project because it presents the “Experts Group” as a concrete and structured model for inclusive VET implementation within a regular publicly funded centre. The model translates Universal Design for Learning principles into real practice through collaboration with an Occupational Centre and applied learning experiences. Its demonstrated integration into everyday teaching, connection with work-based learning and reliance on professional expertise rather than additional funding make it suitable for transfer to other European VET contexts.

Contacts for more information and/or references

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