



Research and collection of inclusive VET and employment success stories

Report on the national systems and best cases in Spain and Poland

Fundación Docete Omnes

1. Aims of the research

The primary goal of this study is to identify and document successful methodologies for inclusion across the full professional lifecycle—from vocational training to sustainable, high value employment. By analysing the practices of **CDP La Blanca Paloma in Spain** and **Spółdzielnia NPN in Poland**, the research aims to:

- **Inform VET Practice:** Demonstrate how the implementation of **Personalised Learning Itineraries** and proactive guidance can ensure that students with Special Educational Needs (SEN) complete their education with market-relevant skills.
- **Inform Inclusive Employment:** Showcase a "Tech-First" model where bespoke technical adaptations and a leadership mandate enable visually impaired professionals to achieve full autonomy in the commercial labour market.
- **Bridge the Transition:** Identify the critical success factors (such as early vocational training and specialised mentorship) that facilitate the move from a protected educational environment to a competitive commercial role.
- **Promote Replicability:** Provide a structured evidence base for other VET providers and European employers to adopt similar "inclusion-by-default" standards, focusing on digital accessibility and individualised support.

2. Scope and Definitions of the Research

2.1 Scope and Definitions as far as VET education is concerned (VET types, age, disability categories)

The scope regarding Vocational Education and Training (VET) focuses on the Spanish educational system, specifically within **Publicly Funded Private Centres**. This section outlines the parameters applied during the study of **CDP La Blanca Paloma**:

VET Provider Type: The research focuses on a **Vocational Training Centre** providing formal education at Basic (EQF 2), Intermediate (EQF 4), and Higher (EQF 5) levels.

Student Population & Composition:

- **Annual Enrolment:** The centre enrolls approximately **360 students** each academic year:
 - **Basic VET:** Students aged 15–17 at risk of early school leaving.
 - **Intermediate VET:** Working learners and students (aged 17–24) seeking their first professional qualification.
 - **Higher VET:** Mature students (aged 18–30) aspiring for qualified employment in high-value sectors.
- **Specific Needs (SEN):** In the 2024–2025 academic year, approximately **48 students** had specific educational support needs.
- **Disability Profiles:** The population includes students with **mild intellectual disabilities** and those at risk of early school leaving.

Key Definitions:

- **Experts Group:** A pedagogical framework involving collaboration between VET students and people with intellectual disabilities from the associated Docete Omnes foundation to foster applied inclusion skills through direct observation, planning, and implementation.
- **Universal Design for Learning (UDL):** A pedagogical framework used to create flexible learning environments that accommodate individual differences, allowing the centre to respond to diversity as a "normal reality of the classroom" rather than a set of disability labels.
- **Organic Law 3/2022 (VET Law):** The national regulatory framework that integrates VET into a single, modular system, mandating personalised learning paths and individualised support to ensure equity for students with disabilities.
- **Royal Decree 69/2025:** The specific legislation that develops the VET Law, providing the technical standards for inclusion and ensuring that reasonable adjustments are implemented as a fundamental right for students with Special Educational Needs (SEN).
- **Peer and Cooperative Learning:** A strategy where group work is structured so that each student contributes based on their individual strengths and competencies, effectively removing the stigma of disability categories.
- **Personalised Learning Itineraries:** Structured educational paths tailored to the unique strengths and needs of each SEN student to facilitate successful graduation and transition to work.

2.2 Scope and Definitions as far as inclusive employment is concerned

The scope of the research regarding inclusive employment focuses on the **Social Economy** sector in Poland, specifically examining how technical innovation facilitates the integration of people with disabilities into the commercial labour market within the framework of the **Polish Work Cooperative model**. This section outlines the parameters and definitions applied during the study of **Spółdzielnia NPN**:

- **Organisation Type:** The research focuses on a **Work Cooperative** (Spółdzielnia Pracy), a specific legal entity in Poland that combines commercial business activities with **democratic management** and social vocational reintegration.
- **Target Industry:** The scope includes multi-disciplinary sectors, specifically **Information Technology (IT)**, **Digital Media/Audio Production**, and **Professional Services (Call Centres)**.
- **Organisation Size:** The study covers **Small-to-Medium Enterprises (SMEs)** with a workforce typically ranging from 11 to 49 employees.
- **Disability Categories:** The primary focus is on **visually impaired professionals** (blind and low-vision), though the scope extends to employees with **hearing impairments**.
- **Key Definitions:**
 - **Independence Gap:** The deficit in autonomy that occurs when a skilled professional with a disability cannot perform tasks independently due to inaccessible software or environments.
 - **Inclusion-by-Default:** A proactive policy where anti-discrimination and accessibility are integrated into all recruitment, promotion, and operational processes from the outset.
 - **Bespoke Technical Bridges:** Custom-developed software applications or scripts designed to make standard, inaccessible commercial platforms (like CRMs or marketing suites) fully navigable for visually impaired users.
 - **Case-by-Case Budgeting:** A flexible financial model where accommodation costs are evaluated and approved based on the specific functional requirements of an individual's role rather than a fixed per-person allowance.

3. Criteria for Selecting Good Practices

To ensure the selected cases provide high-value insights for the WP2 research, a practice must qualify based on the following criteria derived from both the Spanish and Polish contexts:

- **Proven Social and Educational Effect:** The practice must demonstrate a clear impact on student motivation (in the case of La Blanca Paloma) or commercial

productivity and employee autonomy (in the case of NPN).

- **Sustainability:** The model must show long-term viability, whether through institutional commitment and coordination or a commercial model that cross subsidises social goals.
- **Transferability:** The core elements of the practice—such as the "Experts Group" methodology or the "Tech-First" approach—must be replicable in other European contexts with similar minimum conditions.
- **Reasonable Cost and Resource Efficiency:** The practice should offer a high return on inclusion, either by leveraging existing internal resources and peer-support or by keeping accommodation costs within a manageable range (typically **501 € – 2,000 €**).
- **Innovation in Accessibility:** The practice must introduce elements that go beyond standard compliance, such as **Universal Design for Learning (UDL)** or the development of **bespoke technical bridges** for digital platforms.

4. Study Design and Sampling

The study follows a **qualitative, multiple-case study design**, focusing on two distinct but complementary environments: an educational VET centre in Spain and a social economy employer in Poland. This design allows for a "dual-perspective" analysis of the transition from inclusive training to inclusive employment.

Sampling Strategy:

- **Case 1 (VET/Spain):** **CDP La Blanca Paloma** was selected as a representative of a **Publicly Funded Private Centre** (SME scale) that has successfully integrated students with Special Educational Needs (SEN) into standard VET streams.
- **Case 2 (Employment/Poland):** **Spółdzielnia NPN** was selected as a high-tech **Work Cooperative** that provides a proof-of-concept for the employment of visually impaired professionals in the commercial digital economy.
- **Participant Selection:** Within these cases, data were gathered from **Management Boards**, **Department Leads** (e.g., Guidance Department, Training Centre leads), and **specialised staff** (e.g., technical mentors) who directly implement the inclusive practices.

5. Data Sources and Tools

The information for this national report was gathered through a multi-methodological approach to ensure data triangulation and technical accuracy. The following sources and tools were utilised:

- **Standardised Questionnaires:** Both **CDP La Blanca Paloma** and **Spółdzielnia NPN** completed a structured "Inclusive Employment and VET" survey covering governance, practical implementation, and evidence of success.
- **Direct Interviews and Desk Research:** FDO staff conducted in-depth video conferences and interviews with the **Managing Boards** of both organisations to clarify specific procedures and governance models.
- **Web-based Research:** Information was gathered and verified through the official websites of both companies, including details on NPN's "Czytak" technology and Training Centre, and Docete Omnes's vocational pathways.
- **Document and Legal Reviews:**
 - **Spanish VET Sector:** Analysis of **Organic Law 3/2022** (The VET Law) and **Royal Decree 69/2025**, which develop the **LOMLOE** specifically for VET. These legal instruments mandate the integration of inclusive practices, equity, and personalised support as structural elements of the training system.
 - **Pedagogical Review:** Internal documents from **CDP La Blanca Paloma** regarding the "Experts Group" and **Universal Design for Learning (UDL)** implementation were reviewed against these national standards.
 - **Polish Employment Sector:** Review of the **Polish Act on Social Economy (2022)** and NPN's internal policies on anti-discrimination and "Procurement for All".
- **Case Study Narratives:** Qualitative descriptions were provided to illustrate the "Independence Gap" in employment and the "Peer and Cooperative Learning" models in education.

6. Best practices for inclusive VET

This section presents a synthesis of the identified success story in vocational training, focusing on the pedagogical methods and legal frameworks that facilitate the inclusion of students with Special Educational Needs (SEN). The full case study report, including detailed methodological workflows, is available in **Annex 1**.

6.1. National Practice (Spain): The "Experts Group" – CDP La Blanca Paloma

This practice focuses on bridging the gap between theoretical training and practical social inclusion within a **Publicly Funded Private Centre**.

- **Legal Framework:** The practice is pioneering the implementation of **Organic Law 3/2022** and **Royal Decree 69/2025**, which mandate personalised learning paths and individualised support as structural rights.
- **Core Methodology:** The "**Experts Group**" involves VET students collaborating with

people with intellectual disabilities to develop applied inclusion skills through a structured four-phase workflow: Assessment, Planning (students design and apply **Personalised Support Plans** for individuals with intellectual disabilities, which are then validated and reviewed with feedback from Occupational Centre professionals to ensure real-world efficacy), Implementation, and Evaluation.

- **Key Innovation – UDL:** The centre utilises **Universal Design for Learning (UDL)** to respond to learner diversity as a "normal reality of the classroom" rather than relying on disability labels.
- **Governance:** A dedicated **Guidance Department** coordinates inter-departmental efforts to ensure reasonable adjustments are implemented as a fundamental right for every student.
- **Outcome Indicators:** Effectiveness is monitored over a **24-month horizon**, tracking participation rates (>90%), continuity in training pathways, and long-term employability outcomes.

7. Best practices for inclusive employment

This section details the success story in the professional sector, focusing on the "Tech-First" strategies and organisational mandates required for high-value commercial inclusion. The full case study report is available in **Annex 2**.

7.1. Foreign Practice (Poland): Integrated Ecosystem for Blind Professionals – Spółdzielnia NPN

Operating as a high-tech **Work Cooperative**, NPN provides a "proof-of-concept" for the employment of visually impaired professionals in competitive digital sectors.

- **"Tech-First" & Employer Branding:** NPN overcomes software barriers by developing its own bespoke technical bridges and internal applications to make standard commercial platforms (like **CRM and administrative tools**) fully accessible, **though third-party tools cannot always be fully adapted**. NPN utilises a unique **"Inclusive Job Brand"** by positioning accessibility and bespoke technical adaptations as professional standards that attract high-level talent.
- **Strategic IT Role:** The in-house technical team acts as **Strategic Accessibility Consultants**, developing custom "bridges" to make otherwise inaccessible commercial platforms (like CRMs) "almost" fully navigable. While the in-house team develops "bespoke bridges", it is noted that **third-party tools cannot always be fully adapted**, necessitating a proactive procurement policy that prioritises accessible vendors from the outset.
- **VET-to-Work Pipeline:** The cooperative maintains an internal **Training Centre** and **Occupational Therapy Workshops**, ensuring a steady pipeline of candidates proficient in assistive technology.

- **Operational Excellence:** Features a rapid **Reasonable Accommodations process** (7–14 day turnaround) and a formalised **hybrid/remote model** established in April 2020. Beyond custom software, the model mandates **Inclusion-by-Default** standards, such as a strict **Alt-text policy** for all communications and ensuring all training manuals and PDFs are natively screen-reader friendly.
- **Financial Rationale (ROI):** The model shows that investing 501 € to 2,000 € per person functions as a strong **Financial Risk Mitigation** strategy, lowering costs linked to turnover and workplace incidents while preserving commercial SLAs. It further demonstrates that **accessibility investments reduce staff turnover, cut absenteeism, and accelerate the time-to-productivity for new hires.**

8. Ethics and Data Protection

Given the sensitive nature of information regarding physical and intellectual disabilities, this research was conducted under strict ethical and legal guidelines:

- **Informed Consent:** Participation from both organisations was voluntary, with explicit consent obtained for the processing of data related to their inclusive practices.
- **Data Minimisation and Anonymity:** Only essential accessibility-related information was stored, and personal health records were strictly separated from general HR or research files. The research focuses on "functional solutions" and technical requirements rather than specific medical diagnoses.
- **GDPR Compliance:** Both the Spanish and Polish contexts operate under the **General Data Protection Regulation (GDPR)**, ensuring high standards of digital security and the right to information.
- **Confidentiality:** Access to sensitive internal data (such as specific accommodation costs or internal technical scripts) was restricted to authorised project personnel only.
- **Accessible Formats:** In alignment with the values of the organisations studied, research materials and outputs are designed to be screen-reader friendly to ensure accessibility for participants with different needs.

9. Key Gaps and Recommendations for WP3 Development

This section identifies critical learning gaps and provides actionable recommendations to inform the development of the **Training Programmes (TP)** in **Work Package 3 (WP3)**. By bridging the inclusive methodologies of **CDP La Blanca Paloma** and the technical innovations of **Spółdzielnia NPN**, FDO identifies the following priorities for the next phase of the WIN project:

9.1. Gaps for VET Educators (Co-led by FDO)

- **The "Transition Trap":** While students thrive in UDL-enabled educational environments, there is a lack of structured training for educators on how to prepare students for the technical "independence gap" they will face in the commercial labour market.
- **Inter-departmental Coordination:** Case evidence suggests that the success of inclusion depends on the **Guidance Department's** ability to coordinate with vocational teachers. A specific training module is needed on managing these interdisciplinary roles.
- **Technological Pedagogical Knowledge:** Educators require specific upskilling in **assistive technologies** (e.g., screen readers, magnifying software) to ensure their teaching materials are truly accessible and aligned with workplace standards.

9.2. Gaps for Employers and Private Sector Professionals

- **The "Inclusion-as-Charity" Bias:** Many employers still view inclusion through a social lens rather than a commercial one. Training must focus on the **ROI of Inclusive Job Branding** and risk mitigation.
- **Technical Maintenance Gap:** Private companies often lack the internal structure to handle ongoing accessibility maintenance. WP3 should provide a blueprint for establishing an **internal accessibility mandate**, similar to the NPN "Accessibility Consultant" model.
- **Management of Hybrid/Remote Accommodations:** Post-2020 models require managers to understand how to deliver **reasonable adjustments in a remote setting**, ensuring that home workstations meet the same ergonomic and technical standards as the office.
- **Priority Enablers:** Based on the Polish case study, the primary driver for success is a clear **Leadership Mandate** from the Managing Board, followed by established **Service Level Agreements (SLAs)** for technical accommodation turnaround.

9.3. Strategic Recommendations for the WP3 Training Programme

- **Incorporate "Bespoke Bridges" Modules:** WP3 should include technical training for IT managers on how to identify and bypass software barriers using custom scripts or accessible intranet tools.
- **Standardise Turnaround Times:** The "7-14 day" accommodation turnaround identified in Poland should be taught as a **Service Level Agreement (SLA)** for inclusive HR departments.
- **Adopt the "Experts Group" Workflow:** The four-phase pedagogical model (Assessment, Planning, Implementation, Evaluation) should be adapted as a



standard tool for VET educators across Europe to ensure consistent results.

10. References

- **Fundación Docete Omnes** (2025). *Experts Group – CDP La Blanca Paloma (VET education in Spain)*. W.I.N. Project Best Practice Report.
- **Spółdzielnia NPN** (2025). *Integrated Ecosystem for the Inclusive Employment of Blind and Low-Vision Professionals: From Assistive Technology to Commercial Success*. W.I.N. Project Best Practice Report (Poland).
- **Spanish Government**. *Organic Law 3/2020 (LOMLOE) of 29 December, which modifies Organic Law 2/2006 of 3 May, on Education*.
- **Spanish Government**. *Organic Law 3/2022 of 31 March, on the Organisation and Integration of Vocational Training*.
- **Spanish Government**. *Royal Decree 69/2025, developing the regulatory framework for VET inclusion and assessment*.
- **Polish Government**. *Social Economy Act (2022), governing the operation and social reintegration mandates of social cooperatives*.

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