

Foundational Analysis of Diversity and Inclusion among VET School Students

Looking into barriers of diversity and inclusion across five European VET-schools with the purpose of inspiring the development of a future DI-questionnaire framework

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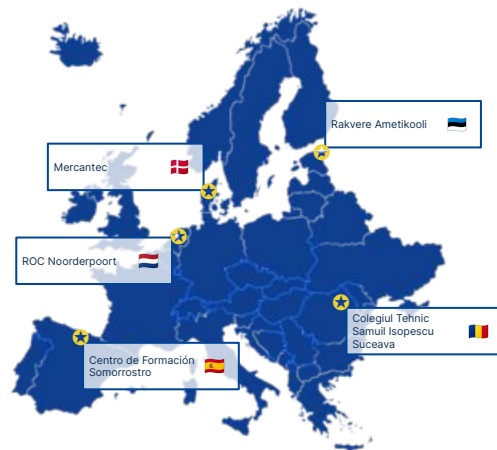
About this Report

This report has been made as a part of the Erasmus+ funded project *A Micro-Survey Framework for Inclusion and Diversity in Vocational Education (2023-2025)*. The project's objective being to create a question framework for identifying barriers to inclusion and diversity in vocational education and training (VET) schools, with five participating VET schools across Europe. The report is a part of the project's work package 2 where the aim is to *establish a clear overview of the challenges and barriers faced by students in the participating schools, prioritise the issues, and align vocational education programs with the project's goals*.

The report *is not* made for external usage, and it is not any traditional research paper. It's student centric, made for action and backed by data: to support the process of building a framework that can have an positive impact on diversity and inclusion barriers.

See [KA220-VET-4834222B](#) for further information about the project.

Organisations participating in the VET DI Project:



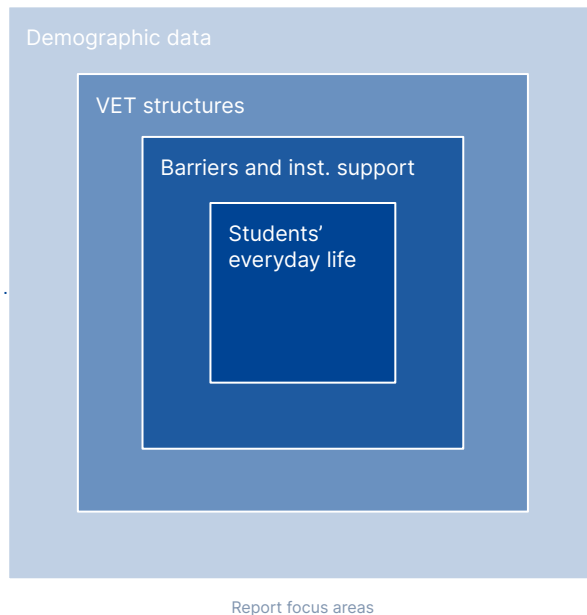
Research and technology partners: Xarxa Formació Professional (ES), StudentPulse (DA)

Data included in the Report

Data included in the report is mainly based on inputs from the five participating VET schools that has been collected in the period January 2024 to February 2024. All schools have been provided with a *research template* guiding their research and data collection. The template has been developed by research partner, Xarxa, and has emphasised the following focus areas:

- **Institutional perspective**
Country: Demographic data, education & VET structures.
School: Experienced diversity and inclusion barriers, interventions/activities/programs to support students.
- **Student perspective**
Student questionnaire/interview guide focusing on barriers experienced from a student perspective

Further, interviews with school representatives have been conducted to bring insights on students everyday life, putting students at the core of the project. Finally external resources on the subject matter have been included.



The Concepts of Diversity & Inclusion

According to OECD's recent publication *Equity and Inclusion in Education: Finding Strength through Diversity (2023)*, "defining the key concepts in the area of **diversity**, equity and **inclusion** in education is no easy undertaking" as "these concepts vary not only across literature, but also in the meaning that different education systems attribute to them". Furthermore "most countries and education systems have developed their own definitions, which reflect their history, priorities and educational goals".

However, as the objective of this project is to *create a shared question framework for identifying barriers to inclusion and diversity*, a frame of reference is needed. Hence, we've decided on the following definitions of the two concepts when discussing diversity and inclusion in a VET context.



Diversity

We define *diversity* as the representation and acknowledgment of various backgrounds and characteristics among students, including (but not limited to) ethnicity, socioeconomic status, language, cultural heritage, mental health and abilities.



Inclusion

We define *inclusion* as creating educational environments where students, regardless of diverse backgrounds or circumstances, are valued, supported, and given equal opportunities to participate and succeed with their education.

Basics of VET-structures in Europe

VET structures

The European VET structures are built to provide young people and adults with the knowledge, skills, and competences required in specific occupations or more broadly in the labor market. This includes a range of qualifications, from initial vocational training and education at the secondary level to continuing vocational training and education for adults and vocationally oriented education and training at higher levels. Across EU countries differences occur when it comes to the national structures of VET programs, however significant similarities are observed across the five countries represented in this project, characterised by in particular the opportunity for students to choose between both practical internships, state vocational education and dual education, fitting the needs of both young people and adults.

VET enrolment

According to recent numbers, over half (52.1%) of students enrolled in medium-level education across the EU (2021) were in programs with a vocational orientation, underlining the potential of building a question framework that can help VET schools to remove barriers of diversity and inclusion. Adding to this there is a significant variation among EU countries when it comes to VET program participation, ranging from 17.6% in Cyprus to 70.0% in Austria, highlighting not just the differing educational priorities and labor market needs of individual countries, but also potential local barriers. These local barriers will be highlighted later on in this report.

Summing up, VET structures in Europe are characterised by a set of wide-reaching, shared, objectives to prepare students for the labor market, significant enrollment numbers EU-wide, and structural similarities across countries. However, local differences are experienced when it comes to both participation rates and student barriers.

Diversity & Inclusion and its Link to Student Drop-outs

The link between barriers and drop-outs

So why is it that understanding diversity and inclusion barriers is of relevance at all? Looking besides the human aspect that should be enough in itself - that every individual should be treated fair and equally - societal and financial incentives exist as well. Understanding and reducing student drop-out is reportedly a priority of the five schools participating in the project, but also a strategic priority to the European commission with a 2023 target of reducing the early school-leaving rate to 9%. Adding to this that the most commonly reported reasons for VET learners dropping out are low overall education achievement and attendance, health and well-being issues, and lack of family engagement and support - and negative self-perception and self-esteem, as well as gender, and migrant or ethnic minority background - it becomes obvious that proactively understanding and reducing these barriers of students' success (and graduation) can have a great impact on not just the schools being a part of this project but the educational sector in general.

Remembering it's not just about the at-school experience

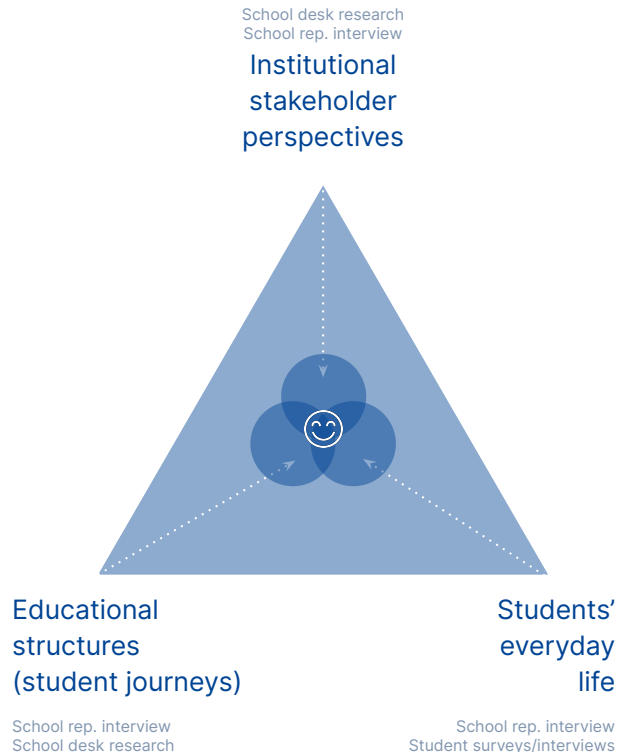
While there is a well-developed culture of inclusion in school-based learning settings, there is more uncertainty in work-based learning environments. Information and data on work-based learning are scarce, and many factors leading to early leaving from these settings remain unknown. Findings suggest the need to cultivate an inclusion culture in work-based learning settings and implement effective policies to support apprentices at risk of dropping out.

Identifying Diversity & Inclusion Barriers

Resources

To **identify** diversity and inclusion barriers we have put the student at the center of our research and looked at potential barriers from three different angles. Based on school desk research, student surveys and interviews, as well as interviews with school representatives:

1. **Educational structures** (student journeys)
What structures characterise institutions and VET programmes, and how do they impact students?
2. **Institutional stakeholder perspectives:**
What barriers are present according to institutional representatives, and how are students supported?
3. **Students' everyday life**
How is it to be a VET school student after all? At school, after school. Studying, playing, working. With friends or alone.

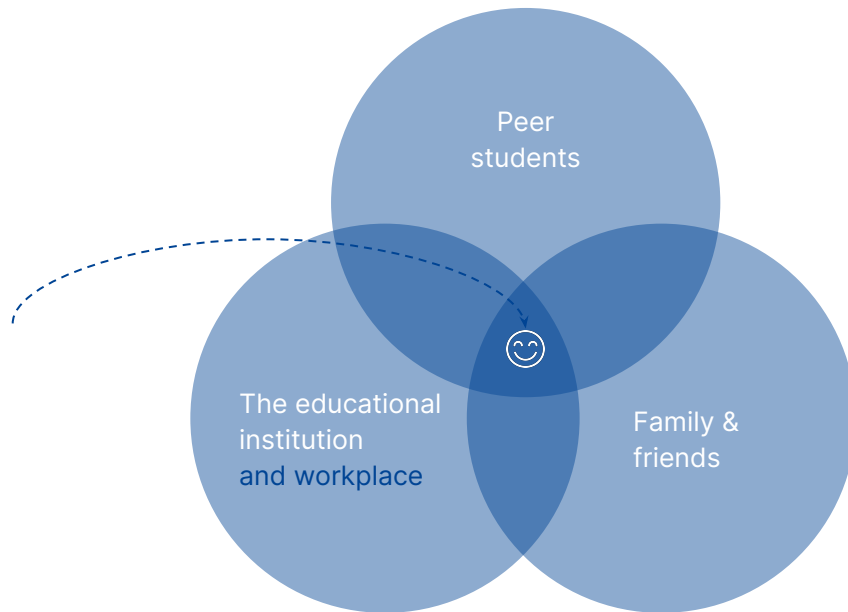


Understanding Diversity & Inclusion Barriers

Focus areas

To bring nuances to the **understanding** of the identified barriers we have focused on three different aspects of a student's life in our research - taking a holistic approach to the concepts of diversity and inclusion. Acknowledging that a student is not just a student, but a human being:

1. **Peer students**
How are students experiencing the relationship with peer students?
2. **Educational institution (and workplace)**
How are students felt supported - and potential pressured - from the educational institution or workplace?
3. **Family & friends**
How are students' relationships with family and friends in the context of openness and personal issues?



Analysing Barriers

Educational structures (student journeys)

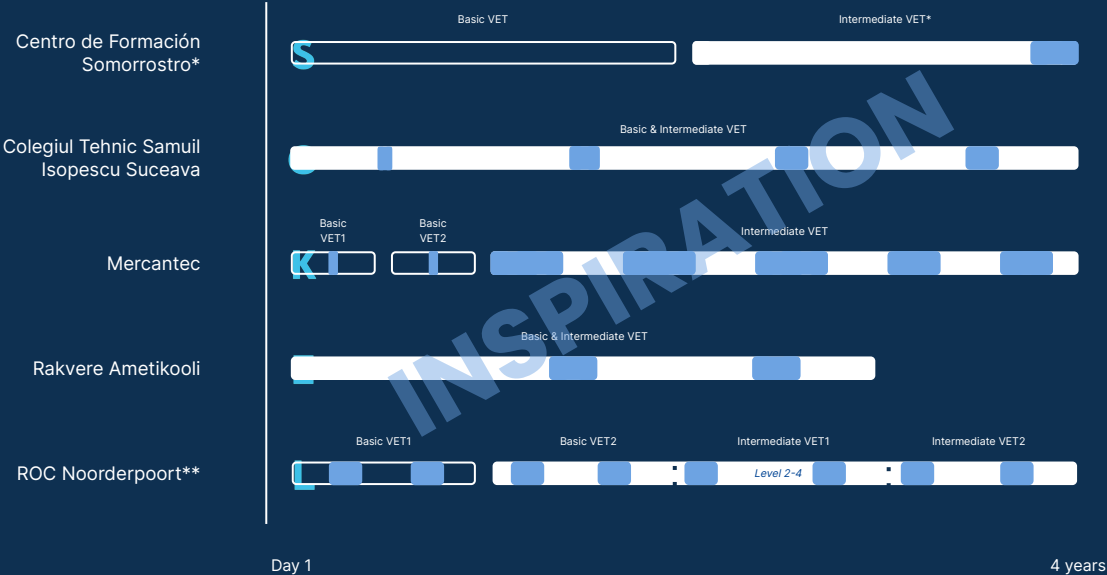
School Company

The impact of educational structures on student DI

Looking across the five partner schools both similarities and differences were identified when comparing their educational structures in regards to *duration, professional experience* and *theoretical vs. practical teaching*.

Most significantly all schools believe in the incorporation of professional experience in their programme, however with great differences, and barriers experienced, not just across countries, but also across programmes within the same school.

Please notice that the journeys mapped serve as **inspiration only**. Factual journeys are to be found [here](#).



*Notice that some schools also offer "dual programs". Fully implemented in the Netherlands and currently being implemented in Spain. In these dual programs students work in a company from day 1. The journeys above do not reflect these dual programs, however, in Denmark programmes are by nature "dual" when students attend intermediate VET. ** Further notice that Dutch VET system consists of four different levels of VET (1-4), ranging from 1-4 years, depending on the student's entry qualifications. Therefore: PLEASE use these timelines as inspiration only. See [resources](#) for factual student journeys.

Analysing Barriers

Educational structures (student journeys)

Key takeaways from educational structures' impact on student diversity and inclusion

Duration

For all five schools the duration of the typical VET programme varies from 3-4 years. However, significant differences were observed when it comes to distinguishing between basic VET and intermediate VET: some schools offering separate basic VET education, whereas others incorporating it directly into the “main (intermediate) programme”.

In the context of diversity and inclusion, schools pointed towards different barriers depending on “where the student is at” in his/her programme. Stressing that basic VET students face other barriers than students being at the intermediate level of their education.

Examples ranging from stigmatisation of their education (DK) to motivational issues (ES, DK), at-home issues (ES), as well as learning difficulties (EE, DK).

Internships and workplaces

All five schools have incorporated internships into their programmes for students to get professional experience as a supplement to their at-school activities. The structures of internships varies a lot across schools. Extremes being programmes where a fixed trainee position is the outset of the education (DK - and with a new dual format also ES), whereas other programmes are structured in a way where the student not necessarily is facing her/his internship in the same company throughout the studies, and internship periods often being fewer and shorter in time (EE, RO).

During their internships students face other barriers than when at school: ranging from cultural shocks (DK) and adapting to workplace behavior (ES), to financial (ES) and practical difficulties (RO).

Theoretical and practical teaching

Whereas all five schools use a mix between theoretical teaching and practical teaching, the structures differ a lot. Some schools take an approach where every day is a mix of both worlds (e.g. theory before lunch, and practical sessions after lunch) whereas other schools take an approach where theory is studied for a longer period of time, followed by more practical sessions.

According to schools, most barriers are faced when students attend theoretical teaching. Pointing towards learning disabilities and the need for diverse learning styles (DK, RO, EE) - and the fact that many students have chosen VET exactly because of the practical and professional approach, not necessarily thriving with or mastering theoretical and academical skills.

Analysing Barriers

Institutional stakeholder perspectives

Known barriers according to school representatives

Asking school representatives to *describe themes that are most important to address from a school and national level* within their home country, a total of 15 different topics were listed by the five schools. Some themes being mentioned only locally (9), while other themes reoccurring across countries. Highlighting common denominators they were:

1. **Social barriers**
2. **Economic matters**
3. **Mental health issues**
4. **Learning issues**
5. **Family issues**
6. **Commuting** (logistic issues)

These six themes serve as great inspiration for bringing institutional priorities into a shared VET framework, and just as importantly the schools' inputs highlight the need a framework allowing local differences - in particular taking the diversity of each school's main barrier into account. Worth mentioning that themes labelled "local" might be relevant to other schools (and countries) as well.



Analysing Barriers

Institutional stakeholder perspectives

Key takeaways from school representatives' perspectives on student diversity and inclusion

The diverse characteristics of barriers

Looking into the six “shared” themes identified by two or more schools, they cover way different aspects of being a VET student. From social barriers where some students according to schools speak of a tense and uncomfortable in-class atmosphere, and situations where there have been disrespect or even aggression between classmates as well as bullying, to economic barriers where students report financial problems, loan problems and issues with transportation costs.

At the same time schools locally point towards barriers of addiction, labour migration and ethnicity, just to mention a few.

Highlighting not just diversity *across* barriers, but also *within* each barrier. Social and economic barriers being great examples of the latter.

The nuances and the moderators

With 15 identified themes - as well as different underlying causes - it might give the impression that when it comes to VET students' diversity and inclusion it is all bad. However:

At the one hand it is important to stress that school representatives point towards that different themes often are an issue for a cohort of students “only”. Not that it makes it less important to look further into these themes, but it underlines the need for nuances, and an understanding of the individual student (groups).

At the other hand, the analysis has shown that several factors have a moderating effect on students' prerequisites of overcoming barriers, examples being “presence of adult authorities” as pointed at by students, as well as “early socialisation” as pointed at by school representatives.

Distinguishing between external and internal barriers

Taking a further look at the themes defined by the five schools it somehow becomes obvious that not just do some barriers vary across countries, they also vary when it comes to the students' capabilities of doing something about them.

Whereas some barriers are driven by external factors, such as transportation issues, financial issues and issues within the student's family, other barriers to a greater extent are to be found *within* the student, ranging from mental health issues (that can be extremely different of nature) to behavioral and learning issues.

This variation of *external* and *internal* barriers calls for a holistic approach to student support; some support removing the external noise, whereas other strengthening the individual.

Analysing Barriers

Examples of students' everyday life

Snippets from students' everyday life

	Characteristics	Interest & motivation	Practicalities	Fellow students	Teaching	Sparetime
Centro de Formación Somorrostro	I am a 16 years old boy finishing secondary education. I am starting intermediate VET. I might experience some issues at home, but I do not necessarily show it at school.	I've chosen my education because my closest friends have as well. So we go together. Some of our other classmates have been convinced to keep studying after leaving secondary education.	I live in the region of the school, with many of my classmates commuting (up to an hour). Our classes start at 8:00. When we have our internships some of us experience difficulties adapting to a work schedule, and culture.	There's around 20 students in my class. Mostly boys. Other programmes mostly girls. Some of my classmates have a basic VET background and might have had influence: they struggle with home issues, financial issues and even drugs.	Our teaching is a mix of theoretical lessons and practical lessons. But some of the most important things we will learn are these "things of life outside school", for us to succeed in future internships and jobs.	My school day ends at 14:00 after which I am with my friends. We play a lot of video games, whereas some of us also do sports, in particular football. I do not have many duties outside school.
Colegiul Tehnic Samuil Iosescu Suceava	I am a 15 year old boy. One of my parents work with production - and they are hard working. I might not have a high GPA from primary school, but I am being supported by my family.	I've chosen my education because I want to work as electrician, mechanic or constructor - and one of my parents did so as well.	I wake up at 5:30 to get to school. I have to commute, and it takes a while - especially in the winters. My classes start at 7 or 8.	There's around 25 students in my class. Only a few of them are girls, but over time we are starting bonding with them. Often, I am involved with some of my classmates outside school as well.	Sometimes we are taught traditional and theoretical courses, sometimes we are hands on training our practical skills.	My school day ends at 14 or 15. I might leave a bit earlier as I need to commute. When I get home I do not have much spare time - in particular during harvest season I work a lot.
Mercantec	I am a 15 year old boy just finished secondary school.	I am not 100% sure what path I want to pursue, but I don't want to be just sitting on a chair, listening. Some of my classmates are way more clarified, coming with experience and targeting a specific job.	My school day typically starts at 8. I most likely live in the city so I have no issues getting to school. When I have internship periods I follow a traditional work schedule, often 7-15.	There's around 25 other students in my class, but I see other programmes where they are only 10. I socialise with them, most are boys, but the girls in class are easy going and fit in. I have some fellow students from FGU who struggle a bit with school.	Before lunch we are taught theory, after lunch we apply the theory. I might struggle a bit with basic courses such as Danish, Maths, etc., like I did in primary school.	My school day ends around 15, and I do not have many responsibilities when I am off. I might do sports, hobbies, or hang out or partying with friends. Some of them I might know from school, others from childhood.
Rakvere Ametikooli	I am a 16 year old boy from a working class family. My dad works abroad (in Norway or Finland).	I've chosen my education because the job interests me. I am a bit impacted by the fact that one of my parents has studied within the same field. I have some classmates where they study because their mum has told them to "do something".	I live in the town of my school, whereas some of my classmates live further away. They get financial support to cover their transportation. Our school day starts at 8:15.	I have around 15 classmates, and two third are boys. Some of the other classes are a bit smaller, where students might have special needs. There is a lot difference between the boy-girl split depending on programme.	My day is a mix of theoretical lessons and workshops. Some of my courses concern general subjects such as Estonian. I prefer practical tasks the most, liking this hands-on experience. Theoretical tasks, including "self-analysis" is difficult to me.	When my day ends around 14:30 I hang out with my friends, often from the class. We go to the gym, play computer games, and in the weekends we party, a lot. I have some friends "outside" school as well. I might be "lucky" to get a part time job after my internship.
ROC Noorderpoort	I am a 17 year old boy, just finished secondary school. I am entering the VET level 2.	Honestly, I am not 100% sure whether I've chosen the right path, but I will figure out. A lot of my classmates are more clarified. Might be a bit more experienced, might have relatives who have studied the same.	My classes start at 9:00, sometimes earlier. I live nearby the campus, but many of my classmates commute, more than an hour. I've chosen the campus nearest to my hometown.	I have around 19 classmates. The majority of them are boys - but for many other programmes it's different. I am fine, but I know that some of my fellow students, coming from level 1, face some issues - but we socialise.	My school days are structured around work-based learning where I spend a substantial part of my time working in a company (around 50% of my time). When at school I face a mix of theoretical and practical courses.	My day ends around 15, and then I play football and game a low, and a few times a week I work to earn some money. I am not that much involved with classmates outside school.

Analysing Barriers

Examples of students' everyday life

Key takeaways from looking into students' everyday life

The “typical student” is a thing...

There is no doubt that it's easy for schools to define their “typical” students: boys, age 15-16, with either passion for the specific subject matter, or unclear about their future. Some pursuing a future desire (the job itself), while others trying to escape from what haven't worked well for them in the past (often characterised by theoretical and academic teaching).

Typical students prefer practical exercises and experience over theoretical teaching, and they often struggle when tasks get too academical.

Typical students often come from families where one or both parents has attended VET school, which has had an impact on their choice of education. Hence, the families are most often supportive to the students, whereas they might lack resources.

... and so is the “typical school day”...

No matter the characteristics of students, what they face during their school day will be alike.

They meet between 7:00 and 8:00 in the morning, ending the school day between 14:00 and 15:00.

The day is filled with a mix of theoretical and practical teaching, most often together with around 20 fellow students.

Most students often bond with other students within their classes, building relationships they often take with them outside school as well.

Their spare time is filled with sports, computers and parties, whereas some students might face other duties, working within the family or in a part time job.

... but a lot (!) of variety exists

So! Even though it's easy to identify the typical student, and school day, it would be a huge misunderstanding to interpret all students as being equal. Because; learning from students everyday life, it does not just become obvious that a lot of subgroups to these “typical students” exists, but also that barriers faced are often truly unique for the individual student - being a part of a subgroup or not.

Subgroups ranging from gender minorities within “boys' programmes” and “girls' programmes”, to “basic VET” students struggling with drugs, students with learning disabilities and diagnoses, and lack of motivation. Not to forget individual issues for students experiencing transportation barriers, socialisation barriers, financial barriers, judgement from friends outside school, and to a great extent internship issues related to both workplace culture, management and tasks.

Analysing Support Initiatives

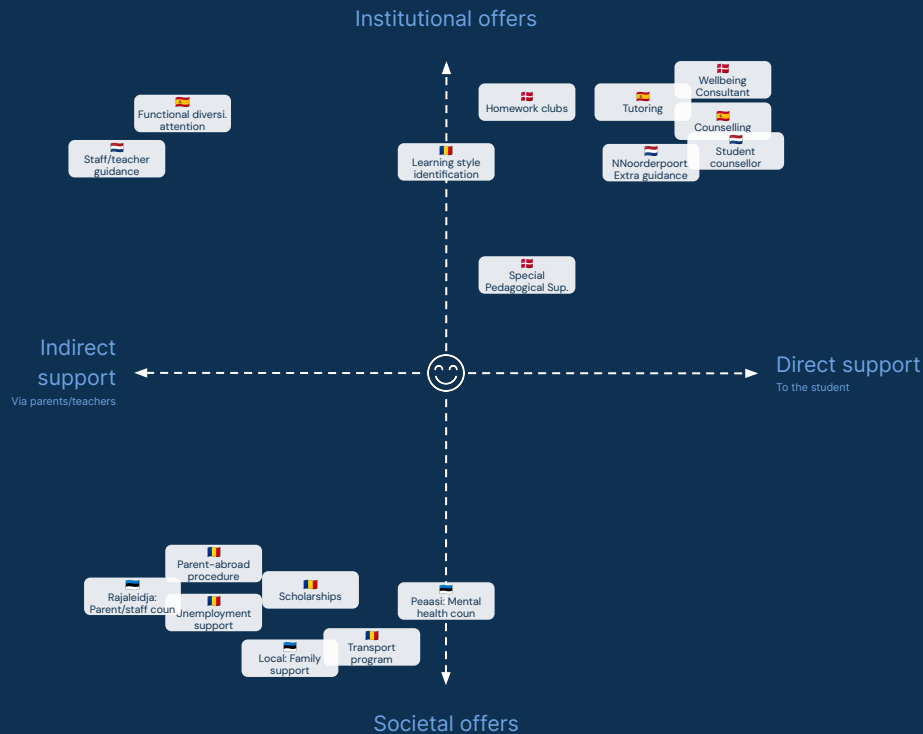
A cross-country overview

Student support initiatives already existing

Understanding - and strengthening - diversity and inclusion is not just a question of understanding barriers faced by students, but also the circumstances of support and initiatives available to them.

Asking the five schools about student support initiatives (in the light of diversity and inclusion) a total of **XX** initiatives were brought into play by. Noticeable, these initiatives do not just differ when it comes to the underlying barrier they are addressing, also there is a significant difference across countries in regards to what instance/organisation that is responsible for the initiative. Some schools pointing mostly towards governmental and public initiatives whereas other schools pointing towards internal support services.

Adding to this initiatives also differ when it comes to who they are addressing to support students, ranging from parents and teachers, to students themselves.



Analysing School Priorities

A cross-country overview

Top priorities when it comes to supporting diversity and inclusion in 2024

Whereas the analysis so far have focused on the schools - and their students' - experiences with diversity and inclusion at a general level, only to a limited extent it has focused on the same schools' top priorities within these fields.

Answering the question, "what is your TOP priority in 2024 in the context of diversity, inclusion and wellbeing" school representatives have pointed towards way different priorities, ranging from building positive environments to not just helping the students succeed throughout their journey, but also to succeed as more than a student.

However, just as different as the priorities are, just as similar are they when it comes to taking a holistic approach to student diversity and inclusion: it is only by understanding the individual student and supporting him/her with his/her individual issues that we will be able to successfully embrace diversity and inclusion.



Taking a holistic approach 🇳🇱

Our main priority is to take a holistic approach to students. Not just materialistic speaking, but socially and emotionally. Understanding their needs and requirements and building a positive environment.



Request 🇩🇰

Request main DI-priority from Rakvere



Strengthening student graduation rates 🇫🇮

Our main priority is to increase graduation rates across our different programmes, making sure that a greater share of students starting a programme also succeed within that programme.



Supporting students with a new school role 🇪🇸

Our main priority is to establish a new figure/role that can support students when they face different challenges (personal, motivational, lack of information), as an strong alternative to our tutors.



Request 🇳🇱

Request main DI-priority from Noorderpoort

A Look into Support Initiatives

A cross-country overview

Key takeaways when looking into support initiatives and school priorities to strengthen diversity and inclusion

Same purpose of supporting students, but different approaches

Mapping (some of) the support initiatives present to students attending the five schools it becomes clear that *a lot* of initiatives are put in place, but there are different approaches when it comes to *who* and *how* students are supported.

Some schools highlighting initiatives primarily established to support the key stakeholders in students' lives, in the particular in the face of parents and school staff - whereas other schools to a greater extent point towards initiatives supporting the student directly.

Interestingly the responsibility of these support initiatives are also split between authorities and schools themselves, indicating that differences occur when it comes to deciding who should be front-runners in the strengthening of student diversity and inclusion.

The dynamic nature of barriers and support initiatives

Whereas support initiatives not just differ when it comes to approach and responsibility, they also differ (a lot) when it comes to their barrier addressed. This might be biased by the project's methodology where the "matching of barriers and initiatives" have proactively been sought by schools, but nonetheless it underlines that when it comes to the majority of identified barriers, actions are already taken by either authorities or schools to overcome these.

However, some schools point towards some barriers currently being "not covered", though work is in progress to do so. E.g. with a new counselling role in (ES), and pressure put on reducing financial barriers (RO). It underlines that barriers and initiatives should be seen as dynamics that needs to be assessed ongoingly. New barriers arising, call for new initiatives.

Different priorities, but a shared paradigm?

Finally, looking into the schools different, top, priorities it becomes obvious that even though students face a lot of the same challenges across countries that doesn't dictated a shared agenda from the schools. Countries and school incentives and main issues are different, and so are their main priorities.

That said, even though top priorities differ across schools, the results still give this indication that schools are indeed pursuing a shared agenda:

they want to make a positive impact for their students, and they do not just want to support them in a learning context, but rather in a context where the student is developed as an individual and citizen. In the interest of not just students themselves, but also the school, the companies and partners, and society in general.

Summary and Application

Making sure that results are converted into actions

Highlights from the analysis

So, what conclusions are the most important to draw from the analysis of schools' and students experiences with diversity and inclusion barriers, and support initiatives? Generally speaking: quite a few...

However, recalling that the main purpose of this report is *to inspire the work with an upcoming DI questionnaire framework*, we've focused the conclusions around three different areas of application: *framework measures, support & intervention initiatives, and baseline DI-questionnaire.*

1. Framework measures

What implications do results have on the structure of the framework measures?

2. Support & intervention inspiration

What initiatives can be brought into play to support students in the year where they check-in?

3. Baseline DI-survey

What additional inputs do we need from students before defining a questionnaire framework?

Summary and Application

1. Framework measures

Building findings into a framework

Based on the analysis a total of eight different topics relevant to the framework measures have been identified:

1. Four main barriers
2. Local measures
3. The impact of moderators
4. At-school and outside school
5. Gender & educational background
6. The role of internships
7. The individual student
8. Timing flexibility

These eight topics will serve as inspiration for April's framework workshop (WP3).

Suggested framework recommendations

1	There is a need for measuring four barriers in particular Several barriers of inclusion and diversity have been identified across the five schools: <i>social barriers</i> related to classmates, <i>learning barriers</i> related to in particular theoretical teaching (and in particular experienced by students with learning disabilities), <i>mental health barriers</i> including both motivational issues and anxiety, and finally <i>economic barriers</i> driven by both (local) commuting issues and family resources in general. It's the recommendation that these four barriers are all included in framework measures.	Inst. stakeholder interviews / student surveys/interviews
2	"Local measures" should be built into the framework Whereas a 80% shared framework is doable, 20% uniqueness is a must. There are a lot of similarities across schools, but some critical uniqueness. Commuting, addiction and VET reputation being examples of local barriers of great importance.	Student surveys/interviews
3	Both absence of barriers and presence of moderators should be measured Students point towards the fact that the presence of variables (such as "an adult authority", and "early social adaption") has a positive moderating effect on inclusion.	Inst. stakeholder analysis
4	Measures should mix at-school and outside-school barriers Looking into student everyday lives, and their educational motivation, it is clear that barriers are faced at school in particular when it comes to learning and socialisation. However, several barriers have nothing to do with what happens at school, examples being friend-acceptance, commuting issues and family issues, demanding a mixed focus trying to understand the student as a whole.	Inst. stakeholder interviews Student journey
5	A few background variables are crucial: gender and educational background Based on the analysis it is obvious that in particular <i>gender</i> has a great impact on the student's experience, and barriers faced, at school. In particular in the light of minority groups (girls in a "boys' programme" and boys in a "girls programme"). Further there are indications that it's relevant to know whether the student has attending basic VET or not (for those countries where there is a distinguishment between basic and intermediate VET), as the analysis has shown different barriers for these students.	Inst. stakeholder interviews Student surveys/interviews
6	Internship/traineeship barriers should be taken into account According to most schools something "happens" when students face their (first) internship periods. Some students experiencing issues with being included in the workplace, other students facing "cultural shocks" when leaving the safe environment of the school. In case the cohort of students included in the project are having internships, specific measures should be used.	Inst. stakeholder interviews
7	Measures should capture the uniqueness of the individual student Even though the analysis has shown that "typical student (groupings)" exist, it has also shown that different students face different barriers. This calls for measures that presume some barriers being present but catches students individuals attitudes and issues.	Inst. stakeholder analysis Student surveys
8	Framework flexibility should be given in regards to the timing of measures Mapping the different school' student journeys it becomes clear that same structures are followed in general; a mix between at-school activities and internships - but it differs a lot when students have their internship periods. Well aware that the project aims to standardise not just measures but also the flow of surveys, this still means that some local timing flexibility should be allowed.	Student journeys

Summary and Application

2. Support & intervention inspiration

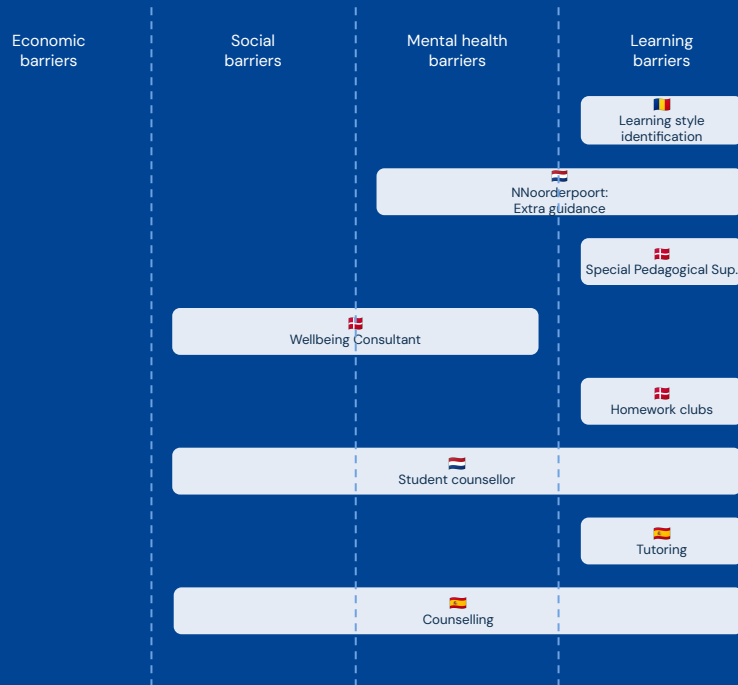
Structuring DI support & interventions

When looking into schools' suggested student support initiatives and interventions it became clear that a lot is already done to help students overcome potential barriers. It became obvious that both initiatives provided by schools themselves and by external organisations were present, as well as both initiatives supporting the student directly and through those key stakeholders of students life (teachers, staff and parents).

When choosing the most “applicable” initiatives for this project, we have prioritised initiatives that are:

1. Supporting the student directly
2. Provided by the school itself
3. Covering the four “main” identified barriers

Based on the assumption that these initiatives most easily can be operationalised by schools, and most likely will be used by students. External and stakeholder focused initiatives, have been left out as *operationalisation* is a main project priority. **Please notice** that the importance of other initiatives to be used in other contexts must not be neglected!



Summary and Application

3. A baseline Diversity & Inclusion Survey

Getting one step closer to a unified framework

Whereas this report has been explorative of nature - gathering thoughts and potentials - from here there is a need for “testing” some of the findings among those who it is all about: the students.

With a workshop coming up, there is a need for “standardised” data across the five schools that can help guide discussions and the framework definition, and therefore it is suggested that a unified “baseline diversity & inclusion survey” is carried out by the five schools.

Questions in the survey has been formed based on the results of analyses carried out in the report and should be ask to at least 50 students in advance of the workshops in April.

The four “main” barriers



Uncovering social barriers

- I have one or more close friends in my class. (0-10)
7-10: Are you aware of one or more classmates not having any close friends at school?



Uncovering mental health barriers

- Most days I am feeling happy. (0-10)
0-6: What would you say is on your mind when you do not feel happy?



Uncovering learning barriers

- It is easy for me to follow and succeed with my different courses. (0-10)
0-6: What difficulties do you face in particular?



Uncovering economic barriers

- I am not worried about my economic situation.
0-6: What is on your mind in particular in regards to your economic situation??

Segmentation



Gender & Educational background

- My gender is.
→ Before I started my current education I...

Peers & adults



Inclusion deep-dive

- I am experiencing some of my classmates not being treated well by others. (0-10)
Please describe the situation you experienced mentioning no names.



Presence of adult authorities

- The adults at school make sure that we are nice to each other. (0-10)
0-6: In what situations do you think adults could do more?

General questions



School happiness

- I am happy to go to school.
0-6: What would make you happier to go to school?
7-10: What is the best part about school?



Support knowledge

- If I am experiencing issues with something related to school I know where to go.

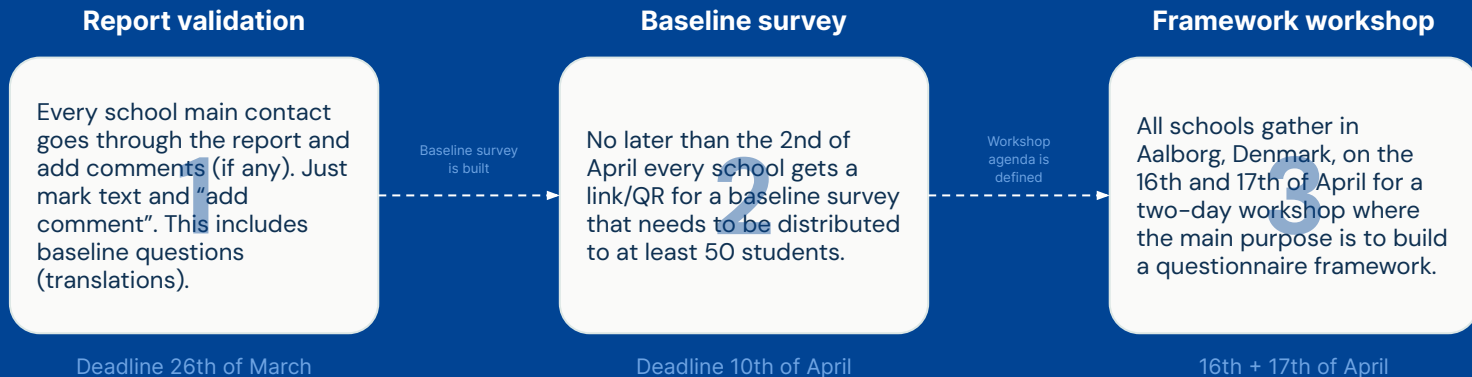


Outside-school issues

- I often face issues in my life that are not related to school. (yes/no).
Yes: What are the main issue(s) you experience.

Next steps

Building a Diversity & Inclusion questionnaire framework



Appendix

Baseline Questionnaire



Question 1	This is the English question text. Are the margins too small? And can it fit four lines in total, or only three? Four it is.	Translation	Translation	Translation	Translation	Translation
Question 2	This is the English question text. Are the margins too small? And can it fit four lines in total, or only three? Four it is.	Translation	Translation	Translation	Translation	Translation
Question 3	This is the English question text. Are the margins too small? And can it fit four lines in total, or only three? Four it is.	Translation	Translation	Translation	Translation	Translation
Question 4	This is the English question text. Are the margins too small? And can it fit four lines in total, or only three? Four it is.	Translation	Translation	Translation	Translation	Translation
Question 5	This is the English question text. Are the margins too small? And can it fit four lines in total, or only three? Four it is.	Translation	Translation	Translation	Translation	Translation
Question 6	This is the English question text. Are the margins too small? And can it fit four lines in total, or only three? Four it is.	Translation	Translation	Translation	Translation	Translation
Question 7	This is the English question text. Are the margins too small? And can it fit four lines in total, or only three? Four it is.	Translation	Translation	Translation	Translation	Translation

Resources

Overview

Partner interviews

- ➔ Mercantec, Denmark, Marie Sandvad Pedersen (28.02.24)
- ➔ ROC Noorderpoort, Netherlands, Irma Ismaili
- ➔ Rakvere Ametikool, Estonia, Katre Lomp & Kristina Markii (28.02.24)
- ➔ Colegiul Tehnic „Samuil Isopescu” Suceava, Romania, Ramona Chiriches & Cristina Hapenciuc (28.02.24)
- ➔ Formación Somorrostro, Spain, Nere Sierra (29.02.24)

Partner desk research & student surveys

- ➔ Mercantec, Denmark, Marie Sandvad Pedersen
- ➔ ROC Noorderpoort, Netherlands, Irma Ismaili
- ➔ Rakvere Ametikool, Estonia, Katre Lomp & Kristina Markii
- ➔ Colegiul Tehnic „Samuil Isopescu” Suceava, Romania, Ramona Chiriches & Cristina Hapenciuc
- ➔ Formación Somorrostro, Spain, Nere Sierra

Partner data and interviews

Drop-outs and early school-leaving

- ➔ Stemming the tide: tackling early leaving from vocational education and training in times of crises (Cedefop, 2022)
- ➔ Something here...

Diversity and Inclusion

- ➔ Equity and Inclusion in Education: Finding Strength through Diversity (OECD, 2023)

VET and educational tendencies

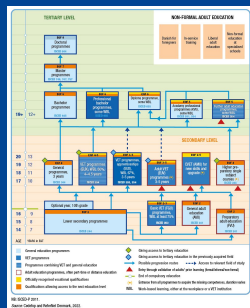
- ➔ Education and Training Monitor, 2023 (European Commission, 2023)
- ➔ Vocational Education and Training in Europe, [Detailed description of VET systems in Europe](#)

External resources and literature

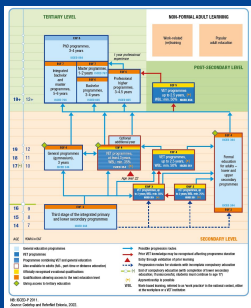
Resources

VET-systems in Europe

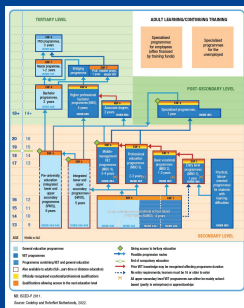
Denmark 



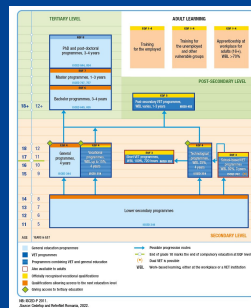
Estonia 



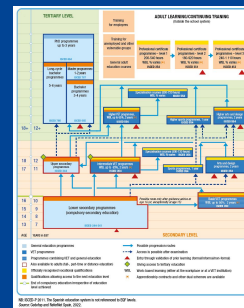
Netherlands 



Romania 



Spain 



<https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems>