

Introduction

Vocational education plays a pivotal role in shaping the future of young Europeans. However, for these systems to be truly effective, they must be inclusive and welcoming to all students regardless of their background. The Erasmus+ KA220 project *ID-VET – A Micro-Survey Framework for Inclusion and Diversity in Vocational Education* brings together six European partners to develop tools that identify and dismantle barriers to inclusion and diversity across vocational education systems.

As part of this effort, the WP4 activities included the design and implementation of five micro-surveys across partner countries – Denmark, Estonia, the Netherlands, Romania, and Spain. These surveys collected extensive quantitative and qualitative data on students' lived experiences in their VET environments, focusing on their sense of belonging, challenges they face, and the support they receive.

The purpose of WP4 is to ensure that feedback from students directly informs local and national strategies for improving inclusive practices. The structure of the survey programme and the frequency of the measurements make it possible to monitor changes over time and to identify emerging trends. This report brings together the results and reflections from each partner country, providing a comparative overview and forming the foundation for shared European improvements in inclusive VET education.

Denmark

Mercantec is a Danish VET school that offers a comprehensive range of high school and vocational education and training (VET) programs in both technical and business fields, as well as a training center for adult education as part of the Danish Lifelong Learning program. Annually, Mercantec trains approximately 20.000 students (2.700 full-time students equivalent) and employs around 480 staff members. We have approximately 50 different educational programs housed in 5 colleges.

- Building college (e.g., carpenters, floor layers, concrete workers)
- Business college (e.g., administration, finance, event managers)
- Culinary arts college (e.g., baker, chef, health care cook)
- High school (high commercial examination program and higher technical examination program)
- Center for Advanced Technology engineers (e.g., HVAC energy specialists, electronic engineers, car mechanics)

With a strong focus on technical expertise, Mercantec specializes in training young students and adults in various areas, including automation engineering, robotics, electronics, auto mechanics, welding and fitting, plumbing and ventilation, electricians, CNC technicians, data engineers, and IT support. In the construction sector, they offer specialized training in heavy machinery and excavation, crane operation, carpentry, concrete work, and floor laying. Additionally, their hotel and restaurant programs emphasize nutrition and healthy food.

Mercantec's mission is to maintain and further develop the supply of technical and mercantile education for youth and adults at the local, regional, and national levels. Their vision is to be the preferred choice in VET education for their customers. The school also provides competence clarification services for both skilled and unskilled workers, as well as unemployed citizens, in close collaboration with local and regional authorities and companies.

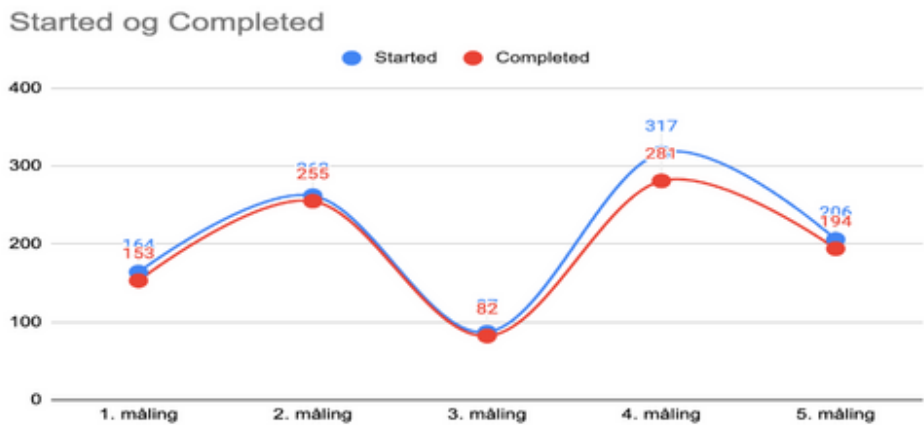
As part of its strategic initiatives, Mercantec actively engages in partnerships with numerous local, regional, and national companies, fostering strong connections with the industry and ensuring that their training programs are aligned with current market demands and future trends. By continuously updating their curriculum and collaborating with industry partners, Mercantec remains at the forefront of VET education and contributes significantly to the development of a skilled and competent workforce.

Mercantec focuses on the interplay between the individual and the community, emphasizing individual students while recognizing that the community forms the framework for life and learning. They are committed to developing and integrating all young people into their educational programs, taking into

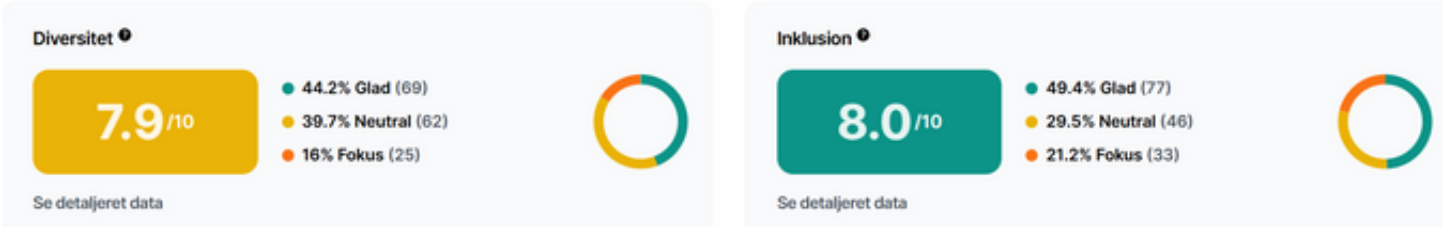
account each individual's strengths, preconditions, and needs. This is the starting point for challenging each student. Mercantec also aims to support and ensure students' sense of belonging to the school through group formations and communities, with a particular interest in building and supporting academic communities that provide a framework for each student's development.

Results of national measurements 1 – 5:

Survey results 1-5:



Primære målepunkter



Results - Measurement 1 (19 August 2024 - 8 September 2024)

KPI's

Students participated:

- 88% Male (145)
- 7% Female (12)
- 3% Other (5)

Education before VET:

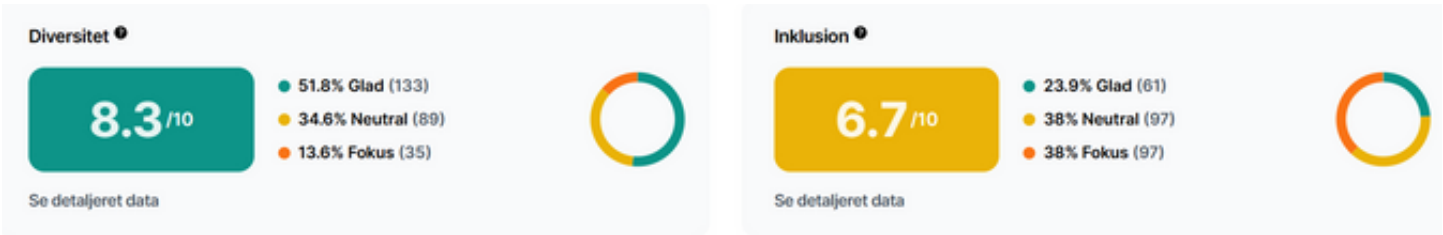
- 27% Secondary school (44)
- 24% Other education (40)
- 21% Working full time (35)
- 17% Other (28)
- 10% Another VET-education (17)

Completed
93.29%



Results - Measurement 2 (1 November 2024 - 19 November 2024)

KPI's



Students participated:

- 92% Male (238)
- 6% Female (15)
- 1% Other (3)

Education before VET:

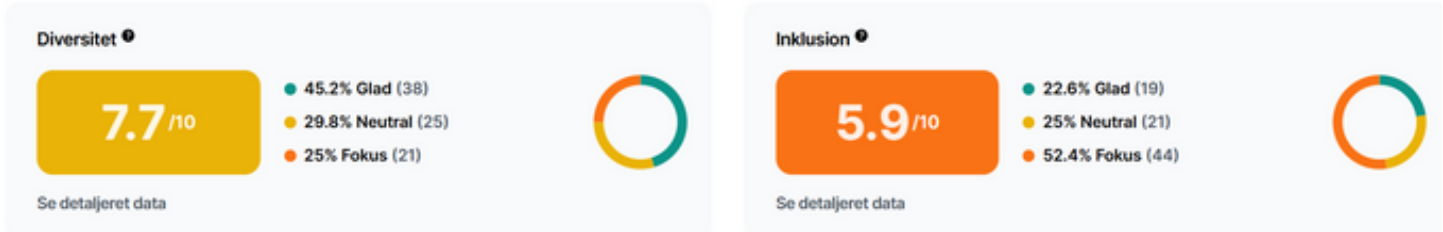
- 45% Secondary school (116)
- 18% Other education (47)
- 17% Working full time (45)
- 13% Other (33)
- 7%Another VET-education (18)

Completed
97.33%

Results - Measurement 3 (1 December 2024 - 22 December 2024)

KPI's

Primære målepunkter



Students participated:

- 93% Male (81)
- 5% Female (4)
- 1% Other (1)

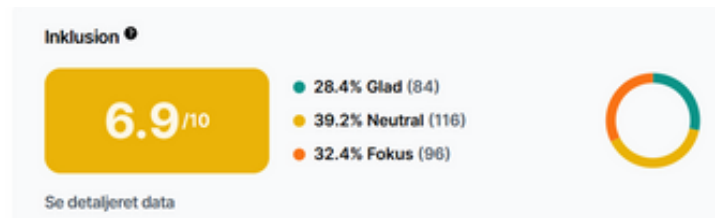
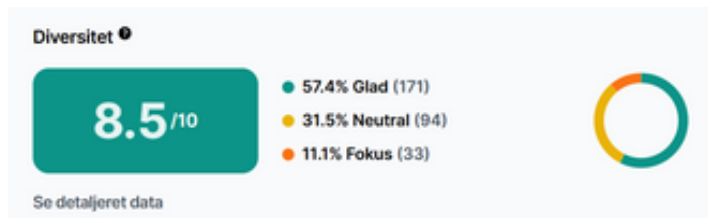
Education before VET:

- 42% Secondary school (35)
- 17% Other education (14)
- 15% Working full time (13)
- 15% Other (13)
- 11% Another VET-education (9)

Completed
94.25%

Results - Measurement 4 (1 April 2025 – 20 April 2025)

KPI's



Students participated:

95% Male (296)

4% Female (12)

1% Other (2)

Education before VET:

34% Secondary school (106)

29% Other education (91)

17% Working full time (52)

12% Other (38)

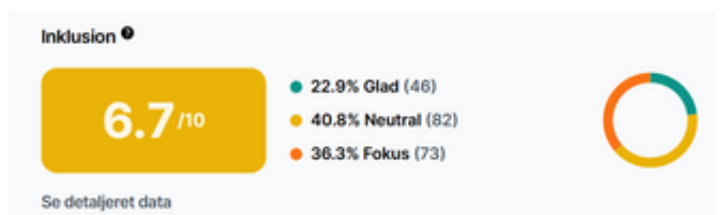
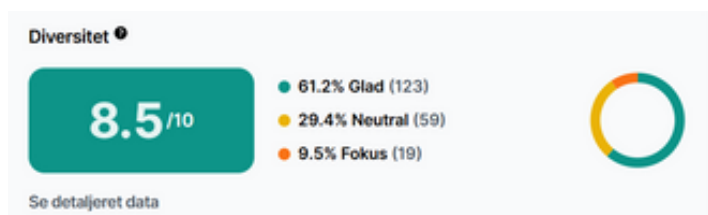
7% Another VET-education (22)

Completed

88.64%

Results - Measurement 5 (19 May 2025 - 1 June 2025)

KPI's



Students participated:

89% Male (181)

6% Female (12)

2% Other (4)

Education before VET:

36% Secondary school (73)

27% Other education (55)

18% Working full time (36)

11% Other (22)

9% Another VET-education (18)

Completed

94.17%

Student feedback

Results from KPI's - Diversity

Areas for Improvement

Difficulties understanding or keeping up with the lessons

More varied and engaging teaching methods

Some feel that their special needs (e.g., autism, anxiety, depression) are not taken seriously or accommodated

Lack of structure, unclear goals, and changes in lessons without explanation.

Several feel disrespected – by both teachers and classmates.

Many mention noise, disturbance, and immature behavior in the classroom as major challenges.

There is a wish for clearer classroom management and enforcement of rules from the teachers.

Some feel that the tone in the classroom is harsh, and there is talking negatively about and to each other.

Some feel they are treated differently because of their background, age, or gender

Need for differentiation – some students desire more challenges, while others need more support and alternative teaching methods.

Positive Feedback

Feel respected and taken seriously

Experience mutual respect between students and teachers

Not judged or met with negative comments They feel respected, appreciated and encouraged by fellow students and teachers.

There is room for diversity

People have fun and work well together

The teachers listen and take the students seriously.

The students feel secure and accepted

There is room for different opinions and personalities

Teachers are supportive and show consideration

There is a really strong sense of community

A good understanding that people are different and come from diverse backgrounds

Mixed experiences with teachers – some feel supported and understood, while others feel talked down to or ignored.

Results from KPI's - Inclusion

Areas for Improvement

During exams and similar situations, some students don't feel they get the calming support they need

Some students feel the school is far from home because they don't know the city or the surroundings

The school dormitory can be a bit worn down

The equipment in the OLC is essential for the students projects, but it's very difficult to use. Many of the other students in the OLC use mobile broadband paid for by their companies

The school dormitory should take age into account and consider offering private rooms for adults over 30

Better chairs and better food in the cafeteria and a reduction in cafeteria prices

Students feel improvements are needed in several areas

The students find the school decent overall, with good classmates, but the facilities could use an upgrade

The students wish for more social activities after school – team-building events

The students think the school should be better at providing information and doing so more promptly. They often find that information comes too late, making it difficult to plan around school

More understanding from the teachers when it comes to diagnoses

Positive Feedback

The school is a spacious and welcoming place to be

The school is clean and tidy, and the students feel like there is room for everyone

They find the classrooms feel a bit cold—not physically, but emotionally. They are not particularly cozy and feel quite sterile. Everything necessary is there, but nothing more

The school is a good place to be. The teachers are approachable, and the other students are kind and friendly

A nice, modern school with good teaching equipment. Good teachers who are willing to help. Good learning and collaboration, and a positive atmosphere. I feel like I fit in well, although it can be stressful at times

"I live at the school dormitory, so it has gradually become like a second home. I think there is a lot of personal contact with the teachers, which also makes you feel at home"

"Everyone shows interest and is just as engaged in what we do as I am, and the teacher actually takes the time to explain things if we don't understand them"

The students like to come to school because they meet with their friends and learn at the same time

Some students have the possibility of studying at home sometimes and they are very happy about it

STUDENTS' QUOTES:

All of us want to learn, and we work together to achieve that. Each of us here has a passion for something in IT, and that passion builds friendships and solidifies teamwork and cooperation.

"There is a really strong sense of community. You always get help from your classmates, and you have fun together while working. The teachers are knowledgeable, great at sharing information, and always do their best to help."

" You always get help from your classmates, and you have fun together while working."

"There is a good atmosphere in the class, and our teacher is great at helping us understand things. He teaches while making us laugh"

"Location plays an important role in whether you feel at home, and I think Viborg is a lovely place to be. More importantly, I feel that the school welcomes its students and genuinely engages with them—their needs, their challenges, and, overall, who they are."



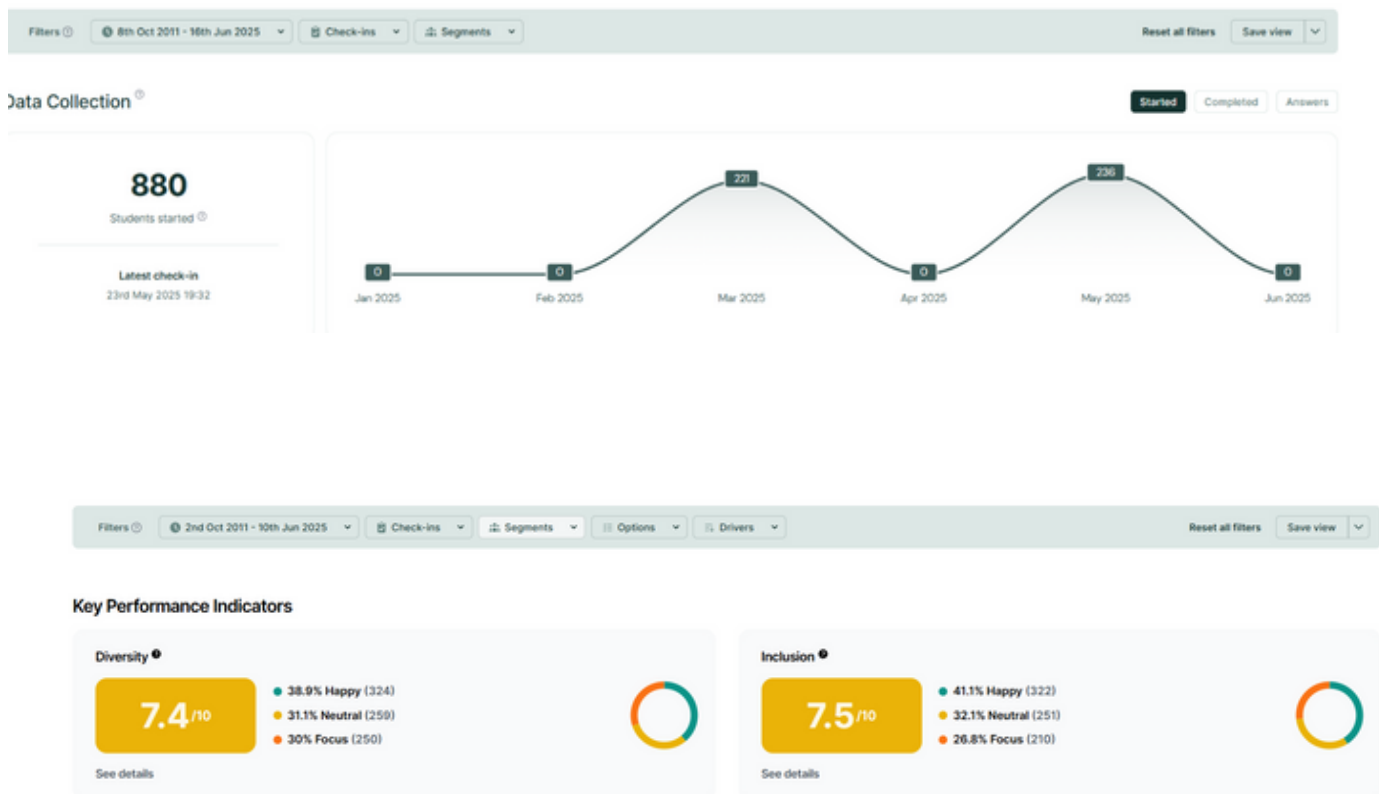
Estonia,

Rakvere Ametikool Vocational School is the only vocational school in Lääne-Viru county. The owner of the school is the Estonian Ministry of Education and Research. We teach basic school graduates, upper-secondary school graduates, young people without basic education, and adults of different ages.

We offer vocational education in several curricula: construction carpenter, concrete worker, welder, construction finisher, car technician/mechanic, car-paint technician, vehicle maintenance technician, baker-pastry cook, cook, rural tourism, catering service, logistician-transportation organizer, junior IT-systems specialist, cabinet maker/joiner, cleaner. Besides vocational education, Rakvere Ametikool also offers part-time general education. All together there are around 1000 students, 108 school workers, 78 of them are teachers. Students are mainly from Rakvere or nearby regions, but for those from farer school offers dormitory service. Students have a right to get a free lunch and bus tickets compensation. Our students are participating successfully in national and international competitions and Erasmus+ studies in many other EU countries.

Results of national measurements 1 – 5:

- Survey results 1-5:

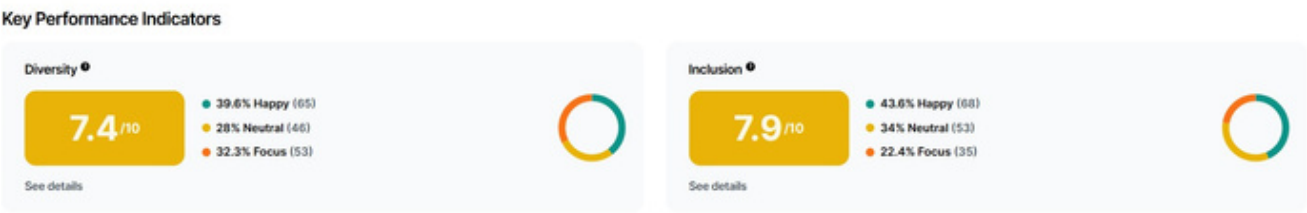


880 students started

Student reach: 70,4%

Completion rate: 80,45%

Results - Measurement 1(25 September 2024 - 6 October 2024)



Started: 156

Completed: 127

Completion rate: 83,14%

Students participated:

Male: 64%

Female: 33%

Other: 2%

Prefer not to answer: 1%

Education before VET

Secondary school: 78%

Other VET program: 8%

Other education: 4%

Full-time work: 4%

Results – Measurement 2 (1 November 2024- 17 November 2024)



Started: 88

Completed: 79

Completion rate:89.77%

Students participated:

Male: 57%

Female: 39%

Other: 2%

Prefer not to answer: 1%

Education before VET

Secondary school: 70%

Other VET program: 10%

Other education: 8%

Full-time work: 10%

Results – Measurement 3(1 December 2024- 29 December 2024)

Key Performance Indicators



Started: 160

Completed: 139

Completion rate:

Students participated:

Male: 68%

Female: 29%

Other: 1%

Prefer not to answer: 3%

Education before VET

Secondary school: 75%

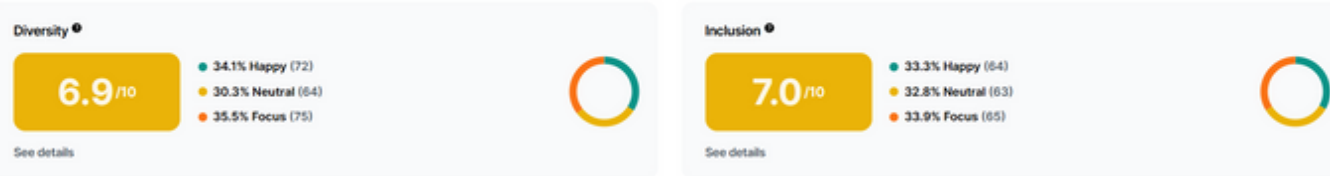
Other VET program: 8%

Other education: 8%

Full-time work: 5%

Results – Measurement 4(10 March 2025- 23 March 2025)

Key Performance Indicators



Started: 221

Completed: 170

Completion rate:

Students participated:

Male: 45%

Female: 48%

Other: 5%

Prefer not to answer: 2%

Education before VET

Secondary school: 77%

Other VET programs: 6%

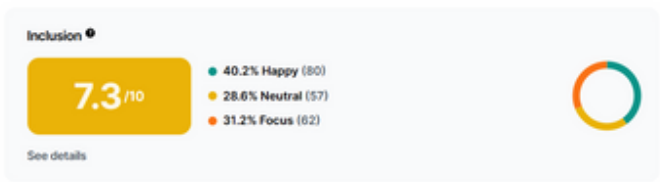
Other education: 6%

Full-time work: 6%

Other: 4%

Results – Measurement 5(12 may 2025- 25 may 2025)

Key Performance Indicators



Started: 236

Completed: 177

Completion rate:

Students participated:

Male: 45%

Female: 50%

Other: 1%

Prefer not to answer: 3%

Education before VET

Secondary school: 70%

Other VET programs: 7%

Other education: 6%

Full-time work: 10%



Student feedback

Results from KPI's - Diversity

Areas for improvement

Some students feel insecure and different from others; therefore, keep themselves isolated

Students have a fear that they will fail (Russian-speaking students)

Positive feedback

Friendly teachers and classmates. That is also motivating.

Students understand that the key to success is their responsibility

Results from KPI's - Inclusion

Areas for improvement

Distance from school: Some students live nearby, but bus connections are bad, and they don't want to live in a boarding house

LGBTer students feel that they need more support and acceptance

Students want more school events and excursions.

Some classes are boring because students must sit and listen to a teacher for 90 minutes. It also affects concentration.

Positive feedback

Students feel that they are in the right place

Students have found new friends easily

Most teachers and school staff are helpful and friendly

Students know whom they can get help from if they have problems with studies or with something else.

Families are very supportive

Conclusions and further actions in Estonia

It would be useful to have a similar tool to target students who, for some reason, do not want direct contact with their group mentor or teachers, but in some other form, something that would be always available if a student is in need.

Already this spring, management started mapping the process of how to support students with special needs. The updated process will be implemented from the new academic year.

Also, from the new academic year, there will be training courses for teachers on how to notice and support students with special needs. This training aims to provide teachers with practical tools on how to identify students who need help, how to manage them in the learning process, and how to support them consistently and effectively.

A presentation of the summary of the currently ending project will be given to the school management and teachers, along with recommendations for future actions based on the project results. Feedback will also be given to students regarding the results.



The Netherlands

Noorderpoort college, logistiek en mobiliteit

Noorderpoort is a leading vocational education and training (VET) and adult education organisation in Groningen, the Netherlands. With a mission to strengthen our regio and empowering individuals through lifelong learning, Noorderpoort serves as a pivotal institution for fostering skill development and employment readiness among its diverse student body.

As a comprehensive VET provider, Noorderpoort offers a wide range of programmes at EQF levels 1-4, aimed at equipping students with practical skills and knowledge. These programmes span various sectors, including, social and health care, technology, maritime and energy, business and admin, hospitality, tourism and beauty, and creative professions, reflecting the institution's commitment to addressing the workforce needs of today and tomorrow.

With over 1,500 dedicated staff members supporting a student body of approximately 12,000, Noorderpoort's activities extend beyond traditional classroom learning, incorporating hands-on training, apprenticeships, lifelong learning initiatives and partnerships with (local) industries. This approach ensures that students receive a well-rounded education that includes real-world experience and a deep understanding of their chosen field.

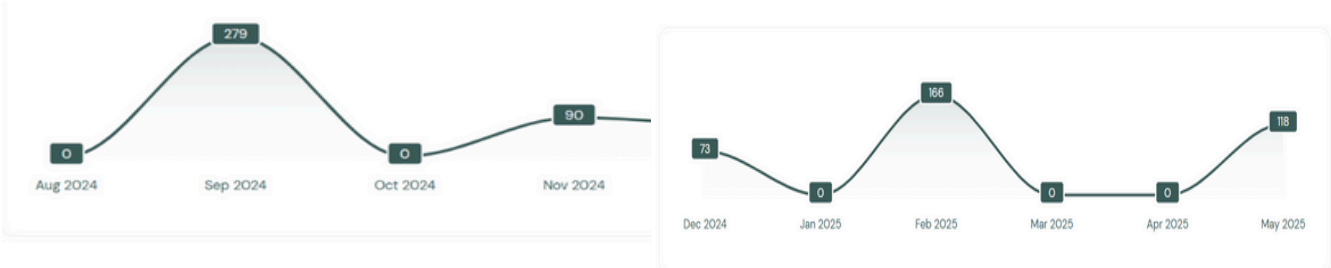
At the heart of Noorderpoort's philosophy is a strong commitment to sustainability, citizenship and diversity and inclusion. Noorderpoort has implemented several initiatives to create an inclusive environment where all students, regardless of their background, can thrive. These efforts are aimed at reducing barriers to education and promoting equity within the academic community.

Noorderpoort embraces innovative educational approaches, including hybrid learning models and the integration of technology in the classroom. These strategies are designed to enhance learning outcomes and prepare students for the demands of the digital age. All schools have I-Coaches and our newly established Centre for Teaching and Learning helps educators develop cutting edge educational materials with a strong focus on digitalisation, together with external stakeholders.

Looking forward, Noorderpoort is committed to expanding its educational offerings, and enhancing its impact on regional development. The institution's strategic goals emphasize (digital) innovation, regional and (inter)national engagement, lifelong learning, flexible pathways, and the continuous improvement of educational quality.

Results of national measurements 1 – 5:

General data collection survey 1 – 5



Data Collection

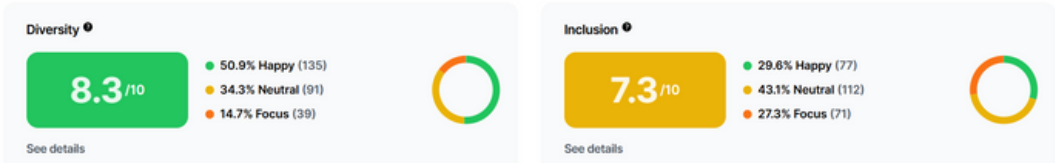


Reach & Engagement



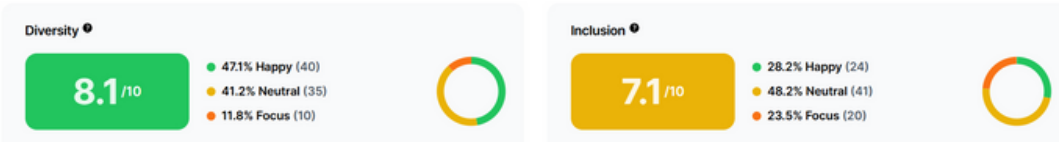
85% Male (614)11% Female (80)
2% Other (17)2% Prefer not to answer (15)

Results survey 1:



<p>Students participated</p> <p>84% Male (233)12% Female (34)3% Other (8)</p> <p>Finished surveys</p> <p>86.74 %</p>	<p>Education before VET</p> <p>42% Was attending secondary school (114)24% Was attending another VET programme (66)12% Was working full-time (33)</p>
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Results survey 2



<p>Students participated</p> <p>80% Male (70)15% Female (13)3% Other (3)</p> <p>Finished surveys</p> <p>90.91%</p>	<p>Education before VET</p> <p>37% Was attending secondary school (32)37% Was attending other VET programme (32)13% Was attending other education in general (11)</p>
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Results survey 3



Students participated

82% Male (60)12% Female (9)4% Prefer not to answer (3)

Finished surveys

93.15%

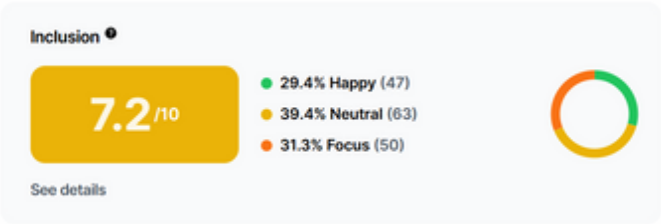
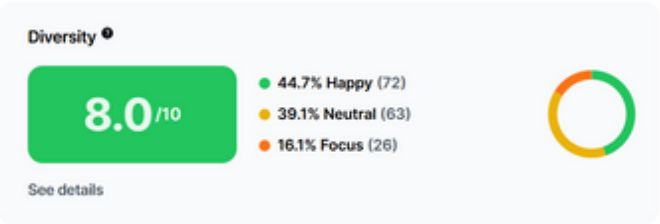
Education before VET

30% Was attending secondary school (21)

30% Was attending other VET programme (21)

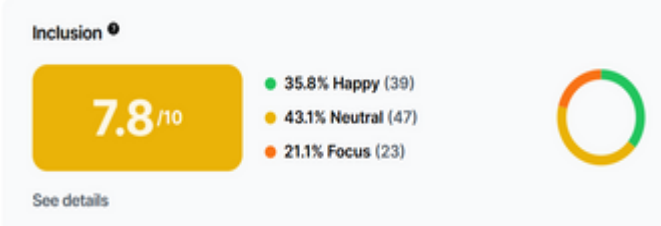
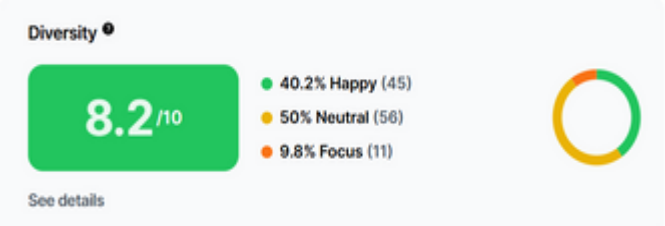
19% Was working full-time (13)

Results survey 4



<div>88% Male (146)</div> <div>9% Female (15)</div> <div>2% Prefer not to answer (4)</div> <div>1% Other (1)</div>	<div>33% Was attending secondary school (55)</div> <div>32% Was attending other VET programme (52)</div> <div>15% Was working full-time (24)</div> <div>10% Was attending other education in general (17)</div> <div>10% Other (17)</div>
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Results survey 5

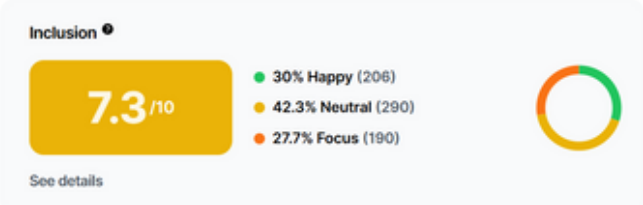
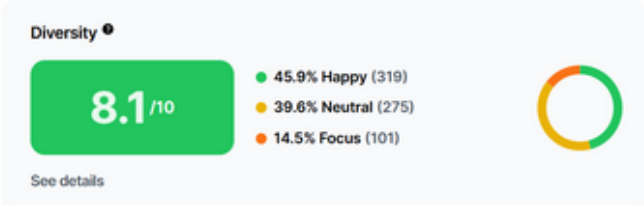


- 87% Male (103)
- 8% Female (9)
- 3% Other (4)
- 2% Prefer not to answer (1)

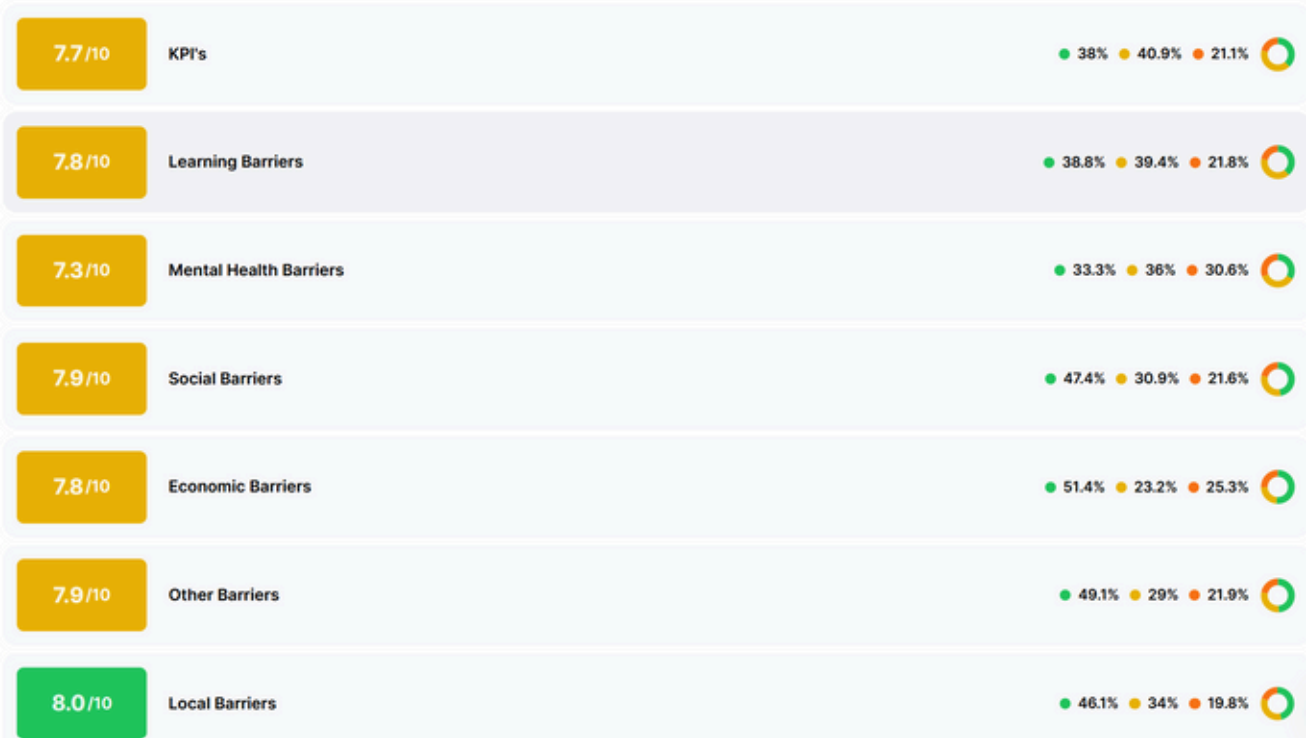
- 39% Was attending other VET programme (44)
- 27% Was attending secondary school (30)
- 15% Was working full-time (17)
- 14% Was attending other education in general (16)
- 5% Other (6)

Overall results

Key Performance Indicators



Drivers ♥



Display						
Options						
Average						
KPIs						
Diversity	8.3 265 replies 184 comments	8.1 87 replies 70 comments	7.8 70 replies 46 comments	8.0 161 replies 107 comments	8.2 112 replies 62 comments	8.1
Inclusion	7.3 260 replies 170 comments	7.2 87 replies 63 comments	6.8 70 replies 40 comments	7.2 160 replies 108 comments	7.8 109 replies 56 comments	7.3
DRIVERS						
KPI's	7.8 525 replies 354 comments	7.7 174 replies 133 comments	7.3 140 replies 86 comments	7.6 321 replies 215 comments	8.0 221 replies 118 comments	7.7
Learning Barriers	8.4 252 replies 164 comments	6.8 86 replies 63 comments	8.5 70 replies 49 comments	6.5 159 replies 101 comments	8.5 108 replies 56 comments	7.7
Mental Health Barriers	7.4 250 replies 152 comments	7.3 84 replies 62 comments	7.6 70 replies 41 comments	7.0 155 replies 101 comments	7.5 107 replies 53 comments	7.4
Social Barriers	8.0 248 replies 145 comments	7.8 84 replies 60 comments	7.5 69 replies 38 comments	7.7 158 replies 105 comments	8.2 107 replies 51 comments	7.8
Economic Barriers	7.6 246 replies 133 comments	8.0 84 replies 60 comments	7.8 69 replies 39 comments	8.1 158 replies 100 comments	7.6 106 replies 40 comments	7.8
Other Barriers	8.2 245 replies 134 comments	7.0 81 replies 56 comments	8.5 69 replies 39 comments	6.9 158 replies 88 comments	9.0 105 replies 41 comments	7.9
Local Barriers	8.2 243 replies 133 comments	7.9 81 replies 58 comments	8.3 69 replies 37 comments	7.8 157 replies 93 comments	8.1 105 replies 40 comments	8.1

Headlines results survey 1-3

Headlines results survey 4-5

Areas for improvement

Mental Health Barriers	7.4 250 replies 152 comments	7.3 84 replies 62 comments	7.6 70 replies 41 comments	7.0 155 replies 101 comments	7.5 107 replies 53 comments
Everyday Life Happiness Most days I am feeling happy at school.	NA	7.3 84 replies 62 comments	NA	7.0 155 replies 101 comments	NA
Personal Resources When I feel pressured I am capable of managing my way through.	NA	NA	7.6 70 replies 41 comments	NA	7.5 107 replies 53 comments
Awareness of Mental Health Support (NL) When I feel bad, I know who to talk to.	7.4 250 replies 152 comments	NA	NA	NA	NA

Learning Barriers	8.4 252 replies 164 comments	6.8 86 replies 63 comments	8.5 70 replies 49 comments	6.5 159 replies 101 comments	8.5 108 replies 56 comments
Concentration in Class I can concentrate in class.	NA	6.8 86 replies 63 comments	NA	6.5 159 replies 101 comments	NA
Course Difficulty level The difficulty level of my courses suits me.	NA	NA	8.5 70 replies 49 comments	NA	8.5 108 replies 56 comments
Awareness of Learning Support (NL) If I am struggling with succeeding in my classes I know how I can get support.	8.4 252 replies 164 comments	NA	NA	NA	NA

Student feedback

- Students trust the teachers, which is important for the teachers to know so they can't break the trust code
- Students know who to talk to
- 'kort maar krachtig' which means the less words the better which is a typical northern thing
- Too much noise during classes and teachers who are not always willing to do something about it.
- Classes are too big
- Students trust teachers when they take the time to get know the students
- Not many financial problems
- The classes and teachers are 'oke', sometimes to big
- Difficulties concentrate in class
- Things that could be different: canteen, smoking area,
- School is school
- Schedule could be better
- To much listening during class, the student would like to do more practical things in class
- The students feel like they belong here at this school
- Own pace in class: works both ways. Pro's and con's. Some students want more information and get to work, others think it's to much information plus the tempo in class is to quick
- Teachers are in 'the lead'
- Customized schedule
- 'low' pressure, stay calm, stress resistant
- Support of the teachers
- Difficulty of the class suits me is a high grade

Conclusion

Advice



Romania

COLEGIUL TEHNIC „SAMUIL ISOPESCU” SUCEAVA

Technical College "Samuil Isopescu" Suceava, Romania has been offering technical education for 76 years. With a strong tradition in vocational and technical training, the college has built a reputation for preparing students to meet the demands of today's labour market.

The school offers a variety of technical programs focused on fields such as Mechanics, Electrical Engineering and Constructions. These programs are designed not only to provide theoretical knowledge, but also to develop practical skills through hands-on training in modern laboratories and workshops.

The school, a vocational one, has 575 students who are professionally trained for the future by 37 teachers. The students are competent to acquire qualified jobs using their Certificates of Professional Qualification in their field that are recognized in the European Union.

Through partnerships with local businesses and participation in a variety of European projects and programs students have the opportunity to gain valuable internships, to develop technical skills and competences together with international exposure. This approach helps high school graduates to smoothly make the transition into the workforce or continue their education at the university level.

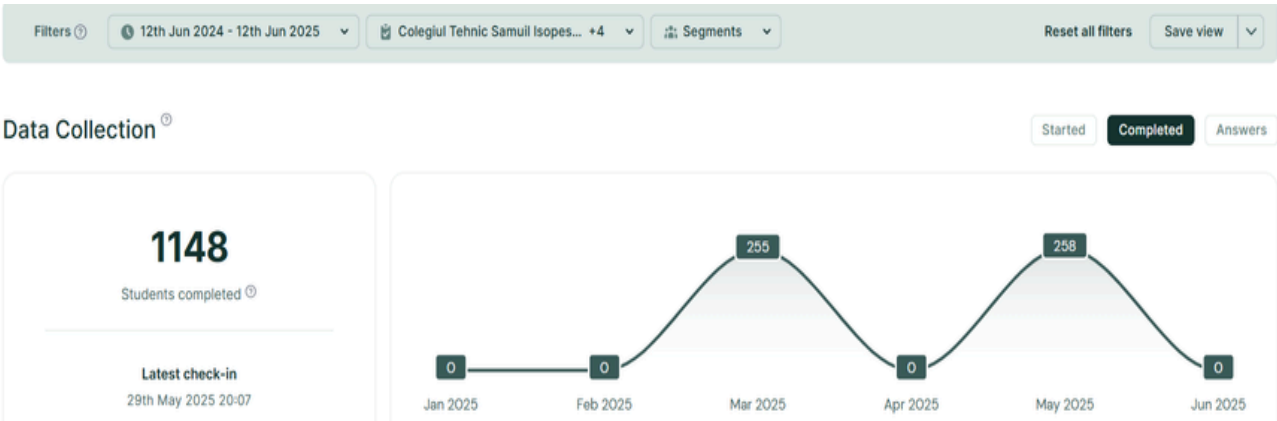
The school's mission is to train skilled, responsible and adaptable professionals, while its vision is rooted in innovation, quality education and lifelong learning. The teachers have as a priority the students' training for a changing world by developing their abilities, skills and competences that will allow the students to understand their own values and social purpose.

With dedicated teachers, modern facilities and a focus on practical training, Technical College "Samuil Isopescu" Suceava, Romania continues to play a vital role in shaping the future of technical education in the region of Bukovina.

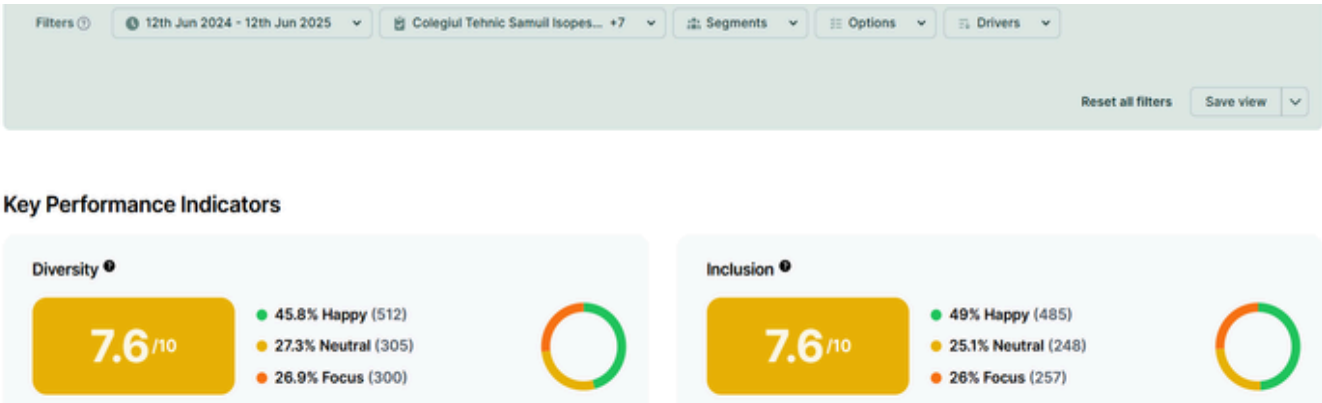


Results of national measurements 1 – 5:

Survey results 1-5:



Completed
72,57%



Students participated:

- 83% Male (309)
- 12% Female (46)
- 1% Other (4)

Education before VET:

- 85% Secondary school (301)
- 5% Other education (18)
- 1% Working full time (5)

Completed
70,05%

Results - Measurement 2 (21 October 2024 - 27 October 2024)

KPI's

Key Performance Indicators



Students participated:

- 85% Male (292)
- 10% Female (33)
- 1% Other (3)

Education before VET:

- 85% Secondary school (271)
- 7% Other education (21)

1% Working full time (3)

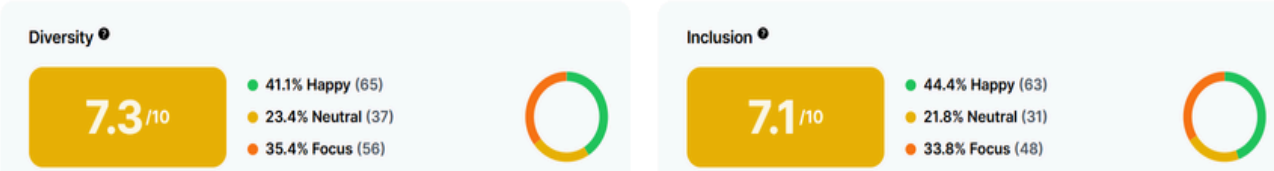
Completed

72,01%

Results - Measurement 3 (9 December 2024 - 22 December 2024)

KPI's

Key Performance Indicators



Students participated:

81% Male (138)

14% Female (24)

2% Other (3)

Education before VET:

87% Secondary school (142)

6% Other education (9)

1% Working full time (2)

Completed

73,68%

Results - Measurement 4 (3 March 2025 - 16 March 2025)

KPI's

Key Performance Indicators

Diversity ⓘ

7.6 /10

- 47.4% Happy (156)
- 28.6% Neutral (94)
- 24% Focus (79)



Inclusion ⓘ

7.8 /10

- 51.5% Happy (150)
- 25.8% Neutral (75)
- 22.7% Focus (66)



Students participated:

85% Male (295)

11% Female (39)

1% Other (4)

Education before VET:

88% Secondary school (296)

3% Other education (9)

0% Working full time (1)

Completed

73,07%

Results - Measurement 5 (5 May 2025 - 31 May 2025)

KPI's

Key Performance Indicators

Diversity ⓘ

7.7 /10

- 46.7% Happy (147)
- 28.9% Neutral (91)
- 24.4% Focus (77)



Inclusion ⓘ

7.9 /10

- 52% Happy (145)
- 25.1% Neutral (70)
- 22.9% Focus (64)



Students participated:

83% Male (277)

11% Female (37)

1% Other (3)

Education before VET:

87% Secondary school (282)

2% Other education (7)

0% Working full time (1)

Completed

75,75%

Student feedback

Results from KPI's - Diversity

Areas for Improvement

Some students disrespect others because of their religion.

Some students show envy, don't communicate openly; they bully their classmates.

Some students lack confidence.

The colleagues have a good influence on each other.

Some students feel disrespected because of their skin colour.

Some students are not taken seriously.

Some teachers make ironic remarks.

Some students should be more respectful to be treated respectfully.

Some students do not feel the teachers' support.

They have some difficulties in understanding certain subjects of school.

They feel they do not get enough counselling related to their future career.

Some students have personal problems and feel misunderstood.

Overloaded timetable.

The need for more extracurricular activities.

Positive Feedback

Students feel like they are a family, they belong to a united group, and they offer support to one another when in need.

The fellow colleagues respect each other.

There is mutual respect between fellow colleagues and they do not feel judged.

The colleagues have a good influence on me.

Fellow colleagues show respect towards calm and friendly colleagues.

Fellow colleagues show respect towards competent, honest, responsible and communicative classmates.

They feel respected, appreciated and encouraged by fellow students and teachers.

Teachers guide the students in making the best choices for the future.

Teachers connect the students with their future career.

Teachers help students to understand the subject matter.

Some teachers offer examples for the real life.

Teachers are very involved and supportive.

The study field is in accordance with the subject matter.

Colleagues' companionship.

School environment (student status).

Results from KPI's - Inclusion

Areas for Improvement

Students want greater appreciation and dedication from their teachers and fellow colleagues.

Some students dislike the school subjects.

Some students would like to be involved in a greater number of curricular and extracurricular activities.

Some teachers have favourite students.

Some students would like to wear school uniforms with the school's logo.

Some students feel disrespected by their teachers.

The teaching materials and methods are outdated.

There are students who smoke; there is bullying.

The existence of a special place where they could meet during breaks and interact with one another.

The students feel they are not truly understood by some teachers; they do not get enough respect.

Some teachers are too strict.

Students did not know what to answer.

They sometimes feel the lack of interest on their teachers' behalf or not being entirely understood and respected.

Some students are not being sociable enough.

Some of them are bullied.

Some students do not feel they belong to a group.

Positive Feedback

Friendly teachers, who explain well and make their subject matter easy to understand.

Involvement in school activities, promoting the public image of the school.

The school is a friendly and motivating environment.

Students like their study field.

The school offers many opportunities.

Students are calm, understanding, empathetic.

Involvement in extracurricular activities; getting good results.

Students are involved in school activities, contests and sports competitions.

The proximity to school is an advantage.

The school offers everything they need; students are proud of their fellow colleagues and they want to spend as much time as possible with the classmates.

Some students have plenty of time for personal development.

Students feel they belong to this school because they have valuable friendships, they feel understood and respected by their teachers.

Teachers involve students in various school and extracurricular activities in the technical field, which brings to confidence on behalf of the students.

Some students try to stand out showing good – manners and involvement.

They feel respected due their age and offer respect to their teachers.

Teachers are very involved and supportive.

Some students sociable and easy going.

They have great relationships with classmates and fellow colleagues.

STUDENTS' QUOTES:

"I feel that the school and my fellow colleagues respect me for who I am, not only for what I say or do. It is a pleasant feeling to know that I can be myself and the people around me accept and appreciate me. It makes me feel safe and motivated to give my best. The atmosphere around me helps build my self-confidence and inspires me to grow and improve myself."

"Respect can be earned through one's qualities: honesty, integrity, kindness and responsibility. When people see these qualities in you, they are more inclined to respect you".

"I don't like school. The only cool things are breaks and P.E. classes".



CENTRO DE FORMACIÓN SOMORROSTRO

(BASQUE COUNTRY – SPAIN)

Centro de Formación Somorrostro (Somorrostro) is an integrated education center created in 1947, located in San Juan 10, Muskiz (Bizkaia). It is managed by the Diocese of Bilbao. It offers comprehensive education ranging from compulsory secondary education (ESO) to Vocational Training (FP), including basic, intermediate, and advanced level courses, as well as training for employment.

The center's educational offer includes:

- Formal education: ESO, Bachillerato (Humanities and Social Sciences, Science and Technology) in linguistic models A, B, and D.
- Vocational Training:
 - Basic Level: Manufacturing of metallic elements (Welding and boilermaking), Electricity and electronics, home maintenance (Plumbing - heating), Hairdressing and aesthetics (hairdressing), Computing and communications.
 - Intermediate Level: Administrative management, Electrical and automatic installations, Machining, Welding and boilermaking, Microcomputer systems and networks, Telecommunications installations, Electromechanical vehicle maintenance, Care for people in situations of dependency, Electromechanical maintenance.
 - Advanced Level: Administration and finance, Marketing and advertising, Electrotechnical and automated systems, Industrial automation and robotics, Telecommunications and computer systems.
- Training for employment: Courses aimed at both employed and unemployed individuals.

In total, the center hosts over 2,200 students, with a staff of 194 teachers and 21 non-teaching staff, offering comprehensive training adapted to the needs of the students and the professional environment.

Somorrostro has a wide net of collaborations with national institutions such as the Basque Government, regional province authorities, city councils; development agencies (Enkarterri), and professional associations (Hetel - Association of VET schools of the Basque Country, EfVET – European Forum of Technical and Vocational Education and Training) and Association FP Empresa (National Association of VET Schools and Companies).

Results of national measurements 1 – 5:

Survey results 1-5:

Student Experience Overview

Filters ⓘ

12th Jun 2024 - 12th Jun 2025

Check-ins

Segments

Options

Drivers

Reset all filters

Save view

Key Performance Indicators

Diversity ⓘ

8.0/10

49.3% Happy (655)

31.6% Neutral (419)

19.1% Focus (254)

See details

Inclusion ⓘ

7.5/10

39.6% Happy (497)

33.4% Neutral (420)

27% Focus (339)

See details

Activity Overview

Filters ⓘ

12th Jun 2024 - 12th Jun 2025

Check-ins

Segments

Reset all filters

Save view

Data Collection ⓘ

1410

Students started ⓘ

Latest check-in

30th May 2025 10:02

Started

Completed

Answers

307

152

283

0

221

0

Jan 2025

Feb 2025

Mar 2025

Apr 2025

May 2025

Jun 2025

Reach & Engagement ⓘ

Student reach ⓘ

112.8%

Completion rate ⓘ

81.84%

Check-in sources ⓘ

Link-sharing

QR code

Live collect

Other

Comments ⓘ

3803

Go to comments

Engagement interactions ⓘ

70

Go to engagement overview

Results - Measurement 1 (1 October 2024 - 31 October 2024)

KPI's

Students participated:

- 23% Female (61)
- 74% Male (195)
- 2% Other (5)

Education before VET:

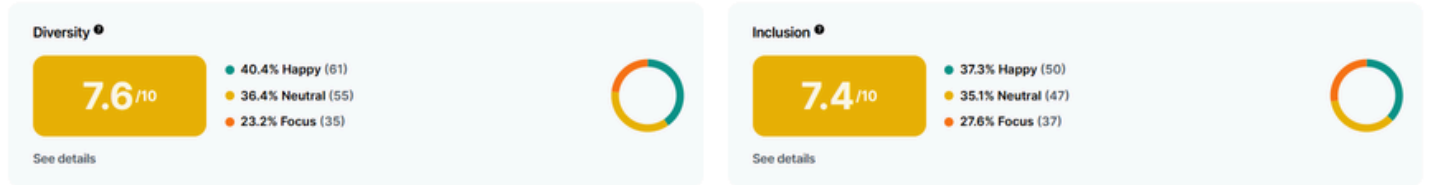
- 65% Other VET programme (164)
- 21% Secondary school (53)
- 6% Other education (16)

Completed

78,33%

Results - Measurement 2 (4 November 2024 - 30 November 2024)

Key Performance Indicators



KPI's

Students participated:

30% Female (105)

65% Male (224)

2% Other (8)

Education before VET:

51% Other VET programme (169)

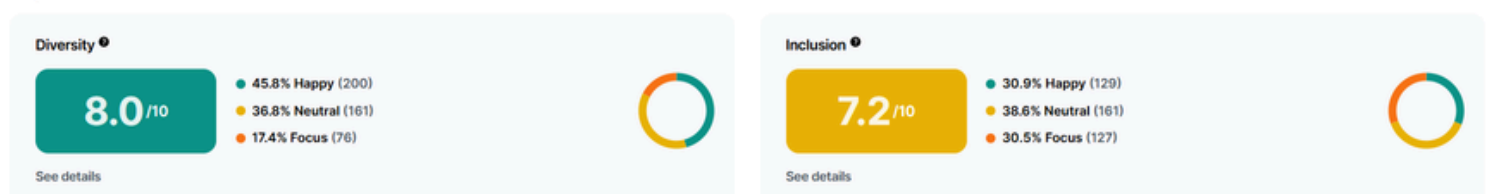
29% Secondary school (95)

9% Other education (29)

Completed

70,37%

Key Performance Indicators



Results - Measurement 3 (27 January 2025 - 9 February 2025)

KPI's

Students participated:

22% Female (103)

75% Male (350)

2% Other (9)

Education before VET:

42% Other VET programme (183)

22% Secondary school (96)

19% Other education (84)

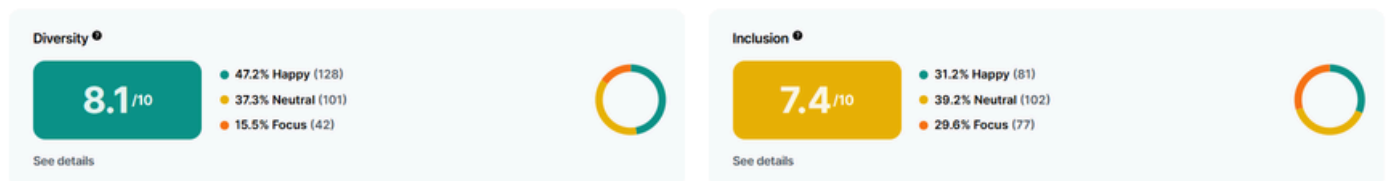
Completed

80,81%

Results - Measurement 4 (10 February 2025 - 31 March 2025)

KPI's

Key Performance Indicators



Students participated:

17% Female (47)

80% Male (225)

2% Other (6)

Education before VET:

40% Other VET programme (112)

25% Secondary school (69)

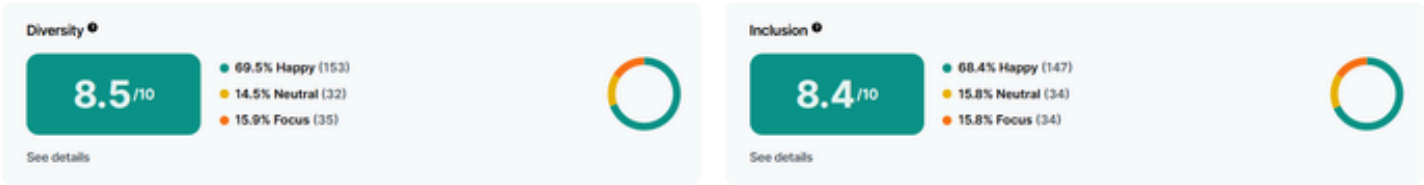
20% Other education (55)

Completed

85,51%

Results - Measurement 5 (1 May 2025 - 31 May 2025)

KPI's



Students participated:

42% Female (97)

48% Male (112)

5% Other (12)

Education before VET:

56% Other VET programme (125)

25% Secondary school (57)

9% Other education (21)

Completed

91,34%

Student feedback

Results from KPI's - Diversity

Areas for Improvement

- Certain students lack self-confidence.
- Some pupils show jealousy, avoid honest communication, and intimidate their peers.
- Several students experience disrespect due to their religion.
- Some students are not taken seriously by others.
- To receive respect, some students need to behave more respectfully themselves.
- Some students do not feel supported by their teachers.
- They believe they receive insufficient guidance about their future career paths.
- Some students have personal issues and feel misunderstood.
- The schedule is too demanding and overloaded.
- There is a demand for more extracurricular options.

Positive Feedback

- Students feel like part of a close-knit family, belonging to a supportive and united group.
- Classmates treat each other with respect.
- There is a sense of mutual respect among peers, and they don't feel judged by one another.
- My classmates have a positive influence on me.
- Students feel valued, encouraged, and appreciated both by their classmates and teachers.
- Teachers help guide students to make wise decisions about their futures.
- The companionship among classmates is important

Results from KPI's - Inclusion

Areas for Improvement

- Students desire more recognition and commitment from both their teachers and peers.
- Certain students have a dislike for some school subjects.
- Some pupils wish to participate in a wider range of curricular and extracurricular activities.
- Some feel disrespected by their teachers.
- Students would like a dedicated space where they can meet and socialize during breaks.
- Some students believe that certain teachers do not truly understand or respect them.
- Some teachers are considered overly strict.
- At times, students were unsure how to respond.

Positive Feedback

Teachers are friendly, explain clearly, and make the subject easy to grasp.

Students enjoy their chosen field of study.

The school offers a wide range of opportunities.

Students tend to be calm, understanding, and empathetic.

Some students have ample time for personal growth.

Teachers encourage students to engage in various technical and extracurricular activities, which boosts students' confidence.

Some students try to stand out by demonstrating good manners and active participation.

They have great relationships with classmates and fellow colleagues.

STUDENTS' QUOTES:

"I am ADHD, and it does not help and the noise either"

"People in my class, simply that I feel tired, or that I don't have emotional support"

"In general, the school trains workers well and gets them into the labor market easily, but with some issues such as bullying, more needs to be done. Not to mention the early start of classes (there are people who still must get up before 6:00) is against the health of the students"

"Teachers treat me well and I feel good most of the times"

Common conclusion

The WP4 measurements across the five partner countries reveal both encouraging developments and areas of concern in the state of inclusion and diversity in VET institutions. On a positive note, students generally report strong relationships with peers and trust in teachers. Many feel welcomed, respected, and recognized for who they are. Such positive indicators highlight that many schools already foster a supportive and inclusive environment.

However, the data also point to critical gaps. Across all countries, students with special needs, different linguistic backgrounds, or from minority groups still face barriers that hinder their full participation. Recurring issues include insufficient differentiation in teaching methods, lack of emotional or academic support, communication breakdowns, and inconsistent responses to disruptive classroom behavior.

The comparative perspective confirms the value of regular micro-surveys as a method for tracking inclusion over time and identifying areas for immediate action. Several partners have already initiated institutional changes based on WP4 insights, including enhanced teacher training, improved support services, and clearer internal procedures for identifying and responding to students' needs.

As envisioned in the KA220 application, WP4 delivers on its objectives by establishing a solid evidence base for further development of the ID-VET framework in WP5. The findings demonstrate that small-scale, student-centered data collection can drive meaningful change at both the institutional and policy levels. Continued collaboration and shared learning between partner schools will be essential to ensure that inclusion and diversity are not only upheld but strengthened in the years to come.