



## Course Title: Introducing Inclusion and Integration

<b>Module Number</b>	1
<b>Title of Module</b>	<b>Understanding Inclusion and Integration</b>
<b>Description of Module</b>	<p>This module introduces learners to the foundational concepts of inclusion and integration in vocational education and training (VET). It aims to foster critical awareness about the challenges and opportunities of inclusive education, with a specific focus on vulnerable and marginalized groups.</p>
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>● Understand key concepts of inclusion, integration, and forced migration.</li><li>● Identify international and EU legal frameworks related to refugees' rights and integration.</li><li>● Recognize the impact of prejudice and discrimination in vocational settings.</li><li>● Critically evaluate personal biases and their impact on workplace interactions.</li></ul>



- Apply inclusive practices to VET settings to support marginalized learners

### **Inclusive Localization and Accessibility Measures**

To ensure inclusive localization and accessibility, the module will be translated into partner languages and contextualized with local examples relevant to marginalized communities, such as migrant or ethnic minority groups. Activities and materials will be adapted to reflect cultural norms, using clear and simple language, visual aids (e.g., infographics), and short, structured sections for easier navigation. Interactive elements like videos, quizzes and feedback forms will enhance engagement and support diverse learning needs. Innovation in teaching methods is guided by the ADDIE model: activities are based on a thorough needs analysis, designed to promote experiential and reflective learning, developed using culturally relevant content and digital tools, implemented through blended learning formats and evaluated through continuous feedback mechanisms. Innovative approaches include concept mapping, digital storytelling, real-life case studies and policy simulation exercises, all of which aim to promote critical thinking, empathy, and active engagement with the themes of inclusion and integration.



**Innovation in Teaching Methods Applied in  
Activities**

Innovation in the teaching methods of this module lies in its use of experiential, reflective, and participatory approaches that actively engage learners in understanding inclusion and integration. Activities incorporate concept mapping to visually explore key terms, storytelling to humanize migration experiences, and case studies to apply theory to real vocational contexts. Role-play and policy simulations encourage learners to step into decision-making roles, fostering empathy and critical thinking. The ADDIE model guides the design process, ensuring content is learner-centered, culturally relevant and adaptable. Blended learning formats combine in-person discussions with digital tools such as interactive quizzes, video explainers, and collaborative platforms, enhancing accessibility and catering to diverse learning styles.

**Activity table**

<b>Activity No.</b>	<b>Activity Title</b>	<b>Brief Description</b>
1.	<b>Mapping Meaning: The Inclusion Web</b>	Partners will work together with others to create a <b>visual map</b> that connects important ideas like <b>inclusion, exclusion, integration, and diversity.</b> Using paper or an



interactive whiteboard, participants add examples from their own experiences to make these concepts clear. This activity helps participants think about how their institution handles inclusion and starts to lay the groundwork for the rest of the module.

2.

### **Echoes of Belonging**

Participants will watch and listen to **real stories** from migrants and refugees talking about their experiences in VET across Europe. Afterward, participants will work in small groups to talk about common themes such as **strength, challenges, and support**. The activity ends with a group reflection on how **storytelling** can make policies feel more personal and how it can help shape classroom practices.

3.

### **Policy Detectives: Inclusion Edition**

Participants will be split into small teams and given a digital scavenger hunt through EU policy documents and reports. Their goal is to **find**



**important laws** about refugees' rights in education and then **simplify** them into clear **policy summaries**.

These will be shared with the group, making it easier for everyone to understand legal information about supporting migrant learners in VET.

**4. Mirror, Mirror: Bias Awareness Journal**

Participants will spend time writing in a journal about their **personal biases**—those assumptions or blind spots they might have when it comes to culture, language, or integration. The participants will answer prompts to help them think about how these beliefs affect their work in the classroom. This activity helps the participants become more aware of how biases can impact teaching.

**5. Scenes from the Staffroom**

In small groups, participants will **role-play** different work situations where **bias** or **miscommunication** might happen, like in the classroom or staffroom. Each group will act out a



scenario, like a student being treated unfairly, and then the group will discuss what happened and how to handle it better. Participants will learn how to deal with **subtle discrimination** and create more **inclusive responses**.

6. **Journeys of Integration:  
Visual Timeline Creation**

The participants will work in small groups to create a **timeline** showing the **journey** of a migrant learner in the VET system. Each participant will mark key stages like **arrival, enrolment, and recognition of qualifications**, then think about what support the learner might need at each stage. The goal is to learn what barriers exist and how VET institutions can help at each step.

7. **The Inclusion Clinic**

Participants will review **real-life case studies** of migrant learners who face challenges in VET, such as **language barriers, non-recognition of prior learning, or isolation**. In small teams, each team will



- discuss these challenges and come up with **practical solutions** that could help solve these problems in the respective VET center. Participants will then share their ideas with the group.
8. **Below the Surface: Culture Iceberg Exploration** Participants will explore **Edward T. Hall's Culture Iceberg model**, which shows that there's more to culture than what we see on the surface (like food or language). Participants will investigate both **visible** and **invisible** cultural traits (such as values or social roles) and think about how this impacts how learners engage in their classrooms. Participants will then discuss how to avoid misunderstandings and create a **more culturally responsive environment**.
9. **Walk a Mile: Empathy Simulation Path** Participants **step into the shoes of a learner** from a different background (e.g., migrant, refugee or someone from a different cultural group). Through **role-playing** various daily



decisions, like asking for support or explaining an absence, participants will experience first-hand the **challenges and inequities** faced by learners from marginalized backgrounds. Afterward, participants will discuss the **emotional and practical impacts** these experiences have on learners and what can be done to improve their VET experience.

10.

**Design the Future: Inclusion  
Blueprint Challenge**

In teams, participants will **design an initiative** to make VET centers more inclusive. Whether it's a **peer mentorship program, language support system, or multicultural events**, participants will create a plan for their idea and present it to their peers for feedback. The best projects will be discussed for possible **real-life implementation** in participants' own VET institutions.



<b>Activity number</b>	1
<b>Activity Title</b>	<b>Mapping Meaning: The Inclusion Web</b>
<b>Duration</b>	60 minutes
<b>Learning Outcomes</b>	Understand key concepts of inclusion, integration, and forced migration. The activity allows you to <b>connect theory to real-world contexts</b> by using participants' own experiences and observations from VET settings.
<b>Requirements</b>	Large paper sheets or digital whiteboard (e.g., Miro, Jamboard) Markers or digital drawing tools Handout with definitions of key terms Projector or screen (if using visual aids)
<b>Methodology and Guidance</b>	In this activity, participants will work in small groups to map out how different terms like inclusion, integration, and forced migration are connected. It's all about exploring these big ideas and figuring out how they relate to each other using real examples. Participants will learn through group discussions, drawing, and sharing their thoughts.

**Detailed Activity Description:** Participants will start with a quick overview of the terms "inclusion," "integration," "exclusion," "forced migration", "diversity", "equity", "equality", "belonging", "accessibility", "marginalization". Participants will get a handout with definitions.



Before group work, one short practical example for each term will be provided so that participants can connect abstract language to real VET situations. For example, inclusion may be explained as adapting teaching so that all learners can participate meaningfully, while exclusion may be presented as a situation in which a learner is physically present in the classroom but unable to access learning fully.

To continue with small-group work, participants will use a whiteboard or digital tool to create a visual map that links these concepts together.

After 20 minutes of mapping, each group will share their "Inclusion Web" with the rest of the class. Participants also add their own examples from their experience and how these concepts show up in their environment to identify tensions between concepts, such as when integration is understood as assimilation rather than meaningful participation. At the end, participants will discuss how these ideas might play out in their own VET setting and how understanding them can improve their practice.

### **Supporting materials:**

### **Definitions of Key Terms:**

- **Inclusion:** Creating environments where all individuals, regardless of their background, can participate and succeed.
- **Integration:** The process of incorporating individuals from diverse backgrounds into mainstream educational or societal systems.
- **Exclusion:** The act of systematically preventing or limiting participation from certain individuals or groups.
- **Forced Migration:** Movement of people from their home country due to war, persecution, or natural disasters.
- **Diversity:** The presence of differences within a given setting, such as race, ethnicity, language, or culture.
- **Equity:** Fair treatment that accounts for people's different starting points.
- **Equality:** Treating everyone the same (often contrasted with equity).
- **Belonging:** Feeling accepted, valued, and connected within a group.



- **Accessibility:** Removing barriers to participation.
- **Marginalization:** The process of pushing groups/individuals to the edges of society.

**Reflection prompts:**

- *Where do you see power imbalances in your map?*
- *Which concept do you find hardest to apply in your own practice, and why?*
- *What risks exist if one of these concepts is missing in VET (e.g., focusing on integration but not belonging)?*

**Digital Tools:**

[Miro](#) – Offers free collaborative whiteboards where participants can co-create maps in real time (register for a free education plan).

[Google Jamboard](#) – Simple and intuitive; great for quick collaborative visuals.

[MindMup](#) – Easy mind-mapping tool that lets users export maps to PDFs or share via links.



**Activity number**

2

**Activity Title**

**Echoes of Belonging**

**Duration**

30 minutes

**Learning Outcomes**

Recognize the impact of prejudice and discrimination in vocational settings. Participants will watch real-world stories of migrant learners and **engage in deep reflection** about how discrimination impacts VET experiences. Afterward, participants will **critically evaluate** how this affects **educational outcomes** and learners' social inclusion.

**Requirements**

Audio or video testimonials (real or simulated) of migrant learners in VET (suggested platforms: YouTube, European Commission channels, or recorded interviews)

Speakers or headphones

Reflection worksheet with prompts

Flipchart or digital whiteboard for group feedback

Quiet room or breakout space for reflection

**Methodology and Guidance**

Participants will listen to real stories from migrant learners about their experiences with discrimination. Afterward, participants will reflect on what you've heard and discuss with others. This activity helps build empathy and helps you recognize how discrimination can affect learners in VET settings.



**Detailed Activity Description:** Participants will listen to 2–3 short stories from migrants about their experiences in education. These could be video or audio clips. After each story, participants will fill out a worksheet with questions like:

### **1. Personal Impact**

- How did the story challenge your existing beliefs or assumptions about migration and education?
- Have you ever witnessed or been part of a similar situation, either as an observer or a participant? How did that make you feel at the time?

### **2. Emotional Reflection**

- What emotions did the story evoke, and why? Do you think these emotions are universal, or might others feel differently?
- What parts of the story were hardest to hear? Why do you think these moments stood out?

### **3. Impact on Learning and Inclusion**

- How does discrimination affect a learner's ability to fully engage in a vocational program?
- What does "social inclusion" mean in the context of VET? How is it different from just being "included"?

### **4. Broader Systemic Reflection**

- How does the educational system, as a whole, contribute to or challenge these experiences of discrimination?
- What are some of the structural or systemic barriers that might be contributing to discrimination in VET settings?

### **5. Critical Evaluation of VET Practices**

- What are some examples of inclusive teaching practices you have seen or used? How might these practices help mitigate discrimination?
- How could you create a more welcoming and inclusive VET environment for migrants in your own work?

### **6. Intersectionality Reflection**

- How might the experiences of discrimination change for learners who belong to more than one marginalized group (e.g., migrant women, refugees with disabilities, LGBTQ+ migrants)?



- What does it mean to consider the intersection of race, gender, immigration status, and other identities when addressing discrimination?

Afterward, participants will discuss it in small groups. Each participant will share their reflections and look for any common themes in the stories.

At the end, gather for a group discussion about how these stories made them feel and what actions they can take to be more inclusive in their VET practice.

### **Supporting materials:**

#### **European Training Foundation – Migration Stories in VET**

<https://www.etf.europa.eu/en>

Includes real-life testimonials from migrant learners and workers across Europe, focusing on education, training, and workplace integration. Useful for both inspiration and direct use.

#### **Council of Europe – “Stories That Move” Educational Tool**

<https://www.storiesthatmove.org/> An interactive digital platform that includes authentic video stories from young people about discrimination, identity, and migration. These short clips are available in different languages with subtitles.

#### **YouTube: “Syrian Refugee Children Out of School in Turkey” – Human Rights Watch**

<https://www.youtube.com/watch?v=ISgNTJXBd8> This video discusses the challenges Syrian refugee children face in accessing education in Turkey.

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#### **“Rohingya Children Struggling for Education”- Al Jazeera English**

<https://www.youtube.com/watch?v=b2q2i1BSgwQ> This video highlights the difficulties faced by Rohingya children in accessing formal education due to displacement and legal restrictions.



**Activity number**

3

**Activity Title**

**Policy Detectives: Inclusion Edition**

**Duration**

60 minutes

**Learning Outcomes**

Identify international and EU legal frameworks related to refugees' rights and integration. This activity enables learners to explore both **EU and local policy frameworks**, deepening their understanding of the **legal rights** of refugees and migrants within the VET system. Participants will **translate these legal concepts** into real-world scenarios, ensuring that they can **implement these policies** in their own practice.

**Requirements**

Internet-connected devices (laptops/tablets)  
Worksheet with guided prompts and links to key policy sources  
Flipchart paper or digital presentation tools (e.g., Canva, Google Slides)  
Access to official EU sites (e.g., EUR-Lex, European Commission, UNHCR)  
Facilitator-prepared example brief for reference

**Methodology and Guidance**

In this activity, participants will play the role of "policy detectives" and explore important laws about migrant rights in education. Participants will learn how to break down complex legal language into something that's easier to understand and apply to their work.



**Detailed Activity Description:** First, participants will be introduced to key documents like the EU Charter of Fundamental Rights and UNHCR guidelines.

In teams, each group will research these documents and answer questions like, "What rights do refugees have in education?" and "What does the law say about inclusive education?"

Participants will work together to create a simple "policy brief" that explains the findings in an easy-to-understand way.

Once everyone is done, each team will present their findings to the group. Then participants will be invited to discuss how these laws apply to their work in VET, and what they mean for supporting migrant learners.

- **Supporting materials:**

#### **Annex: Policy Detectives: Inclusion Edition – Research & Reflection Template**

[https://docs.google.com/document/d/1pspN7ltWytL71mFF6\\_2A8Hkej4D0zYV-CJz2L2COQnM/edit?tab=t.0](https://docs.google.com/document/d/1pspN7ltWytL71mFF6_2A8Hkej4D0zYV-CJz2L2COQnM/edit?tab=t.0)

European Commission – Inclusion and Diversity in Erasmus+ (VET context)

<https://erasmus-plus.ec.europa.eu/priority-inclusion-and-diversity>

Provides a clear overview of EU inclusion priorities in education and training, including actions targeted at migrants, refugees, and underrepresented groups. Ideal for understanding how inclusion is framed in practice within VET programs.

- EU Legal Text – Article 14 & 21 of the Charter of Fundamental Rights

<https://fra.europa.eu/en/eu-charter/article/14-right-education>

<https://fra.europa.eu/en/eu-charter/article/21-non-discrimination>

These two articles are fundamental. Article 14 ensures the right to education, and Article 21 prohibits discrimination on grounds such as race, ethnicity, language, or social origin—both essential for understanding learners' rights in VET settings.

- UNHCR – Know Your Rights (Education section for refugees in Europe)

<https://help.unhcr.org/europe/education/>



Co-funded by  
the European Union



A user-friendly site where participants can explore how refugee education rights are applied in specific EU countries, including vocational pathways. Excellent for connecting policy to local realities.



<b>Activity number</b>	4
<b>Activity Title</b>	<b>Mirror, Mirror: Bias Awareness Journal</b>
<b>Duration</b>	60 minutes
<b>Learning Outcomes</b>	Personal journal (digital or paper), reflection worksheet, quiet space. In this reflective activity, participants will <b>self-examine their biases</b> and <b>evaluate how those biases influence their teaching practices</b> and learner interactions. By using structured prompts, the participants will be able to <b>identify how personal biases can create barriers</b> for learners, especially marginalized groups, and develop greater self-awareness and identify more inclusive responses in teaching, communication, and everyday professional practice.
<b>Requirements</b>	Personal journal or notebook (physical or digital) Printed or digital reflection worksheet with guided prompts Quiet space or breakout room Optional: relaxing background music, timer for focused writing sessions Optional: online tool for anonymous sharing (e.g., Mentimeter, Padlet)
<b>Methodology and Guidance</b>	This is a reflective exercise where participants take time to think about their own biases and how they affect their work. It's all about self-awareness, and it helps



them understand the impact their beliefs and assumptions can have on their teaching.

**Detailed Activity Description:** Start by thinking about how biases can influence the way you interact with learners. The co-ordinator provides the participants with some prompts to guide reflection, such as:

- “What assumptions do I make about learners from different backgrounds?”
- “How might my own experiences shape how I interact with students?”

Before participants begin writing, the co-ordinator provides one or two short examples of unconscious bias in VET education. For example, a situation may be presented in which a teacher assumes that a learner with limited local language is less capable, or a situation in which a learner is repeatedly overlooked during practical tasks because of assumptions linked to gender, ethnicity, or disability. These examples help demonstrate that bias is often subtle, routine, and embedded in everyday practice rather than always intentional or explicit.

Participants will spend 20-25 minutes writing their thoughts in their journal. Keep it private, this is for them to reflect on.

Afterward, if wanted, participants can share their reflections with a partner or in small groups.

At the end, the group will discuss how being aware of their biases can lead to better practice and more inclusive interactions with learners.

**Supporting materials:**

<https://padlet.com>

Participants can post reflections anonymously or using a pseudonym. The co-ordinator can create a board with prompts like *"One bias I've become aware of..."* or *"A moment I'd do differently now..."*. Posts can be text, images, or links,



and the facilitator controls visibility and interaction. No account is required for participants, just share the board link.

Getting started quickly:

1. Go to <https://padlet.com>
2. Click “Make a Padlet” (free account required for host)
3. Choose a template (e.g., wall or stream)
4. Enable “Anonymous posting” in settings
5. Share the link or QR code with participants



**Activity number**

5

**Activity Title**

**Comparing Local and EU Integration  
Policies**

**Duration**

60 minutes

**Learning Outcomes**

Understand the differences and similarities between local and EU integration policies. Critically analyze how these policies impact vocational education and training (VET) learners, especially migrants and refugees. Develop insights into how integration policies can be implemented at a local level to support marginalized groups.

**Requirements**

Access to local and EU policy documents (e.g., national integration strategies, EU action plans, EU Charter of Fundamental Rights).  
Internet-connected devices (laptops/tablets).  
Flipchart or digital whiteboard tools (e.g., Miro, Google Slides).  
Worksheet with guiding questions for comparison.

**Methodology and Guidance**

In this activity, participants will compare the local integration policies with EU-level policies that aim to support migrant and refugee learners in vocational education and training. Participants will break into small groups and research the key differences and similarities, focusing on aspects like access to education, legal



rights, and support mechanisms. By the end of the activity, participants will present their findings and discuss how both sets of policies affect their role as VET practitioners and the learners they work with.

### **Detailed Activity Description:**

#### **Introduction (10 minutes):**

The facilitator introduces the task of comparing local and EU integration policies, highlighting key documents like the EU Action Plan on Integration and local national policies.

#### **Group Research (25 minutes):**

Small groups will analyze local and EU policy documents, focusing on aspects such as access to education, support mechanisms, and rights for migrant learners. They will fill out a comparison worksheet.

#### **Group Presentations (15 minutes):**

Each group will present their findings, discussing similarities, differences, and how these policies impact VET settings.

#### **Discussion and Reflection (10 minutes):**

The session ends with a group discussion on how these policies affect VET and ideas for applying them in local settings.

### **Supporting materials:**

#### **EU Legal Frameworks:**

- **EU Action Plan on Integration and Inclusion**

[Read the EU Action Plan](#)

- **EU Charter of Fundamental Rights (Article 14 – Right to Education, Article 21 – Non-discrimination)**

[Read the EU Charter](#)

#### **Local Policy Documents:**



- Example national integration strategies or policies that reflect local approaches to migration and VET.
- Facilitators will need to provide the most relevant national policies for the learners' country or region.

### **Comparison Worksheet:**

A worksheet with guided questions for comparing local and EU integration policies:

[https://docs.google.com/document/d/1iJbPz-T8z\\_vcx0uGI7ts45DeB8n3sisbQhAv3YcVm\\_w/edit?tab=t.0](https://docs.google.com/document/d/1iJbPz-T8z_vcx0uGI7ts45DeB8n3sisbQhAv3YcVm_w/edit?tab=t.0)

- **Policy Name:**
- **Key Objectives:**
- **Target Groups:**
- **Rights and Support:**
- **Implementation Challenges:**
- **Relevance to VET:**



<b>Activity number</b>	6
<b>Activity Title</b>	<b>Journeys of Integration: Visual Timeline Creation</b>
<b>Duration</b>	45 minutes
<b>Learning Outcomes</b>	Understand key concepts of inclusion, integration, and forced migration. This activity allows participants to <b>create a visual timeline</b> showing the <b>integration journey</b> of a migrant learner. The timeline will include key stages such as <b>arrival, enrollment, language support, and integration</b> into the workforce. This enables learners to think about <b>the challenges migrant learners face</b> and how to address these challenges through <b>practical support systems</b> .
<b>Requirements</b>	Large sheets of paper or digital timeline tools (e.g., Canva, Miro, Prezi) Markers, stickers, or digital icons Example profiles or fictional learner case studies Projector or screen for group sharing
<b>Methodology and Guidance</b>	In this activity, participants work together to create a visual timeline showing the journey of a migrant learner. Participants will explore the stages of their integration into vocational education, identifying challenges and the types of support they



may need along the way. This will help participants better understand the practical aspects of inclusion in the VET context.

**Detailed Activity Description:** Tutors will introduce the activity by explaining the different stages in a migrant learner's journey, like arrival, enrolment, language barriers, employment, and integration.

In small groups, participants will receive a fictional or real-life case of a migrant learner. Participants work together to create a visual timeline that highlights each of these stages. During the activity participants are invited to think about potential barriers learners might face and the types of support they would need at each point.

After 30-35 minutes of designing their timeline, each participant will present it to the group. Conduct a discussion about common barriers and ways to support learners at each stage of their journey.

The session closes with a summary of common patterns and suggestions for inclusive practices across stages.

### **Supporting materials:**

#### **Example Profiles or Fictional Learner Case Studies:**

**Case Study 1:** *Ahmed, a 20-year-old asylum seeker from Syria, enters a VET program in Germany. He faces challenges with language, has his previous qualifications not recognized, and struggles to access social support.*

**Case Study 2:** *Lina, a 35-year-old refugee from Ukraine, arrives in the UK with no formal education but a strong desire to work in healthcare. She faces barriers such as lack of English proficiency, cultural differences, and difficulty in navigating the vocational education system.*

**Case Study 3:** *Suleiman, a 17-year-old migrant from Afghanistan, starts a VET program in France. His main challenges are trauma from past experiences, language barriers, and a lack of understanding about the local education system.*

### **Digital tools:**



<https://miro.com>. Click “Sign up free” (only the facilitator needs an account)

Create a new board, and select a timeline template or start from blank.

Share the board link with participants (via email or chat) with edit access.

Guide them to co-create the timeline during session.

For the online version of the “Journeys of Integration: Visual Timeline Creation” activity, the recommended platform is [Miro](#), a free, English-language collaborative whiteboard tool. Miro allows facilitators to create a shared digital space where participants can build visual timelines together in real time using templates, sticky notes, icons, and color-coded elements. Only the facilitator needs to sign up for a free account; participants can join as guests via a shared link with editing access. This makes it ideal for group collaboration in remote or hybrid settings, allowing VET professionals to co-create, reflect, and present the integration journeys of fictional learners interactively and accessible.



<b>Activity number</b>	7
<b>Activity Title</b>	<b>The Inclusion Clinic</b>
<b>Duration</b>	45 minutes
<b>Learning Outcomes</b>	<p>Recognize the impact of prejudice and discrimination in vocational settings. In this diagnostic activity, participants will act as <b>"inclusion consultants"</b> to review <b>case studies</b> of migrant learners facing challenges in VET environments.</p> <p>Participants will diagnose the issue, assess the impact, and propose <b>concrete solutions</b> to enhance inclusion and integration.</p>
<b>Requirements</b>	<p>Printed or digital "case files" describing challenges faced by migrant or marginalized VET learners.</p> <p>Analysis worksheet with guiding questions</p> <p>Flipchart or shared digital workspace (e.g., Google Jamboard,)</p> <p>Markers or sticky notes for in-person sessions</p> <p>Facilitator with experience in inclusive education or diversity management</p>
<b>Methodology and Guidance</b>	<p>In this activity, participants will be working as "inclusion specialists." Participants will analyze real or hypothetical case files of migrant learners facing different challenges, such as language barriers or non-recognition of qualifications. The goal is to diagnose what's happening and come</p>



up with practical solutions to create a more inclusive environment.

**Detailed Activity Description:** Participants will be given a case study with a learner facing challenges in their VET education. The case might describe issues like discrimination, language barriers, or problems with their qualifications being recognized.

In their group, participants should use the analysis worksheet to identify the issues and come up with concrete, practical solutions that could help the learner.

After 30 minutes of discussing the case and solutions, each group will present their findings to the rest of the class.

After each group presents its analysis, to extend the discussion beyond immediate solutions and to invite consideration of long-term prevention strategies. Participants are encouraged to reflect on what institutional changes, staff development measures, communication practices, or learner support systems could reduce the likelihood of similar exclusion occurring again.

With the facilitator's help, the activity concludes with the group linking short-term interventions with longer-term structural change, so that the focus is not only on responding to problems but also on preventing them.

### **Supporting materials:**

#### **Case Files of VET Challenges:**

- Case 1: Recognition of Qualifications.
  - **Learner:** Ahmed, 27, male, Syrian refugee
  - **Context:** Ahmed holds a degree in mechanical engineering from his home country. Upon enrolling in a local VET program in advanced manufacturing, he discovers his qualifications are not recognized, and he is placed in a beginner-level program.
  - **Challenges:**
    - Academic progression is blocked.
    - Loss of confidence and motivation.
    - Limited understanding of local accreditation and recognition procedures.



- Ahmed also faces subtle bias from peers who assume he lacks expertise because he is a refugee.
- **Intersectional Layer:** Refugee status + professional background + cultural assumptions.
  
- Case 2: Discrimination in the Classroom
  - **Learner:** Elena, 19, Roma, female
  - **Context:** Elena excels academically but feels isolated. Teachers often call on other students first and underestimate her abilities. She experiences microaggressions and stereotyping from classmates.
  - **Challenges:**
    - Lack of recognition for her achievements.
    - Emotional stress and decreased participation.
    - Limited access to mentorship opportunities.
  - **Intersectional Layer:** Ethnicity (Roma) + gender + social marginalization.
  -
  
- Case 3: Language and Social Integration Barriers
  - **Learner:** Samuel, 22, Congolese refugee, male
  - **Context:** Samuel has limited proficiency in the local language, affecting his ability to follow lessons, participate in group projects, and submit assignments. He also struggles with cultural adaptation in a predominantly local student environment.
  - **Challenges:**
    - Academic difficulties due to language barriers.
    - Social isolation and limited peer support.
    - Lack of tailored language assistance in the VET program.
  - **Intersectional Layer:** Refugee status + linguistic marginalization + cultural adaptation challenges.
  
- Case 4: Accessibility and Disability
  - **Learner:** Marta, 24, Ukrainian, female, wheelchair user
  - **Context:** Marta enrolls in an online vocational program for graphic design. She finds that the course materials are not fully accessible (e.g., videos lack



captions, PDFs not screen-reader friendly). Teachers are unaware of accessibility standards.

- **Challenges:**

- Difficulty accessing learning materials.
- Exclusion from certain learning activities.
- Risk of falling behind academically.

**Intersectional Layer:** Disability + migrant status + gender.

- Case 5: Optional Extra for Intersectionality Focus): Multiple Barriers

- **Learner:** Aisha, 21, Somali refugee, female, single mother

- **Context:** Aisha joins a VET program in hospitality. She faces multiple challenges: language difficulties, childcare responsibilities, and occasional prejudice from classmates. She also struggles with transportation and accessing online resources.

- **Challenges:**

- Balancing study and family responsibilities.
- Social isolation and discrimination.
- Limited institutional support tailored to her needs.

**Intersectional Layer:** Gender + refugee status + parental responsibilities + socio-economic marginalization.

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### Diagnostic Worksheet:

- Step 1: Identify the primary challenge in the case file.
- Step 2: Discuss the root cause of the issue (e.g., systemic, cultural, interpersonal).
- Step 3: Propose practical interventions to address the problem (e.g., inclusive teaching practices, cultural sensitivity training, language support).
- Step 4: Identify long-term strategies to prevent similar issues from occurring.

### Digital tools:

<https://jamboard.google.com>

To conduct “The Inclusion Clinic” activity online, a highly effective tool is Google Jamboard, a free, English-language digital whiteboard. It allows teams to collaborate visually by posting sticky notes, drawing, and mapping ideas in real time—ideal for group



diagnostics and presenting “treatment plans” for inclusive education scenarios. The facilitator can create one board per case file or one shared space divided into sections, enabling all teams to work simultaneously. Only the facilitator needs a Google account to set it up; participants join via a shared link. This makes it easy to replicate the physical dynamics of the activity in a remote or hybrid learning environment.



<b>Activity number</b>	8
<b>Activity Title</b>	<b>Below the Surface: Culture Iceberg Exploration</b>
<b>Duration</b>	60 minutes
<b>Learning Outcomes</b>	Understand key concepts of inclusion, integration, and forced migration. This activity provides participants with the tools to <b>recognize and reflect on cultural differences</b> using the <b>Culture Iceberg model</b> . Learners will examine both visible and hidden aspects of culture to understand how these differences impact <b>learner engagement</b> in VET.
<b>Requirements</b>	Printed or digital handout of the Culture Iceberg model Pens, sticky notes, or drawing materials for in-person delivery Digital whiteboard platform (e.g., Canva Whiteboard or Miro) for online collaboration Example scenarios or guided reflection questions Projector or shared screen for group debrief
<b>Methodology and Guidance</b>	In this activity, participants will use the "Culture Iceberg" model to explore how visible and hidden cultural traits affect communication and behavior in vocational education. The goal is to understand how cultural differences can lead to



misunderstandings and how you can create more inclusive environments for learners from diverse backgrounds.

### **Detailed Activity Description:**

The group will start by introducing Edward T. Hall's "Culture Iceberg" model, which explains that what people see on the surface (like language or dress) is only a small part of a person's culture. Most of their culture lies beneath the surface (e.g., attitudes towards hierarchy, family, time, etc.).

Participants will then work in small groups to brainstorm examples of cultural traits they have observed in learners or colleagues and categorize them as either "above the surface" or "below the surface."

Next, participants will analyze a few real-life scenarios (e.g., a learner avoiding eye contact) and discuss what deeper cultural values might be at play.

The activity will end with a group discussion about how understanding these cultural layers can help you build more culturally responsive and inclusive teaching practices.

### **Reflection questions examples**

- 1. What surface-level cultural behaviors were misinterpreted in the scenario?*
- 2. What deeper cultural values or beliefs might explain the learner's behavior?*
- 3. How might your own cultural background influence how you interpret the scenario?*
- 4. What would be an inclusive response to the situation, as a VET educator or staff member?*
- 5. How can this awareness shape your future interactions with learners from diverse backgrounds?*

### **Supporting materials:**

#### **Digital tools:**

<https://www.canva.com/whiteboards/>

For delivering "Below the Surface: Culture Iceberg Exploration" in an online format, Canva Whiteboard is an ideal platform. It offers a free, user-friendly interface in English with



drag-and-drop tools that make it easy for groups to build visual diagrams like the culture iceberg. The facilitator can pre-create an iceberg template and share the editable link with participants, who can collaboratively add sticky notes, emojis, and icons to represent visible and invisible cultural traits. Canva allows for real-time collaboration without requiring participants to have an account, and it's accessible on both desktop and tablet. This makes it especially effective for visual, metaphor-based activities that require group interpretation and interaction.

### **Iceberg Image/Worksheet:**

[Iceberg Model of Culture](#)

#### **Worksheet:**

- **Above the Surface (visible traits):** Things like language, clothing, food, body language, and gestures.
- **Below the Surface (invisible traits):** Values like views on hierarchy, time, family, social roles, and communication styles.

### **Scenarios for Group Work:**

- **Scenario 1:** Participation and Communication. A learner, Fatima, 20, a Syrian refugee in a vocational program, rarely speaks up during group discussions. Her teacher interprets this as lack of engagement. She often avoids eye contact and nods silently. Deeper context:
  - Fatima comes from a collectivist culture where respect for authority and elders is expressed by listening rather than speaking out.
  - She is also adjusting to a new educational system where active participation is expected.
  - As a female student in a mixed-gender classroom, she may also feel culturally constrained from speaking up in front of male peers.

#### **Points for reflection:**

- Which behaviors are visible vs. invisible?
- What cultural values influence her participation?



- How might the teacher's own cultural lens affect interpretation?
- What inclusive strategies could encourage participation without forcing the learner out of her comfort zone?
  
- **Scenario 2:** Punctuality and Perceived Commitment. Luca, 25, an Italian migrant in a technical VET program, often arrives 5–10 minutes late. His instructor assumes he is careless or not serious. Other students also comment that he seems “disorganized.” Deeper context:
  - Luca comes from a culture where time is flexible, and arriving slightly late is socially acceptable.
  - He also works part-time and has family responsibilities, so timing is sometimes affected by external pressures.
  - This situation is compounded by the teacher's perception that “punctuality equals commitment,” reflecting a hidden cultural value.

**Points for Reflection:**

- What behaviors are above the surface, and which values lie beneath?
- How can hidden assumptions (teacher's cultural expectations) affect interpretation?
- How might VET staff accommodate differing cultural norms while maintaining course structure?
  
- **Scenario 3:** Feedback and Criticism. A teacher gives direct feedback to a learner, Jorge, 23, from Brazil, during a project presentation. Jorge appears embarrassed and withdraws from group interaction afterward. Deeper context:
  - In Jorge's culture, saving face and indirect communication are highly valued; criticism is usually given privately or in a subtle manner.
  - The teacher's culture emphasizes directness and efficiency in feedback.
  - Jorge is also adjusting to a new language, which can make direct critique feel harsher.

**Points for Reflection:**



- How do surface behaviors (facial expressions, withdrawal) signal deeper feelings?
- What cultural norms around communication are influencing this reaction?
- How could the teacher adapt feedback methods to respect cultural differences?
- **Scenario 4:** Gender Roles and Classroom Interaction. A female learner, Aisha, 19, from Somalia, tends to sit at the back of the classroom and rarely participates in practical exercises with male students. The instructor notices and assumes she is disengaged. Deeper context:
  - Aisha's culture emphasizes gender segregation in certain activities; she feels uncomfortable working closely with male classmates.
  - She is also balancing family responsibilities at home, which affects her confidence and availability.
  - Aisha's teacher comes from a culture that values assertiveness and equal participation without recognizing gendered comfort zones.

#### **Points for Reflection**

- Which behaviors are visible vs. invisible?
- How do cultural expectations about gender influence participation?
- What strategies could create a more inclusive environment that respects these values?
- **Scenario 5:** Hierarchy and Learner Autonomy. Nguyen, 28, a Vietnamese learner, rarely questions the instructor or offers his own solutions in group problem-solving activities. He waits for instructions instead of taking initiative. Deeper context:
  - In Nguyen's culture, teachers are highly respected and questioning authority is considered disrespectful.
  - The VET program encourages autonomy and critical thinking, which conflicts with his previous educational experience.
  - Other students interpret his behavior as lack of creativity or motivation.

#### **Points for Reflection:**



- What cultural assumptions are at play?
- How might the learner's educational and cultural background influence classroom behavior?
- How could the teacher foster critical thinking while respecting cultural norms?
- **Scenario 6:** Collectivism vs. Individualism. Maria, 21, from the Philippines, often volunteers to help classmates rather than focus on her own assignments. Teachers notice she is not completing tasks on time and think she is disorganized. Deeper Context:
  - Maria's culture values group harmony and helping others over individual achievement.
  - Her collaborative approach is misaligned with the program's individualistic assessment criteria.
  - Other learners benefit from her support but may also depend on her too much.

**Points for Reflection:**

- Which cultural traits are visible, which are hidden?
- How can teachers balance individual assessment with culturally-driven collaboration?
- How might awareness of collectivist values improve instructional approaches?



<b>Activity number</b>	9
<b>Activity Title</b>	<b>Walk a Mile: Empathy Simulation Path</b>
<b>Duration</b>	75 minutes
<b>Learning Outcomes</b>	Critically evaluate personal biases and their impact on workplace interactions. In this activity, participants will <b>walk through a series of scenarios</b> where they step into the shoes of learners facing various challenges in VET. This <b>simulated experience</b> helps participants understand the <b>barriers faced by marginalized groups</b> and how these barriers can be addressed through <b>inclusive practices</b> .
<b>Requirements</b>	Printed or digital character cards representing diverse learner profiles Scenario cards describing real-life barriers in VET (e.g., access, discrimination, housing, language) Large room or breakout spaces for physical simulation (or digital flowchart platform for online delivery) Debriefing worksheet Optional: music, props, or images to enhance immersion
<b>Methodology and Guidance</b>	This activity helps participants "walk in the shoes" of a learner facing different challenges, like discrimination or language barriers. By simulating these experiences, participants will gain deeper empathy and



understand how inequities affect learners' education and daily lives.

**Detailed Activity Description:** Participants will each be given a character card that represents a learner from a different background (e.g., a refugee, a migrant, a learner with special needs).

As participants move through different "stations" (physical or digital), they'll face decisions and challenges based on their character's profile (e.g., applying for a course, asking for language support, dealing with discrimination)

For each challenge, participants will be told whether to "advance" or "stay still" based on their character's background and the barriers they face.

After completing the simulation, the group will gather for a reflection discussion. "How did you feel during the experience? What barriers did you face?"

### **Supporting materials:**

#### **Debriefing Cards:**

- **Card 1:** "How did you feel when you faced a challenge in the simulation? What emotions did you experience?"
- **Card 2:** "Which barriers felt the most challenging for you? Why?"
- **Card 3:** "Do you think the challenges you faced in the simulation are present in real-life education systems? How?"
- **Card 4:** "What could VET educators and institutions do differently to help learners facing similar challenges?"

#### **Scenarios for Simulation:**

- **Scenario 1:** A learner applies for a course but is rejected due to a missing qualification, despite having relevant experience.
- **Scenario 2:** A learner asks for language support services but is told there's no funding available.
- **Scenario 3:** A learner explains an absence but is dismissed without being given a chance to explain the reason, which involves an issue beyond their control (e.g., family emergency).



- **Scenario 4:** A learner is asked to perform a task they are not familiar with, but when they ask for help, they are told "everyone should know how to do this already."

**Digital tools:**

<https://twinery.org/>

To deliver “Walk a Mile: Empathy Simulation Path” online, [Twine](https://twinery.org/) is an excellent, free English-language tool for building interactive, branching scenario stories. The facilitator can design a digital empathy journey where participants select a learner profile and click through decisions and outcomes that simulate real vocational challenges—language barriers, qualification gaps, systemic bias, or cultural misunderstandings. Twine allows for custom story paths based on user choices, making it ideal for replicating the reflective experience of walking in someone else's shoes. No download is needed for participants—just a shared link—and it's highly engaging for remote learners.



<b>Activity number</b>	10
<b>Activity Title</b>	<b>Design the Future: Inclusion Blueprint Challenge</b>
<b>Duration</b>	60 minutes
<b>Learning Outcomes</b>	<p>In this creative brainstorming activity, Participants will <b>design practical, actionable initiatives</b> to promote inclusion in VET centers. Each team will pitch an inclusion initiative (e.g., mentorship programs, intercultural events) and receive peer feedback on how to implement it.</p>
<b>Requirements</b>	<p>Digital or printed project brief (explaining the challenge)</p> <p>Access to collaborative design tools (e.g., Canva, Google Slides)</p> <p>Markers, post-its, or visual brainstorming materials for in-person work</p> <p>Timer and bell to manage time in a creative sprint format</p> <p>Space for presentations and group feedback</p>
<b>Methodology and Guidance</b>	<p>In this creative activity, participants will work in teams to design a project that promotes inclusion in their VET setting. Participants will brainstorm ideas, create a prototype of a project, and present it to the group for feedback. The goal is to come up with real, actionable ideas that participants can implement in their own VET center.</p>



**Detailed Activity Description:** Participants receive a brief that outlines a challenge: come up with a project or initiative that promotes inclusion and integration for marginalized groups (e.g., migrant learners).

In teams, groups will brainstorm ideas for this project. It could be a mentorship program, a language support initiative, or a cultural awareness campaign.

After brainstorming, participants will sketch or create a digital prototype of their project using tools like Canva or Google Slides.

Each group will present their prototype to the larger group. The group will provide feedback on each project, discussing what could be improved or how it could be implemented in real life.

Finally, the participants will vote on the most feasible or creative project and discuss next steps for real-life implementation.

**Supporting materials:**

To deliver the “Design the Future: Inclusion Blueprint Challenge” online, Zoom is an ideal platform thanks to its breakout room feature, which allows for structured group collaboration. After introducing the activity and challenge brief in the main session, the facilitator can divide participants into breakout rooms, assigning each group a specific inclusion topic (e.g., language access, bias training, learner onboarding). Each group then uses its time in the breakout room to brainstorm and prepare a visual prototype or short pitch, using shared documents or design tools like Google Slides or Canva. The facilitator can “visit” rooms to guide and support as needed. Once time is up, all participants reconvene in the main Zoom room, where each group presents its inclusion blueprint to the whole cohort, simulating a pitch session. This method encourages creativity, teamwork, and peer feedback, while keeping energy high and structure clear in a remote format.