



FINAL REPORT



Inclusive Vocational Education and Training: From Learning to Practical Change

Results, Experience and Practical Solutions from the Project 'Inclusive VET: Improving Training for Veterans and People with Disabilities'

FINAL REPORT

Inclusive Vocational Education and Training: From Learning to Practical Change

Results, Experience and Practical Solutions from the Project 'Inclusive VET: Improving Training for Veterans and People with Disabilities'

Project:

Inclusive VET: Improving Training for Veterans and People with Disabilities

Implemented by:

National Assembly of People with Disabilities of Ukraine (NAPD) in partnership with Christoffel-Blindenmission Christian Blind Mission e.V. (CBM)

Compiled by:

S. Petrusha,
O. Zhurbenko

With financial support

from the European Union, Germany, Poland, Estonia and Denmark within the framework of the Multi Donor Initiative Skills4Recovery, which is implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and the Solidarity Fund PL (SFPL).

Layout/design:

FOP P. Reznikov

We express sincere gratitude to our partners and donors for their support and cooperation, and to all project participants for their practical contributions, exchange of experience, and shared commitment to making vocational education more accessible and inclusive.





CONTENTS

About This Report.....	4
Why This Project Matters to NAPD	5
The Project in Figures	6
Listening and Understanding First.....	7
From Learning to Practice.....	8
The Training Is Over. What Next?	10
31 Trainers: Knowledge That Can Be Shared Further	11
Inclusion Covers the Entire Individual Journey	12
When Learning Leads to Employment	13
Learning Rather Than Copying	14
Tools That Remain Available	15
What Has Changed: From Knowledge to Solutions	18
What Practice Has Shown: 6 Lessons from the Project	19
What Next.....	20
About the Project and Partners	21

About This Report

What does it take for a person with a disability or a veteran, whether a man or a woman, not merely to enrol with a vocational education and training (VET) provider, but to complete the entire journey – from the first enquiry through learning and practical training to employment?

At the start of the project, the answer might have seemed obvious: accessible premises, a trained teacher and adapted materials.

Practical work with VET providers showed that this was not enough

Inclusion involves many decisions throughout the educational journey. Is information about admission accessible? Is the team ready for the first conversation? Can assignments be adapted? Are learning materials accessible? Is support available during work placements? Is the employer ready to see a future professional rather than a disability?

This journey became the focus of the project ‘Inclusive VET: Improving Training for Veterans and People with Disabilities’, implemented by the National Assembly of People with Disabilities of Ukraine (NAPD) in partnership with Christoffel-Blindenmission Christian Blind Mission e.V. (CBM). The project is co-financed by the European Union, Germany, Poland, Estonia and Denmark within the framework of the Multi Donor Initiative Skills4Recovery.

Skills4Recovery is implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and the Solidarity Fund PL (SFPL).

This report is not a chronology of activities. It tells the story of what practical work with VET providers revealed, the solutions developed and the tools that will remain available to the VET community after the project ends.

“The results of this project show that inclusive vocational education and training is an important component of Ukraine’s recovery. By strengthening VET providers’ capacity to work with women and men who are veterans, people with disabilities and other population groups, we are both expanding people’s opportunities for professional fulfilment and helping the education system respond more effectively to labour market needs. These practical changes help develop the skilled workforce needed for the country’s reconstruction and sustainable development”, – **Tetiana Dovbush, Skills4Recovery Project Implementation Adviser, GIZ.**



Fig. 1.
From theory to practice: training participants analyse real educational situations and seek solutions for accessible and inclusive learning.

Why This Project Matters to NAPD

For the National Assembly of People with Disabilities of Ukraine (NAPD), inclusive vocational education and training is primarily a matter of equal opportunities and a person's right to shape their own future.

During the full-scale war, this issue has become even more significant. More and more people need opportunities to change occupation, acquire new skills and return to employment – particularly people who have acquired disabilities as a result of the war, and women and men who are veterans returning to civilian life.

Vocational education and training can offer them one of the shortest routes to a new occupation, employment and economic independence. But this is only possible when the system itself is ready to welcome diverse learners and respond to their needs.

NAPD's many years of experience in protecting the rights of people with disabilities show that barriers arise not only from inaccessible buildings. They may relate to the organisation of learning, communication, learning materials, attitudes, assessment, insufficient staff training or the lack of clear procedures.

This is why NAPD considered it important not only to work with individual learners, but also to strengthen VET providers' own capacity.

We undertook the project 'Inclusive VET: Improving Training for Veterans and People with Disabilities' to help VET providers move from understanding the importance of inclusion to putting it into practice: identifying and removing barriers, adapting the educational process, supporting learners and creating conditions in which a person can not only enrol, but also learn, acquire an occupation and move into employment.

For us, it was essential that the project's results should extend beyond training delivered and quantitative indicators. A substantial part of the work therefore focused on developing practical tools, training professionals and trainers, providing professional support to teams and sharing approaches that VET providers can continue to use.



Figs. 2–3. Training as a space for professional dialogue, new knowledge and the exchange of experience among colleagues.



This project gave NAPD an opportunity to combine its longstanding expertise in the rights of people with disabilities with VET practice and Ukraine's recovery needs.

The ultimate goal of inclusive vocational education and training is not inclusion as an end in itself, but the opportunity for a person to acquire an occupation in demand, work, be economically independent and participate fully in society.

The Project in Figures

Behind the figures are people, VET providers and practical changes.

40

vocational education and training (VET) providers reached through project activities

19

VET providers engaged in more intensive work

100

VET provider representatives completed comprehensive training

31

VET professionals certified as trainers in inclusive vocational education and training

18

VET providers received advisory support through supervision sessions

36

VET provider representatives strengthened their competencies in inclusive safety and first aid

37

VET provider representatives strengthened their competencies in inclusive communication

5

key practical and methodological resources identified among the project's outputs



Fig. 4. Joint discussion of solutions and development of approaches that participants can apply in their VET providers.

Listening and Understanding First

The project did not begin with a ready-made training course. The first step was to understand what VET providers and their teams actually needed.

To do this, the legal and regulatory framework was analysed, and an online survey of teaching staff, focus groups, site visits, interviews and on-site observations were conducted.

This made it possible to compare the requirements and principles of inclusion with how they are implemented in VET providers' daily work.

One of the key findings was that teachers generally understand the value of inclusion, but most questions arise when a general principle has to be translated into a specific solution – adapting materials, changing the assessment format, organising team support, providing reasonable accommodation or establishing cooperation with an employer.

The main question was therefore no longer so much 'Why is inclusion important?' as 'How can we put it into practice?'

What the Assessment Revealed

- ✓ knowledge about inclusion must translate into practical competencies;
- ✓ individual initiatives are insufficient without teamwork;
- ✓ VET providers need not only training, but also ongoing professional support;
- ✓ inclusive solutions should not depend on a single motivated individual;
- ✓ training must take account of the specific features of VET, including practical training and cooperation with employers.

View the publication:
Analytical Report 'Training Needs Assessment for the Development of Inclusive Vocational Education and Training'



From Learning to Practice

The purpose of the training was not simply to convey information, but to help participants look at their VET provider's daily work in a new way.

A total of 100 representatives of 19 VET providers completed comprehensive training – heads and administrative staff, teachers and vocational instructors.

Participants addressed disability and inclusion, universal design, reasonable accommodation, accessible communication, psychosocial support, and interaction with women and men who are veterans.

The training centred on practical situations: how to make admissions information accessible; how to communicate with an applicant with a disability without being overprotective; how to adapt materials without lowering the required standards of achievement; how to respond in a crisis; and how to organise work placements and cooperation with employers.

One participant said that, after the training, she felt more confident communicating with an applicant with a disability – as an equal, without awkwardness or overprotectiveness.

This example illustrates an important change: sometimes the impact of training begins not with a major management decision, but with a different kind of conversation between two people.



Figs. 5–8. From knowledge to practical action: participants complete tasks, analyse situations and develop specific solutions for their VET providers.

Inclusive Safety: Acting Confidently in a Crisis

A separate strand of training focused on situations in which accessibility is directly linked to safety. A total of 36 VET provider representatives strengthened their competencies in inclusive safety and first aid.

Participants practised approaches to supporting people with disabilities and others involved in education who have diverse needs during emergencies and crises. For a VET provider, this means something straightforward: the safety plan must take account of everyone who learns and works there.



Figs. 9–12. Practising first aid procedures: participants learn to act quickly and in coordination under conditions that simulate real-life situations.

Inclusive Communication: Accessibility Begins with Information

A total of 37 VET provider representatives strengthened their competencies in inclusive communication. They worked on information accessibility, the needs of different audiences, non-discriminatory language and messages that help engage people with disabilities and women and men who are veterans in VET.

The practical conclusion from this strand is simple: a person gets to know a VET provider long before entering its premises. A website, announcement, registration form, social media post or first telephone conversation can serve either as a bridge to education or as a barrier.



Figs. 13–14. Completion of the inclusive communication training: participants received certificates and are ready to apply the new approaches in their work.

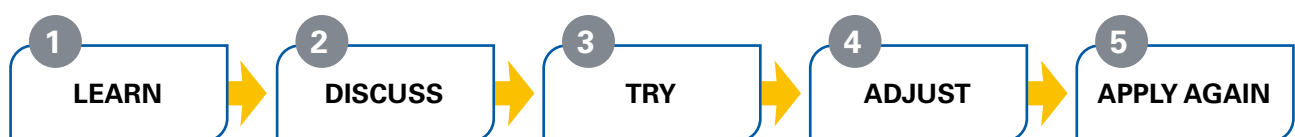
The Training Is Over. What Next?

After training, participants return to their VET provider, where they need to apply their new knowledge in real-life conditions. This is often when questions arise that did not emerge during the training.

The project therefore offered supervision and advisory support following the training. This was provided to 18 VET providers engaged in more intensive work; 65 professionals took part in the supervision sessions.

They came to supervision sessions not with training exercises, but with real issues faced by their VET providers: website and materials accessibility, the first conversation with an applicant, teachers' communication, and interaction with parents, partners and employers.

Supervision sessions helped turn knowledge into practical solutions: participants analysed barriers, examined specific situations and adjusted their approaches.



Figs. 15–16. During supervision sessions, participants deepen their knowledge and examine approaches that can be integrated into VET providers' daily work.

31 Trainers: Knowledge That Can Be Shared Further

On 3–5 June 2026 in Kyiv, project participants took on a different role: their task was now not only to deepen their own knowledge, but also to learn how to share it with others.



Figs. 17–21. Participants in the training of trainers present their work and practise delivering training sessions.



Representatives of 14 VET providers took part in the training of trainers. They delivered parts of training sessions, worked with the group, practised explaining complex issues in plain language and received feedback.

The training also piloted materials from the Trainer's Guide 'Equal Access to Vocational Education and Training: Inclusive Learning in VET Providers'.

Following the training, 31 professionals received trainer certificates.

The trained trainers can use the materials in their own VET providers, deliver in-house training and support colleagues. This enables knowledge to be shared after the project ends.

Read also:

Not Just Learning, but Teaching Others: Training of Trainers in Inclusive Vocational Education and Training Held in Kyiv



Inclusion Covers the Entire Individual Journey

One of the project's key findings is that inclusion needs to be assessed across a person's entire journey, rather than on the basis of an individual adaptation.

A single adapted resource, training course or accessible building is not enough if the next stage remains inaccessible.

Stage	Key Question
Finding out about a VET provider	Are the website and information accessible?
Making an enquiry / enrolling	Is the team ready for the first communication?
Learning	Are the materials, space and methods of interaction accessible?
Undergoing assessment	Can the necessary adaptations be made?
Starting a work placement	Are the VET provider and employer ready to provide the necessary conditions?
Looking for work	Is there a link between learning and actual employment?

A barrier at any of these stages can interrupt the educational journey. Inclusive vocational education and training therefore means a VET provider's ability to see the person's entire journey and consistently remove barriers.

When Learning Leads to Employment

The Experience of the Kharkiv Vocational Education and Training Centre of the State Employment Service

The practical impact of inclusive vocational education and training is most evident when learning helps a person move into professional employment.

A group studying hotel services brought together 10 learners with hearing impairments. They developed practical skills under conditions that simulated real work. At the time the story was prepared, seven of the ten graduates were already employed.

For the VET provider, this experience became a foundation for further work: people began making enquiries themselves about opportunities for inclusive vocational training, and the team gained practical experience in organising it.



Figs. 22–23. Training at the Kharkiv Vocational Education and Training Centre of the State Employment Service: from acquiring vocational skills to certification and subsequent employment.

[Read the full story ►](#)



One Story – One Journey

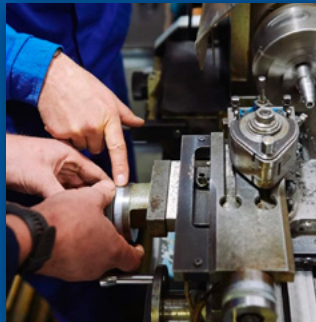
Oleksandr, a veteran with a disability acquired as a result of the war, trained as a turner at the Kharkiv Vocational Education and Training Centre of the State Employment Service. From the outset, his goal was specific: to return to stable employment. After completing his training, Oleksandr found work as a turner at Trolleybus Depot No. 3.

“ My main motivation is to find stable employment... I am glad I was able to complete the training. I feel that I made the right choice. This is the work for me”, – **Oleksandr**.



Figs. 24–25. Learners with disabilities on the ‘Grade 3 Turner’ programme. Vocational training focuses on acquiring practical skills and securing subsequent employment.

[Read the full story ►](#)



Learning Rather Than Copying

A separate study examined the experience of Finland, Germany, the United Kingdom and Slovenia. Their systems differ, so the aim is not mechanical replication, but identifying principles that are useful in the Ukrainian context.

FINLAND – AN INDIVIDUAL PATHWAY

Learning can take account of a person’s previous experience, needs, required support and career goal.

GERMANY – LINKING LEARNING AND WORK

Practical training and cooperation with employers form part of the vocational pathway.

THE UNITED KINGDOM – REASONABLE ACCOMMODATION

The focus is on what needs to change so that a person can learn on equal terms.

SLOVENIA – SUPPORTING THE TRANSITION TO EMPLOYMENT

Obtaining an educational qualification is not the end point: the transition from learning to work matters.

A shared priority for Ukraine is to provide support throughout a person's journey: from the first information about training to the transition into employment.

Read the article:

Vocational Education and Training Without Barriers: What Ukraine Can Learn from International Experience

View the publication:

Good International Practices in Inclusive Vocational Education and Training: Lessons from Finland, Germany, the United Kingdom and Slovenia



Tools That Remain Available

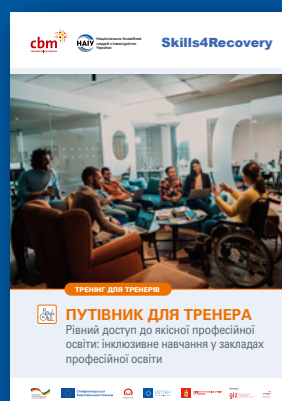
Project funding is time-limited, but the materials developed can continue to be used. They can support staff development, in-house training, reviews of educational processes, communication, and the creation of a safer and more accessible environment.

1. Trainer's Guide 'Equal Access to Vocational Education and Training: Inclusive Learning in VET Providers'

A practical tool for in-house training and the professional development of VET teams. It consists of six training modules and includes presentations, practical case studies, exercises and handouts.

View the publication:

Trainer's Guide 'Equal Access to Vocational Education and Training: Inclusive Learning in VET Providers'





2. Manual 'Inclusive Vocational Education and Training: A Pathway from Admission to Employment'

A comprehensive resource on the learner's vocational pathway: from career guidance and admission through learning and traineeships to subsequent employment.

View the publication:

Manual 'Inclusive Vocational Education and Training: A Pathway from Admission to Employment'



3. Methodological Recommendations for Developing and Implementing a VET Provider's Communication and PR Strategy

A tool for systematic communication planning, improving information accessibility and engaging target audiences in vocational training.

View the publication:

Methodological Recommendations for Developing and Implementing a VET Provider's Communication and PR Strategy



4. Methodological Recommendations 'Inclusive Safety, Inclusive First Aid and Psychosocial Support in Wartime and Emergency Situations'

A practical resource for VET staff on ensuring safety and supporting learners with diverse needs in crises and emergencies.

View the publication:
**Methodological
 Recommendations ‘Inclusive
 Safety, Inclusive First Aid
 and Psychosocial Support
 in Wartime and Emergency
 Situations’**



5. An Additional Analytical Resource: International Experience

The publication ‘Developing Vocational Education and Training in Ukraine: Lessons from Finland, Germany, the United Kingdom and Slovenia’ complements the project’s practical materials and presents approaches that are useful in the Ukrainian context.

View the publication:
**Good International Practices
 in Inclusive Vocational
 Education and Training:
 Lessons from Finland,
 Germany, the United Kingdom
 and Slovenia**



All Materials in One Place

Project page on the NAPD
 website:
**Inclusive VET:
 Improving Training
 for Veterans and People
 with Disabilities**



What Has Changed: From Knowledge to Solutions

Not all project results can be measured in figures. Some changes are reflected in VET staff's daily decisions.

At the Start	After Training and Supervision Sessions
Understanding that inclusion matters	Specific solutions for the accessibility of materials, communication and the organisation of learning
Training individual staff members	Team discussions of barriers and internal sharing of knowledge
Accessibility was often associated primarily with the physical environment	Attention also paid to websites, information, first contact, assessment, work placements and employment
New knowledge gained from training	The opportunity to test it in practice and discuss challenging situations during supervision sessions
Dependence on individual motivated professionals	31 trained trainers and materials for further in-house training



Fig. 26. The training series brought together professionals from different VET providers. The knowledge, practical tools and certificates they gained provided a foundation for further implementation of inclusive approaches in their work.

Change through participants' eyes

How Training Changed Daily Practice and Attitudes towards Inclusion



We communicated as equals. Now I feel I have wings.”

A project participant representing a VET provider, on her first conversation with an applicant with a disability after the training.

This is a verbatim excerpt from feedback shared during a supervision session.



For me, training is an opportunity. I immediately think about how I can apply it in practice.”

Liliia Shkreba, vocational instructor and teacher at the Poltava Vocational Education and Training Centre of the State Employment Service.



We do not want pity – we want to work and contribute to our families, our city and our country.”

A view expressed by learners during supervision sessions within the project.

Quotations and feedback from NAPD materials collected during project implementation and supervision support.

What Practice Has Shown: 6 Lessons from the Project

1. One Training Course Is Not Enough

Knowledge translates more effectively into practice when, after training, a person can try a new approach, return with questions and receive professional support.

2. Inclusion Cannot Depend on One Person

Even a highly motivated teacher cannot single-handedly ensure website and premises accessibility, change admissions rules, or reorganise learning, work placements and cooperation with employers. A team is needed.

3. Accessibility Begins Before a Person Enters the Building

The first barriers may be information, a website, a telephone conversation or the way a VET provider talks about people with disabilities.

4. It Is Essential to See the Individual, Not the Category

People with similar impairments may need different solutions. It is important to ask a person what support they need, rather than decide on their behalf.



5. Learning Must Lead Further

Vocational education and training does not end with a certificate or diploma. Work placements, contact with employers and the transition to employment are part of the same journey.

6. Sustainability Begins When Knowledge Can Be Shared

The 31 trained trainers, openly available learning materials and practical tools make it possible to continue the work after project funding ends.

What Next



Fig. 27. The project's final event (hybrid format), Kyiv, 27 August 2026. Results, experience and resources that will continue to make a difference after the project ends.

The end of funding is not the end point for the approaches developed.

The trained trainers, teaching staff and administrative representatives can use the materials for in-house training, advise colleagues and improve practices in their VET providers.

Ukraine's VET system will continue to work with people who have diverse life experiences and educational needs, including women and men who are veterans and people with disabilities.

The next step is to make the system flexible enough to accommodate diverse needs within regular educational processes, without having to create a separate pathway each time.

The project leaves a practical foundation for this: trained teams and 31 trainers, experience of supervision support for 18 VET providers, competencies in inclusive safety and communication, and practical and methodological materials.



For NAPD, it is important that the project's results continue to make a difference after it ends. Trained trainers, methodological materials and practical tools remain with VET providers and can be shared further – with colleagues, new teams and learners. This is how individual achievements become sustainable changes in the VET system.”

Viktoriia Nazarenko, Secretary General of the National Assembly of People with Disabilities of Ukraine

“ This project promotes the inclusion of veterans and persons with disabilities in vocational education and training by providing practical tools and strengthening the capacity of VET institutions to deliver quality education for all. It marks an important step towards building a genuinely inclusive VET system in Ukraine. I am honoured to have supported this work and to have collaborated closely with our partners at NAPD and GIZ. It is through collaboration, shared learning and sustained commitment that inclusion can truly thrive.”

Maha Khochen-Bagshaw, CBM Global Inclusive Education Adviser

Inclusive vocational education and training is not a separate system for particular groups of people. It is quality vocational education and training that can accommodate diverse needs and help a person move from wanting to learn to being able to work.

About the Project and Partners

The project ‘Inclusive VET: Improving Training for Veterans and People with Disabilities’ aims to strengthen VET providers’ capacity to create an accessible and inclusive learning environment, respond to learners’ diverse needs and apply practical inclusive approaches in their daily work.

About CBM

Christian Blind Mission (CBM) is an international development and humanitarian organisation working to improve the quality of life of people with disabilities and other groups in vulnerable situations. CBM works with local partners worldwide to promote inclusion, accessibility and equal opportunities in humanitarian response and development.

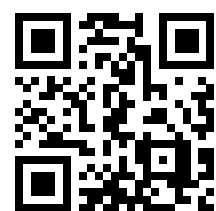
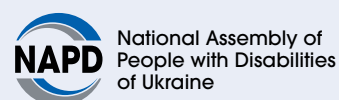
Since the full-scale invasion of Ukraine in 2022, CBM has supported humanitarian and recovery initiatives in partnership with national and local organisations, with a particular focus on disability inclusion, rehabilitation, health care and protection.



About the National Assembly of People with Disabilities of Ukraine

The All-Ukrainian Public Organisation ‘National Assembly of People with Disabilities of Ukraine’ (NAPD) is Ukraine’s largest umbrella organisation of organisations of people with disabilities, working to protect and promote human rights in accordance with the principles and provisions of the UN Convention on the Rights of Persons with Disabilities.

NAPD advocates for the rights of people with disabilities, contributes to public policy development, monitors Ukraine’s fulfilment of its international human rights obligations, and promotes the principles of accessibility, universal design and reasonable accommodation.





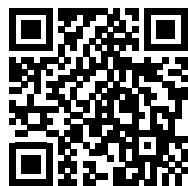
The organisation implements national and international projects in inclusion, education, employment, rehabilitation, humanitarian response, social protection, accessibility and community development. NAPD also strengthens the capacity of organisations of people with disabilities, supports civil society development and represents the interests of people with disabilities at national and international levels.

By bringing together experts, organisations of people with disabilities, international partners and the public, NAPD works to ensure that the rights, equal opportunities and full participation of people with disabilities become an integral part of the development of a democratic and barrier-free Ukraine.

More about the Multi Donor Initiative Skills4Recovery

Multi Donor Initiative Skills4Recovery

Equipping people in Ukraine with skills to rebuild lives, careers, and the country



OUR ACTIVITIES

25,000 PEOPLE

benefited from training, modernised equipment, and improved teaching

2,500 MANAGERS AND TEACHERS

trained in project management and inclusion

EDUCATION FOR VETERANS

platform, launched with 1,620 educational opportunities

1,780 UNITS

of modern equipment transferred to training providers

5 SECTOR ROADMAPS

for agriculture, transport, construction, manufacturing and social services developed and provided to policymakers

More about the project and its outputs ►







MULTI DONOR
INITIATIVE

Skills4Recovery



CBM

CHRISTOFFEL-BLINDENMISSION
CHRISTIAN BLIND MISSION E.V.
Stubenwald-Allee 5
64625 Bensheim
Germany



**NATIONAL ASSEMBLY OF PEOPLE
WITH DISABILITIES OF UKRAINE**

Office 110, 8/5A Reitarska Str., Kyiv, 01054
Tel.: +380 44 279 6182
E-mail: office-naiu@ukr.net
Web-site: www.naiu.org.ua