

DC-VET WB

Toolkit on social inclusion

Deliverable D3.1

 Project n. 101092450 – DC-VET WB



**Co-funded by
the European Union**

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Table of contents

CONTEXT

INTRODUCTION

- [1. Research phase](#)
- [2. Training phase](#)
- [3. Updating teaching methodologies and testing](#)
- [4. Feedback and finalization](#)

GOOD PRACTICES

- [1. Visit to the Postal Service / Post Office](#)
- [2. Engaging in Simple Sports Activities for Physical Engagement and Teamwork](#)
- [3. Workshop on “Autumn Magic”](#)
- [4. Empowering Social Inclusion through Cultural Engagement and Student Support](#)
- [5. Empowering Inclusive Classrooms: Fostering Motivation, Independence, and Responsibility](#)
- [6. English language skills –Plain language](#)
- [Good practice](#)
- [7. I See Differently, Building a Wall, Teamwork](#)
- [8. New Year’s Bazaar- developing entrepreneurial skills](#)
- [9. Workshop on sewing](#)
- [10. Baking a Cake Using Ingredients Bought During a Grocery Shopping Activity](#)
- [11. Going to the Cinema: A Shared Experience for Students with and without Impairments](#)
- [12. Money Management and Grocery Shopping](#)
- [13. Workshop on “Children’s Rights”](#)
- [14. Workshop on “Fruit Snack Crafting”](#)
- [15. Workshop on “Hand Painted Tote Bag”](#)
- [16. Workshop on “Recycle and Save The Planet”](#)
- [17. Workshop on “Statehood Day of Bosnia and Herzegovina”](#)
- [18. Workshop on Where creativity meets compassion](#)
- [19. Workshop "Celebrating Mole Day"](#)
- [20. "Decoupage Workshop"](#)
- [21. Making Canvas roses in Brooch Form](#)
- [22. The skill of ironing and folding clothes](#)
- [23. Visit to the Municipality and Police station](#)
- [24. "Commemoration of Statehood Day"](#)
- [25. "Autumn Wonders"](#)



- [26. Colourful and Healthy Lifestyle - English Language Workshop](#)
- [27. Sport for All](#)
- [28. The Secret of the Perfect Cup](#)
- [29. Simulating Elections](#)
- [30. Traditional Nutrition](#)
- [31. Crafting Wool Jewelry](#)
- [32. Humanitarian Action for New Year's Gift Packages](#)
- [33. Visit to the "Mehmed Handžić" School Center](#)
- [34. Apple day Celebration](#)
- [35. A school tailored to my needs](#)
- [36. RUORI Assessment Tool](#)
- [37. Using plain language](#)
- [38. We choose what we buy](#)
- [39. Art as a special tool to express the feelings of children with special needs](#)
- [40. Competition between classes in the field of knowledge and skills in school](#)
- [41. Organisation of round tables with the psychologist and students with orphan status, with one parent and with divorced parents](#)
- [42. Pictogram in the secondary VET school](#)

[CONCLUSIONS](#)

[ANNEX](#)



CONTEXT

In the ever-evolving landscape of vocational education and training (VET), teachers are constantly seeking innovative ways to support their students, especially those with fewer opportunities. This toolkit is designed to empower VET teachers with the tools and strategies they need to make a real difference.

The Erasmus+ Programme Guide defines "people with fewer opportunities" as individuals who face obstacles that prevent them from having effective access to opportunities under the programme. These obstacles can be due to economic, social, cultural, geographical, or health reasons, a migrant background, or reasons such as disability and educational difficulties.

The document discusses the development of a toolkit on social inclusion strategies in vocational education and training (VET). The toolkit contains useful practices and tips on how to support young people with fewer opportunities, such as those with special educational needs, cultural obstacles, or gender equality issues.

The creation of this toolkit is based on the experiences of teachers involved in the DC-VET WB project and their networks of organizations. The practices are targeted especially for all VET staff in the Western Balkans.

The toolkit is not just a collection of theories but it is a hands-on guide that has been tested and refined through real-world application. Teachers from Albania, Bosnia Herzegovina, Kosovo and Montenegro have already started integrating these new elements into their teaching in their schools.

We hope that by using the toolkit you can enhance your competences and gain the skills needed to support learners with fewer opportunities, ensuring they achieve the learning outcomes of the curriculum. Toolkit also aims to improve student outcomes by helping the students transition smoothly into the job market and integrate successfully into society.

The toolkit is available in English and in Western Balkan languages on the [project website](#).



INTRODUCTION

The Erasmus+ programme aims to promote equity and inclusion by facilitating access for participants with disadvantaged backgrounds and fewer opportunities. This includes individuals with disabilities, educational difficulties, economic obstacles, cultural differences, health problems, and social obstacles.

The development process of the toolkit included four steps:

1. **Research:** Partners conducted a skill gap analysis through surveys and interviews to assess competence levels.
2. **Training:** Luovi Vocational College organised a three-day-training seminar on social inclusion for VET staff from Albania, Bosnia Herzegovina, Kosovo, Montenegro, Italy and Spain.
3. **Updating teaching methodologies and testing:** VET staff in the Western Balkans introduced new elements in their teaching methodology and tested them with students.
4. **Feedback and finalization:** The final step involved analyzing the results of the testing and integrating them into the final version of the toolkit.

1. Research phase

The first phase was implemented with a Webropol questionnaire. We received 80 responses to the questionnaire which was shared through project partners. Most respondents are from Albania (31.2%), followed by Montenegro (20%) and Bosnia-Herzegovina (16.2%). Most respondents (87.5%) were from VET schools, with a smaller percentage (12.5%) from other organizations like lifelong learning centers and NGOs. The majority of respondents were in teaching positions. (56.3%), followed by those in other roles such as project coordinators and mobility project coordinators (18.7%).

One of the aims of the questionnaire was to get information on how students with fewer opportunities are understood. According to respondents, the term is generally understood to include students facing various barriers such as disabilities, economic challenges, social and cultural disadvantages, and discrimination.



According to the results, a significant majority (90%) of respondents have students with fewer opportunities in their schools or classes, with examples including students with ADHD, intellectual disabilities, and those from low-income families.

To plan the training, it was also important to focus on the legislation and autonomy of the schools and teachers. Most respondents (83.6%) indicated that there is national legislation defining social inclusion in their countries, with specific laws and strategies mentioned for different regions. Schools have varying levels of autonomy in organizing inclusion, with some having specific plans and support systems in place, while others follow national guidelines and legislation.

The main purpose of the skills gap analysis was to define the needs and specific topics for the training. Respondents expressed a need for more information on alternative teaching methods (67.5%), making individual study plans (37.5%), and interaction with students with fewer opportunities (43.8%).

We also collected data on existing good practices by the questionnaire.

2. Training phase

After completing the report on the findings from the questionnaire we moved to the second phase, planning and implementing the training. Luovi organised a three-day workshop in Helsinki, Finland on June 10th to 14th , 2024. The training included ice-breaking activities, workshops on making an individual study plan for a student and working together with the network of the students, plain language communication, alternative teaching methods, and interactions with students with fewer opportunities as well as brainstorming sessions. The topics were chosen based on the skills gap analysis and the practises were chosen to meet the needs of teachers.

The training included ice-breaking activities, workshops on different topics such as making an individual study plan for a student, working together with the network of the students, plain language communication, alternative teaching methods, and interactions with students with fewer opportunities, as well as brainstorming sessions. We had a student-centered focus on the training, by focusing on the needs and interests of the students we can aim for more inclusive learning environments.

We focused on innovative approaches to practices that could be adapted to various classroom settings in Western Balkans. The aim was giving inspiration for teachers to think creatively and



implement new ideas in their lesson plans. Adaptability of the practices is important, showing how they can be tailored to fit different educational contexts, student needs, and learning environments.

The training was a launch for collaborative learning, aiming at encouraging teachers to share ideas, resources, and experiences with their peers. This fosters a supportive community of educators who can learn from each other and continuously improve their teaching methods.



3. Updating teaching methodologies and testing

The third step in the development of the toolkit was to update teaching methodologies and testing. The VET teachers from Western Balkans who participated in the training seminar developed the practices based on the training seminar in Helsinki and their own experiences. They introduced new elements in their teaching methodology and tested them with students during the autumn period 2024. The piloting phase included online seminars with the participants of the Helsinki seminar.



The practices for the toolkit were collected using the same format for all. The practices vary from general level pedagogical methodologies to very practical tips and events, how to include everybody in activities and learning. The practices are introduced according to the countries involved in the project. The practices are described in a way that others can implement and adjust them to their teaching. They explain the target group during the piloting phase, but the practices can be implemented with other groups, the purpose is to encourage teachers to enrich teaching and pilot new approaches in teaching and involving students with fewer opportunities.

Country	Number of teachers involved in training	Number of good practices	Number of teachers involved in piloting	Number of students involved in piloting
Albania	3	3	19	140
Bosnia and Herzegovina	3	29	25	290
Kosovo	3	3	18	63
Montenegro	3	3	18	82
Finland	5	2	6	60
Italy	3	-	-	-
Spain	3	2	2	17
Total	23	42	88	652

4. Feedback and finalization

The final step consisted of evaluating the testing results (the best practices in the next section) and incorporating them into the finalized version of the toolkit.



GOOD PRACTICES

1. Visit to the Postal Service / Post Office

Organisation piloting the good practice	JU Srednja poslovno-komercijalna i trgovačka škola, Sarajevo / Secondary School of Business, Commerce, and Trade.
Country	Bosna i Hercegovina

Description of the good practice

The activity involved taking children with developmental difficulties and various impairments to a post office to teach them practical skills related to mailing letters, parcels, direct mail, and money orders. This hands-on experience was designed to familiarize the students with the post office environment and the processes involved in sending mail.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The practice was implemented to address gaps in students' understanding of everyday tasks that promote independence. Many of the students lacked exposure to such activities due to their developmental challenges or impairments. The visit aimed to teach them how to navigate the post office, interact with postal staff, and understand the processes required to send mail. This also fostered their confidence in managing real-world tasks.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	1. Planning: <ul style="list-style-type: none">• Identify the learning objectives (e.g., understanding mailing processes, improving communication skills).• Coordinate with the local post office to schedule a visit, ensuring accessibility and a supportive environment for the students.
---	--



	<ul style="list-style-type: none">• Inform parents/guardians about the activity and secure their consent.• Prepare materials such as letters or parcels for the students to bring to the post office.
2	2. Execution: <ul style="list-style-type: none">• Brief the students beforehand about the activity, including what they will do at the post office.• Arrange safe transportation to and from the post office.• Guide students through the process step by step (e.g., filling out forms, interacting with postal workers, and paying for services).• Ensure adequate support from teachers and assistants during the activity.
3	3. Evaluation: <ul style="list-style-type: none">• Discuss the experience with the students afterward to understand what they learned.• Evaluate their understanding through follow-up activities, such as writing letters or role-playing the steps of sending a parcel.• Gather feedback from parents/guardians and postal staff for improvement.

Target group/s of the practice

Primary target group: Students with developmental difficulties and various impairments who participated in the visit to the post office.

Number of students involved

10 students with developmental difficulties and some sort of impairment

Benefits, impact on the students and learning outcomes

Benefits:

- Increased confidence in performing real-world tasks.
- Improved communication and social interaction skills.
- Enhanced understanding of how a post office operates.

Impact:

- Students developed greater independence and self-reliance.



- They experienced a sense of achievement by completing practical tasks.

Learning outcomes:

- Understanding the steps involved in mailing letters, parcels, and money orders.
- Familiarity with basic forms and processes at a post office.
- Enhanced problem-solving and critical thinking skills when handling tasks.

Suggestions to future users of this good practice

- Ensure the post office is prepared and aware of the needs of the students in advance.
- Conduct a role-play or simulation activity before the visit to build students' confidence.
- Be patient and flexible during the activity, as some students may require extra time or assistance.
- Follow up with a discussion or reflective exercise to consolidate the learning experience.



2. Engaging in Simple Sports Activities for Physical Engagement and Teamwork

Organisation piloting the good practice	JU Srednja poslovno-komercijalna i trgovačka škola, Sarajevo / Secondary School of Business, Commerce, and Trade.
Country	Bosnia and Herzegovina

Description of the good practice

This activity involved students with developmental difficulties and various impairments participating in simple sports and physical games. The students engaged in activities like passing the ball around, playing volleyball, and completing a basic obstacle course. The focus was on encouraging physical activity, improving motor skills, and fostering teamwork and social interaction in a fun and supportive environment.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The practice was implemented to promote physical fitness and improve coordination and teamwork skills among students. Many students lacked regular opportunities for physical activities that could enhance their motor skills, balance, and social interactions. By introducing simple and accessible games, the goal was to engage students in a safe, fun, and supportive environment that would also encourage positive social behaviors such as cooperation and communication.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	1. Planning: <ul style="list-style-type: none">Select appropriate, simple sports and games based on the students' abilities (e.g., passing the ball, basic volleyball).
---	--



	<ul style="list-style-type: none">• Set up a safe and accessible play area, ensuring there is enough space for movement and the obstacle course.• Inform students about the activities and goals for the day to prepare them for participation.• Arrange for assistants or additional staff to provide support and ensure safety during the activities.
2	2. Execution: <ul style="list-style-type: none">• Begin with warm-up exercises to prepare the students physically and mentally.• Guide the students through each game, ensuring they understand the rules and their roles.• Encourage teamwork and cooperation during activities like passing the ball and playing volleyball.• Adapt the activities to suit different skill levels, providing assistance where needed (e.g., by simplifying the obstacle course).• Foster a positive and supportive environment where every student feels included.
3	3. Evaluation: <ul style="list-style-type: none">• After the activities, hold a group discussion to reflect on what the students enjoyed and learned.• Ask for feedback from students, teachers, and assistants to assess the impact of the activity.• Follow up with a physical or social activity that reinforces the skills or teamwork experienced during the session.

Target group/s of the practice

Students with developmental difficulties and various impairments.

Number of students involved

20 students with developmental difficulties and some sort of impairment

Benefits, impact on the students and learning outcomes



Benefits:

- Improved physical coordination, balance, and motor skills.
- Increased physical activity levels and health benefits.
- Enhanced social skills through teamwork, communication, and cooperation.

Impact:

- Students gained confidence in participating in physical activities.
- The activities helped students overcome physical and social challenges in a supportive environment.
- Positive interactions among students increased, strengthening group dynamics.

Learning outcomes:

- Developing basic sports skills like passing, catching, and navigating an obstacle course.
- Improved teamwork, cooperation, and communication in group settings.
- Gaining a sense of achievement by completing the obstacle course and participating in games.

Suggestions to future users of this good practice

- Choose activities that are simple, engaging, and can be easily adapted to different skill levels.
- Ensure the environment is safe and accessible for all students, considering mobility aids or support needs.
- Encourage positive reinforcement to build students' confidence and enthusiasm for physical activity.
- Allow for short breaks between activities to avoid fatigue and ensure all students remain engaged.
- Focus on fun and inclusive participation rather than competition to ensure all students feel successful.



3. Workshop on “Autumn Magic”

Organisation piloting the good practice	Secondary school of Hospitality and Tourism VET school "Srednjoškolski Centar Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

Members of the "Learning for Life" section participated in the "Autumn Magic" workshop organized by a partner school as part of the DC-VET WB project.

During this engaging event, students explored various creative activities in the schoolyard. Using tempera paint on transparent foil, they expressed their artistic talents and created beautiful works. Another activity involved crafting artwork by gluing leaves onto cardboard frames to produce their unique "autumn magic."

The highlight of the workshop was a friendly competition where students raced to fill their containers with water using sponges. The fastest participant from our school won the final race and received a special prize. The workshop concluded with a celebratory lunch prepared by the hosts and their students. All participants were awarded certificates of appreciation for their contributions to the "Autumn Magic" workshop.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The workshop was organized to foster collaboration and inclusion between schools, enhance students' creativity, and encourage teamwork through hands-on activities.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice was inspired by examples from the DC-VET WB



Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Collaborate with another school to organize a joint event.• Prepare materials: tempera paint, transparent foil, cardboard frames, leaves, sponges, and containers for water.• Arrange the venue and ensure participation of students and staff from both schools.
2	Execution: <ul style="list-style-type: none">• Begin with an introduction and icebreaker activities to foster a friendly atmosphere.• Guide students through creative tasks like painting on foil and crafting leaf art.• Organize a fun competition, such as sponge water races.
3	Evaluation: <ul style="list-style-type: none">• Gather feedback from participants about their experience.• Review the creative outputs to assess student engagement.• Reflect on the outcomes for planning similar future collaborations.

Target group/s of the practice

Students from the Secondary School of Hospitality and Tourism and the Secondary School Center Hadžići, aiming to foster social inclusion and creative collaboration.

Number of students involved

18 students

Benefits, impact on the students and learning outcomes

- Enhanced social and creative skills.
- Strengthened sense of belonging and teamwork.
- Increased collaboration between schools.
- Positive reinforcement through fun and engaging activities.

Suggestions to future users of this good practice



DC-VET WB

- Foster collaboration by partnering with schools with similar goals.
- Adapt activities to student interests and provide ample time for creativity.
- Use evaluation feedback to refine and improve future workshops.

[LINK TO PICTURES ON FACEBOOK](#)



4. Empowering Social Inclusion through Cultural Engagement and Student Support

Organisation piloting the good practice	SHMLT “Arkitekt Sinani” Mitrovica Lindita Muja
Country	Kosovo

Description of the good practice

In their final year of secondary education, our school organizes visits to historical monuments in different countries, funded by the school itself. This year, students went on a trip to Albania. Including students in cultural activities and supporting their socialization in society is very important.

The main purpose of this cultural visit was to ensure that all students in my class could participate fully in society and experience culture in a meaningful way.

Additionally, students who tend to isolate themselves benefit from these activities, as they help build self-confidence and make students feel valued and important in their cultural contributions and to society.

Relaxing activities and a break from students' everyday school routines increase their willingness to learn and foster curiosity for new topics.

To include all students in this visit, it's essential to:

- Inform them about the purpose of the visit, which also increases students' curiosity and eagerness to participate.
- Engage in conversations with students about national cultural heritage and UNESCO-protected sites to inspire interest in learning more about history.
- Discuss the importance of protecting and preserving national historical monuments.

With parental approval, individual conversations and motivational support are provided, especially for introverted students who may initially be hesitant to join the group on the visit.

Background



Why did you implement the practice? Were there any issues that you wanted to solve?

The practice was implemented to help students regain their self-confidence and become comfortable participating in groups. The goal is to prepare them to take part in various social activities and to be better equipped for professional practices as part of their school experience.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

We have observed and learned from many examples in the DC-VET WB project. Additionally, our school has several students who need motivation and support to feel encouraged and included.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Clear Communication: Notify students about the planned cultural activity, including its purpose and schedule.
2	Identify Target Students: Focus on identifying students who are more reserved, lack self-confidence, or are often unaccompanied.
3	<ul style="list-style-type: none">● Practice Activities with Visual Aids: Use various images for students to select based on how they feel, helping them express themselves (a practice adapted from Luovi).● Parental Notification and Approval: Inform parents about the activity and obtain their consent.● Provide Detailed Information: Ensure students are informed well in advance about the visit details, including what they will be visiting and the visit's timing..
4	Notification of Supervision: Inform students that they will be accompanied by their classroom teacher and school management throughout the trip.
5	Logistics and Planning: Announce the arrangements for transportation, hotel bookings, and allow students to choose their roommates. Ensure students with specific



	needs are supported, and provide a clear agenda outlining the monuments to be visited.
6	Individual Support for Hesitant Students: For students who are hesitant to join, provide individual information sessions, including photos and videos of the castles and historical monuments to spark their interest and familiarize them with the locations.

Target group/s of the practice

Students who lack self-confidence, are introverted or withdrawn, and those facing other social or emotional challenges.

Number of students involved

This practice initially involved **three students** who were identified as having low self-confidence, introverted tendencies, or social challenges. These students received focused support and encouragement to participate in group activities and cultural visits, helping them to build confidence and feel more included in social and educational experiences.

Benefits, impact on the students and learning outcomes

The students with low self-confidence and social challenges showed significant improvement after ongoing supportive conversations, eventually deciding to join the group for the cultural visit. Key outcomes and impacts include:

Social Integration: They agreed to share a room with three other students, engaging in social interactions throughout the trip.

Cultural Awareness: Students gained knowledge about historical monuments and cultural heritage, including the importance of preservation.

Participation in Social Events: They actively participated in activities, including dancing with peers at social gatherings in the hotel.

Increased Social Confidence: After the visit, these students began sitting and socializing with others, with noticeable improvements in their confidence and demeanor.

Professional Development: Upon return, they were placed in an IT company for an internship, working in groups—a unique opportunity they had not previously accessed.

Progress in Skills and Collaboration: The internship, held twice a week, has fostered growth



in their technical skills and group collaboration. Observations show increased engagement and skill development in the field of IT.

Positive Emotional and Social Development: Their emotional well-being and self-esteem have improved, and they feel more valued and supported in both educational and professional settings.

- The internship continues until December 24, after which they will transition to another company to further build their skills and confidence.
- Throughout the internship, they are actively enhancing their skills in the field of IT, showing progress not only in their technical abilities but also in their overall emotional well-being.
- These experiences have contributed to the students feeling valued and supported in their educational and professional journeys.

Suggestions to future users of this good practice

All students can benefit from this practice, including:

- Students with special needs
- Students in regular education
- Introverted or isolated students
- Students lacking self-confidence

To maximize the effectiveness of this approach, it is essential to:

- Provide motivation and support to all students, ensuring they feel encouraged to participate.
- Offer regular feedback to help students recognize their successes both in their internships and within the classroom setting.
- Create an inclusive environment that fosters collaboration and understanding among all students, enhancing their overall learning experience.

Pictures



DC-VET WB





5. Empowering Inclusive Classrooms: Fostering Motivation, Independence, and Responsibility

Organisation piloting the good practice	SHMLP “7 September”, Prishtina Fikrije Krasniqi
Country	Kosovo

Description of the good practice

Motivating students and providing positive feedback involves creating a supportive and engaging environment where students feel valued and understood. To achieve this, you should:

- **Build personal connections:** Take time to get to know your students as individuals. Learn about their interests, goals, and opinions, and show genuine curiosity. Remember details about their lives, interests, and any challenges they may face, so you see them as unique individuals, not just students.
- **Practice active listening:** When students speak, listen carefully without interrupting. Nod, make eye contact, and respond thoughtfully. These actions reinforce that their feelings and thoughts truly matter.
- **Be approachable and available:** Foster open communication by being approachable and making time for them whenever they need it.
- **Show empathy and understanding:** Recognize that students face various challenges outside the classroom. Be understanding if they struggle and offer support when needed.
- **Give constructive feedback that encourages growth:** Frame feedback as a tool for growth, not judgment. Let them know you believe in their potential to improve and grow. Make feedback specific and actionable so they understand exactly how to move forward.
- **Create a safe, inclusive environment:** Within the classroom, foster a culture where students feel safe expressing themselves without fear of ridicule. Encourage diversity and respect for different viewpoints.

When students feel valued and supported, they're more likely to engage, open up to learning,



and feel motivated to succeed.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

When students feel motivated and supported, they are more engaged in learning, which often leads to better performance. Positive feedback helps them focus on their strengths and builds confidence and self-worth. When students know that their efforts are noticed and valued, they are more likely to take on challenges and develop a growth mindset, seeing mistakes as part of the learning process.

Teaching students self-care and responsibility helps them become more independent. By understanding how to set goals, manage their time, and take care of themselves, they are better prepared to handle challenges both inside and outside the learning environment. When students feel respected and valued, they are more likely to treat others the same way, fostering a sense of empathy and creating an improved classroom environment.

Many students, especially those who are introverted or have special needs, may struggle with self-doubt or feel “different” from their peers. Positive feedback and encouragement help all students feel capable and valued, fostering self-esteem and confidence. Giving positive feedback to hyperactive students helps them, even briefly, to build confidence and reinforces their efforts to control their impulses. Incorporating movement breaks or active learning activities helps them release energy in a structured way. Techniques such as deep breathing or quiet time help hyperactive students regulate their energy and understand the importance of taking responsibility for their actions.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

We have seen and heard many examples in the DC-VET WB project, but also at our school, there are many students who need motivation and encouragement. By giving positive feedback and incorporating different kinds of activities, we aim to help them feel supported, confident, and empowered to succeed.



Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Identify goals for each type of learner: <ul style="list-style-type: none">• Encourage participation for introverted students.• Support social-emotional skills development in students with special needs.• Provide structured physical outlets for hyperactive students.
2	Specify how you'll track progress , such as by "increasing participation by 20% among introverted students" or "providing daily sensory breaks for hyperactive and special needs students."
3	Design activities to engage all types of students: <ul style="list-style-type: none">• Plan interactive activities that allow participation at various levels, such as group discussions for extroverted students, written reflections for introverted students, and drawing activities for students with special needs.• Incorporate social-emotional learning exercises to promote empathy and peer understanding, including group bonding activities, discussions on respect, and opportunities for positive peer feedback.
4	Communicate clear expectations: <ul style="list-style-type: none">• Clearly explain how each practice benefits the entire class, helping students understand the importance of respecting diverse needs and preferences.• Establish class norms that encourage inclusivity, such as active listening, respecting quiet work times, and giving others space when needed.
5	Evaluate progress regularly: <ul style="list-style-type: none">• Observe how different students respond to the practices. Are introverted students participating more? Are hyperactive students managing their energy effectively?• Measure progress based on the specific objectives set (e.g., tracking participation, monitoring social interactions, and assessing engagement levels).
6	Foster sustainability and growth: <ul style="list-style-type: none">• Take notes on what works best and any challenges faced to improve and adapt over time.• Make these practices a regular part of the classroom culture so that inclusivity



becomes the norm.

- Share successful strategies with colleagues or consider implementing them in other classes if possible.

Target group/s of the practice

A wide range of students can benefit from this approach, including introverted students, hyperactive students, students with special needs, general education students, English language learners, socially anxious students, gifted and talented students, at-risk students, and culturally diverse students.

By addressing the needs of these groups, educators can create a classroom environment that is inclusive, respectful, and supportive, helping each student feel understood, valued, and engaged in their learning journey.

Number of students involved

Currently, **10 students** are participating, with plans to increase this number over time.

Benefits, impact on the students and learning outcomes

Applying these practices with students can significantly enhance their learning outcomes. Benefits include increased engagement and motivation, improved social-emotional skills, heightened confidence and self-worth, greater independence and responsibility, enhanced focus and behavior management, stronger peer collaboration and inclusivity, reduced anxiety and stress, and improved resilience and adaptability—all of which contribute to a positive classroom culture.

Ultimately, these practices foster students' personal growth and academic success, equipping them to face future challenges both within the classroom and in practical training environments (e.g., enterprises and businesses).

Suggestions to future users of this good practice

- Start with one or two simple strategies tailored to your students' immediate needs,



gradually expanding as students become comfortable and routines are established. Beginning small allows you to observe the impact and make adjustments as needed without overwhelming yourself or the students. Learn about students' needs and preferences through surveys or informal conversations. Communicate clearly and consistently, reminding students of the purpose behind each practice to help them see its value.

- Foster a safe and respectful environment by emphasizing respect, empathy, and support. Regularly seek student feedback and involve them in shaping their environment to increase their investment and meaningful engagement. Use visual aids such as posters, emotion cards, and schedules to reinforce routines and expectations, which can be especially helpful for visual learners and students with special needs.
- Celebrate small wins by acknowledging even small progress regularly. Above all, be patient and flexible. Changes take time, and progress may be gradual, but patience and flexibility will enable you to respond to students' evolving needs, making your approach more sustainable and effective

[Link to pictures on Google Drive](#)



6. English language skills –Plain language

Good practice

Organisation piloting the good practice	High school of Economics “Mirko Vešović” , Podgorica
Country	Montenegro

Description of the good practice

From the material which was shared with the participants during the study visit to Helsinki in June 2024, the activity PLAIN LANGUAGE was piloted with SEN students as a try out for future teaching practice. The concept of plain language was applied to simplify the grammar rules for basic English tenses by using descriptive grammar resources with SEN students: tenses were presented to them in forms of time lines and drawings for easier understanding of the tense formation and use. Later on, the students had a task to write a short story by using the grammar structures and familiar vocabulary on the topic of Protection of the environment and endangered species. So the students connected words and phrases in order to form the sentences, then they compared their answers with the answer key. Afterwards, students ordered the correct sentences so that the story is made/written. Additional activities were: students read, translated, copied, wrote a similar story by changing one detail in each sentence.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

In the Montenegrin educational system, a huge number of SEN students are included in the regular schooling and the main concept of supporting students is reduction of the existing curricula, by adapting the material to fit their needs. Sometimes it is really difficult to implement this because our school profiles in Economics and Law, (quite theoretical education), and the SEN students are with a wide range of needs. So ideas 9 such Plain



Language is) represents an excellent resource for teachers to develop further teaching activities and to differentiate their teaching.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

The activity is taken from DC-VET WB project material on Social inclusion with a special focus on students with special educational needs.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Defining of the goals: to consolidate grammar rules and vocabulary, to create a story, to develop personal and collaborative skills of students, to make teaching more engaging, to practice specific vocabulary• Preparation of materials: handouts, copies , pencils• Planning the activity: setting extra lessons with the scheduled timetable or organising parts of regular lessons
2	Execution: <ul style="list-style-type: none">• Presenting information on English grammar and vocabulary• Guide students through the activity and monitoring the progress• Foster collaboration and creativity as students work together
3	Evaluation: <ul style="list-style-type: none">• Collecting feedback from students on what they learned• Evaluation of the students' engagement and their results• Reflection on and keeping records of the effectiveness of this activity for future use in various situations and different purposes: additional lessons for SEN students, preparation of SEN students for taking the final MATURA exam, etc.

Target group/s of the practice

SEN students in High school of Economics "Mirko Vešović" Podgorica, Montenegro



Number of students involved

3

Benefits, impact on the students and learning outcomes

Students found it interesting and motivating. SEN students are usually involved in group activities and it is really beneficial for them. But sometimes, it is interesting to involve them in something which is particularly designed for them so that they are aware that teachers give them full support. This is really important when teaching English, since we do not have textbooks, workbooks and grammar books designed for SEN students. They use officially approved books and those are UK resources created for courses. Teachers often need to adapt the available material.

Suggestions to future users of this good practice

It should be carefully implemented with students, taking into consideration the degree of the students' educational and emotional needs. Differentiation of the material used is also really important. Since in our school system, SEN students are included into regular schooling, sometimes it can be a bit overwhelming for the teachers to create and/or adapt the teaching material.

[Link to pictures on Facebook](#)

Teachers involved

Ivana Radulović, and Marija Jakovljević, English teachers,
High school of Economics "Mirko Vešović", Podgorica, Montenegro



7. I See Differently, Building a Wall, Teamwork

Organisation piloting the good practice	QK "11 Marsi", Prizren Hajrije Shehu
Country	Kosovo

Description of the good practice

These activities are designed to enhance critical thinking by encouraging participants to recognize and appreciate diverse perspectives. They help individuals understand that people may interpret the same situation in various ways based on their backgrounds, experiences, and personal biases.

The aim is to encourage participants to recognize that each individual sees the world through a unique lens, influenced by personal experiences, beliefs, and biases. These exercises enhance empathy, open-mindedness, and critical thinking skills.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

As education is changing more and more every year, and students facing challenges in education that require special support is steadily increasing, I found it reasonable to implement these activities, to make students feel involved and motivated to build more effective support.

These activities include several goals, such as:

- Participants become more aware of their own initial judgments and assumptions, learning to recognize and challenge them.
- By exploring diverse perspectives, participants become more open to creative solutions and alternative approaches, which is valuable in personal and professional decision-making.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



We have observed many positive aspects of the DC-VET WB project. Similarly, in our school, we have numerous students who need motivation and encouragement through various activities. This can help students feel supported, build their confidence, and empower them to succeed.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

Clarify the goals for each activity

“I See Differently” & “Building a Wall”

Encourage perspective-taking and critical thinking

Create the groups (15 students of the 12th grade were included in this workshop)



My colleagues are trained and certified for this training and they have all the necessary materials to conduct these workshops. I received valuable assistance from them in organizing and facilitating the activities

Ratios between values

The objective of this workshop is to build empathy among students from different backgrounds, as in our school, the teaching is developed in three languages: Albanian



(majority of students), Bosnian, and Turkish (minorities).

Students were encouraged to identify the traits and interests they perceive as defining their identity. Additionally, they were prompted to switch groups, simulating the challenges of integrating into a group that may not be welcoming. This exercise aimed to foster empathy by encouraging participants to consider the experiences of others and the importance of inclusivity.

The workshop was designed to raise awareness among young people about the significance of helping and respecting one another, regardless of differences in nationality, religion, or other background factors. Furthermore, it promoted collaborative problem-solving and enhanced communication skills.

Teamwork

Create the groups (6 x 5 students per group) 30 students in total



The objective of this workshop is to enhance participants' ability to work collaboratively by fostering skills, attitudes, and behaviors that contribute to effective and productive group dynamics. This workshop is implemented in a collaboration with an NGO "THY".



This training included topics that enhanced and improved verbal and non-verbal communication to ensure clarity and mutual understanding within the team.

It also involved:

Collaboration: students to share ideas, resources, and responsibilities effectively.

Resolving Conflicts: Teaching strategies for managing disagreements constructively and maintaining a positive team environment.

Defining Roles and Responsibilities: Helping teams understand individual strengths and contributions to achieve shared goals.

Promoting Problem-Solving: Developing collective problem-solving and decision-making skills to overcome challenges.

Strengthening Team Dynamics: Understanding group behaviors and creating a supportive, inclusive, and motivated team culture.

Goal Alignment: Aligning team members around common objectives and ensuring accountability for achieving outcomes.

The NGO THY has provided grants to students, inviting them to apply as groups with proposals developed **after completing the training**. These proposals focused on initiatives aimed at improving the school environment or creating resources beneficial for all students. These activities lasted 4 weeks (weekends) until they were declared the winners.

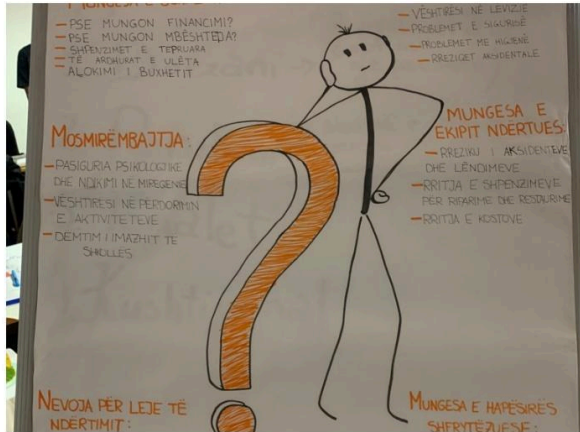




Among the six competing groups, **three were awarded grants** for their ideas.

The winning proposals included:

1. Renovation and Remodeling: Transforming an unused school veranda into a functional and recreational space for students.





2. Red Line Project: Designing and installing modern seating in front of the school for student use.



3. Art Studio Enhancement: Equipping the school's art studio with a variety of paints to enable art students to create murals throughout the school premises.



The training and workshop room used for all the activities in our school



All these projects are currently in progress and are scheduled to be completed by March 11, 2025, in time for the School's Day event, which will feature an Open Doors initiative at our institution.



Evaluation of the progress

- Use surveys, feedback forms, or a quick verbal round to collect participants' thoughts on each activity. Ask about:
- What they enjoyed
- Challenges they encountered
- Review whether each activity met its initial goals. Did participants demonstrate improved perspective-taking, communication, and collaboration skills?
- Reflect on what worked well and what could be improved. Consider participants' feedback and, if needed, adjust the activities or methods for future sessions.
- Record observations and outcomes for future reference, including participant feedback, successful modifications, and notes on timing or resources.

3



Promote long-term sustainability and continuous improvement in inclusive practices.

4

- **Document Insights and Challenges:** Keep detailed records of successful strategies and any obstacles encountered. Use these notes to refine and adapt your approach over time, ensuring that each practice evolves and improves based on real classroom experiences.
- **Integrate into Classroom Culture:** Make these inclusive practices a consistent part of daily routines, so that respect for diverse needs becomes a natural and expected behavior among students. This helps establish a lasting culture of



	inclusivity.
5	Collaborate and Scale: Share effective strategies with colleagues and explore opportunities to implement these practices in other classes, helping to create a broader environment of inclusion across the school

Target group/s of the practice

Introverted students, students with high energy levels, those with special needs, general education students, socially anxious students, gifted and talented individuals, students at risk, and those from culturally diverse backgrounds all stand to gain.

By addressing the specific needs of these groups, we can foster an environment that is inclusive, respectful, and supportive. This approach helps every student feel understood, valued, and engaged, creating a classroom that truly supports each individual's learning journey.

Number of students involved

15 students for the workshops: I see Differently & Building a Wall

30 students for the workshop Teamwork

Benefits, impact on the students and learning outcomes

Benefits

- Students develop communication and collaboration skills, learning to respect different viewpoints and work together effectively.
- Interactive activities keep students more engaged, promoting active participation and a deeper interest in learning.
- Positive feedback and inclusive practices help students feel valued and capable, fostering self-confidence and a growth mindset.
- By exploring diverse perspectives, students become more empathetic, understanding others' needs and backgrounds.

Impact on Students

- Inclusive activities create a supportive classroom environment, making all students feel they belong.



- Students learn respect and self-regulation through structured teamwork and perspective-taking, leading to a more harmonious classroom.
- Feeling included and understood boosts students' emotional health, reducing anxiety and increasing motivation.
- Working in diverse groups builds stronger peer connections, breaking down social barriers and fostering friendships.

Learning Outcomes

Activities like “I See Differently” and “Building the Wall” improve analytical and critical thinking, encouraging students to think from multiple perspectives whereas in activity like “Teamwork” students gain practical teamwork experience, learning to contribute meaningfully in group settings.

Engaged, confident students tend to perform better academically, showing improvement in both individual and group tasks. Students become more culturally aware and open-minded, preparing them to navigate diverse environments effectively.

Suggestions to future users of this good practice

- Keep notes on what works well and any challenges encountered. Regularly assess the effectiveness of each practice by observing student interactions and gathering feedback.
- Use these insights to adjust your approach over time, ensuring that each activity remains engaging and impactful.
- Share successful strategies with colleagues and discuss what's worked well or what could be improved. This not only benefits other classrooms but also builds a collaborative learning community among teachers.
- Consider organizing a joint activity or event where multiple classes participate, further building a sense of unity and respect school-wide.

By following these tips, future users can ensure that these practices effectively foster an inclusive, supportive, and engaging classroom environment that benefits every student.



8. New Year's Bazaar- developing entrepreneurial skills

Organisation piloting the good practice	High school of Economics "Mirko Vešović" Podgorica
Country	Montenegro

Description of the good practice

Each year in December, our school organises The New Year's Bazaar , as a cross-curricula activity between teaching Entrepreneurs' Club and Second Foreign Language (French, Italian and Russian). With teachers, students prepared food and different items to create gifts and sold them in the school to other students, teachers and parents.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The main idea of the Bazaar is to practically show students the basics of entrepreneurship with every stage of the business plan (from the conception to its implementation). It is usually done in collaboration with teachers of the second foreign language since the food of those countries is often eaten in our country as well. Of course, there were Montenegrin dishes, as well. Students decided on items, what would be sold, procured the materials and tools, created the items, displayed them, did the advertising, sold them and were constantly guided and mentored by their teachers. Due to the fact that the only constant in the world is change, students also organised an activity called The Advent Calendar(boxes with numbers containing wrapped gifts for sale).

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



No, this is an example of good practice implemented in our school since it involves students from different social backgrounds. It is a regular activity, implemented every year in December. And each time, it gets improved by both students and teachers and adapted to contemporary market needs.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Defining of the goals: to involve students into implementation of their theoretical knowledge acquired during regular lessons, to develop students collaborative skills, to give students support for their ideas• Preparation material for the items: cookies and savoury dishes (food items), gifts for the Advent calendar (fabrics, pencils, jewellery, decorative bags, beads, ribbons, glue, etc)• Planning the activity : organising logistics (setting the date, advertising, providing the selling stalls, etc)
2	Execution: <ul style="list-style-type: none">• Cooking of the food items, creating gifts for the calendar, setting the selling stalls and selling the items• Guide students through the activity and monitoring the progress• Foster collaboration and creativity as students work together
3	Evaluation: <ul style="list-style-type: none">• Collecting feedback from students on what they learnt and managed to complete according to the plan• Evaluation of the students' engagement and their results• Reflection on and keeping records the effectiveness of this activity for future use in various situations and different purposes

Target group/s of the practice

Students in High school of Economics "Mirko Vešović" Podgorica, Montenegro



Number of students involved

40 students in total, 4 SEN students

Benefits, impact on the students and learning outcomes

Students were really motivated and engaged to participate and accomplish the planned activities. Since this is a typical entrepreneurial activity, the benefits they saw were quite obvious: how the process from a business idea to its implementation and final goal (making profit) functions. Also, there was space for students to be creative and implement certain skills they find useful (cooking, digital marketing, crafting the presents, decoration of the venue, etc). Furthermore, collaboration between students was at a high level. They learnt from each other. The main impact is that each year, a large number of students get involved, sometimes even the same ones, and thus, there, in a way, a network of students helping students is created, which contributes to the feeling of belonging to their students' community. Students' parliament in our school is doing a huge number of activities of various types, trying to involve as many students as possible, not only for charity reasons, but initially for the reasons of building the students community and providing the students with the opportunity to participate and therefore make decisions for their own benefit.

Suggestions to future users of this good practice

This idea could be used originally or adapted to different teaching environments. It does require a lot of effort from teachers from the beginning until the end and also it is time-consuming for the first timers. With time, it becomes easier to allocate the tasks to students according to their personal interests, motivation and skills. Overall, it is a great activity to include a larger number of students and make every student involved. And always it is great fun because parallelly, the Secret Santa activity was organised at school by Students' Parliament, so many of them bought presents for their secret friends. Teachers also bought a lot of cookies.

[Link to pictures on Facebook](#)

Ivana Radulović, an English teacher,

High school of Economics "Mirko Vešović", Podgorica, Montenegro



9. Workshop on sewing

Organisation piloting the good practice	High school of Economics “Mirko Vešović” Podgorica
Country	Montenegro

Description of the good practice

During the month of December, three workshops were held in our school on December 4th, December 6th and December 20th, 2024, on tailoring and sewing clothes made of recycled material. The English language teacher, Marija Jakovljević, guided the 3rd grade students through this creative process. The goal of the workshops was to raise awareness of the possibilities of repurposing different materials and clothing, to develop the desire to create objects for everyday use, to acquire handwork skills, but above all to enjoy the process of creation.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

Our school focuses predominantly on theoretical knowledge, and every practical skill is directly connected to Economics and Law. This idea seemed as something which might be useful for students in general in terms of acquiring a life skill.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

No, it is not. It is a personal idea of the teacher – sewing is her hobby.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning:
---	------------------



	<ul style="list-style-type: none">• Defining of the goals : to engage students into a practical skill, to implement a cross-curricular activity• Preparation of materials and equipment: sewing machines, scissors, chalk, needles, threads, fabrics, cut out templates• Planning the activity : setting extra lessons with the scheduled timetable, finding adequate premises, organising logistics
2	Execution: <ul style="list-style-type: none">• Presenting the information on how to practically do the tailoring, cutting and sewing• Guide students through the activity and monitoring the progress• Foster collaboration and creativity as students work together
3	Evaluation: <ul style="list-style-type: none">• Collecting feedback from students on what they learned• Evaluation of the students' engagement and their results• Reflection on the effectiveness of this activity for future use in various situations and different purposes: it might be an incentive for a future business idea or plan of the students

Target group/s of the practice

Students in High school of Economics "Mirko Vešović" Podgorica, Montenegro interested in the workshop, with different social backgrounds

Number of students involved

6 students, one of them being SEN student

Benefits, impact on the students and learning outcomes

These sorts of workshops represent something new and interesting for the students. They provide a practical skill which, one day, might be a great entrepreneurial idea for students to either start their own business or find a job in the fashion industry with an emphasis on the green mindset. Regarding the SEN students, doing group activities are extremely beneficial for their personal well-being and development, according to the sort of the special need(s) these



students actually require. Furthermore, in this way , as with any group or team work, the sense of community is increased , along with other regular activities our school and teachers organise. The sense of creating something should contribute to students' self-confidence and , eventually, even contribute to the school environment itself. Of course, the development and refinement of interpersonal and social in general skills is also quite important. Because, the general idea of education overall is to prepare students for life.

Suggestions to future users of this good practice

It might seem a bit too much but the basic idea for teachers is to try out something they are familiar with (their interest or hobby) , to share their knowledge or a skill with students instead of always feeling pressured to be always professionally developing and learning something new. These sorts of good practices should be planned and executed according to what students need and according to what they feel comfortable with, taking into consideration every student , their physical, emotional and mental state. And , it is a good idea to organise small teams. If there is support from other teachers in the school, it is another benefit.

[Link to pictures on Facebook](#)

Ivana Radulović, and Marija Jakovljević, English teachers,
High school of Economics “Mirko Vešović” ,Podgorica, Montenegro



10. Baking a Cake Using Ingredients Bought During a Grocery Shopping Activity

Organisation piloting the good practice	JU Srednja poslovno-komercijalna i trgovačka škola, Sarajevo / Secondary School of Business, Commerce, and Trade.
Country	Bosnia and Herzegovina

Description of the good practice

This activity involved guiding students with developmental difficulties and various impairments through the process of baking a cake using ingredients they purchased during a prior grocery shopping activity. Students learned how to follow a recipe, measure ingredients, and complete the baking process with assistance. The practice was designed to integrate practical life skills, reinforce the outcomes of the grocery shopping experience, and foster creativity and teamwork.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The practice was implemented to teach students how to combine budgeting and planning with practical kitchen skills. Many students needed hands-on experience to build confidence in preparing simple meals or snacks. The activity aimed to enhance their ability to follow instructions, work collaboratively, and complete a tangible outcome (a baked cake) while reinforcing the concepts learned during the grocery shopping activity.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning:
---	-----------



	<ul style="list-style-type: none">• Choose a simple cake recipe with clear instructions and minimal ingredients. (Deconstructed cheesecake)• Review the purchased ingredients from the grocery shopping activity to ensure they meet the recipe requirements.• Prepare the kitchen area for accessibility, including adaptive tools if necessary (e.g., easy-grip utensils).• Discuss kitchen safety rules with the students before starting the activity.
2	Execution: <ul style="list-style-type: none">• Guide the students step by step through the recipe, demonstrating and explaining each action (e.g., measuring, mixing, and pouring).• Allow students to take turns completing tasks, such as cracking eggs, mixing batter, or preheating the oven, based on their abilities.• Supervise the baking process, ensuring safety while the cake is in the oven.• Once baked, involve the students in decorating the cake if applicable.
3	Evaluation: <ul style="list-style-type: none">• Celebrate the completion of the activity by sharing the cake with the group and discussing the experience.• Reflect with the students on what they learned, such as following a sequence, using measurements, and teamwork.• Gather feedback from parents/guardians or other stakeholders on the perceived impact of the activity.

Target group/s of the practice

Students with developmental difficulties and various impairments.

Number of students involved

10-15 students with developmental difficulties and some sort of impairment

Benefits, impact on the students and learning outcomes



Benefits:

- Reinforced practical life skills through cooking and baking.
- Improved ability to follow multi-step instructions.
- Enhanced teamwork and collaboration by working together to achieve a common goal.

Impact:

- Students developed a greater sense of independence and accomplishment.
- The activity promoted creativity and problem-solving in the kitchen.
- Increased engagement and enjoyment through hands-on, sensory learning.

Learning outcomes:

- Understanding the importance of accurate measurements in cooking.
- Familiarity with basic kitchen tools and safety practices.
- Improved ability to sequence steps in a task from start to finish.

Suggestions to future users of this good practice

- Choose a recipe that matches the students' abilities and requires minimal preparation to ensure engagement.
- Emphasize teamwork by assigning specific tasks to each student based on their skill level.
- Use visual aids or printed recipe cards with pictures to make the instructions more accessible.
- Practice kitchen safety, such as demonstrating how to use the oven and handle hot items, before beginning the activity.
- Incorporate creativity by letting students decorate the cake with toppings or designs.



11. Going to the Cinema: A Shared Experience for Students with and without Impairments

Organisation piloting the good practice	JU Srednja poslovno-komercijalna i trgovačka škola, Sarajevo / Secondary School of Business, Commerce, and Trade.
Country	Bosnia and Herzegovina

Description of the good practice

This activity involved taking a mixed group of students (including both students with impairments and students without impairments) to the cinema to watch a movie suitable for their age group. The goal was to offer a social outing that encouraged inclusivity, cultural engagement, and the enjoyment of shared experiences. The students had the opportunity to experience the cinema environment, watch an entertaining film together, and engage in discussions afterwards.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The practice was implemented to provide a shared, enjoyable experience for students of diverse abilities, fostering inclusivity and mutual understanding. It aimed to promote social interaction between students with impairments and their peers without impairments in a relaxed and fun setting. Additionally, it offered an opportunity for students to experience a social outing that many may not have had access to otherwise, while also developing their ability to participate in group activities outside of the classroom.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	1. Planning:
---	--------------



	<ul style="list-style-type: none">• Choose an appropriate movie that is suitable for the age and abilities of all students. Coordinate transportation to and from the cinema, ensuring accessibility for all students (e.g., wheelchair access, seating arrangements).• Prepare the students for the outing by discussing movie etiquette and the experience beforehand (e.g., quiet during the movie, respecting others).• Gather necessary consent and provide information to parents/guardians.
2	2. Execution: <ul style="list-style-type: none">• Arrive at the cinema early to ensure smooth entry and seating arrangements.• Ensure that students with special needs receive the appropriate support, such as seating with a buddy or aide if needed.• Guide students to understand the experience (e.g., respecting others, the importance of focusing on the movie).• Monitor the students throughout the movie to ensure comfort and safety.
3	3. Evaluation: <ul style="list-style-type: none">• After the movie, hold a group discussion to share feedback on the experience.• Encourage students to express what they liked about the movie and their experience at the cinema.• Gather feedback from teachers and assistants to assess how inclusive the outing was and what could be improved for future activities.

Target group/s of the practice

A mixed group of students with and without impairments (ages appropriate to the movie).

Number of students involved

A mixed group of 40-45 students with and without impairments.

Benefits, impact on the students and learning outcomes

Benefits:



- Promoted social inclusion by allowing students with and without impairments to enjoy a shared activity.
- Provided an opportunity for cultural enrichment through exposure to cinema and film.
- Enhanced social interaction and understanding between students of different backgrounds and abilities.

Impact:

- Students gained new experiences by participating in a group outing outside the classroom.
- The shared enjoyment of the movie helped foster mutual respect and friendships among students with varying abilities.

Learning outcomes:

- Increased ability to participate in social activities in the community.
- Improved social skills, such as cooperation and communication, in a public setting.
- Enhanced cultural awareness and exposure to storytelling through film.

Suggestions to future users of this good practice

- Choose a movie that is engaging, age-appropriate, and suitable for the diverse needs of the group.
- Plan for all students' comfort and accessibility, including ensuring that there is appropriate seating and support if needed.
- Emphasize the importance of respect and behavior in a cinema environment before the outing.
- Follow up the experience with a group discussion or activity, such as drawing or writing about the movie, to encourage reflection and expression.
- Consider organising a regular movie outing as part of a broader social integration program.



12. Money Management and Grocery Shopping

Organisation piloting the good practice	JU Srednja poslovno-komercijalna i trgovačka škola, Sarajevo / Secondary School of Business, Commerce, and Trade.
Country	Bosna i Hercegovina

Description of the good practice

This activity involved teaching students with developmental difficulties and various impairments the basics of money management through a real-world grocery shopping experience. Students learned how to plan a grocery list, budget their spending, identify items in a store, and make payments at the cash register. The activity emphasized practical financial literacy and independence in daily life.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The practice was implemented to address the students' need for financial independence and familiarity with shopping in a structured environment. Many of the students lacked opportunities to practice handling money, planning expenses, or navigating a grocery store. This activity aimed to build their confidence in managing small budgets, making informed choices, and interacting with store employees.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">Define the learning objectives (e.g., counting money, understanding pricing, and interacting with store staff).
---	--



	<ul style="list-style-type: none">• Create a simple grocery list and assign budgets tailored to the students' levels of ability.• Coordinate with a nearby grocery store to organize the visit. Ensure the environment is supportive and accessible.• Brief parents/guardians about the activity and secure consent.
2	Execution: <ul style="list-style-type: none">• Prepare the students beforehand by discussing the activity, practicing counting money, and identifying items on the list.• At the grocery store, guide the students through selecting items, comparing prices, and staying within their budget.• Help them interact with the cashier, pay for the groceries, and collect their change.• Ensure teachers and assistants are available to support students during the process.
3	Evaluation: <ul style="list-style-type: none">• Review the experience with the students to discuss what they learned and how they felt about the activity.• Organize a follow-up task where students create their own grocery lists or simulate grocery shopping in class.• Gather feedback from parents/guardians and grocery store staff for further improvements.

Target group/s of the practice

Students with developmental difficulties and various impairments.

Number of students involved

10-15 students with developmental difficulties and some sort of impairment

Benefits, impact on the students and learning outcomes



Benefits:

- Increased confidence in handling money and making purchases.
- Improved decision-making skills through budgeting and prioritizing needs.
- Greater independence in navigating everyday tasks.

Impact:

- Students learned to manage small budgets and recognize the value of money.
- They experienced a sense of accomplishment in completing a real-world shopping task.

Learning outcomes:

- Understanding how to plan and stick to a budget.
- Familiarity with grocery shopping processes, from finding items to making payments.
- Enhanced communication and social skills through interactions with store staff.

Suggestions to future users of this good practice

- Start with small budgets and simple shopping lists to avoid overwhelming the students.
- Use visual aids, such as pictures or diagrams, to help students identify items and prices.
- Practice role-playing with fake money and mock shopping setups before the actual visit.
- Choose a grocery store that is less crowded and has supportive staff.
- Encourage parents to reinforce the activity at home by involving students in household shopping tasks.



13. Workshop on “Children’s Rights”

Organisation piloting the good practice	Secondary school of Hospitality and Tourism
Country	Bosnia and Herzegovina

Description of the good practice

The workshop on “Children’s Rights” was designed to help students understand and explore their fundamental rights in an engaging and creative way. Activities included creating a poster and a “Tree of Children’s Rights” with illustrated cards. Students also participated in a role-playing game, embodying various rights such as a doctor for the right to health, a teacher for the right to education, and an athlete for the right to play.

Led by teaching assistants, the workshop encouraged students to learn about their rights through creativity and play, fostering both knowledge and inclusion.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The workshop was implemented to raise awareness about children’s rights and to promote inclusion through extracurricular activities. It aimed to address the need for active learning methods that engage students creatively, fostering both understanding and expression of their rights.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice was inspired by examples from the DC-VET WB project, which highlights workshops designed to promote active student participation and enhance their skills through collaborative group work and hands-on activities.



Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Define the goals of the workshop: educating students on their rights while promoting creativity.• Prepare materials: posters, markers, illustrated cards, and role-playing props.• Select participants and arrange the venue.
2	Execution: <ul style="list-style-type: none">• Introduce students to children's rights through discussion.• Guide them in creating a "Tree of Children's Rights" and a poster with illustrated rights.• Facilitate a role-playing game where students take on roles that symbolize specific rights.
3	Evaluation: <ul style="list-style-type: none">• Gather feedback from students about their experience.• Review the creative outputs (posters and tree) to measure engagement.• Reflect on outcomes to plan future activities.

Target group/s of the practice

Students of the Secondary school of Hospitality and Tourism, with a focus on fostering inclusion and creativity among all students.

Number of students involved

12 students

Benefits, impact on the students and learning outcomes

- Increased awareness of children's rights.
- Improved social and creative skills.
- Enhanced sense of belonging and inclusion.
- Boosted teamwork and communication through role-playing activities.



Suggestions to future users of this good practice

- Ensure inclusive participation and adapt activities to students' needs and interests.
- Provide ample time for creative expression.
- Use evaluation results to refine future workshops.

[Link to pictures on Facebook](#)



14. Workshop on “Fruit Snack Crafting”

Organisation piloting the good practice	Secondary school of Hospitality and Tourism
Country	Bosnia and Herzegovina

Description of the good practice

On November 27, 2024, the school hosted a creative and educational workshop titled **"Fruit Snack Crafting"**, combining healthy eating with imaginative expression.

The workshop began with an interactive discussion about the importance of incorporating fruit into a balanced diet. Students then worked collaboratively to prepare the fruit for crafting: washing, peeling, deseeding, chopping, and cleaning their work areas. This initial part of the workshop focused on enhancing motor skills and promoting teamwork, while encouraging responsibility in a shared task.

The creative segment allowed students to turn their prepared fruit into artistic pieces. They shaped the fruit into various imaginative forms, including palm trees, fish, hearts, and animals like lions and turtles. The most inventive creations were those in the shape of hedgehogs and dolphins, which led to a playful debate about whether they also resemble dragons. After crafting their fruit masterpieces, students enjoyed a tasting session, delighting in their delicious and visually appealing creations.

A psychologist participated in the workshop, supporting the students and helping create an inclusive atmosphere for all. Additionally, a guest teacher shared insights from the pastry curriculum, providing practical advice on preparing and serving fruit salad.

The workshop concluded with an appreciation for the students' creativity and teamwork, and the participants left with a sense of accomplishment and new knowledge about healthy eating.



Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This workshop was designed to promote healthy eating in an engaging and hands-on way, while also developing motor skills, teamwork, and creativity. The goal was to create an environment where students could learn about nutrition while expressing their artistic talents.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice was inspired by examples from the DC-VET WB (Dual Education in the Western Balkans) project, which highlights workshops designed to promote active student participation and enhance their skills through collaborative group work and hands-on activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Define the goals of the workshop: to encourage healthy eating habits and foster creativity through fruit crafting.• Prepare the materials: fresh fruit, cutting tools, plates, and cleaning supplies.• Arrange the venue and organize the student groups for the activity.
2	Execution: <ul style="list-style-type: none">• Begin with a discussion about the importance of healthy eating and the benefits of fruits.• Guide students in preparing the fruit and creating their artistic fruit snacks.• Allow students to share and taste their creations in a relaxed and enjoyable setting.
3	Evaluation: <ul style="list-style-type: none">• Gather feedback from the students on what they enjoyed and what they learned.• Assess the creativity and teamwork demonstrated during the crafting process.• Use the feedback to improve future workshops and activities.



Target group/s of the practice

Students from the Secondary School of Hospitality and Tourism with a focus on promoting healthy eating, creativity, and social inclusion.

Number of students involved

15 students

Benefits, impact on the students and learning outcomes

- Enhanced motor skills and coordination.
- Increased awareness of healthy eating and nutrition.
- Strengthened teamwork and social inclusion.
- Fostered creativity through artistic expression using food.

Suggestions to future users of this good practice

- Ensure the activities are inclusive and accessible to all students.
- Tailor the crafting tasks to students' interests to encourage creativity.
- Use student feedback to adapt and improve future workshops.

[Link to pictures on Facebook](#)



15. Workshop on “Hand Painted Tote Bag”

Organisation piloting the good practice	Secondary school of Hospitality and Tourism
Country	Bosnia and Herzegovina

Description of the good practice

A creative workshop titled **"Hand Painted Tote Bag"** was held at the school, focusing on artistic expression through textile painting.

The session began with an introduction to fabric paints and techniques for working on tote bags. As many students were using fabric paints for the first time, this initial part of the workshop aimed to familiarize them with the medium, offering guidance on how to work with the materials effectively.

Once the students understood the basics, they were encouraged to explore their creativity by painting their tote bags with unique designs. This hands-on activity provided students with the opportunity to express their ideas freely, resulting in a variety of imaginative and personal creations.

The main objectives of the workshop were to develop students' creativity, motor skills, and self-confidence, while fostering a sense of collaboration and inclusivity within the group. The workshop not only allowed students to create something meaningful but also helped strengthen their sense of individuality and teamwork.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?



The workshop aimed to encourage students to explore their artistic abilities while also developing essential life skills such as self-confidence, independence, and teamwork. The focus was on providing an inclusive environment where students could freely express themselves through creativity.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice was inspired by examples from the DC-VET WB (Dual Education in the Western Balkans) project, which highlights workshops designed to promote active student participation and enhance their skills through collaborative group work and hands-on activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Define the objectives of the workshop: foster creativity and self-expression through painting.• Prepare materials: fabric paints, tote bags, brushes, and workspace tools.• Organize the venue and ensure students are comfortable with the creative process.
2	Execution: <ul style="list-style-type: none">• Introduce students to the concept of fabric painting and provide guidance on techniques.• Allow students to create their designs on the tote bags, encouraging them to express their individuality.• Offer support throughout the process to maintain a positive and collaborative atmosphere.
3	Evaluation: <ul style="list-style-type: none">• Collect feedback from students regarding their experience and what they learned.• Assess the level of creativity and engagement shown in the designs.



- Use feedback to improve future workshops and ensure they meet students' needs.

Target group/s of the practice

Students from the Secondary School of Hospitality and Tourism with a focus on fostering creativity, self-expression, and social inclusion.

Number of students involved

15 students

Benefits, impact on the students and learning outcomes

- Enhanced self-confidence and personal growth.
- Fostered teamwork and respect for individual differences.
- Strengthened the students' sense of accomplishment through their artwork.

Suggestions to future users of this good practice

- Ensure that all students have access to the necessary materials and support.
- Encourage creativity and allow students to express their unique ideas freely.
- Use student feedback to improve and adapt future creative workshops.

Link to pictures on Facebook

https://www.facebook.com/story.php?story_fbid=986500313495201&id=100064057236864&mibextid=wwXlfr&rdid=d8UUqX1KLseQ8Vk9#



16. Workshop on “Recycle and Save The Planet”

Organisation piloting the good practice	Secondary school of Hospitality and Tourism
Country	Bosnia and Herzegovina

Description of the good practice

A workshop titled **"Recycle and Save the Planet"** was held to educate students on the importance of recycling and environmental conservation. The workshop began with a presentation on the significance of recycling, emphasizing its crucial role in protecting the environment for future generations. Following the informational session, students were introduced to practical recycling techniques, focusing on materials such as glass, plastic, and paper. In the creative part of the workshop, students applied these techniques by recycling paper rolls and transforming them into useful and decorative items, such as school supply holders.

The workshop aimed to foster environmental awareness and to engage students in eco-friendly activities, encouraging them to take an active role in preserving the planet.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This workshop aimed to educate students on the importance of recycling and its role in ensuring a sustainable future. It sought to address the need for increasing ecological awareness and promoting environmentally conscious behavior among the younger generation.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice was inspired by examples from the DC-VET WB (Dual Education in the Western Balkans) project, which highlights workshops designed to promote active student



participation and enhance their skills through collaborative group work and hands-on activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Define the objectives: educate students about recycling and environmental conservation.• Prepare materials: paper rolls, tools for crafting, educational resources on recycling.• Organize the venue and ensure all materials are available for the creative activities.
2	Execution: <ul style="list-style-type: none">• Present information on recycling and its importance for the environment.• Guide students through the process of recycling and creating useful items from recycled materials.• Foster collaboration and creativity as students work on their projects.
3	Evaluation: <ul style="list-style-type: none">• Collect feedback from students on what they learned about recycling.• Evaluate the success of the creative projects and their practical use.• Reflect on the effectiveness of the workshop in raising ecological awareness.

Target group/s of the practice

Students from the Secondary School of Hospitality and Tourism focusing on environmental education and fostering eco-consciousness.

Number of students involved

18 students

Benefits, impact on the students and learning outcomes



- Increased awareness of environmental issues and the importance of recycling.
- Improved creativity and problem-solving skills through recycling projects.
- Enhanced sense of responsibility towards the planet and sustainable practices.
- Encouraged teamwork and collaboration on eco-friendly initiatives.

Suggestions to future users of this good practice

- Ensure activities are hands-on and allow students to creatively engage with recycling.
- Provide enough materials and guidance for students to feel confident in their projects.
- Use feedback to improve and adapt future environmental workshops.

[Link to pictures on Facebook](#)



17. Workshop on “Statehood Day of Bosnia and Herzegovina”

Organisation piloting the good practice	Secondary school of Hospitality and Tourism
Country	Bosnia and Herzegovina

Description of the good practice

To celebrate November 25th, Statehood Day of Bosnia and Herzegovina, a historical workshop was held at the school. The workshop was organized by the "Learning for Life" section, with cooperation of the history teacher.

The workshop, held with students from class I-5, included a series of engaging activities: creating a historical timeline of Bosnia and Herzegovina, writing their names in Bosnian script “bosančica”, learning about notable historical figures from different fields, and producing a wall newspaper about Bosnia and Herzegovina.

The students were highly active in all the activities, gaining both practical skills and a deeper understanding of the country's history. This workshop allowed them to engage with history in a creative and interactive way.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The workshop was organised to celebrate Statehood Day and to foster a deeper connection between students and their national history. It aimed to engage students in learning through creative methods that encourage both individual expression and collective participation.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



Yes, this practice was inspired by examples from the DC-VET WB (Dual Education in the Western Balkans) project, which highlights workshops designed to promote active student participation and enhance their skills through collaborative group work and hands-on activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Determine the educational goals: raise awareness of Statehood Day and Bosnia and Herzegovina's history.• Prepare materials: paper, markers, Bosnian script charts, information about historical figures.• Arrange the venue and schedule the session.
2	Execution: <ul style="list-style-type: none">• Introduce students to the historical significance of Statehood Day.• Guide students in creating the historical timeline and learning Bosnian script.• Assign roles to students to present notable figures and create the wall newspaper.
3	Evaluation: <ul style="list-style-type: none">• Gather feedback from students about their learning experience.• Review the creative outputs such as the historical timeline and wall newspaper.• Reflect on the outcomes for future educational activities

Target group/s of the practice

Students from the Secondary School of Hospitality and Tourism focusing on fostering national awareness and creativity.

Number of students involved

16 students

Benefits, impact on the students and learning outcomes



- Increased awareness of Bosnia and Herzegovina's history and Statehood Day.
- Enhanced social and creative skills.
- Developed teamwork and communication skills through collaborative tasks.
- Strengthened connection to national heritage and culture.

Suggestions to future users of this good practice

- Ensure activities are engaging and offer a variety of learning approaches (visual, practical, and written).
- Adapt activities to the students' learning styles and needs.
- Use feedback from the students to improve future workshops celebrating national holidays.

[Link to pictures on Facebook](#)



18. Workshop on Where creativity meets compassion

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The activity “Where creativity meets compassion” provides an opportunity to express their creativity by adorning fabric bags with their imaginative designs and cartoon motifs. These colorful bags were showcased and sold at a charity bazaar. The proceeds from the sales were dedicated to supporting fellow students in need, thereby fostering solidarity, teamwork, and a sense of contributing to the community. A special aspect of this activity was the participation of students with developmental disabilities alongside typical students, promoting inclusion and mutual support.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

Why did you implement the practice? What issues did you want to solve?

This activity was designed as a creative workshop combining artistic expression with socially beneficial work. The fabric bags symbolize sustainability and ecological awareness, while the joint work of students with developmental disabilities and their peers provided an opportunity to strengthen the inclusive environment and develop mutual understanding.

Why did you implement this practice?

The practice was implemented with the goal to:

1. Foster culture creativity and artistic expression among students.
2. Raise awareness of the importance of solidarity and social responsibility.



3. Raise funds to support students in need.

Problems we wanted to solve:

- Lack of opportunities for students to express their creative talents through school activities.
- The need to strengthen solidarity and social connections within the school.
- Support for students from socially disadvantaged backgrounds through tangible actions.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice is inspired by examples from DC-VET WB (Dual Education in the Western Balkans) project, which emphasizes workshops designed to promote active participation of students and improvement of their skills needed in everyday life through joint group work and practical activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Procurement of materials: fabric bags, textile paint, brushes, and other supplies.• Organizing a workshop to adorn the bags and highlight the goals of the activity.• Preparing the stand for the charity bazaar.
2	Execution: <ul style="list-style-type: none">• Creative workshop: Students adorn the bags, choosing designs from their imagination or inspired by cartoons.• Organizing the bazaar: Selling the painted bags while informing visitors about the humanitarian purpose of the activity.
3	Evaluation: <ul style="list-style-type: none">• Analyze the sales of bags and the funds raised.• Collect feedback from students about their experience during the activity.• Assess the impact on students who directly or indirectly benefited from the activity's results.



Target group/s of the practice

Primary Target Group: Students with developmental disabilities and typical students who participated in painting the bags and organizing the bazaar.

Secondary Target Group: Students in need, who benefited from the funds raised.

Number of students involved

12 students participated in painting the bags, including students with developmental disabilities and their peers.

15 students participated in the charity bazaar, including those responsible for sales and promotion.

Benefits, impact on the students and learning outcomes

Benefits for Students:

- Development of artistic and creative skills.
- Strengthening teamwork and awareness of the importance of helping others.
- A sense of belonging and achievement among students with developmental disabilities through collaborative work with their peers.

Impact on Learning Outcomes:

- Improved fine motor skills through precise work in painting.
- Developed empathy and awareness of the importance of social solidarity.
- Strengthened inclusive relationships between students with developmental disabilities and typical students through cooperation and mutual understanding.

Suggestions to future users of this good practice

- Adapt the activities so that all students, including those with developmental disabilities, can participate equally.
- Foster an inclusive atmosphere where students develop mutual understanding and support.
- Use unique motifs chosen by the students themselves, so that all participants feel that their work is authentic and valuable.



- Allow sufficient time for all stages of the activity, especially for creative work by students who need additional support.

[Link to pictures on Facebook](#)



19. Workshop "Celebrating Mole Day"

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The activity "Celebrating Mole Day" included performing various chemistry experiments to honor the importance of Avogadro's number and the mole concept in science. Students conducted engaging and educational experiments such as color changes in chemical reactions, producing gases, and creating simple chemical models. The activity encouraged collaboration among all students, including those with disabilities, who worked alongside their peers in designing and performing experiments. The event provided an opportunity for students to develop practical skills, build confidence, and foster inclusive relationships.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This activity was implemented to:

1. Celebrate Mole Day as a unique way to connect students with chemistry.
2. Provide students with hands-on learning experiences in science.
3. Promote inclusivity by involving students with disabilities in scientific activities.

Issues We Wanted to Address:

- A lack of practical chemistry activities that engage a broad range of students.
- Limited opportunities for students with disabilities to actively participate in science.
- The need to make chemistry more approachable and enjoyable for all students.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning:
---	------------------



	<ul style="list-style-type: none">• Select experiments suitable for students of various skill levels, including simple reactions and visual demonstrations.• Provide necessary materials: chemicals, glassware, safety equipment, and instructional guides.• Organize groups to ensure a mix of students with disabilities and their peers for collaborative work.
2	Execution: <ul style="list-style-type: none">• Conduct experiments: Students performed 5-6 chemistry experiments, explaining the procedures and results to observers.• Encourage teamwork: Each group worked together to perform and present their experiment.• Audience participation: Observing students engaged by asking questions and discussing the experiments.
3	Evaluation: <ul style="list-style-type: none">• Collect feedback from participants and observers about their experience and understanding.• Assess the level of inclusion and collaboration within student groups.• Review the success of the event in terms of engagement and learning outcomes.

Target group/s of the practice

Primary Target Group: Students with disabilities and their peers who performed the experiments collaboratively.

Secondary Target Group: Students observing the experiments, who learned through demonstration and discussion.

Number of students involved

25 students participated in performing the experiments, including students with disabilities and their peers.

24 students observed the experiments and participated through discussion and Q&A.

Benefits, impact on the students and learning outcomes



Benefits for Students:

- Practical application of chemistry concepts through hands-on experiments.
- Development of confidence and teamwork skills, especially among students with disabilities.
- Strengthened inclusivity and peer relationships through collaborative work.

Impact on Learning Outcomes:

- Enhanced understanding of chemistry concepts and principles demonstrated in experiments.
- Enhanced problem-solving and communication skills through group work.
- Increased appreciation for science as an engaging and accessible field of study.

Suggestions to future users of this good practice

- Ensure that experiments are simple, safe, and accessible to all participants, including students with disabilities.
- Provide clear instructions and guidance to help students feel confident during the activity.
- Foster an inclusive environment by encouraging collaboration and mutual support among all students.
- Use Mole Day as an opportunity to promote both scientific learning and social inclusion.

[Link to pictures on Facebook](#)



20. "Decoupage Workshop"

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The "Decoupage Workshop" brought together school students and children on the move with the goal of fostering creativity and mutual understanding through collaborative work. Participants used the decoupage technique to decorate items such as wooden boxes and jars. A charity bazaar is planned where the decorated items will be sold, with all proceeds aimed at supporting socially vulnerable students. This activity encouraged inclusion, solidarity, and creativity, allowing both school students and children on the move to collaborate and learn from each other.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This activity was implemented to:

1. Foster unity and interaction between school students and children on the move.
2. Develop creative skills through the decoupage technique.
3. Provide financial support for students in need.

Issues We Wanted to Address:

- A lack of opportunities for children on the move to participate in creative activities.
- Limited spaces to develop inclusive relationships between school students and children on the move.
- Insufficient financial resources to support socially vulnerable students.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



Yes, this practice is inspired by examples from DC-VET WB (Dual Education in the Western Balkans) project, which emphasizes workshops designed to promote active participation of students and improvement of their skills needed in everyday life through joint group work and practical activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">● Procure materials: paints, decoupage napkins, glue, brushes, wooden boxes, and glass jars.● Organize the workshop with all participants, explaining the decoupage technique.● Plan a charity bazaar to sell the items decorated during the workshop.
2	Execution: <ul style="list-style-type: none">● Decoupage Workshop: School students and children on the move decorated items using the decoupage technique.● Charity Bazaar (planned): Selling decorated items while informing visitors about the activity's goals.
3	Evaluation: <ul style="list-style-type: none">● Collect feedback from participants about their experience in the workshop.● Assess the impact of the activity on relationships and creative skills.● Evaluate the success of the bazaar once it is held.

Target group/s of the practice

Primary Target Group: School students and children on the move who participated jointly in the workshop.

Secondary Target Group: Socially vulnerable students who will benefit from the funds raised.

Number of students involved

The decoupage workshop involved 8 school students and 7 children on the move.
The planned charity bazaar will involve 15 students, including sales and promotions.



Benefits, impact on the students and learning outcomes

Benefits for Students:

- Development of creative skills and the decoupage technique.
- Strengthened empathy and understanding of children from diverse backgrounds.
- Promotion of inclusive relationships through collaborative activities.

Impact on Learning Outcomes:

- Improved fine motor skills through detailed decorating work.
- Enhanced communication and social skills through group collaboration.
- Increased awareness of the importance of social solidarity.

Suggestions to future users of this good practice

- Allow for an adaptable pace to ensure all participants can contribute equally.
- Encourage unity and mutual understanding through dialogue and shared goals.
- Organize workshops in a way that fosters creative freedom and expression.
- Ensure sufficient materials and logistical support for all stages of the activity.

[Link to pictures on Facebook](#)



21. Making Canvas roses in Brooche Form

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

Activity **"Making Canvas roses in Brooche Form"** included children with developmental disabilities and their peers and children in move (migrants). By working together students made unique brooches in roses form using canvas and other fabric. Brooches are sold at humanitarian bazaar after workshop and collected money were redirected to students in social need. Activity was inclusive and creative and it empowered a sense of community and solidarity between participants in order to accept differences and to understand each other better.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This practice was created as a method that will encourage social inclusion and collaboration between children from different needs and origin. Activity emphasized the importance of artistic expression like means to connect and promote solidarity. Humanitarian aspects and environmentally acceptable materials added value to the project.

Practice was implemented in order to:

1. To make inclusive environment that the children with different abilities and origin could study and work together
2. To build creative and practical skills to every participants
3. To promote solidarity and common respect through humanitarian activity

Problems we want to solve:



- Need to make activity that encourages inclusion to children with developmental difficulties and children in move (migrants)
- Insufficient opportunity to children in move to feel accepted and included in school activity
- Need for financial support to students in social need

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice is inspired by examples from the DC-VET WB (Dual Education in the Western Balkans) project, which emphasizes workshops designed to promote active participation of students and improvement of their skills needed in everyday life through joint group work and practical activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Procurement of materials for making brooches (canvas, needles, threads, glue, safety buckles).• Organization of workshops that includes children with developmental disabilities, their peers and children in move.• Preparation for selling brochures at humanitarian bazaars.
2	Execution: <ul style="list-style-type: none">• Organizing of the workshop: Students, supported by their teachers, made brooches by choosing different colours and forms for a unique design.• Selling brooches at the bazaar: Students actively participated in the promotion and sale of their work.
3	Evaluation: <ul style="list-style-type: none">• Analysis of collected funds and assessment of benefits for students who received assistance.• Feedback from participants about their experience at the workshop and bazaar.• Assessment of the impact of the activities on strengthening inclusivity and community among participants.



Target group/s of the practice

Primary target group: Children with developmental disabilities, typical students and children in move (migrants) who participated together in workshops and bazaars.

Secondary target group : Students in social need who will get collected funds.

Number of students involved

15 students participated in making brooches including children with developmental disabilities, children without disabilities and children in move.

20 students participated at the humanitarian bazaar, including selling and promotion.

Benefits, impact on the students and learning outcomes

Benefits for students:

- Developing creative and practical skills.
- Strengthening feelings of connection and mutual understanding of different needs and backgrounds.
- Sense of achievement and benefits through contributing to a common goal.

Impact on learning outcomes:

- Improving fine motor skill and ability for precise handwork .
- Developing empathy, tolerance and solidarity between students.
- Strengthening communication skills through sales and interaction at bazaar.

Suggestions to future users of this good practice

- Organize workshops with sufficient mentor support so that every student can participate.
- Include children from different social groups to encourage inclusion and mutual understanding.
- Allow participants the freedom to choose the design of their brooches so that each piece can be unique and showcase their creativity.
- Clearly communicate the humanitarian goals of the activity to increase motivation and interest among participants and visitors to the bazaar.

Link to pictures on [here](#)



22. The skill of ironing and folding clothes

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

Activity **"Ironing and folding clothes with cardboard molds"** was directed to develop practical and life skills of students with developmental disabilities. Students were ironing and folding clothes with assistance from teachers. They were using prepared cardboard molds for precise folding. This activity enables them to learn skills which they can apply in everyday life, and also they develop a sense of independence and responsibility.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This practice was created as support for students with developmental disabilities to help them develop life skills that will assist them in everyday tasks and increase their independence. Cardboard molds were added to make it easier to fold and to enhance accuracy. The activity aimed to strengthen the self-confidence of students through the successful completion of specific tasks."

- **Goal:** To develop practical skills and independence of students with developmental disabilities
- **Solving problems:** Difficulties with basic everyday tasks by students with developmental disabilities like ironing and stringing clothes are an important part of their future independence.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



Yes, this practice is inspired by examples from the DC-VET WB (Dual Education in the Western Balkans) project, which emphasizes workshops designed to promote active participation of students and improvement of their skills needed in everyday life through joint group work and practical activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Prepare materials: cardboard molds in different sizes and shapes for folding clothes, iron, ironing board, and clothes.• Organize the space to ensure safe performance of the activity.• Plan the roles of the teacher and assistant to support students during the task.
2	Execution: <ul style="list-style-type: none">• Demonstrate proper technique of ironing and folding clothes using molds.• Students practiced these actions with the assistance of teachers, following the prepared instructions.
3	Evaluation: <ul style="list-style-type: none">• Assess how well students have mastered the techniques of ironing and folding clothes.• Talk with students about their experiences and any difficulties they faced in order to improve the activity.

Target group/s of the practice

Primary target group: Students with developmental disabilities develop practical and life skills through this activity.

Number of students involved

10-15 students with developmental disabilities participated in the activity.

Benefits, impact on the students and learning outcomes

Benefits for students:



- Developing basic skills like ironing and stringing clothes.
- Strengthening independence and self-confidence through successfully completed everyday tasks.
- Creating a sense of usefulness and competence.

Impact on learning outcomes:

- Improved movement coordination and attention to details.
- Develop a sense of responsibility regarding personal hygiene and appearance.
- Increase motivation to learn other practical skills.

Suggestions to future users of this good practice

- Prepare a safe space for performing activities, especially ironing, to avoid accidents.
- Use visual instructions and demonstrations to make it easier for students to understand tasks.
- Provide molds of different sizes adapted to the clothes we use so that students with different abilities can complete tasks.
- Include activities in regular school plans to develop continuous life skills for students.

[Link to pictures on Facebook](#)



23. Visit to the Municipality and Police station

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The activity titled 'Visit to the Municipality of Hadžići and the Police Station' was thoughtfully organized to empower students with developmental difficulties, equipping them with essential knowledge about administrative procedures and the various institutions vital for navigating important life tasks. During this enriching experience, the students were granted the opportunity to explore the municipality, where they discovered the process of certifying documents, obtaining a birth certificate, and securing a citizenship certificate. Furthermore, their visit to the police station allowed them to engage with the dedicated work of police officers, gaining insights into the procedures for acquiring a personal ID card and a passport. This initiative proved to be immensely valuable, as it provided these students with crucial information, fostering their daily independence and enhancing their ability to integrate seamlessly into social life.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This initiative was thoughtfully crafted to empower students with developmental difficulties, enabling them to gain essential insights into the administrative processes and institutions that are vital for fostering their independence. Unfortunately, these students often lack the opportunity to familiarize themselves with the roles of the municipality and the police station. This visit provided a unique and invaluable opportunity for them to learn about the significant procedures associated with obtaining crucial personal documents. Moreover, the activity also served as a meaningful platform for enhancing social inclusion through direct engagement with institutional representatives, fostering connections that can support their integration into the community.



Why did you implement the practice?

1. Objective: Empower students with developmental difficulties by providing them with essential information about administrative processes and institutions necessary for carrying out important life tasks.
2. Addressing the issue: Students with difficulties are often unfamiliar with the processes of document verification and the issuance of personal and travel documents, which can hinder their independence and integration into society.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice is inspired by examples from DC-VET WB (Dual Education in the Western Balkans) project, which emphasizes workshops designed to promote active participation of students and improvement of their skills needed in everyday life through joint group work and practical activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Arrange an appointment for visits with the municipality and the police station.• Prepare the students for the activities through discussion and preparation about what they will learn and what they can expect from the visit.• Ensure the accompaniment and support of teachers and assistants for the safe conduct of the visits.
2	Execution: <ul style="list-style-type: none">• The students visited the municipality, where they learned about the procedures for document certification and the issuance of birth certificates and citizenship certificates.• After that, they visited the police station, where they became familiar with the work of the police and learned how to obtain a personal identification card and a passport.
3	Evaluation: <ul style="list-style-type: none">• Feedback from the students about the visit and how useful the knowledge gained was.



- Discussion about the students' impressions and the questions that arose during the visit.
- Evaluation of whether the students are now better informed about administrative procedures and institutions.

Target group/s of the practice

Primary target group: Students with developmental difficulties who participated in the visit to the municipality and the police station.

Number of students involved

10–15 students with developmental difficulties participated in the activity.

Benefits, impact on the students and learning outcomes

· **Benefits for students:**

- Gaining basic information about administrative processes, such as document certification and the issuance of personal and travel documents.
- Strengthening independence in performing important life tasks.
- Familiarization with the work of institutions and understanding their functions.

· **Impact on learning outcomes:**

- Increased social inclusion through direct engagement with institutions and officials.
- Developed the ability to make fact-based decisions regarding administrative procedures.
- Strengthened self-confidence and sense of competence in performing basic life tasks.

Suggestions to future users of this good practice

- Provide additional support to students by explaining the steps in administrative procedures so they can better understand and retain information.
- Involve students in conversations with representatives from the municipality and police, so they feel like active participants in the visit.
- Organize visits to other relevant institutions (e.g., healthcare facilities, banks) to give students a broader perspective on social services and administrative procedures.
- Prepare students for potential challenges or uncertainties that may arise during the visits and offer them support in interpreting new information.

Link to pictures [here](#)



24. "Commemoration of Statehood Day"

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The activity "**Commemoration of Statehood Day**" was organized to help students with developmental disabilities to understand the significance of this important date for Bosnia and Herzegovina. Through creative activities, such as drawing the coat of arms of Bosnia and Herzegovina and creating a timeline board, students learned about the country's symbols and history. The students' works were displayed in the school hall, giving them the opportunity to showcase their contributions to the commemoration of this national holiday. This activity helped to develop cultural awareness and patriotism among the students.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This practice was designed to help students with developmental disabilities develop an understanding of the significance of Statehood Day and the key symbols of Bosnia and Herzegovina, as well as the historical development of the country. The activities were designed in a creative way, adapted to the students' abilities, ensuring their active participation.

Goal: To introduce students with developmental disabilities to the symbols and history of Bosnia and Herzegovina in a way that is understandable and creative.

Problem to solve: There is a need to include students with developmental disabilities in important social and cultural activities, thereby developing their awareness of national holidays and their identity.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



Yes, this practice is inspired by examples from the DC-VET WB project.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Plan the date and space for commemorating Statehood Day.• Prepare materials for drawing (paper, coloured pencils, markers) and for creating the timeline board (cardboard, fabric, paints, images).• Prepare students by discussing the significance of Statehood Day and the symbols of Bosnia and Herzegovina.
2	Execution: <ul style="list-style-type: none">• Students drew the coat of arms of Bosnia and Herzegovina, while others worked on creating a timeline board, showing key events in the country's history.• Students' works were displayed in the school hall, enabling students to share their creations with their peers.
3	Evaluation: <ul style="list-style-type: none">• Evaluate how much the students comprehend the importance of Statehood Day and the symbolism they represented in their works.• Discuss with the students their feelings about the activity and what they learned about Bosnia and Herzegovina.

Target group/s of the practice

Primary target group: Students with developmental disabilities who participated in the commemoration of Statehood Day through creative activities.

Number of students involved

10–15 students with developmental disabilities participated in the activity.

Benefits, impact on the students and learning outcomes

Benefits for students:

- Developing cultural awareness about Bosnia and Herzegovina and its history.



- Increasing feelings of pride and patriotism through active participation in commemorating Statehood Day.
- Creative expression and development of artistic skills through drawing the coat of arms and creating the timeline board.

Impact on learning outcomes:

- Increased social and cultural inclusion of students with developmental disabilities in school activities.
- Developed ability to understand and express key national symbols and events.
- Enhanced creativity and motivation to participate in school activities

Suggestions to future users of this good practice

- To adapt activities based on the students' abilities, using different materials and techniques that are easier to implement.
- To include students in explaining the meaning of symbols and dates to make them active participants in the learning process.
- To encourage students to explore and share information about their symbols and history with others, fostering a sense of community.
- To organize exhibitions of students' works in the school, giving them the opportunity to showcase their hard work, which will boost their self-confidence.

[Link to pictures here](#)



25. "Autumn Wonders"

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The activity **"Autumn Wonders"** was organized in the school yard, where students with developmental disabilities and other students participated in various creative workshops. We were joined by guests from the Secondary School for Catering and Tourism, creating an opportunity for collaboration between schools. Activities included painting on transparent foil, making creative decorations from leaves and fruits, and a competitive game. At the end of the activity, everyone enjoyed a meal at our school restaurant. The activity promoted creativity, teamwork, and solidarity among students.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The goal of this practice was to enable students with developmental disabilities to participate in joint creative activities with their peers, thus developing their social and creative skills. Through collaboration with students from another school, the opportunity for mutual interaction and experience exchange was also provided.

Goal: To encourage students with developmental disabilities to actively participate in social and creative activities, involving other students to increase social inclusion.

Problem to solve: The need to create opportunities for creative expression and the development of team spirit among students, as well as strengthening the bonds between students with disabilities and their peers.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



Yes, this practice is inspired by examples from the DC-VET WB (Dual Education in the Western Balkans) project, which emphasizes workshops designed to promote active participation of students and improvement of their skills needed in everyday life through joint group work and practical activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Choose the date and space for the activity.• Prepare materials for creative workshops (transparent foils, paints, leaves, fruits, decoration materials).• Organize the visit of the guest school and plan activities according to their skills and interests.
2	Execution: <ul style="list-style-type: none">• Students participated in workshops, painting on transparent foils and making decorations from leaves and fruits.• They also took part in a competitive game, which involved teamwork and creativity.• At the end, everyone enjoyed a meal at our school restaurant, as a reward for their effort and creativity.
3	Evaluation: <ul style="list-style-type: none">• Evaluate how much the students enjoyed the activities and how well they worked in teams.• Discuss with the students how they felt about the activity and what they learned about creative expression and collaboration.

Target group/s of the practice

Primary target group: Students with developmental disabilities who participated in the "Autumn Wonders" activities.

Secondary target group: Other students who participated in the workshops and the competitive game.



Number of students involved

15–20 students with developmental disabilities, as well as **10–15 other students** who participated in the creative workshops and competitive game.

Benefits, impact on the students and learning outcomes

Benefits for students:

- Development of creativity through painting and making decorations.
- Encouraging teamwork and solidarity among students with disabilities and non-disabled students.
- Development of social skills through interaction and joint activities.

Impact on learning outcomes:

- Increased social inclusion of students with developmental disabilities.
- Enhanced creativity and ability to work in a team.
- Increased motivation to participate in future joint activities and projects.

Suggestions to future users of this good practice

- Adapt the activities based on the students' abilities and ensure that everyone has the chance to actively participate.
- Include guests and other schools to broaden experiences and foster mutual cooperation.
- Encourage students to engage in joint games and team activities to increase their sense of connection with one another.
- Provide rewards (such as a shared meal) as motivation and recognition for effort and creativity.

Link to pictures [here](#)



26. Colourful and Healthy Lifestyle - English Language Workshop

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The **"Colourful and Healthy Lifestyle - English Language Workshop"** activity was organized as a workshop where students learned English while preparing a healthy fruit snack. Through interactive language exercises, students broadened their knowledge of English in the context of healthy eating. The activity was open to all students. Besides students with disabilities, typical students and migrant children participated as well. The goal was to combine language skills with practical healthy life habits, promoting health, creativity, and cooperation among students.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This practice was designed to help students with developmental disabilities, typical students, and migrant children learn English in the context of healthy eating. It provided an opportunity for students to connect through shared activities, learning how to communicate in English while promoting health and creativity in food preparation.

Goal: To strengthen students' language skills in the context of healthy lifestyle habits, promoting health through education and interaction among students from different backgrounds.



1. **Problem to solve:** The need to create an inclusive environment where students with disabilities, typical students, and migrant children can learn and work together, developing their language skills and awareness of healthy living.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice is inspired by examples from the DC-VET WB

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Select a theme (health and fruits) and prepare learning materials for English language lessons (vocabulary, images, recipes).• Prepare fruits and materials for snack preparation (knives, trays, mixing utensils).• Plan the group organization, including students with disabilities, typical students, and migrant children.
2	Execution: <ul style="list-style-type: none">• Students learned English through exercises related to fruits, healthy snacks, and snack preparation.• They worked together to prepare a healthy fruit snack, using English to describe the fruit and create the recipe.• The activity involved all students, including those with disabilities, typical students, and migrant children, enabling students for collaboration and teamwork.
3	Evaluation: <ul style="list-style-type: none">• Evaluate how well the students understood and applied language skills in the context of healthy habits.• Discuss with students about their experience in preparing the fruit snack, their preferences, and what they learned about healthy eating and the English language.

Target group/s of the practice



Primary target group: Students with developmental disabilities who participated in the English language workshops and fruit snack preparation.

Secondary target group: Typical students and migrant children who participated in the same activity.

Number of students involved

- **15–20 students** with developmental disabilities, **10–15 typical students**, and **5–10 migrant children**.

Benefits, impact on the students and learning outcomes

Benefits for students:

- Development of language skills in English through themes related to health and food.
- Learning healthy life habits through practical activities.
- Encouraging cooperation among students from different backgrounds and abilities.

Impact on learning outcomes:

- Improved language skills in everyday contexts (fruits, healthy eating).
- Development of social and communication skills among students from different backgrounds.
- Increased awareness of healthy eating and the importance of physical health.

Suggestions to future users of this good practice

- Adapt the activities based on the students' needs, including students of all ages and abilities.
- Incorporate practical activities, such as food preparation or other interactive games, to help students better master language skills.
- Foster collaboration with different schools or groups to promote mutual understanding and solidarity.
- Organize similar activities on the theme of healthy habits in life to encourage long-term behavioral changes among students.

Link to pictures on [here](#)



27. Sport for All

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The '**Sport for All**' activity was organized to help students with developmental disabilities develop their motor skills through physical activities. Students created various obstacle courses and challenges that they had to overcome, helping them develop their physical endurance, balance, coordination, and strength. The activity was designed to be inclusive, involving all students, including those with disabilities. It was aimed at encouraging active learning through play and physical challenges, with an emphasis on teamwork and including every student.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This practice aimed to help students with developmental disabilities improve their motor skills through various physical challenges. The activities were designed to help students work on their balance, coordination, and endurance, all through fun and engaging play. The goal was to create an inclusive environment where all students, regardless of their abilities, could participate and improve in physical activities.

Goal: To help students with developmental disabilities improve their motor skills and gain enhanced physical independence and confidence.

Problem to solve: Students with disabilities often do not participate in standard physical activities, so it was necessary to create opportunities for them to develop motor skills in a safe and supportive environment.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



Yes, this practice is inspired by examples from DC-VET WB (Dual Education in the Western Balkans) project, which emphasizes workshops designed to promote active participation of students and improvement of their skills needed in everyday life through joint group work and practical activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Prepare various obstacle courses and challenges adapted to specific abilities of the students (using low-budget materials like ropes, boxes, tires, balance beams, etc.).• Ensure a safe environment for physical activities and set clear guidelines for using the equipment.• Organize teachers and assistants to provide the necessary support to the students.
2	Execution: <ul style="list-style-type: none">• Students worked in groups to overcome obstacles and courses with the support of teachers and assistants.• The activities were designed as fun games, focusing on teamwork, while students worked on balance, coordination, and strength.• All students were encouraged to participate, no matter how challenging the tasks were.
3	Evaluation: <ul style="list-style-type: none">• Assess students' progress in overcoming obstacles and improving motor skills.• Discuss with students how they felt about the physical activity and what they learned in terms of physical capabilities.• Evaluate how much fun the students had and how the activity impacted their socialization and teamwork.

Target group/s of the practice

Primary target group: Students with developmental disabilities who participated in motor skill development activities.



Secondary target group: All other students who participated in the team activities and overcame obstacles.

Number of students involved

20 students with developmental disabilities, **10-15 typical students** who participated in the activities.

Benefits, impact on the students and learning outcomes

Benefits for students:

- Development of motor skills through physical challenges (balance, coordination, strength).
- Increased physical independence and confidence among students with developmental disabilities.
- Encouragement of collaboration and teamwork among students, regardless of their abilities.
- Sense of achievement and motivation for further physical activities.

Impact on learning outcomes:

- Improvement in motor skills and physical endurance.
- Increased social interaction and teamwork among students with different abilities.
- Strengthened emotional and physical independence for students with developmental disabilities.

Suggestions to future users of this good practice

- Plan different obstacle courses and challenges that are suitable for the abilities of all students, so everyone can participate.
- Involve all students in team activities, encouraging collaboration and mutual help.
- Maintain a safe and motivating environment that allows students to overcome obstacles at their own pace.
- Use different materials and equipment that challenge students but also enable them to successfully complete tasks.

Link to pictures [here](#)



28. The Secret of the Perfect Cup

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The "**The Secret of the Perfect Cup**" workshop was designed for students with developmental disabilities, where they had the opportunity to learn how to prepare coffee using a professional coffee machine. In this workshop, students gained basic skills in coffee preparation and serving, as they had the task of serving coffee to their teachers. The activity allowed students to develop practical life skills and social skills by interacting with teachers and participating in a real-life service task.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The goal of this workshop was to provide students with developmental disabilities the opportunity to develop skills related to coffee preparation and service. It aimed to introduce practical skills that students can use in daily life, while also fostering social skills through the interaction of students with teachers. The activity created a real-life scenario for the students, helping them feel a sense of achievement and responsibility.

Goal: To provide students with developmental disabilities the opportunity to develop practical skills in coffee preparation and service, which can be used in their daily life.

Problem to solve: Students with developmental disabilities often lack opportunities to participate in activities involving professional equipment or service skills, so this program was designed to offer such opportunities in a safe environment.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



Yes, this practice is inspired by examples from the DC-VET WB

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Prepare the coffee machine and other necessary equipment for coffee preparation.• Organize the space and ensure a safe environment for working with the equipment.• Prepare instructional materials and guides on how to use the machine and prepare coffee.
2	Execution: <ul style="list-style-type: none">• Students learned the steps involved in coffee preparation with guidance from teachers and assistants.• Students practiced using the coffee machine and learned how to make coffee, following safety and operational instructions.• Having learnt to prepare coffee, students served the coffee to teachers, thus developing social skills and a sense of responsibility.
3	Evaluation: <ul style="list-style-type: none">• Assess how well students mastered the coffee preparation technique and how independent they were in using the equipment.• Encourage students to share their thoughts on how the activity influenced them personally.• Evaluate the impact of the activity on social interaction between students and teachers.

Target group/s of the practice

Primary target group: Students with developmental disabilities who participated in the coffee preparation and service workshop.

Secondary target group: Teachers who were served coffee by the students.

Number of students involved



10–15 students with developmental disabilities who participated in coffee preparation and service.

Benefits, impact on the students and learning outcomes

Benefits for students:

- Development of practical coffee preparation skills using a professional coffee machine.
- Increased self-confidence in social situations, such as serving others.
- Development of responsibility and independence through performing real-life tasks.

Impact on learning outcomes:

- Improved social skills and ability to interact with teachers and peers.
- Development of technical skills through working with professional equipment.
- Strengthened emotional and social independence for students with developmental disabilities.

Suggestions to future users of this good practice

- Ensure a safe and controlled environment for students when using professional equipment.
- Adapt activities so students can practice and develop their skills in manageable steps.
- Encourage students to take responsibility for preparation and serving, helping them feel a sense of accomplishment.
- Consider including other service tasks (such as serving food) to further expand students' social skills.

Link to pictures [here](#)



29. Simulating Elections

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The **"Simulating Elections"** activity was aimed at students with developmental disabilities, providing them with the opportunity to understand the basic principles of democratic elections. During the activity, students were introduced to the process of creating electoral lists, learned who is eligible to vote, how voting is conducted, and the role of the ballot box. Students participated in a simulation of the election process, which helped them understand the basics of the political system and the importance of their participation in society.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The purpose of this activity was to enable students with developmental disabilities to learn about the basic principles of the political system and the importance of democratic processes. Through this activity, students gained fundamental knowledge about elections, who can vote, the process of voting, and how elections are organized. It also gave them the opportunity to practice an important life skill – making decisions and participating in social processes.

Goal: To educate students with developmental disabilities about the basics of the political system, the electoral process, and the importance of their participation in society.

Problem to solve: This practice was introduced to give students an understanding of the political system, as they often lack opportunities to learn about democratic processes and their role in society.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



Yes, this practice is inspired by examples from the DC-VET WB

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Prepare materials for simulating elections, including electoral lists, voting ballots.• Organize the space to create a safe environment for students to engage in the simulation.• Develop and present basic information about the electoral process, the rights of voters, and the rules of voting.
2	Execution: <ul style="list-style-type: none">• Explain to students the process of creating an electoral list and the rights of citizens to vote.• Organize the election simulation, where students can choose from the available candidates.• Students cast their votes using the ballot box, following the voting procedure.
3	Evaluation: <ul style="list-style-type: none">• Engage in discussions with students to assess their understanding of the election process.• Evaluate how well students understood the importance of democratic processes and their role in society.• Discuss how the students felt during the activity as "voters" and what they learned from it.

Target group/s of the practice

Primary target group: Students with developmental disabilities who participated in the election simulation.

Secondary target group: Teachers and assistants who supported the students during the simulation.



Number of students involved

10–15 students with developmental disabilities who participated in the election simulation.

Benefits, impact on the students and learning outcomes

Benefits for students:

- Gaining an understanding of the basics of the political system and democratic principles.
- Increased awareness of the importance of participating in social processes and making decisions.
- Learning about the rights and responsibilities of voters.

Impact on learning outcomes:

- Improved ability to make well-considered decisions.
- Development of social and cognitive skills related to political participation.
- Strengthened sense of responsibility and civic awareness.

Suggestions to future users of this good practice

- Provide clear and simple instructions to help students follow the election process.
- Include visual materials to aid students in understanding the electoral process.
- Consider organizing such activities as regular simulations to deepen students' understanding and skills.
- Encourage active participation and decision-making, helping students develop a sense of responsibility.

Link to pictures [here](#)



30. Traditional Nutrition

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The activity "**Traditional Nutrition**" was aimed at students with developmental disabilities and other students, with the goal of introducing them to traditional food preparation methods. Students learned how to make butter from cream and how bread was made without yeast in the past. Through practical exercises, students gained basic knowledge about ancient food preparation techniques, which allowed them to appreciate the richness of tradition and the exchange of cultural values.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This activity was designed to give students an insight into traditional food preparation methods that were common before industrialization. Since students are often unaware of how everyday foods were prepared in the past, the goal was to demonstrate the value of these methods and increase awareness of the importance of preserving cultural heritage.

Goal: To educate students with developmental disabilities and other students about traditional methods of food preparation and the preservation of cultural heritage.

Problem to solve: The activity was introduced to give students a basic understanding of how meals were prepared before modern kitchen devices became widely available. It also provided students with an opportunity to practice motor skills through active participation in food preparation.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice is inspired by examples from DC-VET WB



Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Prepare the necessary materials for practical activities, including cream for making butter and ingredients for preparing yeast-free bread.• Organize the space for activities where students can safely participate in food preparation.• Prepare basic information about traditional food preparation methods to be used during the activity.
2	Execution: <ul style="list-style-type: none">• Explain to students the basic processes of making butter from cream and preparing bread without yeast.• Students actively participate in both activities – making butter by churning cream and preparing dough for bread.• Organize a presentation about how these methods were important in the past and why they were effective.
3	Evaluation: <ul style="list-style-type: none">• Have discussions with students to assess what they learned about ancient food preparation methods.• Evaluate how engaged students were in the process and how successfully they adopted the techniques.• Discuss students' experiences and their sense of pride in preparing food in a traditional way.

Target group/s of the practice

Primary target group: Students with developmental disabilities who participated in the practical food preparation activities.

Secondary target group: Other students who took part in the activity and learned about traditional food preparation methods.

Number of students involved



10–15 students with developmental disabilities, as well as other students who participated in the activity.

Benefits, impact on the students and learning outcomes

Benefits for students:

- Development of basic motor skills through practical food preparation.
- Increased awareness of the importance of preserving tradition and cultural heritage.
- Learning about traditional food preparation methods and gaining confidence through hands-on learning.

Impact on learning outcomes:

- Enhanced ability to practice traditional skills.
- Developed appreciation for simple yet effective methods of life.
- Learning about the importance of cultural identity through everyday activities.

Suggestions to future users of this good practice

- Prepare all materials in advance and make sure to include safety guidelines for working with food.
- Ensure that students have an active role in all stages of the preparation process so they can learn as much as possible from the experience.
- Consider organizing workshops that will continuously remind students of the importance of preserving cultural heritage and traditions.
- Connect this activity with other learning topics, such as ecology and sustainability, so that students can have a holistic approach to these issues.

Link to pictures [here](#)



31. Crafting Wool Jewelry

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The activity "**Crafting Wool Jewelry**" involved students with developmental disabilities, as well as other students, in the creation of jewelry made from wool. Students learned how to use wool to create decorative pieces such as bracelets, necklaces, and rings. This hands-on activity encouraged creativity and enabled students to practice their fine motor skills while making beautiful, unique jewelry pieces.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This activity was designed to offer students the opportunity to explore their creativity and develop new skills in crafting. Working with wool helped students focus on challenging tasks, boosting their ability to pay attention to detail. The goal was to enhance motor skills, creativity, and self-expression while also promoting teamwork and cooperation among students with and without disabilities.

Goal: The goal was to teach students a craft that would help them express their creativity, develop fine motor skills, and build teamwork and collaboration.

Problem to solve: This activity was introduced to give students the opportunity to engage in creative work that was both therapeutic and enjoyable. It aimed to improve their focus, dexterity, and collaborative skills, while also helping them build confidence by creating something tangible.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



Yes, this practice is inspired by examples from the DC-VET WB (Dual Education in the Western Balkans) project, which emphasizes workshops designed to promote active participation of students and improvement of their skills needed in everyday life through joint group work and practical activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Provide all necessary materials, including wool of different colours, needles, and other supplies for jewelry making.• Prepare the workspace to accommodate all students, ensuring they have enough space to work on their projects.• Provide simple instructions and demonstrate how to use wool to create jewelry items.
2	Execution: <ul style="list-style-type: none">• Guide students through the process of making jewelry, showing them how to twist, tie, and decorate with wool.• Encourage students to be creative and design their own unique pieces.• Ensure that students with disabilities receive the appropriate level of support based on their individual needs.
3	Evaluation: <ul style="list-style-type: none">• Observe students as they work to assess their engagement and progress.• Evaluate the quality of the finished products and the level of creativity demonstrated.• Discuss the experience with students to determine their feelings about the experience and what they learned.

Target group/s of the practice

Primary target group: Students with developmental disabilities, who were actively involved in the crafting process.

Secondary target group: Other students who participated and worked alongside students with disabilities, fostering inclusion and teamwork.



Number of students involved

10–20 students with developmental disabilities, as well as other students who participated in the activity.

Benefits, impact on the students and learning outcomes

Benefits for students:

- Development of fine motor skills through challenging tasks like twisting and tying wool.
- Enhancement of creativity and self-expression as students designed their own jewelry.
- Increased sense of accomplishment and confidence in their ability to create something unique.

Impact on learning outcomes:

- Improvement in focus, dexterity, and attention to detail.
- Increased collaboration between students with and without disabilities.
- Enhanced self-esteem through the completion of a creative project.

Suggestions to future users of this good practice

- Ensure all students have the necessary materials and instructions to participate effectively in the activity.
- Offer individual support to students with disabilities to help them fully engage in the creative process.
- Organize a display or exhibition of the jewelry made by students, giving them an opportunity to showcase their work and feel proud of their accomplishments.
- Consider integrating the activity with other lessons on creativity, design, or even the importance of recycling (if wool is sourced from sustainable practices).

Link to pictures [here](#)



32. Humanitarian Action for New Year's Gift Packages

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

On December 12, 2024, students from JU Srednjoškolski centar Hadžići took a heartwarming street initiative to collect funds for New Year's gift packages for children from socially vulnerable families. Among the participants were students with developmental difficulties, whose involvement highlighted the school's commitment to inclusivity and acceptance. The action was held on the streets of the city, where students, with smiles and warm words, invited passersby to join this admirable initiative. Their efforts and enthusiasm inspired citizens, who generously contributed to the event. Thanks to this activity, many children will experience the joy of the holiday season and enjoy thoughtfully prepared gift packages.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This activity was organized to:

- Encourage solidarity and empathy among students.
- Offer socially vulnerable children the joy of getting holiday gifts.
- Actively engage students, including those with developmental difficulties, in humanitarian initiatives that contribute to the community.

Issues we wanted to address:

- Lack of opportunities for students to actively contribute to their community through humanitarian activities.
- The need to support socially vulnerable children during the holiday season.



- Promoting the values of solidarity, inclusion, and social responsibility among youth.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice is inspired by examples from the DC-VET WB (Dual Education in the Western Balkans) project, which emphasizes workshops designed to promote active participation of students and improvement of their skills needed in everyday life through joint group work and practical activities.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Define the goals of the action and provide necessary materials for organizing the street activity.• Engage students, including those with developmental difficulties.• Prepare promotional materials (posters, flyers) to inform citizens about the action.
2	Execution: <ul style="list-style-type: none">• Organize the street action: Students warmly invited citizens to generously donate funds to support this activity.• Interact with passers-by: Students explained the purpose of the activity and its importance.• Collect donations: All funds were documented and directed towards preparing New Year's gift packages.
3	Evaluation: <ul style="list-style-type: none">• Examine the funds collected and determine how many gift packages can be prepared.• Collect student feedback about their experience during the activity.• Express gratitude to citizens through public announcements of results and thank-you notes.

Target group/s of the practice



Primary Target Group: Students who participated in organizing and carrying out the action, including students with developmental difficulties.

Secondary Target Group: Socially vulnerable children who received the New Year's gift packages.

Number of students involved

A total of 18 students, including those with developmental difficulties, participated in carrying out the action.

The action directly impacted dozens of children from socially vulnerable families who received the gift packages.

Benefits, impact on the students and learning outcomes

Benefits for students:

- Development of communication and organizational skills through interaction with citizens.
- Strengthened awareness of social responsibility and empathy towards others.
- A sense of accomplishment through tangible results of their humanitarian work.

Impact on learning outcomes:

- Enhanced teamwork and initiative skills.
- Increased understanding of the importance of collective action for the greater good.
- Strengthened inclusive relationships among students through joint activities.

Suggestions to future users of this good practice

- Clearly define the goals of the activity and engage students in all stages, from planning to implementation.
- Encourage students to be creative in their approach and communication with citizens.
- Ensure transparency in collecting and using funds to sustain citizens' trust.
- Organize similar activities during other holidays or significant dates to continue supporting the community.

Link to pictures [here](#)



33. Visit to the "Mehmed Handžić" School Center

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

Students from JU Srednjoškolski centar Hadžići visited the "Mehmed Handžić" School Center. During this captivating activity, our hosts guided us on an educational journey through the history of scientific achievements at their unique Inventor's Museum. Through a rich exhibition of inventions, students from the eighth and ninth grades presented key innovations that have shaped the world as we know it today, demonstrating their passion for science and research. The visit provided a remarkable opportunity for students to get inspired, expand their knowledge, and participate in exchanging experiences with their peers.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

This activity was designed to:

- Promote collaboration and knowledge exchange between schools.
- Foster students' interest in science and technological innovations.
- Connect the history of scientific achievements closer through interactive learning.

Issues we wanted to address:

- Lack of connectivity between schools in the community.
- The need to increase students' interest in science.
- Limited access to practical and educational experiences outside the classroom.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.



1	Planning: <ul style="list-style-type: none">• Contact the hosts and arrange the date and program of the visit.• Prepare students for the visit by introducing the topic of scientific achievements.• Organize transportation and ensure proper supervision for students.
2	Execution: <ul style="list-style-type: none">• Students visited the Inventor's Museum and attended lectures given by their peers.• Actively participated in discussions and posed questions about the innovations.• Exchanged experiences and reached a conclusion on the importance of science and technology in everyday life.
3	Evaluation: <ul style="list-style-type: none">• Review student impressions of the experience through discussions and feedback.• Consider future opportunities for similar visits or collaboration with other schools.• Document key moments from the visit through photographs and notes.

Target group/s of the practice

Primary Target Group: Students from JU Srednjoškolski centar Hadžići who visited the Inventor's Museum.

Secondary Target Group: Hosts, students, and teachers from the "Mehmed Handžić" School Center.

Number of students involved

A total of 15 students participated in the visit.

Benefits, impact on the students and learning outcomes

Benefits for students:

- Deepened knowledge of scientific achievements through interactive learning methods.
- Increased interest in research and innovation.
- Strengthened social skills through cooperation and communication with peers.



Impact on learning outcomes:

- A better understanding of the significance of scientific discoveries and their contribution to the development of society.
- Increased motivation for further exploration of scientific topics.
- Strengthened community spirit and solidarity through the exchange of experiences with students from another school.

Suggestions to future users of this good practice

- Prepare students in advance to ensure a deeper understanding of the topic during the visit.
- Ensure enough time for discussions and questions during the presentations.
- Consider organizing reciprocal visits or similar events at your school.
- Document the experience through photographs, reports, and feedback for evaluation and further development of the activity.

Link to pictures [here](#)



34. Apple day Celebration

Organisation piloting the good practice	JU Srednjoškolski centar Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

Apple day Celebration was a delightful blend of practicality and education offering an engaging experience that brought together fun and learning. This event includes hand-on activities: making healthy homemade products (pancakes topped with apple jam and apple pie) and selling at the humanitarian bazaar. Collected funds at this activity are aimed at paying school lunches for students in social need. Through this experience students not only deepened their culinary skills but also gained insight into the importance of healthy eating habits.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

Apple day is celebrated all around the world to show the importance of this fruit for our health and to raise awareness about healthy eating habits. This activity was implemented as part of a school project and the goal was promotion social inclusion and supportiveness to students in social needs.

Practice was implemented to show:

- Promotion of healthy eating habits among students
- Involving students in practical activities and team works
- Fundraising for students in needs

Problems which we want to solve:

- Insufficient awareness about importance of healthy food
- Need for specific forms of assistance to students in social needs
- Lack of opportunities for students to include in humanitarian and shared activities



Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	1. Planning: <ul style="list-style-type: none">• Selecting date to celebrate Apple day• Preparing students for introductory educational part about apple varieties and healthy eating habits• Procurement of necessary ingredients for making food• Organizing humanitarian bazaar
2	2. Execution: <ul style="list-style-type: none">• Organizing educational sessions about health and apples• Making food(pancakes and apple pie) in teams• Selling products on bazaar with clear humanitarian goal
3	3. Evaluation: <ul style="list-style-type: none">• Analysis of fund collection and determination of students number who will receive free school lunch• Student and teacher feedback about organization and outcomes of activities

Target group/s of the practice

Primary target group: Students who actively participated in preparation and realization activities

Number of students involved

20 students participated in selling and producing.
Humanitarian bazaar visited more than 100 students and teachers.

Benefits, impact on the students and learning outcomes

Benefits

- Developing practical skills , team building and team responsibility
- Raising awareness about importance of healthy eating and humanitarian work

Influence on learning outcomes:

- Increased interest for socially beneficial activities



- Improving communication and organizational skills of students

Suggestions to future users of this good practice

- Include students in all parts of activities, from planning to evaluation in order to feel responsible for its success
- Communicate clearly about the goal of activity in order to increase student motivation.
- Adapt the scope of activities to the school equipment and capacities of the students.
- Be sure to mark and share the results (for example fundraising) so that all participants can see the concrete impact of their work

Link to pictures [here](#)



35. A school tailored to my needs

Organisation piloting the good practice	Secondary School Center Hadžići
Country	Bosnia and Herzegovina

Description of the good practice

The workshop "A School Tailored to My Needs" was designed to encourage students to express ideas for improving the school environment, focusing on social and motor skills as well as team building. Activities included group exercises, competitive games, and creative work using flip charts. Students actively participated in creating positive changes in the school.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

Workshop was implemented with focus on creating an inclusive environment in school and to strengthen the voices of students in making decisions. This activity was designed in response to the significant need to connect among students and to develop their practical skills, and to include them in school policy.

Practice was implemented to show:

1. Increase of feelings of affiliation and connection between students.
2. Developing motoric and analytical skills which are important for future jobs.
3. It enabled student to suggest specific ideas for improving the school environment

Problems which we want to solve:

- Insufficient participation of students in creating school environment
- Need for strengthening social skills among students
- Lack of awareness about importance of practical skills for future professional success

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



Yes, this practice was inspired by examples of projects DC-VET WB (Dual education in Western Balkans) where you can find workshops, which are focused on active participation of students and strengthening their competencies through group work and practical activity.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning: <ul style="list-style-type: none">• Define goal of workshop (for example strengthening group attachment, encouragement to be creative and to express ideas)• Provide material (pantomime cards, flip chart, markers, elements for motor exercise)• Select space and participants
2	Execution: <ul style="list-style-type: none">• Organising workshops in several stages: introduction, motor exercises, competitive games and creative part• Using methods that encourage participation and teamwork
3	Evaluation: <ul style="list-style-type: none">• Evaluate collected ideas of students from flip chart• Collected feedback from students regarding their feelings during workshop• Consideration of results for planning future activities

Target group/s of the practice

High school student with focus on students with need for social inclusion and strengthening social skills

Number of students involved

Number of students who are included in this activity is 8.

Benefits, impact on the students and learning outcomes

- Developing social skills and team building
- Increased awareness about motor and analytical skills for professional development



- Stronger sense of belonging in school and community
- Improved skills of analytical and creative expressions
- The ability to collaborate effectively within a team and to make decisions collectively

Suggestions to future users of this good practice

- Ensure an inclusive access which enables active participation of all students.
- Customize activities to accommodate all students and their diverse interest.
- Provide enough time for the creative part so that everyone feels included.
- Use results of evaluation for planning future workshops or projects.

Link to pictures [here](#)



36. RUORI Assessment Tool

Organisation piloting the good practice	Luovi Vocational College
Country	Finland

Description of the good practice

RUORI Assessment Tool helps to develop learning paths and support services for students. RUORI assessment tool is a method for assessing functional ability and study skills in vocational studies. It is developed at Luovi Vocational College and is based on the World Health Organization's international * ICF classification. With the help of the RUORI, the applicant or student can assess and identify their study skills, motivation, and suitability for a particular degree or education together with experts.

The RUORI assessment answers questions about work and study readiness and provides information about the need for support and guidance in studying. With RUORI, the client can assess and describe, together with experts, the need for special and demanding special support in studying. RUORI includes a self-assessment for the client, an assessment for the experts and a guidance discussion form. In addition, RUORI cards with pictures and questions can be used to support guidance.

The resource-centered assessment also considers the need for support for the applicant or student in studies and post-study employment. Central to the development of the RUORI has been customer orientation and ease of use. The assessment can be carried out in learning environments by working together with the student. The RUORI assessment can also be carried out during studies in different learning environments, such as workplaces. In this case, the methods and services that support the student's ability to function can be tailored to suit each learning environment and support the student's employment goals.

In the RUORI self-assessment, the client answers questions independently or, for example, together with a carer or teacher. See the self-assessment presentation page for more information and links to the questionnaires. The RUORI self-assessment is available in Finnish (Selko), Swedish and English.



The RUORI expert assessment allows you to describe, in a multidisciplinary way, the client's functional capacity and the need for support and guidance in studies. The persons involved in the RUORI expert assessment are always agreed together. The expert assessment is available in Finnish, English and Arabic.

RUORI cards have questions and pictures about learning and everyday skills needed for study and employment. RUORI cards can be used to discuss learning and planning your studies and to identify and describe the support needs of the applicant or student in their studies. The cards can be used in conjunction with the RUORI assessment method. You can use the electronic RUORI cards or order printed cards from the online shop Luovi Puoti.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

The number of learners who have challenges in learning and who need special support in their studies is growing constantly. At Luovi Vocational College we believe that each individual is special and deserves equal rights and opportunities. Routes to employment and good life. With the help of the RUORI, the applicant or student can assess and identify their study skills, motivation, and suitability for a particular degree or education together with experts. It also helps to build more effective support services for the studies

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes. It was shortly presented at the seminar in Helsinki.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

- | | |
|---|--|
| 1 | Agree on the people involved in the RUORI assessment together with the student or applicant.
The student is the key expert in describing and assessing their own learning abilities or special educational needs. |
|---|--|



	In addition, teaching-, guidance- or study care staff, as well as persons from the applicant's or the student's network, such as study advisor or teacher from the primary school, may take part in the assessment.
2	Select the tools for the assessment before the RUORI assessment takes place. Computer or mobile-based assessments have online forms for both self-assessment and expert assessment.
3	If using the RUORI self-assessment tool, give the student enough time to go through the whole questionnaire. The students can do the RUORI self-assessment on their own or together, for example with a teacher or with an assistant. Form an overall view with the student of his/her situation and encourage him/her to identify his/her own strengths and abilities and encourage students to also describe challenging aspects of his/her life through self-assessment. You can use the RUORI cards.
4	Review the results of the RUORI assessment in a guidance discussion, which provides a holistic view of the factors that promote functional capacity and the needs for support that must be considered when studying or finding employment.
5	Take a holistic and resource-based approach to results. Make the results available for the learner's own use. Consider together what support or services they need for their learning. The learner's own opinion is the most important when making a decision.

Target group/s of the practice

Students who have challenges in learning and who need special support in their studies.

Number of students involved

60

Benefits, impact on the students and learning outcomes

With the help of the RUORI, students were more actively involved in the planning of their studies and better able to communicate their special needs.

Students are also able to present their own experiences and opinions more efficiently when planning studies and support services with a teacher or guidance staff.



Teachers and guidance professionals have more information about students' functional capacity and special educational needs and how to guide them.

Building more effective support services.

Pictures

<https://luovi.fi/en/luovi-global-education/ruori-assesment-tool/>

<https://link.webropolsurveys.com/S/7549A7847206EE44>

<https://link.webropolsurveys.com/S/5759ADBE06C32834>

Four quadrants of RUORI



Resources

- Interest in and motivation to plan a career path
- Coping and energy levels
- Stress management
- Self-confidence
- Self-image



Learning and working capabilities

- Reading and writing
- Doing basic calculations
- Learning new things
- Health prerequisites of learning and working
- Manual skills
- Measuring and conceptualisation
- Concentration
- Completing tasks



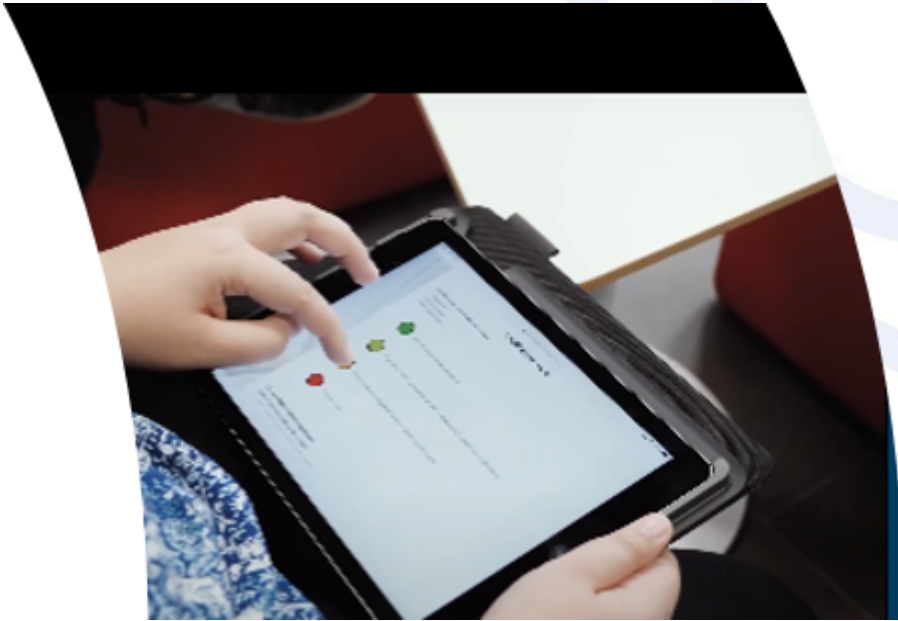
Co-operation skills

- Behaviour and expressing emotions
- Working in a group
- Social interaction skills
- Following instructions, rules and schedules



Everyday living skills

- Taking care of oneself
- Daily rhythm
- Doing chores
- Taking care of business and using money
- Getting from one place to another
- Hobbies and other meaningful leisure activities





37. Using plain language

Organisation piloting the good practice	Luovi Vocational College
Country	Finland

Description of the good practice

Plain language is an understandable general language that does not contain special vocabulary or obscure structures.

When you want to write clearly, please note these things:

- Prefer standard and easy-to-understand vocabulary.
- Use active verbs. Avoid heavy use of the passive voice.
- Prefer subordinate clauses to clause clauses.
- Write out abbreviations and explain new terms at least at the first mention.
- Encourage a smooth flow of information: explain familiar facts and broad outlines first, then new facts and small details.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

Students with learning difficulties and immigrants benefit from clear language, plain language. It is easier, for example, to follow the given instructions when using plain language. It helps to work independently, when the instructions are given step by step with a clear language.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Plain language is widely used in Finland. We also have News in plain language on TV .



Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Make a decision on using the plain language.
2	Choose a group of students, for example immigrants
3	Make clear instructions on for example how to use a washing machine or how to bake a cake Instructions can be written on a paper or for example opened through a QR code
4	Explain the instructions step by step to the students
5	You can also use pictures to support the written instructions
6	Observe how the students follow the instructions

Target group/s of the practice

Students with learning difficulties, immigrants, elderly people, small children, actually all can benefit from plain language.

Benefits, impact on the students and learning outcomes

- Increases independent working and studying.
- Better learning outcomes when you are able to understand the language you use, read and write.
- Helps to take care of your own affairs.
- Immigrants who study a new language can learn easily and better understand the culture.
- Supports becoming an active citizen of the society.

Suggestions to future users of this good practice

You can use plain language in all study fields. You can give instructions by using a mobile, QR codes etc not only written on a paper.



38. We choose what we buy

Organisation piloting the good practice	IES Pedro de Tolosa
Country	SPAIN

Description of the good practice

The educational practice consists of going shopping at the shopping center using public transportation. The idea is to go with an economic budget to purchase a piece of clothing and distribute the money if they want or need to buy anymore.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

Our school is located in a rural area and the students do not have the autonomy to buy their clothes. They find it difficult to make decisions independently. With this activity we work on social skills in the relationship between colleagues as well as curricular content (use of money, calculate distances, looking on the internet locating

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

No. We put it into practice every year with different levels.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Advance notice with enough time to motivate them to organize and save money, Estimate time needed for the activity.
2	Choose what they want to buy and where they can buy it



3	Involving students in lesson planning. Decide what transportation we are going to use.
4	Compare different stores. Choose one and write down the reason.
5	Make a purchase. Take the pictures of the sale labels.
6	Hold a meeting to check the accounts
7	Work the corresponding lesson (Maths: percentages; Language: explain one idea; Technology: use the smartphone to search for information...)
8	Draw conclusions
	Free time

Target group/s of the practice

Adolescents with special educational needs in ordinary school.
EQF-3 → Basic VET programmes: first and second level

Number of students involved

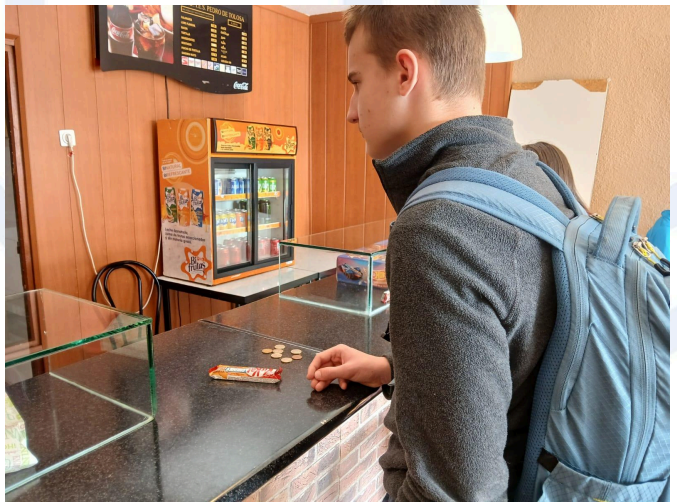
15 - 20

Benefits, impact on the students and learning outcomes

Different way of relating to peers as well as increased self-esteem
With these experiences they can go by themselves and do other activities.
They make their academic learning useful

Suggestions to future users of this good practice

Plan the activity when there are sales in stores





39. Art as a special tool to express the feelings of children with special needs

Organisation piloting the good practice	VET Technical School Korçë
Country	Albania

Description of the good practice

This good practice was developed to enhance the inclusivity of our school and provide a platform for students with different abilities to express themselves through art. Its primary aim was to foster the acceptance and integration of children with special needs into the school environment while showcasing the potential of inclusive practices to the broader school community.

To ensure the activity was accessible and supportive, it was carefully planned and implemented in small, manageable steps. This approach helped to avoid overwhelming the students and allowed them to fully engage in the process. Preparation began by introducing the children to the concept of the activity and helping them understand what to expect.

The initial step involved a fundraising initiative, where students, teachers and volunteers worked together to collect the necessary funds to purchase art supplies. Once the materials were secured the children were invited to choose the type of activity they felt most comfortable most- options included music, painting or games. Art was their choice, as it provided a creative and flexible outlet for their emotions.

The main activity took place in a large welcoming room prepared with art supplies such as brushes, colors and papers. Each child was encouraged to select materials and decide how they wanted to create. Some students chose to stamp their handprints onto white paper using vibrant colors, an experience that delighted and engaged them. Others worked on pre-sketched drawings, which they had collaboratively designed with the guidance of an art teacher during an earlier visit to the school.

The children were encouraged to express themselves freely, choosing colors that resonated with them.



Many chose green, which they explained symbolises hope. One particularly touching moment occurred when a student with special needs wrote a heartfelt letter to his teacher, expressing his admiration and gratitude –a gesture that moved everyone who was present.

This good practice not only allowed the students to express their feelings and creativity but also created an emotional connection among participants. The activity highlighted the importance of acceptance and inclusion, demonstrating how art can serve as a powerful medium for self-expression and emotional growth.

By sharing this initiative, we aim to inspire other schools to adopt similar practices, fostering a more inclusive and empathetic environment for all students.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

We implemented this good practice to raise awareness for students with special needs in our school and our community so that everyone knows how to behave with them.

We did not have any issue to be solved because we have a good balance at our school.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

Yes, this practice is transferred from a training that I got when I was in Finland through the project DC-Vet.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Planning <ul style="list-style-type: none">• Choosing the work team• Providing materials: brushes, paint, colours and papers• Arrange the suitable venue and ensure the participation of students and others concerned for the event.
2	Execution <ul style="list-style-type: none">• Begin with the introduction and explaining the practice in details



	<ul style="list-style-type: none">• Offering students support throughout their creative tasks• Rewarding the best students
3	Evaluation <ul style="list-style-type: none">• Collecting opinions from all participants about the importance of such a practice.• Assessing to what extent the good practice achieved its objectives• Based on the outcomes, considering any improvements for future events

Target group/s of the practice

The Students of the school, the community, parents, other schools, organization and residential centre for children with special needs.

Number of students involved

40 Participants

Benefits, impact on the students and learning outcomes

The activity was seen as a good practice, because in this activity the students with special needs were awarded with a symbolic price.



40. Competition between classes in the field of knowledge and skills in school

Organisation piloting the good practice	Vocational High School: "Thoma Papapano", Gjirokaster
Country	Gjirokaster, Albania

Description of the good practice

- Free provision of professional literature for students with orphan status, with one parent, and with divorced parents.
- Engagement of students with family problems for students with orphan status, with one parent and divorced parents, in the competition "Ability to apply knowledge".
- Free provision of professional literature for this target group, through Albanian Sills.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

Due to not being able to provide literature for professional practices, for students with orphan status, with one parent and with divorced parents, to enable their theoretical skills in professional subjects and participation in the knowledge and skills competition.

Participation in school competitions affects:

- Increasing the responsibility to learn.
- Increases the feeling of socialization and teamwork.
- Improves students' communication and presentation skills.
- It increases the spirit of the race, thinking that through this project we could also enable the inclusion in this event of students with orphan status, with one parent, and with divorced parents.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?



It is a practice that we consider necessary to apply in our school, a practice that we have not seen anywhere else, but it is a practice that we see as a convenient site to achieve the goal of socializing children with orphan status, with one parent and with divorced parents.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	<p>Phase I. Competition within classes Date: 25.10. 2024</p> <ul style="list-style-type: none">• Students of the same class of different educational directions, developed competition between each other.• In advance, the students were given theoretical questions and practical tasks which they had mastered.• The questions of the competition have been prepared by the main department of the school.
2	<p>Phase II. Competition between classes at the same level Date: 22.11.2024</p> <ul style="list-style-type: none">• In the second phase, the best students of each class were selected to compete with students from other classes within the same level• In the selection of the teams, care was taken to include students with orphan status, with one parent, and with divorced parents.• These students were given free professional literature for necessary study.
3	<p>Phase III. Competition between the students who won the levels. Date: 19.12.2024</p> <p>In the third stage of the competition, four teams were selected, representing the four educational directions in the school.</p> <ul style="list-style-type: none">• In each team, there were students from the same educational direction with different levels.• In the representative teams of these directions, students with the status of orphans, with one parent, and with divorced parents were also included.• The questions of the third phase were selected by professional teachers of professional and general subjects, within teaching departments and subject teams.
4	<p>Phase IV. Distribution of prizes and gifts for the winners in the first three places. Date: 20.12.2024</p> <ul style="list-style-type: none">• At the end of the competition, prizes, certificates of participation, and gifts were distributed to the winners.



- In the group of students who were rewarded with gifts, there were also students with the status of orphans, with one parent, and with divorced parents.

Target group/s of the practice

Students of classes X, XI, XII and XIII of the Vocational High School: "Thoma Papapano", Gjirokaster

Number of students involved

In the first phase, 15 students took part in the competition.
In the second phase, 20 students.
In the third phase, 20 students.
In the fourth phase, 20 students.

Benefits, impact on the students and learning outcomes

- The benefit of free books enabled these students to learn individually, through studying at home and comparing knowledge through competition.
- They became part of the competition in the first phase, they were helped and supported to continue the other phases, and they represented themselves with dignity until the final phase.
- During the participation in the competition, the interaction of students within the same age group, but also with students of other ages, increased.
- The sense of responsibility to represent oneself with dignity, but also that of the representative team, increased.
- All students with economic disabilities felt equal to other students.

Suggestions to future users of this good practice

Students with unfavorable family conditions often lose confidence and fall into despair. Activities such as competitions, visits outside the city, charity activities, and participation in cultural-artistic activities, once again awaken students' self-confidence and hope for a more beautiful future.

1. Photo of the first stage , October 25, 2024:



2. Photo of the second stage , November 22, 2024 :



3. Photo of the last stage , December 19, 2024 :



4. Photo of the last stage, December 20.12. 2024 :



Worked by
Polikseni Koça



41. Organisation of round tables with the psychologist and students with orphan status, with one parent and with divorced parents

Organisation piloting the good practice	Vocational High School: "Thoma Papapano", Gjirokaster
Country	Gjirokaster, Albania

Description of the good practice

The purpose of this activity was to socialize students with family problems and overcome difficulties through cooperation.

Increasing self-confidence and personality in these students, through meetings with the psychologist and discussion of topics about self-confidence.

Group discussion about the difficulties encountered and ways to overcome them.

Through a PowerPoint statement, the students have shown the biggest challenges they have faced in life.

In the spoken meetings, the students have more freedom about their dreams, the stage of their realization or non-realization, and their future goals.

The psychologist leads the conversation about the possibility of solving the problem and adds all the alternatives for solving the impasse.

The psychologist organized inclusive games with the students where they envisioned their future and also determined the possibilities for realizing their dreams.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

- Often students with orphan status, with one parent, and with divorced parents, have shown that they feel the need for additional emotional support.
- In this target group we wanted to increase their self-confidence.



- In the organized meetings, students have spoken more freely about their dreams, the stage of their realization or non-realization, and their goals in the future.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

We have observed and learned from many examples in the DC-VET WB project. Additionally, our school has several students who need motivation and support to feel encouraged and included.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Phase I. November 15, 2024 The first meeting was organized in a group, where each student spoke about their life in the absence of a parent.
2	Phase II. November 27, 2024 The second meeting brought the students face to face with the psychologist, and the main topic was the story of the grief caused by the absence of a parent.
3	Phase III. December 13, 2024 The third meeting was the presentation of the assignment given by the psychologist with the topic: "I project the future today"
4	Phase IV. December 20, 2024 Fourth meeting, all students were included in the school development skills competition.

Target group/s of the practice

Students with family problems in grades X, XI, XII and XIII of the Vocational High School: "Thoma Papapano", Gjirokaster.

Number of students involved



Benefits, impact on the students and learning outcomes

- Students had increased confidentiality among themselves and in communication with the psychologist.
- They had an increase in self-confidence and desire to work in a group.
- The increase in self-confidence was noticeable in the way the task was presented in PowerPoint.
- The students in the organized competition were actively involved and some of them were part of the winning team

Suggestions to future users of this good practice

Let us always be there for these children in need, giving them the love they need.
Continuous activation in extracurricular activities.

Pictures

1. Photos of the first stage, (Held on November 15, 2024):



2. Photos of the second stage , November 27, 2024 :



DC-VET WB



3. Photos of the last stage , December 13, 2024 :



4. Photos of the last stage , December 20, 2024 :



Worked by
Polikseni Koça



42. Pictogram in the secondary VET school

Organisation piloting the good practice	IES Pedro de Tolosa
Country	Spain

Description of the good practice

The activity consists of generating pictograms for the institute's facilities.

Background

Why did you implement the practice? Were there any issues that you wanted to solve?

Our school is located in a rural area where there is a significant number of students for whom this visual support can be very beneficial.

Is this a practice transferred from a case study or an example you have seen in the DC-VET WB project? If yes, which one?

No. We put it into practice every year with different levels.

Steps to take if you want to implement the good practice from planning to execution and evaluation if included.

1	Explain to the group that we don't all process information the same way, and that we need to convey our messages through different means.
2	Brainstorm different channels of information.
3	Address the different topics that have come up. If images as a form of communication haven't been mentioned, the topic should be introduced to bring it up.



4	Show different images that convey the same message. Compare different images.
5	Draw conclusions about how images should be designed to convey the information we want.
6	Work in pairs on a sequence of images and then show the rest of the classmates why we proposed these drawings.
7	Implement the work in different areas of our school.

Target group/s of the practice

Adolescents with special educational needs in ordinary school.
EQF-3 → Basic VET programmes: first and second level

Number of students involved

10 - 15

Benefits, impact on the students and learning outcomes

Different ways of relating to peers as well as increased self-esteem.
With this experience they can go by themselves and do other activities.
They make their academic learning useful

Suggestions to future users of this good practice

The activity can be carried out with groups of students where there are classmates who can benefit from it





CONCLUSIONS

The toolkit is designed to provide VET teachers with practical tools and strategies to support students with fewer opportunities, ensuring they can achieve their learning outcomes and transition smoothly into the job market.

The toolkit has an inclusive education focus, the practices included in the toolkit aim to address various barriers faced by students, such as disabilities, economic challenges, and cultural obstacles, promoting equity and inclusion in education.

The toolkit highlights the importance of collaborative development: it was developed through a collaborative process involving partners from Albania, Bosnia Herzegovina, Kosovo, and Montenegro. This collaboration ensured that the practices are relevant and adaptable to different educational contexts.

The practices introduced in the toolkit have been tested in practice, with teachers integrating these new elements into their teaching. This hands-on approach ensures that the strategies are effective and practical.

The toolkit has a focus on teachers' competence. The aim is to provide examples of practices that can help teachers to better support students with fewer opportunities. Including everybody will conclude to enhance students' confidence and independence as well as social interaction skills. Practical, inclusive strategies and methods are important to give both students and teachers a positive impact.

Structural work has also been carried out in schools to promote social inclusion. For example in Montenegro they have identified the students with special educational needs with the practical teaching coordinator and the pedagogue. After that they established contact with most of the social partners where students with special needs do their professional practice. Doing so, they managed to find persons to act as personal supervisors for students with special needs. In addition to this, they also have constant online communication with those persons for example in training them to support the students.



The new process for workplace supervision involves coordinating with teachers who supervise the professional practice of students with special needs. These teachers regularly monitor the progress and how to communicate with the personal supervisors.

Another example from Bosnia Herzegovina highlights a new approach of building a multiprofessional team to work with learners with fewer opportunities. One task of the team is to plan how to involve all students in the activities.

Finally, we have put together a set of recommendations on how to promote inclusion. Equality and equity do not mean that everyone should be treated the same. In fact, it is better to talk about equality of opportunity, because, properly understood, equality creates equal opportunities for all, regardless of their background.

An equal learning community is created and strengthened when all members of the community are aware of what equality and equity are all about. The common plan aims to support students' opportunities to develop and feel fully integrated into society. Strengthening equality and equity will increase employment, skills, and well-being.

Inclusion can be achieved through a variety of teaching methods, support measures and teaching arrangements that enable students to learn without barriers, regardless of their disabilities. Organizations should have a plan to promote inclusion, and it is important that students are also involved in its development.

Equality and equity also apply to accessibility, which involves creating a safe and accepting environment where everyone can work equally, with access to services, tools, information, and decision-making.



Practical Examples of Promoting Inclusion

- Selection of students based on equality and equity principles, providing learning opportunities also for disadvantaged people
- Inclusion through teaching methods: Inclusion can be achieved through various teaching methods and support measures that enable barrier-free learning. Students participate in planning their own studies, everyone has the opportunity to learn according to their abilities. This also means attention to respect for human rights, support for language, culture and identity, encouragement of social interaction, equality and international learning, staff induction.
- Ensuring physical accessibility of learning environments, exploiting the potential of digitalization
- Attitudinal, social, and psychological accessibility, considering different cultures, supporting the involvement of students and parents in the evaluation and development of activities, e.g. feedback surveys for students and parents.



DC VET WB - Study Visit in Finland Agenda

Host organisation: Luovi Vocational College

Luovi hosts:

Sari Jokela, Study Advisor, International Coordinator

Mari Kontturi, Manager of International Affairs

Sirpa Grönvall, Study Advisor, International Coordinator

DAY 1 – Monday 10 June 2024

Travel Day, accommodation at hotels in Helsinki

[Radisson Blu Aleksanteri Hotel in Helsinki, Punavuori District \(radissonhotels.com\)](https://www.radissonhotels.com)

[Scandic Kallio | Helsinki | Scandic Hotels](https://www.scandichotels.com) , Spanish participants

Lunch and Dinner will be organised if needed, Sari will be in Helsinki on Monday

DAY 2 - Tuesday 11 June 2024

Location: Luovi at Hengityслиitto premises at Oltermannintie 8, Helsinki

[The Organisation for Respiratory Health in Finland - an advocate for respiratory health - Hengityслиitto in English](#)

09:00 Welcome and Intro of the project Developing Capacity for VET Systems in Western Balkans

Objectives of the study visit, setting the frame for the study visit, Mari

09:30 Getting to know each other, ice breaking, Sirpa and Sari

10:15 Coffee Break

11:00 Presentation of the VET system in Finland and presentation of Luovi, Director of Luovi Global Education, Anne Tornberg



11:30 How to make the most of the study visit? What are the next steps, Mari

12-13 Lunch at the Restaurant

13-16 First workshop on inclusion

Making an individual study plan for a student, Sirpa

Working together with the network of the students, Sirpa

17- Cruise [Helsinki Sightseeing – Royallinesuomi](#), for 1,5 hours

19- Dinner at Konstan möljä [English \(konstanmolja.fi\)](#) for those who have signed up

DAY 3 - Wednesday 12 June 2024

Location: Luovi Oltermannintie 8, Helsinki

9-9.30 Orientation to the day 2

9.30-12 Second workshop, coffee between

Plain language to communicate with students, Arja Vatanen

12-13 Lunch

13-16 Third workshop

Alternative teaching methods, Arja Vatanen

18.30 Dinner together, Luovi invites you to participate at Lasipalatsi restaurant

[Restaurant in Helsinki center | Lasipalatsi \(ravintolalasipalatsi.fi\)](#)

DAY 4 - Thursday 13 June 2024

Two locations: Stadin ammattiopisto, Hattulantie 2, Helsinki [Helsinki Vocational College and Adult Institute. Hattulantie unit | City of Helsinki](#) in the morning



DC-VET WB

9.30-11.30 Fourth workshop at Stadin Ammattiopisto, Ami Toikka

Interaction with students with fewer opportunities

11.30-13 Lunch, place to be confirmed, we walk together from Stadin Ammattiopisto to the restaurant

13-15 Lessons learned, brainstorming and agreeing on the tasks and the next steps

at Luovi Vocational College at Elimäenkatu 20, Helsinki

18- Dinner at Factory Kamppi with Sari for those who have signed up [In English - Factory Kamppi](#)

DAY 5 - Friday 14 June 2024

Travel Day

Contact person: Sari Jokela, phone: +358403193730

THANK YOU