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INCLUSIVE VOCATIONAL EDUCATION AND TRAINING IN ETF PARTNER COUNTRIES

Review of literature, legal and strategic frameworks

This report has been prepared by the European Training Foundation.

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EXECUTIVE SUMMARY

This report provides an overview of how inclusive initial vocational education and training (IVET) is framed and regulated across ETF partner countries. It combines a review of international evidence and practice with a structured stocktake of national legal and strategic instruments as of February 2026. The comparison covers 26 countries across Southeast Europe, Eastern Europe, Central Asia, the South Caucasus and the Southern and Eastern Mediterranean. Supplementary contextual material on Syria is included in the annexes.

Inclusive IVET is understood as the capacity of vocational education and training systems to ensure equitable access, meaningful participation, progression and transition to employment for all learners. The report considers barriers linked to disability, gender, migration status, native language, ethnicity and socio-economic disadvantage. It is intended to inform ETF analytical work and dialogue with national authorities, practitioners, social partners and civil society.

Key findings

Broad inclusion commitments are more fully documented than their application in vocational settings

The national material records equality guarantees, disability rights, education strategies and measures to widen access to training. It provides a less complete account of support in vocational workshops, occupational assessment, apprenticeships and employer-based learning. Some entries do identify specific vocational connections, including provisions for special educational needs and reasonable accommodation. The main question is how these commitments are connected with the arrangements through which learners participate and progress.

Inclusion concerns the full route through training and into employment

The international literature describes barriers at several stages, including entry into vocational programmes, apprenticeship recruitment, completion, certification, further study and employment. Research on dual systems gives attention to employer selection and workplace conditions. Access to a programme is therefore one part of inclusion, to be considered together with the opportunity to learn, complete a recognised qualification and use it in further education or work.

Support and flexible pathways address different barriers

The reviewed literature discusses guidance, mentoring, language support, adapted assessment, recognition of prior learning and flexible programme design. The country accounts also identify financial assistance, additional support procedures and targeted access measures. These arrangements serve different purposes. A preparatory programme, a partial qualification and additional time towards a full qualification offer different routes and opportunities for progression. Their connections with subsequent learning and employment matter as much as initial participation.

Workplace support and learner transitions are less systematically documented

Employer participation appears in many vocational reform accounts. The material gives less detail on inclusive recruitment, workplace accommodation, supervision and the allocation of support responsibilities. Information on retention, completion and employment transitions for disadvantaged groups is also limited for comparative purposes. The stocktake identifies these gaps in documentation without treating them as proof that an applicable obligation or service is absent.

Regional findings

In Central Asia and the South Caucasus, the material links inclusion with education legislation, qualifications reform and expansion of vocational pathways. The country entries include access entitlements, financial support and provisions for learners with special educational needs. Geographical access, migration and recognition of qualifications are relevant to the contexts described.

In Southeast Europe and Türkiye, the stocktake identifies legal and institutional arrangements that connect inclusion with vocational provision. Examples include additional support procedures, career guidance and provisions concerning reasonable accommodation in practical learning. The country accounts give less detail on how support follows learners between school and an employer.

The Southern and Eastern Mediterranean material brings together disability legislation, vocational reform strategies, apprenticeship arrangements and measures for refugees and other disadvantaged learners. National and humanitarian providers both feature in some settings. The Eastern European profiles of Moldova and Ukraine connect inclusion with education frameworks, vocational reform and support for learners affected by geographical disadvantage or displacement.

Policy considerations

Four areas for dialogue follow from the review: the application of inclusion commitments to vocational settings, support across the learner's pathway, the responsibilities attached to employer participation, and monitoring of progression and transitions. Chapter 6 connects each area to practical questions about the instruments already in place, the institutions responsible and the resources needed. The options are intended for national discussion and adaptation.

The report distinguishes the provisions described in documents from evidence of their implementation. Its country profiles and comparative matrix support discussion of documented arrangements, not a ranking of national performance.

1. INTRODUCTION

Vocational education and training (VET) connect educational opportunities with preparation for work. The European policy discussion brings together the attractiveness, excellence and inclusiveness of VET under the Union of Skills. The European Commission's January 2026 call for evidence on a new VET strategy provides part of the policy context (European Commission, 2026).

The report approaches inclusion as both a rights-based obligation and a dimension of system performance. Learners need opportunities to enter training, participate in learning, gain recognised qualifications and progress into further education or employment. Barriers affecting women, persons with disabilities, ethnic minorities, migrants, rural youth and socio-economically disadvantaged learners can arise at each of these stages.

The European Training Foundation (ETF) supports partner countries in developing education and training systems in relation to national priorities and European Union (EU) external action. Equity and the situation of disadvantaged and at-risk youth are part of its monitoring work through the Torino Process and the Key Indicators on Education, Skills and Employment (KIESE) framework. This study brings international research and national legal and strategic material into a single account to inform that work.

1.1 Inclusion as a strategic and legal imperative

The international instruments discussed in section 2.1 provide the rights-based foundations for the report. They address education, vocational training, equality and non-discrimination. The Sustainable Development Goals (SDGs), including SDG 4 on inclusive and equitable quality education and lifelong learning, provide a further policy framework (United Nations, 2015).

The report considers how these commitments are expressed in national arrangements for IVET. Its concern is not only whether inclusion appears as a principle, but how the reviewed frameworks describe access, support, assessment, qualifications and participation in workplace learning. The presence of a commitment and evidence of its delivery are treated as separate matters.

1.2 Purpose of the study

The ETF commissioned this study to provide a structured review of international and national literature on inclusive vocational education and training, covering EU Member States and ETF partner countries, and a stocktake of the national laws and strategies relevant to inclusive IVET in partner countries. The purpose is to make the available knowledge and documented arrangements easier to use in analytical work, capacity development and country dialogue.

The report is intended for ETF staff and national stakeholders working on vocational education, including public authorities, practitioners, social partners, experts and civil society organisations. It addresses the need to connect broad commitments to inclusive education with the arrangements through which learners enter, complete and progress from vocational programmes.

Three questions guide the report. How does international research explain inclusion in and through IVET? How do the national frameworks reviewed address inclusion across the vocational pathway? What questions and options for policy dialogue follow from the documented arrangements and gaps in the available material?

The study builds on the literature review and policy brief on vocational education and special educational needs of the European Agency for Special Needs and Inclusive Education (EASNIE). The EASNIE brief discusses management, vocational practice, learner support and labour-market engagement (European Agency for Special Needs and Inclusive Education, 2012a, 2012b). Its scope also includes gender, ethnicity, migration, language and socio-economic disadvantage.

1.3 Definitions and scope

For this report, inclusive education means strengthening the capacity of the education system to reach all learners and respond to their different needs. The emphasis is on adapting educational environments and support, rather than expecting every learner to fit an unchanged system. Inclusion concerns access, participation, the quality of learning, individualised support and a sense of belonging.

IVET refers here to vocational programmes that prepare young people for specific occupations or occupational fields and support their transition to the labour market. Inclusive IVET extends the educational perspective to practical training, employer selection, occupational assessment, certification and progression into work or further study. The report uses VET or TVET when discussing the wider systems or the terminology of a cited source.

The comparative stocktake covers Albania, Algeria, Armenia, Azerbaijan, Bosnia and Herzegovina, Egypt, Georgia, Israel, Jordan, Kazakhstan, Kosovo, Kyrgyzstan, Lebanon, Libya, Moldova, Montenegro, Morocco, North Macedonia, Palestine, Serbia, Tajikistan, Tunisia, Turkmenistan, Türkiye, Ukraine and Uzbekistan. Supplementary entries on Syria in the annexes provide context on disrupted learning and humanitarian provision. They are not treated as a twenty-seventh member of the comparative group.

Adult reskilling, continuing vocational training and workforce re-entry programmes are outside the main analytical scope. Some broader frameworks and examples also cover adults. Where they are discussed, their relevance lies in arrangements such as recognition of prior learning or flexible entry, not in an extension of the stocktake to adult training outcomes.

1.4 Structure of the report

Chapter 2 sets out the conceptual framework. Chapter 3 describes the review and stocktake methods. Chapter 4 presents the international evidence and explains its implications for reading national frameworks. Chapter 5 compares the documented national arrangements by region and ends with a cross-regional synthesis. Chapter 6 develops options and questions for policy dialogue. Chapter 7 concludes.

The annexes contain country profiles, a comparative summary matrix, an inventory of national normative frameworks and details of the academic literature search. References are provided in the form of general bibliography and a country-organised bibliography.

2. CONCEPTUAL FRAMEWORK

2.1 Legal and policy foundations of inclusive IVET

The report draws on international instruments that connect equality and non-discrimination with education and vocational training. The following summary presents the instruments used in the study.

International instruments referenced in the repor

The Convention on the Rights of Persons with Disabilities addresses access to vocational education and training without discrimination, reasonable accommodation and appropriate support (United Nations, 2006).

The Convention on the Rights of the Child addresses preparation for adult life and access to educational and vocational information and guidance (United Nations, 1989).

The Convention on the Elimination of All Forms of Discrimination against Women addresses equal access to vocational training, apprenticeships and career guidance (United Nations, 1979).

The Convention on the Elimination of All Forms of Racial Discrimination addresses equality in education and training (United Nations, 1965).

The International Covenant on Economic, Social and Cultural Rights recognises technical and vocational education within the right to education (United Nations, 1966, Article 13).

SDG 4 adds a global commitment to inclusive and equitable quality education and lifelong learning. The report links this commitment to access to vocational learning, relevant skills and the participation of disadvantaged learners (United Nations, 2015).

These foundations guide the questions asked of national frameworks. The stocktake considers how the reviewed material addresses admission, participation, support, assessment and certification, as well as access to apprenticeships and transitions into employment. It does not undertake a separate assessment of treaty compliance or the legal enforceability of each national provision.

2.2 From inclusive education to inclusive IVET

Inclusive education research gives attention to learners' presence, participation and achievement within education (Ainscow, 2005, Florian, 2014). IVET adds a direct connection with employers, practical training and entry into occupations. Social policy is relevant where learners rely on financial assistance, disability services or other support to participate in training. These connections make it necessary to consider education, employment and learner support together.

The conceptual framework has five connected components.

- Legal and regulatory frameworks establish how non-discrimination and reasonable accommodation are addressed in admission, assessment and certification.
- Governance and institutional coordination concern the responsibilities of education, labour and social protection authorities, providers and other partners.
- Financing concerns the resources and entitlements available for accessible environments and learner support.
- Pedagogy and curriculum design concern the routes through which learners acquire and show occupational competence.

- Labour-market links and employer engagement concern access to apprenticeships, support during workplace learning and transition to employment.

A broad strategic commitment and a detailed vocational provision offer different kinds of information. The review therefore asks how inclusion is expressed in the instruments available. It does not assume that the absence of a separate VET-specific clause means that wider equality or disability provisions do not apply.

Research on transitions describes barriers at entry to apprenticeships and employment, including unequal access among learners with comparable qualifications (Raffe, 2008, Imdorf, 2017, Protsch & Solga, 2016). Statistical discrimination theory offers one explanation for how employers may use group characteristics as substitutes for information about an individual applicant. This is one of the explanations discussed in the literature, not a finding about every employer or national system.

The literature also considers how vocational systems can separate learners between occupational fields or qualification levels (Shavit & Müller, 2000, Solga, 2014). Preparatory, sheltered or lower-status programmes may widen entry but restrict later progression when they lack routes into recognised qualifications or further study (Jeon, 2019, Allais, 2014). The main question is what learners can progress to.

In this report, permeability means the possibility of moving between programmes, education levels or qualification routes. Modular learning, recognition of prior learning (RPL), adapted assessment and flexible sequencing are among the approaches discussed in the literature. They allow different routes towards occupational competence without assuming that inclusion requires lower qualification standards (Allais, 2014, Fovet, 2025).

2.3 Inclusive IVET and system resilience

Resilience in VET concerns the capacity to maintain learning and provide inclusive, safe and relevant training during disruption (UNESCO-UNEVOC, 2025). The report uses this concept to ask who can retain access to training and support during economic change, migration, conflict or other crises.

This perspective goes beyond keeping institutions open. It considers whether learners whose education has been interrupted can enter or return to programmes, obtain recognition for previous learning and receive the support needed to complete training. The literature discusses the potential to improve arrangements during recovery (Shah, 2019, Shah et al., 2024). The stocktake uses this as an analytical perspective, not as evidence that inclusive regulation has caused greater national resilience.

2.4 Applying the framework to national documents

The national comparison uses six components derived from the five conceptual components above. These cover legal foundations, governance and coordination, vocational provision, work-based learning and transitions, vulnerable groups, and monitoring. Financing is considered through governance arrangements and learner support. Pedagogy, curriculum and assessment are considered under vocational provision. The coverage of vulnerable groups and the availability of monitoring information are considered across the framework.

The six components organise the material in chapter 5 and the annexes. They provide a common set of questions without assuming that the documentation is equally detailed for every country or theme. The more detailed domains in Annex 2 separate financial support, curriculum and teacher preparation to make the documentary coverage visible.

3. METHODOLOGY

3.1 Study design and scope

The study combines a targeted review of academic research, a review of grey literature and international policy frameworks, and a documentary stocktake of national legal and strategic instruments. The international review focuses on EU Member States and ETF partner countries. The national stocktake has the geographic scope described in section 1.3 and a February 2026 cut-off.

The three sources of material have different purposes. Academic research contributes concepts and empirical findings about inclusion and learner pathways. Grey literature provides policy accounts, comparative studies and implementation guidance. National legal and strategic documents provide information on the commitments and arrangements recorded in the stocktake.

The stocktake does not independently assess implementation quality, programme effectiveness or country performance. Findings from implementation or monitoring studies are reported as findings of those sources. The policy discussion is an interpretation of this combined material.

3.2 Review of peer-reviewed academic literature

The academic review prioritised publications from 2012 onwards, building on the European Agency's earlier literature review and policy brief. Searches were conducted in English through database searches and targeted journal screening. Annex 4 records the databases, examples of search strings and the two-stage screening procedure.

The inclusion criteria covered initial vocational pathways at upper-secondary or equivalent level, learners vulnerable to discrimination or exclusion, and studies relevant to European or partner-country contexts. The review also included work on transitions, employer behaviour, governance and arrangements connecting education with employment. The dimensions of inclusion considered were disability, gender, migration background, ethnicity, language and socio-economic disadvantage.

Studies focused exclusively on adult reskilling, continuing VET, workforce re-entry or lifelong learning systems were outside the review's main scope. The same applied to short-term labour-market activation schemes disconnected from IVET and studies of inclusion without a clear vocational-pathway component. Where the discussion draws on broader education or employment research, it is used to interpret issues relevant to IVET.

Specialist journals were prioritised, as listed in Annex 4. The discussion also draws on books, dissertations and a preprint. Their contributions are distinguished from peer-reviewed journal evidence.

3.3 Grey literature and international policy frameworks

Grey literature complemented the academic review with policy frameworks, comparative analysis and implementation guidance. Material was selected for its methodological transparency, relevance to system-level questions and education-to-work transitions, and recency, giving emphasis to publications after 2012.

ETF publications, including the Torino Process, informed the national and regional discussion of governance, participation and transitions. World Bank material contributed perspectives on poverty, skills, financing and employment. International Labour Organization (ILO) material addressed decent work, labour standards and apprenticeships. UNESCO and UNESCO-UNEVOC material contributed education-system perspectives, including resilience and continuity of vocational learning.

The review also drew selectively on UNHCR, UNICEF, IOM, OECD, the Council of Europe and UN Women. Eurydice, UNESCO education profiles, national legal databases, government and ministry

portals, and international repositories were used to locate legal and policy material. Different institutional perspectives were compared where they addressed the same theme.

3.4 Stocktake of national normative frameworks

The stocktake identifies the laws, strategies and related instruments described in the country material. It covers education and VET legislation, anti-discrimination and disability provisions, national education and skills strategies, apprenticeship and work-based learning arrangements, qualifications frameworks, financing and learner entitlements, and monitoring and accountability instruments.

Overview

Material was extracted and summarised through a structured template. Country descriptions were organised around the six components set out in section 2.4. The comparison considers what the reviewed documents describe, which learner groups are covered, and how general inclusion commitments are connected with vocational settings. It also records where the available material does not explain a provision in sufficient detail.

Annex 1 presents the country profiles. Annex 2 presents a comparative matrix. Its symbols distinguish explicit coverage, partial or indirect coverage, and matters not identified in the reviewed material. Annex 3 lists the instruments and their reported relevance in a country-by-country inventory. The regional analysis uses these descriptions.

Where an official English-language version was unavailable, machine translation was used for screening and extraction. Digital research support tools assisted with the organisation of material, initial screening, references and preliminary summaries. Digital assistance was also used in the editorial revision and formatting of this report.

Evidence gaps and interpretation

The available material is uneven across countries, learner groups and themes. Some entries describe broad legal guarantees, others a named strategy, a pilot or a reported practice. A finding that a provision was not identified is therefore limited to the documents reviewed. It is not a finding that the provision does not exist or that a wider legal obligation cannot apply.

Much of the empirical research on apprenticeship recruitment comes from European dual systems. Research on inclusion in several partner countries concerns general education. These studies inform the questions asked of vocational frameworks, but their findings are not treated as measurements of the same conditions in all 26 countries.

The reviewed material provides limited comparable information on retention, completion and employment transitions by disability, migration status or socio-economic background. Broad information about unemployment or education inequality supplies context, not a direct measure of the effectiveness of inclusive IVET regulation. Historical sources are interpreted for the periods they describe.

The search approach is documented, but a complete numerical account of publications identified, screened and selected, or of national documents reviewed, is not available. Bibliographic totals would not establish the numbers screened.

3.5 From documentary findings to policy discussion

The comparison connects the mechanisms discussed in international research with arrangements described in national frameworks. For example, research on apprenticeship entry makes employer responsibilities and access to workplace support relevant questions for the stocktake. The presence of a general disability law and the detail of a vocational support procedure are then considered separately.

Chapter 6 develops options and questions from this synthesis. They are presented as proposals for policy dialogue, not as findings that a particular reform has already succeeded across the partner countries. The evidence base does not document a separate country-level validation of these options.

4. INCLUSIVE VOCATIONAL EDUCATION: INTERNATIONAL EVIDENCE

4.1 Research on inclusion in and through VET

The literature on inclusive VET builds on earlier work on integration and on the wider field of inclusive education (Kimmelmann et al., 2022). Inclusive education research addresses participation, achievement and the adaptation of educational environments (Ainscow, 2005, Florian, 2014). VET research extends these questions to the transition into occupations and the arrangements connecting education with employment (Raffe, 2008, CEDEFOP, 2016).

The discussion therefore considers both inclusion within education and inclusion through the opportunities that follow it. Programme access and completion matter, but so do the qualifications gained, opportunities for further study and access to skilled work (Allais, 2014, Solga & Kohlrausch, 2013). The literature brings employer behaviour, apprenticeship arrangements and labour-market institutions into the analysis of vocational pathways (Busemeyer & Trampusch, 2012, ETF, 2020).

Table 1 summarises these emphases. It is a conceptual comparison drawn from the literature discussed here, not a separation into mutually exclusive theories. Inclusive IVET retains the concerns of inclusive education and adds questions about vocational practice and transitions.

Table 1. General inclusive education and the additional questions raised by IVET

Analytical concern	General inclusive education	Additional focus in IVET
Purpose	Access, participation, achievement and belonging in education.	Access to vocational skills, recognised qualifications, further learning and work.
Setting	Education systems, schools and classrooms.	Vocational institutions and workplaces, including the connections between them.
Barriers	Inaccessible environments, rigid curricula, attitudes and limited support.	These barriers also occur in workshops, occupational assessment and employer recruitment.
Pathways	Participation in mainstream learning and the relationship with specialist provision.	The status of vocational routes and opportunities to progress between programmes and qualifications.
Partners	Learners, families, teachers, education authorities and support services.	Employers, workplace trainers, employment services and other intermediaries also participate.
Learning and assessment	Adaptation of teaching, assessment and support to different needs.	Different routes to demonstrating occupational competence, with attention to qualification standards.
Progress over time	Participation and achievement through education.	Continuity through practical learning, certification, further study and entry into employment.
Coordination	School leadership and access to educational and social support.	Coordination of support between education, employers and employment or social services.

Source: synthesis of the literature discussed in sections 2.2 and 4.1. The columns describe differences in emphasis, not mutually exclusive definitions.

From educational access to entry into work

The transition perspective follows learners through education and into employment (Raffe, 2008, Solga, 2014). It considers how programme design, recruitment and qualifications connect with opportunities in the labour market (Busemeyer & Trampusch, 2012, CEDEFOP, 2016).

Studies of apprenticeship recruitment in Germany and Switzerland describe how ethnicity and migration background may be used as informal selection criteria. Employers may interpret these characteristics as signs of organisational fit or potential difficulty, even where applicants have comparable formal qualifications (Imdorf, 2017, Söhn, 2020). These findings support attention to recruitment and workplace practices in addition to inclusive teaching. Their geographical focus matters when considering their relevance to partner-country systems.

Research on early termination adds an important distinction. In Germany, ending an apprenticeship contract does not necessarily mean leaving vocational education permanently. Some learners enter another programme, making a temporary interruption different from final withdrawal (Wydra-Somaggio, 2021). Information about training, the match between expectations and the occupation, and support at the start of a programme are associated with termination risk (Herrmann & Kühn, 2024). Krötz and Deutscher (2022) also discuss the importance of the direction of departure, training quality and workplace conditions.

The literature considers vocational qualifications as a possible route into work for learners who leave higher education (Scholten & Tieben, 2017). It also describes how the opportunities available in a region affect vocational choices (Schuster & Margarian, 2021). These accounts caution against interpreting every interrupted pathway in the same way or attributing employment outcomes solely to the design of a training programme.

For the national stocktake, the implication is to consider the arrangements for entry, placement, completion and progression separately. Work-based learning and apprenticeship regulation are relevant because they connect the responsibilities of training providers with the decisions of employers. The documents can describe these arrangements without establishing how every learner experiences them.

Segmentation, tracking and progression

A substantial literature considers the separation of learners between programmes and qualification levels (Shavit & Müller, 2000, Solga, 2014). Studies discuss status differences between general and vocational education even where vocational participation is widespread (Virolainen & Stenström, 2014, Tarabini et al., 2022). Research from Switzerland describes wider participation by learners with migration backgrounds or special educational needs together with inequalities in certification and progression (Scharnhorst & Kammermann, 2020).

Vocational, preparatory and special programmes may enrol many learners from disadvantaged socio-economic backgrounds, ethnic minorities or groups with special educational needs (Jeon, 2019). Their intended support function does not by itself establish whether they offer adequate progression. The concern raised in the literature is that separate programmes can become routes to lower-status qualifications or restricted opportunities when connections with further study and employment are limited (Allais, 2014, Tomlinson, 2015, Schmid, 2020).

This distinction avoids treating all preparatory or adapted provision as equivalent. The relevant questions are what learners study, what they can achieve, how their learning is recognised and where they can progress. CEDEFOP (2025) discusses permeability and progression as features of inclusive, high-quality VET.

Finland: individualised learning in competence-based VET

The Finnish example uses personalised competence development plans to identify prior skills, learning needs and career goals. Learners can combine school-based instruction and workplace training, with progression linked to the acquisition of competence.

The account describes recognition of previous learning and connections between vocational and higher education. Its relevance here is the combination of an individual learning plan, flexibility and recognised occupational standards.

Source: CEDEFOP (2025), Vocational education and training policy briefs 2024 – Finland.

Sweden: introduction programmes and progression

The introduction programmes described in the study support young people who do not meet the entry requirements for national upper-secondary programmes. Individual study plans combine academic subjects, vocational modules and practical training.

The programmes serve learners with low prior achievement, recently arrived migrants and young people seeking a route into work. They do not themselves lead directly to a qualification. Their relevance to inclusion therefore concerns both access to preparatory learning and the next step into a recognised programme or employment.

Source: Schmid (2020), Upper secondary education for youth at risk.

Employer behaviour, signalling and recruitment

Statistical discrimination theory provides one explanation of unequal recruitment (Imdorf, 2017). In this account, employers use group characteristics as substitutes for information about an individual applicant. The VET literature discusses ethnicity, migration background, disability and gender, as well as less formal judgements about interpersonal skills or social fit (Muja et al., 2019). Studies of regulated dual systems show that formal rules and qualifications do not necessarily remove unequal access to apprenticeships (Imdorf, 2017, Söhn, 2020).

These findings explain why wider educational access may not be sufficient to secure fair transitions into work (Protsch & Solga, 2016, Busemeyer & Tober, 2015). The literature considers non-discrimination safeguards, support for employers, risk-sharing arrangements and coordination with training providers as possible responses (CEDEFOP, 2018, ETF, 2020). They are mechanisms for discussion.

Disability inclusion and sheltered employment

Research on disability and vocational education considers IVET as a route to skills, work and social participation. The barriers discussed include inaccessible learning environments, restrictive admission criteria, limited understanding of disability among employers and insufficient support within vocational institutions (Bartram & Cavanagh, 2019, Hanson et al., 2022).

The literature also considers how institutional definitions of work ability affect access to employment and support (Lillestø & Sandvin, 2014). Sheltered workshops and protected employment schemes developed in some welfare systems as places of work and social protection for people considered unable to enter the open labour market (Hoffman, 2013). Their existence adds a question about destination to the analysis of vocational pathways. Training may lead towards open employment or towards a separate employment setting.

Relationships and networks are relevant as well. Curran (2008) discusses how community connections can widen access to informal employment networks and support for people with

intellectual disabilities. Taylor et al. (2025) report an association between inclusive secondary-school experiences and later participation in post-secondary education among young people with intellectual and developmental disabilities. These findings connect earlier educational experiences with later opportunities, without reducing inclusion to a single institutional measure.

Participation and support through to completion

Polidano and Mavromaras (2011) distinguish participation from completion in vocational education for people with disabilities. The study reports completion disadvantages in the context it covers, including differences associated with mental health conditions and support. These findings should not be read as a current estimate for ETF partner countries. They identify the importance of following learners beyond enrolment.

Supported internships combine workplace learning, skills development and coaching. Hanson et al. (2022) discuss their contribution to vocational identity, confidence and employment among young people with special educational needs and disabilities. The account highlights cooperation between providers, employers and support professionals.

Research on vocational special needs teachers in Finland describes work connecting educational institutions and workplaces. Teachers support the acquisition of vocational competence and the social aspects of participation in work (Ryökkynen & Räty, 2022). Rosenblad et al. (2022) raise a related caution about highly individualised competence-based systems. A focus on rapid qualification attainment can overlook broader questions about whom a programme includes and the opportunities it provides.

Different purposes of protected and open employment

Sebrechts and Tonkens (2022) report that few participants in the sheltered workshops they study move into competitive employment. In these accounts, workshops can function as long-term destinations. This connects the disability literature with the wider concern about separate educational and employment routes (Allais, 2014, Solga, 2014).

The literature records a debate between the protective purposes of sheltered settings and the objective of participation in open employment. Lejeune (2021) discusses these tensions in disability policy and trade-union activity. Heyer (2024) discusses arguments for changing or replacing segregated employment arrangements in relation to the right to work. These are attributed positions in the literature. The report does not treat them as an evaluation of every sheltered programme or as a finding about all partner-country systems.

Gender equity and participation across occupational fields

Research on gender in VET gives considerable attention to women's participation in trades historically dominated by men, including construction, engineering and technical occupations (Bridges et al., 2021, 2022). Makarova et al. (2016) discuss gendered occupational pathways, while Ray et al. (2018) consider educational approaches to gender inclusion. The studies reviewed connect entry and completion with the culture of training and work, not simply the formal availability of places.

Bridges et al. (2021) describe the importance of mentors, professional contacts and supportive networks for women in male-dominated occupations. Bridges et al. (2022) also report experiences of tokenism, stereotyping and harassment in VET classrooms. These studies draw attention to the social conditions in which learners participate. Access measures alone do not describe whether the learning environment is supportive or whether learners can progress into the occupation they have chosen.

The review therefore connects gender inclusion with guidance, teaching, workplace culture and employer engagement. It does not assume that differences in enrolment alone establish their causes. The search identified material on women entering traditionally male-dominated fields but did not identify corresponding studies of outreach to men in traditionally female fields.

Ethnic minority inclusion and the experience of Roma learners

The studies on Roma youth connect vocational pathways with wider educational and labour-market inequalities. They discuss early school-leaving, limited guidance and discrimination during transitions (Beremnyi, 2023). The analytical emphasis is on the opportunities and support available to learners.

Beremnyi's (2023) account of Roma youth in Hungary describes guidance that is discontinuous and poorly coordinated, with limited access among those who may need it most. The study links educational choices with the information, networks and local opportunities available to young people. It also reports high levels of early leaving in the population it discusses. These findings are specific to that account and are not used as estimates for Roma learners across the partner countries.

Pantea (2024) reports on Roma learners in vocational programmes in Romania. The qualitative study describes aspirations for social mobility together with discrimination, limited institutional support and insecure employment opportunities. Learners may make substantial personal and financial efforts to stay in education without having a clear route into suitable work. The account therefore considers the quality of training, labour-market conditions and support together.

For this report, these studies make early guidance, progression opportunities, access to apprenticeships and learner support relevant to the reading of national frameworks. They also caution against treating formal access to VET as a sufficient account of ethnic minority inclusion.

Refugees, migrants and access to vocational pathways

The literature presents VET as one route through which refugees and migrants can acquire qualifications recognised in a host country, develop language skills and establish connections with employers (OECD, 2018, UNHCR, 2019, UNHCR et al., 2023). The barriers discussed include interrupted schooling, difficulties obtaining recognition for previous qualifications, language needs, limited networks and discrimination (Moreno Herrera et al., 2025).

Comparative research in Austria, Denmark and Germany connects refugee participation in IVET with legal access, language preparation, recognition of previous learning and employer engagement (Jørgensen et al., 2021). It also discusses institutional capacity and the context in which arrangements are implemented. Siembab (2024) considers how parents, friends and classmates are associated with decisions to leave vocational training in Germany, adding a social dimension to the institutional account.

Van Dijk et al. (2022) discuss refugees entering learning or work below their previous qualification level. Their analysis concerns recognition of qualifications and the value attributed to earlier work experience. Its relevance here is the question of how vocational entry arrangements recognise what learners already know.

Regional opportunities also matter. Meyer and Winkler (2023) discuss refugees' transitions into VET in Germany in relation to local economic and labour-market conditions. The availability of employers and apprenticeship places affects what a formally accessible pathway can offer in practice. This is contextual evidence, not a measure of the adequacy of national inclusion law.

Stalder et al. (2024) discuss a Swiss pre-vocational programme combining language learning, vocational orientation and workplace exposure for refugees and temporarily admitted migrants. The programme aims to prepare learners for entry into vocational pathways. It provides an example of linking preparation with a next stage.

Across this literature, coordination between providers, employers, guidance services and communities is a recurring concern (Moreno Herrera et al., 2025). The national stocktake therefore looks for information on entry, recognition, preparation, support and progression. It distinguishes education-wide measures from provisions explicitly addressing vocational settings.

The integration paradox

The concept of the integration paradox concerns how greater participation can increase awareness or experience of exclusion (El-Mafaalani, 2018). It offers a perspective on the disappointment that can follow educational progress when further opportunities are restricted. Studies of access to apprenticeships and work describe barriers encountered by learners with migration backgrounds despite their qualifications (Imdorf & Seiterle, 2015, OECD, 2018).

This perspective helps interpret the experiences of learners. The report uses it to retain attention to the quality of participation and transitions, rather than assuming that acquiring skills alone resolves every barrier to inclusion (Solga, 2014, ETF, 2021).

Coordination between providers, employers and support services

Research describes VET as a set of relationships between education providers, employers, public employment services, social partners and civil society organisations (Busemeyer & Trampusch, 2012, CEDEFOP, 2018, OECD, 2020). The term ecosystem is used in this literature to describe those connections. For inclusion, the practical question is how responsibilities for guidance, learning, support and transitions are shared (Ainscow, 2020, ETF, 2020).

Wüthrich (2025), identified as a preprint in the bibliography, compares support arrangements in Switzerland, Germany, Austria, the Netherlands and England. The account discusses support courses within the Swiss dual system and the possibility that targeted assistance can stigmatise learners when it is treated as exceptional. It is used here as a descriptive account of support arrangements, not as conclusive evidence of their effectiveness.

Sauli (2021) reports on cooperation between Swiss IVET partners from the perspectives of apprentices, teachers and company trainers. The study describes coordination that participants may experience as informal or insufficient, leaving apprentices to make connections between institutions themselves. This supports a question about whether coordination is an institutional responsibility or a burden passed to the learner.

The wider discussion connects permeability and progression with participation in society (Debowski et al., 2025, CEDEFOP, 2023). Sennai and Hakka (2025) discuss a different issue in Algeria, contrasting vocational training as skills development with training undertaken to meet regulatory requirements. These accounts concern different populations and purposes and are not treated as evidence of a common effect across countries.

Pedagogy and learning environments

Classroom and workshop experiences matter within this wider institutional account. The literature discusses different ways for learners to acquire and show occupational competence, including modular curricula, recognition of prior learning, adapted assessment and flexible sequencing (Allais, 2014, Johansson & Andersson, 2024). Accessible workshops and learning materials are part of the same discussion.

Roos et al. (2021) describe learning environments in transition programmes for at-risk students that combine adapted instruction, belonging and structured support for learning. Paul (2023) discusses teaching practices for newly arrived migrant learners in Swedish upper-secondary VET, including the relationship between language support and vocational learning. These studies provide examples of institutional and pedagogical choices.

Other research addresses emotional regulation, mentoring and relationships between learners (Kärner & Kögler, 2016, Keijzer et al., 2021). Kärner et al. (2024) analyse the spread of stress within vocational classrooms. These findings retain attention to the daily learning environment when considering system-level reforms. Clear responsibilities and formal provisions do not, by themselves, describe the quality of teaching, support or relationships experienced by learners.

4.2 Implications for the country stocktake

The international review identifies questions that can be asked of national frameworks. It does not establish a hierarchy in which one mechanism explains inclusion everywhere. Learner access, the quality of provision, progression, employer selection and support during transitions all warrant attention.

Programme differentiation is one such question. The stocktake asks whether the material describes routes into recognised qualifications and further learning. Employer participation is another. It asks what the documents say about recruitment, accommodation, supervision and coordination between providers and workplaces.

A third question concerns the organisation and financing of support. The literature discusses guidance, mentoring, recognition of prior learning, language support and relationships with social services. The stocktake considers how these arrangements are recorded in laws, strategies and vocational instruments, and which groups of learners they address.

The comparison in chapter 5 therefore applies the six components set out in chapter 2. Legal foundations and governance establish the institutional context. Vocational provision covers curriculum, assessment, teacher preparation, financing and learner support. Work-based learning and transitions concern responsibilities beyond the classroom. The coverage of vulnerable groups and monitoring provide further perspectives across these components.

National frameworks can establish the intended arrangements and allocation of responsibilities. They cannot, without additional evidence, establish whether learners receive the support described or achieve equitable outcomes. This distinction guides the regional synthesis and the policy discussion that follows.

5. NATIONAL FRAMEWORKS FOR INCLUSIVE VOCATIONAL EDUCATION AND CROSS-COUNTRY COMPARISON

The country stocktake considers how inclusion is expressed in national legal and strategic frameworks. It asks what the reviewed material says about learners' access, participation, support, progression and transitions, and how responsibilities are allocated between authorities, providers and employers.

The analysis uses the six components introduced in chapter 2. These are legal and regulatory foundations, governance and coordination, vocational provision, work-based learning and transitions, the coverage of vulnerable groups, and monitoring. Financing, curriculum, assessment and teacher preparation are considered within the components on governance and provision.

The country-level descriptions below draw on the profiles in Annex 1 and the instruments listed in Annex 3. Annex 2 provides a more compact account of documentary coverage for selected learner groups. Contextual research and monitoring reports are cited separately. The comparison distinguishes a broad commitment, a specific provision and a matter on which the material provides insufficient detail. It does not infer the absence of a legal obligation or a failure of implementation solely from missing documentation.

5.1 Inclusive IVET in Central Asia and the South Caucasus

The stocktake covers Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan in Central Asia, and Armenia, Azerbaijan and Georgia in the South Caucasus. The material records commitments to equality and access together with reforms of vocational institutions, qualifications and work-based learning. The questions for inclusion concern how these reforms address the needs of different learners and how the relevant support is specified.

The regional literature also discusses geographical inequalities, skills mismatch and migration (ETF, 2017, 2022, World Bank, 2025). These issues are relevant where learners have limited access to training near home or expect to use their qualifications elsewhere. They help explain the relevance of access, guidance and recognition within the frameworks.

Central Asia: legal foundations and coordination

Education legislation and national strategies provide the main foundations recorded for inclusive education in the five Central Asian countries. The inventory identifies education-law provisions, inclusion concepts and wider vocational reform programmes. It also records a disability-rights law and an inclusive education concept in Uzbekistan, and education-law provisions for learners with disabilities in Turkmenistan (Annex 3).

The documents describe different routes through which inclusion is connected with VET. Kazakhstan's entry records free initial VET and support for socially disadvantaged learners. Kyrgyzstan's entry connects inclusion with education-sector planning and access in rural areas. Tajikistan's entry records support for orphans and learners from low-income families. Uzbekistan's entry combines education and disability-rights instruments with changes to vocational pathways. The Turkmenistan entry records general access commitments and vocational institutional regulation. The examples bring attention to the specific commitments through which access is addressed.

Qualifications frameworks, quality assurance and employer partnerships are part of the wider reform context described by the Torino Process (ETF, 2017, 2019). For inclusive IVET, their relevance depends on whether the frameworks also explain learner support, adapted assessment and the responsibilities of those providing training. The comparison therefore asks how inclusion is addressed within these reforms.

Central Asia: provision, learner groups and support

The country profiles describe access expansion, institutional development, curriculum reform and state-funded training. The inventory adds examples of financial support and flexible training arrangements. These measures address different barriers and should not be treated as interchangeable. Free tuition concerns the cost of participation, while an adapted assessment concerns how a learner can show competence (Annexes 1 and 3).

Disability, socio-economic disadvantage and geographical access receive attention in the reviewed frameworks. Some entries also refer to women, returnee migrants and learners whose education has been interrupted. The broader education literature discusses teacher preparation, accessibility and social attitudes (Dunajeva, 2025, Róka, 2024). Since much of this research concerns inclusive education generally, it is used to identify relevant questions for vocational settings rather than to establish the same conditions in every vocational institution.

The material on rural access and migration makes guidance and recognition relevant to inclusion. Where learners seek work outside their home area or country, information about training routes and the recognition of qualifications becomes important to the transition under consideration (ETF, 2022, World Bank, 2025). Their relevance extends to both access to training and the later use of qualifications.

Uzbekistan: connecting inclusion and vocational reform

The country inventory records an education law, a disability-rights law and an inclusive education concept, together with restructuring of vocational pathways. It also describes flexible training arrangements and employer participation.

These references provide a starting point for considering how access and support are addressed within broader vocational reform. The stocktake does not establish whether all the arrangements are applied uniformly across providers.

Source: Annexes 1 and 3, and the discussion of Dunajeva (2025).

Central Asia: workplace learning, transitions and monitoring

Work-based learning and employer participation appear in the vocational reform material for the five countries. The country entries provide less detail on accommodation during enterprise-based training, adapted supervision and responsibility for support. This limits what can be concluded about the application of inclusion commitments in workplaces. The scope of wider applicable duties is a separate question.

The monitoring material described in the profiles concentrates on enrolment, institutional development and broader system reform. Information on retention, completion and transitions for specific disadvantaged groups is less fully documented. Table 2 summarises the country material using the same set of questions. The entries summarise both the arrangements described and the information needed to understand them more fully.

Table 2. Documented arrangements for inclusive IVET in Central Asia

Country	Instruments and provision described	Workplace support and information
Kazakhstan	Education legislation, state-funded initial VET, support for socially disadvantaged learners, and dual education and qualifications reforms.	Employer participation is described. The account provides limited detail on accommodation during placements and outcomes for specific groups.
Kyrgyzstan	Education-sector and inclusion planning, vocational modernisation, and attention to rural and low-income learners.	Dual training and partnerships are recorded. Responsibilities for workplace support and

Country	Instruments and provision described	Workplace support and information
		disaggregated transitions are less fully described.
Tajikistan	Education and vocational frameworks, support for orphans and low-income learners, and objectives for access in remote areas.	Practical learning and employer links are discussed. Detailed inclusion requirements and transition information are not systematically recorded.
Turkmenistan	Education-law inclusion provisions and regulation of vocational institutions within a centrally governed system.	Institution-enterprise cooperation is referenced. The inventory contains limited detail on inclusive workplace arrangements and learner outcomes.
Uzbekistan	Education and disability-rights instruments, an inclusive education concept, flexible vocational pathways and restructuring of provision.	Dual education and employer involvement feature in reform accounts. Specific support duties and disaggregated progression are less fully documented.

Source: country profiles in Annex 1 and the inventory in Annex 3. Entries describe the coverage of the stocktake, not implementation scores.

The Central Asian material therefore supports a comparison of how access commitments are connected with vocational institutions, funding and qualifications. It supports a more limited account of the technical arrangements for inclusive learning and workplace support. The practical questions concern the connection between access entitlements, technical support and the learner's progress.

South Caucasus: legal foundations and coordination

The stocktake records education and vocational frameworks in Armenia, Azerbaijan and Georgia. All three country entries describe qualifications reform and employer engagement, but they identify different instruments relevant to inclusion. Naming those instruments makes the different approaches easier to understand.

For Armenia, the inventory records amendments to vocational legislation referring to special educational needs, the education strategy to 2030 and the 2024 VET law. It also describes access and financial support for selected disadvantaged groups. For Georgia, the inventory identifies the 2018 Law on Vocational Education and records non-discrimination and adaptation provisions for learners with special educational needs. For Azerbaijan, it identifies the 2018 vocational education law and the State Programme for the Development of Inclusive Education for Persons with Disabilities 2018–2024 (Annex 3).

These entries qualify the broad proposition that inclusion is found only in general education frameworks. Some of the material explicitly connects inclusion with vocational legislation. The separate question is how much detail the stocktake provides about workshops, assessment, learner support and employer-based training.

South Caucasus: provision, learner groups and support

The profiles describe curriculum reform, modular programmes, recognition of prior learning and expanded vocational provision. In Georgia, the inventory also records language-related support and attention to ethnic minorities, displaced persons and early school-leavers. The Armenia entry includes border communities, disadvantaged families and learners with special educational needs. Azerbaijan's entry refers to regional disadvantage and displaced persons or refugees (Annexes 1 and 3).

The level of detail is not uniform. A reference to flexible entry or accessible provision does not describe the complete support available to a learner. The Georgian inventory records adaptation obligations in vocational law, while the country profile provides limited detail about technical delivery standards. The existence of a provision and the detail of its application are therefore considered separately.

Armenia: inclusion in the vocational framework

The stocktake records references to learners with special educational needs within the vocational framework, an education strategy to 2030 and the 2024 VET law. It also identifies access and support measures for disadvantaged families and border communities.

The example separates the recognition of inclusion within vocational instruments from the technical detail needed to describe accommodation, assessment and support in practice.

Source: Annexes 1 and 3. Government of the Republic of Armenia documents are listed in the country bibliography.

South Caucasus: workplace learning, transitions and monitoring

The reviewed material describes employer partnerships and development of work-based learning. Georgia's inventory identifies instruments on work-based education and educational enterprise status. The Armenia and Azerbaijan entries also record practical training or employer-partnership arrangements. The material is less detailed about recruitment safeguards, workplace accommodation and responsibility for supporting learners during placements (Annex 3).

The contextual literature discusses skills mismatch and migration in the wider region (ETF, 2022, World Bank, 2025). These issues are relevant to the use of qualifications and access to work and complement the account of inclusion provisions. The country profiles provide limited disaggregated information on progression and employment transitions. Table 3 shows these distinctions.

Table 3. Documented arrangements for inclusive IVET in the South Caucasus

Country	Legal connections and learner support	Workplace learning and information
Armenia	Vocational legislation referring to special educational needs, the education strategy to 2030, and access or financial support for selected disadvantaged groups.	Practical training and employer participation are recorded. Technical support arrangements and group-specific transition information receive less detail.
Azerbaijan	The vocational education law, a disability-focused inclusive education programme, and attention to regional disadvantage and displaced learners.	Employer partnerships feature in reform accounts. The stocktake gives limited detail on inclusive recruitment, accommodation and supervision.
Georgia	The vocational education law includes non-discrimination and adaptation provisions in the inventory. Modular learning, RPL and language-related support are also described.	Instruments on work-based education and educational enterprise status are recorded. Detailed support responsibilities and transition outcomes are not comprehensively described.

Source: Annexes 1 and 3. A legal reference, a programme design feature and a documented outcome are different types of evidence.

The South Caucasus material shows why a comparison needs to separate legal recognition, programme design and documented support arrangements. It identifies vocational provisions and reform measures that are relevant to inclusion, but does not establish their coverage across providers or their effects on learners' outcomes.

5.2 Inclusive IVET in the Southern and Eastern Mediterranean

Legal foundations and coordination

This section covers Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine and Tunisia. The reviewed material combines education and vocational frameworks, disability legislation, reform strategies and documents on employer participation. It also includes accounts of vocational provision under conditions of displacement and institutional disruption.

Specific rights instruments include Jordan's Law on the Rights of Persons with Disabilities No 20 of 2017, Morocco's Framework Law No 97-13 and Lebanon's Law No 220/2000 (HCD, 2017, Kingdom of Morocco, 2016, MEHE, 2023). The country inventory also records Egypt's Law No 10 of 2018 and Israel's Special Education Law and amendments. These instruments provide part of the inclusion framework, but their presence alone does not describe how vocational support is organised (Annex 3).

VET strategies address access, quality, employment and governance in different combinations. Jordan's E-TVET Strategy 2014–2020 included inclusiveness, performance measurement and funding. Lebanon's National Strategic Framework for TVET 2018–2022 addressed access, quality and governance (E-TVET Council, 2014, MEHE & ILO, 2018). Algeria's material describes a long-standing apprenticeship framework, while the Egypt material describes public-private technical education and employer partnerships (Annexes 1 and 3).

The regional Torino Process reports discuss qualifications reform, stakeholder participation and coordination across institutions (ETF, 2017a, 2020). The country material describes responsibilities shared across ministries in Morocco and Lebanon, and coordination through the Technical and Vocational Skills Development Commission in Jordan. These descriptions raise questions about who is responsible for inclusion in each part of the vocational pathway.

Morocco: rights, vocational reform and targeted access

The Moroccan material brings together disability-rights legislation, the education framework law and vocational reforms concerning pathways, regional provision and cooperation with employers. The regional account also describes migrant training grants through the AMUDDU project.

These are different types of arrangement. The legal framework defines broad commitments, while a project offers a specific route to training. Their connection with continuing support and recognised qualifications is a question for the vocational analysis.

Vocational provision, learner groups and support

Disability inclusion is addressed through different combinations of rights, education strategies and specialised provision. Jordan's law and inclusive education strategy address reasonable accommodation, accessibility, curriculum and professional development (HCD, 2017, Ministry of Education & HCD, 2019). Lebanon's 2023 policy concerns inclusive education, while the vocational material provides a less detailed account of workshop and assessment arrangements (MEHE, 2023). Algeria's inventory identifies specialised vocational centres for persons with specific needs. The stocktake does not evaluate the quality or results of these different forms of provision.

Gender-related barriers are discussed in the regional literature through occupational segregation, social expectations and employer perceptions. The reviewed accounts of Lebanon and Jordan consider the limited participation of women in traditionally male-dominated trades. Regional reports also discuss women's participation in work and their position among young people outside education, employment or training (ETF, 2017a, ILO & UNICEF, 2023). These findings relate to the periods and populations covered by those sources. They should not be read as direct measures of current IVET regulation.

The material on socio-economic disadvantage connects access to training with its cost, location, relevance and possible destinations. The country entries describe selected support measures, including financial assistance, preferential access and pathways between programmes. The regional literature discusses poverty, informality and youth employment (ETF, 2017a, ILO & UNICEF, 2023). Such context helps explain why entry to a programme and a satisfactory transition into work are different questions, but does not by itself establish which provision is missing from a national framework.

The refugee and migration material provides several concrete examples. Jordan's RPL arrangements are described as providing certification for refugees and host-community members. The Egypt material records levelling examinations for entry into the education system. Morocco's AMUDDU project provides vocational training grants to migrants. UNRWA partnerships are discussed in relation to vocational provision for Palestinian refugees in Lebanon and Palestine (ETF, 2021, ILO, 2020, 2021, Ministry of Foreign Affairs, 2020, UNRWA, 2023).

Zakharia et al. (2022) discuss coordination in refugee education and the relationships between national and other providers. For IVET, this raises questions about entry requirements, language and academic preparation, recognition of previous learning, and progression into formal qualifications. The stocktake records these questions without assuming that a project or humanitarian arrangement has the same status as a national legal entitlement.

Work-based learning and transitions

The material describes several approaches to employer participation. Algeria has a legislative apprenticeship framework. Egypt's technical education reforms include public-private school and workplace partnerships. Lebanon has an ILO implementation manual for work-based learning. Jordan's strategies address workplace learning and links with employment (Chang & Shehadeh, 2020, ILO, 2022, E-TVET Council, 2014, ETF, 2024, Annex 3).

For inclusion, the comparison asks what the material says about access to placements, non-discrimination, accommodation, supervision and support. The country entries do not give equally detailed answers. Where answers are missing, it does not necessarily mean that employers have no obligations.

Formalising employer participation and specifying support are also different tasks. A framework may explain how a placement is arranged without describing who supports a learner during it. The literature reviewed in chapter 4 makes this distinction relevant to the stocktake, while the national material determines how far it can be pursued in each case.

Monitoring and continuity under disruption

The profiles provide limited comparable information on completion, progression and employment transitions for particular disadvantaged groups. The existence of broader system monitoring does not establish that these outcomes are routinely available by disability, migration background or socio-economic status. The documentary matrix in Annex 2 is not a substitute for such information.

For Libya and Palestine, the reviewed accounts discuss institutional disruption and coordination between different providers (ETF, 2020, UNESCO, 2023). The Palestine material also describes UNRWA vocational institutions and employer partnerships.

Table 4 replaces a single hierarchy of systems with examples of the arrangements discussed in this section. The examples can overlap within a country. They are neither exhaustive national descriptions nor evidence that a mechanism has produced the same result in different settings.

Table 4. Examples of inclusion arrangements in the Mediterranean stocktake

Arrangement	Examples in the reviewed material	Question for vocational provision
Disability rights and inclusion policy	Disability legislation and education strategies are recorded for Jordan, Lebanon and Morocco. The Egypt and Israel entries also identify wider disability or special education instruments.	How are the provisions connected with vocational workshops, occupational assessment and workplace learning?
Employer-linked vocational pathways	Apprenticeship in Algeria, public-private technical school partnerships in Egypt, and alternance in Tunisia are described.	What support accompanies recruitment, practical training, completion and progression?

Arrangement	Examples in the reviewed material	Question for vocational provision
Recognition and targeted access	Jordan's RPL arrangements, education entry measures in Egypt and migrant training grants in Morocco appear in the regional account.	Which measures concern IVET directly, and how do they connect with recognised qualifications?
National and humanitarian provision	Lebanon and Palestine include examples of UNRWA vocational provision and other links between national and humanitarian actors.	How are responsibilities, support and progression between providers organised?
Vocational provision in recovery	The Libya material discusses vocational frameworks, institutional rebuilding and access. Supplementary Syrian material concerns displacement and continuity.	What can the available documentation establish about entitlements, delivery responsibilities and learner progress?

Regional synthesis

The Mediterranean material contains identifiable rights instruments, vocational strategies, apprenticeship arrangements and targeted entry or support measures. The main analytical task is to explain how these are connected in each framework. The stocktake is less able to establish the detail and reach of workplace support or the outcomes achieved by different learner groups.

The comparison therefore supports questions about the application of existing commitments, coordination across providers and the continuity of support through a vocational pathway. It does not support transferring an entire national model or choosing a common reform sequence on the basis of a country typology.

5.3 Inclusive IVET in Southeast Europe and Türkiye

Legal foundations and coordination

This section covers Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia, Serbia and Türkiye. The regional literature describes vocational education as an important part of upper-secondary provision and discusses qualifications reform, employer participation and work-based learning (ETF, 2017, 2019). These changes supply the institutional setting for the comparison of inclusion provisions.

The country material records constitutional and education-wide equality guarantees, but also more specific arrangements. Albania's entry identifies anti-discrimination legislation and the VET law. Montenegro's vocational legislation is described as addressing non-discrimination and accessibility and linking vocational institutions with special educational needs provisions. North Macedonia's entry records a connection between reasonable accommodation and practical education with employers. Serbia's entry describes additional support procedures, anti-discrimination arrangements and career guidance standards (Annexes 1 and 3).

Bosnia and Herzegovina's entry records framework education and vocational laws within a decentralised system. Kosovo's entry combines VET legislation, equality provisions and disability-related vocational rehabilitation instruments. Türkiye's entry identifies vocational and apprenticeship regulation together with disability and special education instruments. These different combinations should be described directly.

The material therefore does not support a blanket statement that inclusion is absent from vocational regulation. It supports a more precise distinction between legal recognition, the institutions responsible for support and the detail of workplace arrangements.

Vocational provision, learner groups and support

The regional and country material covers disability, Roma inclusion, socio-economic disadvantage, gender and, in some entries, migration or protection status. The country profiles describe support mechanisms with different scopes. Serbia's additional support arrangements and career guidance standards concern institutions and services. Montenegro's framework includes the admission of foreign nationals and persons with international or temporary protection, including language support where necessary. North Macedonia's definition of special educational needs extends beyond disability to socio-economic, cultural and linguistic disadvantage (Annex 1).

The ARISE report discusses educational inequities affecting Roma learners in the countries it covers (ARISE Consortium, 2021). Timmer (2025) considers the relationship between ethnic identity and disability. Similarly, the ETF thematic work using PISA describes socio-economic differences in educational performance (ETF, 2025).

The gender material includes a study of participation in ICT at tertiary level in Albania and neighbouring contexts (Leka, Lamani & Hoxha, 2024). Its relevance to this report lies in the broader question of occupational and educational segregation. It is not direct evidence of gender participation or outcomes in initial VET.

The regional discussion of guidance connects educational institutions, employment services and employers. ETF's review of career development support in the Western Balkans describes coordination problems between these services (ETF, 2022). For inclusion, this raises the question of whether learners can obtain advice and support at the stages when they choose programmes, enter placements or seek work.

Serbia: support across school and workplace learning

The Serbian entry records additional educational, health and social support procedures, anti-discrimination arrangements and standards for career guidance. Dual education adds an employer-based part to the learning pathway.

The example makes coordination a practical question. When learning takes place with an employer, the respective responsibilities for identifying needs, arranging support and following progress need to be clear. The stocktake describes the school-side arrangements more fully than their application in workplaces.

Source: Annexes 1 and 3. and the country references on education and dual education.

Work-based learning and transitions

The stocktake records dual and workplace learning arrangements across the region. It also identifies differences in what the material says about inclusion. North Macedonia's profile explicitly connects practical education with employers to reasonable accommodation. Montenegro's profile records school-employer contracts and access provisions but provides less detail on the technical support available during placements. Serbia's profile identifies school-side support arrangements and notes that their application to employer-based learning is not fully established in the reviewed material (Annexes 1 and 3).

These examples identify two connected questions. The first concerns how employers participate in vocational learning. The second concerns the support available to learners within those arrangements.

The international comparison in OECD (2023) discusses employment and completion in vocational education, including programmes that combine school and workplace learning. Its populations and comparisons are not identical to the seven systems covered here. The report therefore uses it as contextual evidence about vocational pathways, not as a direct test of the national frameworks.

Digital approaches are also mentioned in the literature. Marinković et al. (2024) discuss digital internship mobility, while Kibrit et al. (2022) address accessibility and sustainability. These examples

raise questions about access to practical learning, equipment and support. They are not evidence that digitalisation has resolved participation barriers across the region.

Monitoring and regional synthesis

The country material includes system monitoring and some reports of access and support for disadvantaged learners. It gives a less complete account of workplace accommodation and transitions disaggregated by learner group. The policy descriptions, the monitoring accounts and the international research therefore need to be read as related but different forms of evidence.

The regional literature discusses low wages, youth employment difficulties, migration and labour-market segmentation (Bartlett, 2022, Uvalić & Bartlett, 2022). These conditions can affect the opportunities available after training.

The comparison identifies several questions for country dialogue. How do education-wide inclusion commitments apply to practical learning? Who arranges support when a learner moves between school and an employer? What information is available on completion and destinations for different groups? These questions keep the focus on the learner's pathway and the responsibilities of the institutions involved.

5.4 Inclusive IVET in Eastern Europe

Legal foundations and coordination

The Eastern European comparison covers Moldova and Ukraine. Both entries record education-wide inclusion frameworks and vocational reform. Belarus is not included in the analysis, in accordance with the Secretariat-General's scope decision recorded in the Secretariat-General note of 1 March 2022, Ares (2022)1502984.

Moldova's entry identifies the Constitution, the Education Code, the Education 2030 strategy and the Inclusive Education Development Programme 2024–2027. The material frames inclusion in terms of disability, socio-economic circumstances, ethnicity and geographical access. Ukraine's entry identifies the 2017 Law on Education and an inclusive education model supported by inclusive resource centres (Annexes 1 and 3).

The vocational reform material describes qualifications development, quality assurance, employer engagement and work-based learning. Moldova's dual education framework is identified through Law No 110/2022 and Government Decision No 97/2023. The Ukraine entry records qualifications reform and workplace-learning partnerships. The existence of these instruments is considered separately from the extent of their inclusion provisions.

Vocational provision, learner groups and support

The profiles describe access measures and general inclusion commitments, and the inventory records support for selected disadvantaged learners. The Moldova material gives attention to rural access and learners with special educational needs. The Ukraine inventory describes free vocational training and scholarships for selected categories of young people, including orphans, learners from low-income families and persons with disabilities (Annex 3).

The broader education material discusses movement towards mainstream provision in Moldova and the development of inclusive classes and support in Ukraine (UNESCO, 2025b, Annex 1). The vocational stocktake provides less detail about adapted assessment, equipment and support in workshops. The relationship between the general framework and these vocational arrangements is central to the comparison.

Displacement adds another dimension to the Ukraine material. OECD (2022) discusses how VET can support displaced learners through guidance, language learning, preparatory programmes, mentoring, recognition of previous learning and employer engagement. The account includes provision in host

countries as well as support relevant to Ukraine. It is not solely a description of national Ukrainian IVET regulation.

Displaced Ukrainian learners: continuity across education systems

The OECD guidance discussed in the study covers language-supported guidance, preparatory learning, mentoring, recognition of previous learning and employer engagement. It considers how vocational pathways can support displaced learners, including those in host-country systems.

The example concerns continuity across a learner's pathway and between systems. It is not an account of a single national regulation or evidence that each proposed measure has been implemented throughout Ukraine.

Source: OECD (2022), How vocational education and training can support Ukraine.

Work-based learning, transitions and monitoring

Moldova's entry records a formal basis for dual education. Ukraine's entry describes development of enterprise-based learning within vocational reform. The reviewed material gives limited detail on how responsibility for recruitment, accommodation and supervision is specified for different learner groups in these arrangements (Annexes 1 and 3).

The profiles also describe institutional monitoring, quality assurance and the difficulties of following learner outcomes under disruption. In the absence of a common dataset on apprenticeship access, completion and employment transitions, the comparison in Table 5 therefore separates documented instruments from information that would be needed to assess delivery or results.

Table 5. Documented arrangements for inclusive IVET in Moldova and Ukraine

Component	Moldova	Ukraine
Legal foundations	Education Code, Education 2030 and an inclusive education development programme.	Education law and an inclusive education model supported by inclusive resource centres.
Coordination and reform	Qualifications, quality assurance and dual education developments.	Qualifications, decentralised vocational governance and workplace-learning developments.
Provision and support	Guidance, flexible pathways and access for disadvantaged learners are recorded.	Free vocational training and scholarships for selected learner groups are recorded.
Work-based learning	Law No 110/2022 and related regulation provide a formal basis for dual education.	Enterprise partnerships and workplace learning are described within vocational reform.
Groups covered	Rural learners, early school-leavers and learners with disabilities or other disadvantages.	Learners with disabilities, orphans, low-income and displaced or war-affected young people.
Monitoring and documentary limits	Institutional monitoring is described, with limited group-specific transition information.	System and crisis-response information is described, with limited comparable transition outcomes.

Source: Annexes 1 and 3. The inventory describes the instruments as recorded, not an independent assessment of implementation.

The Eastern European material connects inclusive education frameworks with vocational modernisation and support for disadvantaged or displaced learners. It provides examples of formal instruments, but a more limited basis for describing technical delivery standards and learner

outcomes. The relevant issues for dialogue concern how the arrangements apply in vocational settings and how learning and support can be maintained through transitions and disruption.

5.5 Cross-regional synthesis

The national material documents inclusion through several kinds of instrument. Equality and disability provisions establish broad commitments. Education and skills strategies identify objectives and groups. Vocational rules, support procedures and apprenticeship arrangements provide more specific descriptions in some countries. These are different forms of coverage, not successive measures of successful implementation.

A first finding is that the relationship between broad rights and vocational provision needs to be made explicit. The examples from Armenia, Georgia, Montenegro and North Macedonia show that the stocktake does identify vocational connections in legal or related instruments. The wider material is less detailed about technical arrangements for workshops, assessment and workplace support. Their scope and application are, however, documented unevenly (Annexes 1 and 3).

A second finding concerns the organisation of support. The material describes financial assistance, flexible pathways, guidance, specialised provision, recognition of prior learning and partnerships between institutions. These address different needs. Their existence does not establish that the same support is available throughout a pathway or to every group covered by a broad inclusion commitment.

A third finding concerns workplace learning. The stocktake records expansion or formalisation of employer participation in many of the country entries. It offers a less complete account of recruitment safeguards, accommodation, supervision and responsibility for support. The international literature makes these questions relevant, but the documentary evidence does not establish the prevalence of discrimination or the effectiveness of employer obligations in each country.

The monitoring material is also incomplete for comparative purposes. System-level monitoring is not equivalent to tracking the progress and destinations of disadvantaged learners. Annex 2 records the coverage found for selected groups. Gender and socio-economic disadvantage are discussed in the narrative but are not separately coded as columns in that matrix. The matrix should not therefore be read as comprehensive coverage of every inclusion dimension.

Differences between regions concern the combinations of arrangements and contexts described in the sources. Migration, geographical access and qualifications recognition receive attention in Central Asia and the South Caucasus. The Southeast European material includes vocational legal connections, additional support and guidance. The Mediterranean material includes disability instruments, employer partnerships and national-humanitarian provision. Moldova and Ukraine add examples of dual education frameworks, education-wide inclusion and continuity during displacement. It is important to note that none of the information presented is suitable for establishing rankings between regions in terms of stage of inclusion development.

The synthesis provides a basis for considering the application of commitments, the continuity of learner support, the responsibilities attached to workplace learning and the information available on progression. Chapter 6 develops these matters as options and questions for dialogue, using the evidence already presented.

6. POLICY IMPLICATIONS FOR INCLUSIVE IVET

The evidence reviewed identifies four connected areas for policy dialogue. These concern the application of inclusion commitments to vocational settings, the design of pathways and learner support, employer participation, and monitoring of progression and transitions. They follow from the mechanisms discussed in Chapter 4 and the documented arrangements summarised in Chapter 5.

The options below are not a common reform programme or an ordering of countries' priorities. Their relevance depends on what is already provided through national laws, strategies, institutions and services. Table 6 connects each area with the findings and identifies practical questions that can guide discussion without assuming that new legislation or a new institutional structure is always required.

Table 6. Findings, options and practical questions for policy dialogue

Finding from the review	Option for discussion	Practical questions
Broad inclusion commitments and vocational support arrangements are documented at different levels of detail.	Clarify how the applicable commitments cover admissions, workshops, assessment and workplace learning.	Which instruments already apply? Who is responsible for support? Is additional guidance needed, or is a change to an existing instrument being considered?
The literature and country examples describe flexible pathways, financial assistance, guidance and mentoring.	Connect these forms of support across entry, practical learning, completion and progression.	Who identifies needs and coordinates support? How is it funded? Can learners move towards recognised qualifications without repeating learning unnecessarily?
Employer participation is more fully described than inclusive recruitment and workplace support in much of the stocktake.	Clarify provider and employer responsibilities, with support for learners and workplace supervisors.	Who arranges accommodation? How are recruitment and placement decisions made? What assistance is available when a placement is at risk of ending?
Comparable information on progression and transitions for disadvantaged learners is limited.	Use existing reporting to connect participation, completion and destinations where feasible.	Which information is already collected? Can it be linked and disaggregated? What is unknown, and who will use the findings to address an identified problem?

Source: Synthesis of Chapters 4 and 5. These are options for dialogue, not a common reform sequence or country-validated implementation plans.

6.1 Connecting inclusion commitments with vocational arrangements

The stocktake records broad equality and disability commitments together with a range of vocational provisions. The issue for dialogue is how these connect in the stages that learners pass through. These stages include admission, learning in classrooms and workshops, assessment, practical training, certification and progression.

One option discussed in the review is to specify inclusion more clearly in vocational regulation, apprenticeship arrangements, quality assurance or accreditation. Before choosing an instrument, the national discussion would need to establish what the existing framework already covers. A provision in a general education or disability instrument may address a different part of the issue from a technical standard or a school-employer agreement.

The practical content of such a discussion concerns who makes decisions, who arranges support and how it is financed. For example, the country material distinguishes legal recognition of special educational needs from detailed arrangements for adapted assessment or workplace accommodation.

Clarifying the connection between the two would make the framework easier to use without treating a general commitment as a complete account of delivery.

Coordination is relevant where education authorities, employment services, social services, providers and employers share responsibilities. The literature discusses formal cooperation, institutional support and intermediary services (ETF, 2019, 2020, Sauli, 2021). The corresponding questions are which institution takes responsibility at each stage and how support follows a learner moving between settings. Establishing another coordination body is one possible institutional response, but the report does not provide evidence that it is necessary in every context.

6.2 Pathway design and institutional capacity

The literature distinguishes flexible routes towards recognised qualifications from programmes that limit further progression. The policy discussion can therefore begin with the destination of a pathway. What qualification can the learner gain? What previous learning can be recognised? What routes are available into another programme, a higher level of education or employment? These questions make permeability more concrete (Allais, 2014, Schmid, 2020, Tarabini et al., 2022).

Options already discussed in the report include modular curricula, flexible sequencing, personalised learning plans, extended training time, adapted assessment, tutoring and mentoring. Their purposes differ. Additional time may help a learner work towards the same qualification, while a partial qualification recognises a different set of competences. A preparatory programme needs an identifiable next stage if it is to serve as a route into further vocational learning.

Austria: training time, support and qualification pathways

Austria: training time, support and qualification pathways.

The Austrian example describes a prolonged apprenticeship route and a route to partial qualifications under the Vocational Training Act. The prolonged route allows additional training time towards the regular competence standards, with a vocational assistant supporting the learner and the training company.

The partial qualification route specifies selected competence goals in an individual training contract. It should be distinguished from completing the full occupational qualification. The example shows why discussions of flexibility need to address the support provided, the qualification awarded and the opportunities for subsequent progression.

Source: Schmid (2020), Upper secondary education for youth at risk.

The Finland and Sweden examples in chapter 4 also show different approaches to planning and progression. Finland's example concerns personalised competence development within vocational learning. Sweden's concerns preparation for entry to upper-secondary programmes. They should not be treated as interchangeable models or as proof that flexibility alone resolves exclusion.

Institutional capacity concerns the staff, learning environments and support available to deliver these arrangements. The reviewed literature discusses teacher development, accessible facilities, language support, guidance and cooperation with workplaces. Wüthrich's (2025) descriptive preprint on support courses and Ryökkynen and Räty's (2022) account of vocational special needs teachers offer examples of support organised within vocational systems. These accounts can inform discussion of where support sits and who provides it.

The corresponding resource questions concern staff time, specialist expertise, learning materials and financial assistance. The national material identifies some entitlements and funding provisions, but does not provide a comparable cost analysis. The report therefore treats the availability of resources as a condition to consider, without assuming that every option can be introduced through changes to rules alone.

6.3 Employer participation and support in workplace learning

Employer participation is already part of the vocational arrangements described in many country entries. The inclusion question concerns the conditions attached to that participation. The literature discussed in chapter 4 identifies recruitment, supervision, workplace conditions and access to support as matters that can affect learners' entry and completion.

Recruitment and access. A dialogue on employer-linked training can consider how applicants learn about placements, how selection is organised and whether non-discrimination expectations are explicit. Guidance and intermediary support, already discussed in the report, may help learners whose access to employer networks is limited. The report does not establish the prevalence of discriminatory selection in each country.

Support during a placement. The practical questions are who identifies a learner's support needs, who agrees any accommodation, and how the provider and employer coordinate supervision. Options in the reviewed literature include mentoring, tutoring, counselling, support professionals and agreements that describe responsibilities. These make the relationship between the learner, provider and workplace more concrete than a general call for employer engagement.

Resources and assistance for employers. The analysis discusses financial incentives, risk-sharing and support for inclusive work-based learning. These options concern different possible difficulties, including the time and resources required for supervision or accommodation. Their design would need to be considered in relation to the existing training arrangements and the support available. Employer participation alone is not evidence that the learner's support needs are being met.

Completion and onward progression. The literature on apprenticeship termination distinguishes a change of programme from leaving vocational education altogether (Wydra-Somaggio, 2021, Krötz & Deutscher, 2022). Monitoring and support can retain that distinction. The relevant question is what happens after a contract ends and whether the learner enters another recognised pathway.

The country material provides several entry points for these discussions, including apprenticeship legislation, school-employer contracts, support procedures and implementation guidance. Chapter 5 describes them without assuming that one institutional model should be transferred as a whole. The aim of the policy discussion is to clarify how the arrangements apply to learners who need support at the workplace as well as at school.

6.4 Monitoring progression and transitions

The country stocktake contains information on enrolment and system reform, but less comparable information on the progress and destinations of disadvantaged learners. The literature shows why these stages need to be distinguished. Entering a programme, obtaining a placement, completing a qualification and moving into work are different events.

The monitoring options already identified in the report include participation and completion data, information on apprenticeship recruitment and termination, and follow-up on further study and employment. Disaggregation by relevant learner groups can help determine whether broad access commitments are accompanied by opportunities to progress. The documentary codes in Annex 2 cannot provide these outcome measures.

A practical discussion can consider which information is already collected, which institution holds it and whether it follows the same learners through successive stages. It can also identify what is unknown. The report does not propose reconstructing results that are unavailable or treating missing information as a negative outcome.

The Torino Process provides an existing setting in which the interpretation of inclusion evidence can be discussed. National dialogue can distinguish the provisions recorded in this report from monitoring findings and from questions that would need further evidence. This keeps documentary coverage separate from the assessment of participation, learning and transitions.

6.5 Implications for ETF dialogue and capacity development

This report is intended as a structured starting point in support of discussions of ETF with its partner countries. The country profiles can help identify the instruments and arrangements already described. Its international review can help formulate questions about the learner's route through training and work. Its evidence gaps identify where a conclusion cannot yet be drawn from the material available.

The focus of dialogue can vary with the issue under consideration. Where broad commitments are documented but their vocational application is unclear, discussion can concentrate on the relationship between instruments and responsibilities. Where workplace learning is expanding, it can consider recruitment and support during placements. Where interrupted schooling or displacement is central, recognition, flexible entry, language preparation and continuity of support are relevant options already discussed in the report. Where information stops at enrolment, discussion can turn to progression and destinations.

These are different entry points, not categories into which every country must be placed. They can coexist within one system and apply differently to different learners. The report supports the consideration of these options while leaving national actors to determine their relevance, sequence and feasibility.

7. CONCLUSION

Inclusive IVET is addressed through a combination of education and disability rights, vocational legislation, strategies, learner support and arrangements for workplace learning. Across the national material reviewed, broad commitments and access measures are documented more fully than the technical arrangements for workshops, assessment and workplace support. The stocktake nevertheless identifies specific vocational provisions in several countries, so a general claim that inclusion is absent from VET regulation would overlook relevant differences.

The examples from Armenia, Georgia, Montenegro and North Macedonia connect inclusion with vocational education or practical learning in different ways. Other country accounts describe financial support, recognition of previous learning, guidance and partnerships between institutions. These arrangements address different parts of a learner's experience. Their relationship is central to understanding how an inclusion commitment is intended to operate across a vocational pathway (Annexes 1 and 3).

The international literature broadens the analysis from admission to participation, completion and transition. It describes how programme differentiation, employer recruitment, teaching, support and local employment opportunities can affect learners' progress. Flexible routes can widen opportunities, but their value also depends on the qualification available and the next step into further learning or work. Support within a school needs to be considered together with support during practical training.

Workplace learning is a recurrent area of vocational reform in the country accounts. The stocktake provides a less complete description of recruitment safeguards, accommodation, supervision and responsibility for support within these arrangements. The literature makes these questions relevant to inclusion, while the national material identifies the instruments and partnerships through which they can be discussed.

The regional accounts also bring different contexts into view. Geographical access and migration receive attention in Central Asia and the South Caucasus. Additional support and guidance feature in the Southeast European material. The Mediterranean accounts include disability instruments, employer partnerships and national-humanitarian provision. Moldova and Ukraine add examples of formal dual education arrangements and continuity of learning during displacement. These emphases can coexist within a country and apply differently to individual learners.

The policy discussion therefore focuses on the application of existing commitments, the continuity of support, employer responsibilities and information about progression. The practical questions concern who makes decisions, who arranges and finances support, and what happens when a learner moves between institutions or completes a programme. National actors can use the examples to consider their own arrangements without transferring an entire model or following a uniform sequence of reform.

The study provides a documentary basis for this dialogue, not an evaluation of implementation or a comparison of national inclusion outcomes. More systematic information on the progress and destinations of disadvantaged learners would be needed for those purposes. Within its scope, the report makes the documented arrangements easier to compare and identifies where further clarification is needed to understand the full route from vocational access to learning, qualifications and work.

ANNEX 1. COUNTRY PROFILES

The profiles summarise the country material using a common sequence of questions. They distinguish the instruments and arrangements described from matters for which the stocktake provides limited detail. Their descriptions draw on the national inventory in Annex 3 and the country references.

References to support, accommodation or monitoring being insufficiently described are documentary findings. They do not establish that no applicable obligation or service exists. The questions at the end of each profile identify matters for dialogue, not a finding that a country must adopt a particular reform.

The core comparison comprises the 26 countries named in section 1.3. The Syrian profile is included as supplementary contextual material.

A. Central Asia and the South Caucasus

Armenia

Region: South Caucasus

System: school-based IVET with expanding work-based learning and qualifications reform

Sources recorded: education law, VET reform strategies, NQF development, Torino Process.

Legal and policy foundations

Armenia's inclusion framework, as described in the stocktake, connects education legislation, the education strategy to 2030 and vocational reform. The inventory in Annex 3 records references to special educational needs in amendments to vocational legislation and identifies the 2024 VET law. It also records provisions for accessible vocational training and free training for selected disadvantaged groups.

Inclusion in vocational provision

The vocational reforms described concern access, qualifications and competence-based curricula. They aim to improve connections between education levels and the relevance of qualifications. The profile gives limited detail on the technical arrangements for accommodation, adapted assessment and support within vocational institutions. This is separate from the legal recognition recorded in the inventory.

Learner groups covered

The material identifies learners with disabilities, disadvantaged families, rural populations and border communities. It describes geographical access as a concern and provides limited disaggregated information on participation, retention and transitions for these groups.

Work-based learning and employer participation

The reviewed material describes practical training and development of employer engagement in curricula and provision. It gives limited detail on how recruitment, workplace adaptation and support for disadvantaged learners are specified within these arrangements.

Monitoring and information

The country entry records institutional monitoring, education-strategy reporting and Torino Process material. The information summarised is more detailed about participation and reform than about the progress and employment destinations of particular disadvantaged groups.

Documented provisions and arrangements

The recorded arrangements include references to special educational needs in vocational legislation, qualifications and competence-based curriculum reform, access and free-training provisions for selected disadvantaged groups and development of practical training and employer partnerships.

Questions left open by the stocktake

Further detail is needed on the technical detail of accommodation and adapted assessment, responsibilities for inclusion during workplace learning, the reach of access measures across geographical areas and disaggregated information on progression and transitions.

Implications for dialogue

The documented vocational recognition of inclusion provides a basis for discussing how support applies in workshops, assessment and workplace learning. The questions concern the detail of these arrangements and the information available on learner progression.

Source details: see the Armenia entries in Annex 3 and References by region and country.

Georgia

Region: South Caucasus

System: Modular IVET with qualifications reform and work-based learning

Sources recorded: VET law, qualifications framework, VET reform strategy, Torino Process

Legal and policy foundations

The Georgian vocational reforms described in the study include modularisation, qualifications reform and changes to vocational governance. Annex 3 identifies the 2018 Law on Vocational Education and records non-discrimination and adaptation provisions for learners with special educational needs. It also identifies the Vocational Education Strategy 2024–2030 and instruments concerning work-based education.

Inclusion in vocational provision

Modular learning, credits and recognition of prior learning are described as routes towards flexible entry and progression. The inventory's reference to adaptation provisions should be distinguished from the limited technical detail available in the profile on assessment, teaching and institution-level support. The latter does not establish the absence of an adaptation obligation.

Learner groups covered

The material refers to disadvantaged youth, rural learners, ethnic minorities, displaced persons or refugees, and early school-leavers. Annex 3 also records language-related support. The profile provides limited evidence on the participation and outcomes of these different groups within IVET.

Work-based learning and employer participation

The entry records employer participation and development of work-based learning, including instruments on delivery conditions and educational enterprise status. It gives limited detail on inclusive recruitment, accommodation and support during placements.

Monitoring and information

Provider self-assessment, quality assurance and system monitoring are recorded. The material summarised does not provide a complete account of disaggregated progression and employment transitions for disadvantaged learners.

Documented provisions and arrangements

The recorded arrangements include non-discrimination and adaptation provisions recorded in vocational law, modular and credit-based pathways, recognition of prior learning and work-based education instruments and language-related support.

Questions left open by the stocktake

Further detail is needed on technical arrangements for inclusive teaching and assessment, support responsibilities during workplace learning, the coverage of different learner groups and disaggregated information on progression and employment.

Implications for dialogue

The issues for dialogue concern the application of the documented adaptation provisions, the continuity of support between school and work, and the information available on learners' progress. Modular provision and legal recognition are relevant arrangements, but are not themselves measures of inclusion outcomes.

Source details: see the Georgia entries in Annex 3 and References by region and country.

Azerbaijan

Region: South Caucasus

System: centralised IVET system undergoing modernisation and expansion of WBL

Sources recorded: VET law, national skills strategy, governance reform documents, Torino process

Legal and policy foundations

The instruments recorded for Azerbaijan include the Law on Vocational Education No 1071-VQ (2018), the vocational development roadmap and the State Programme for the Development of Inclusive Education for Persons with Disabilities 2018–2024. The material connects inclusion with wider education and social policy, as well as vocational modernisation (Annex 3).

Inclusion in vocational provision

The reforms described concern vocational institutions, access, competence-based training and links with employers. Expansion of training centres is presented as a way of widening access. The reviewed material gives limited detail on accommodation, adapted assessment and support for particular groups within vocational programmes.

Learner groups covered

The profile and inventory identify disadvantaged youth, regional disadvantage and displaced persons or refugees. They provide limited systematic information on participation, retention and outcomes for these groups. The disability programme is part of the broader framework recorded.

Work-based learning and employer participation

The entry describes public-private partnerships and employer participation in programme design and delivery. It provides limited detail on the inclusion provisions attached to recruitment, practical training and workplace support.

Monitoring and information

The inventory records programme monitoring and ETF system-level material. The profile’s information is concentrated on institutional development and participation, with less detail on disaggregated vocational and employment transitions.

Documented provisions and arrangements

The recorded arrangements include vocational legislation and development strategy, a programme addressing disability inclusion in education, institutional and competence-based training reforms and employer-partnership arrangements.

Questions left open by the stocktake

Further detail is needed on accommodation and adapted assessment in vocational settings, inclusion provisions attached to workplace learning, information on access and progression for specific groups and disaggregated employment-transition evidence.

Implications for dialogue

The material provides a basis for discussing how access and modernisation objectives connect with support within vocational programmes and workplaces. The issues left open concern the detail of the arrangements and the evidence on progression for different groups.

Source details: see the Azerbaijan entries in Annex 3 and References by region and country.

Kazakhstan

Region: Central Asia

System: School-based IVET with central governance and dual education

Sources recorded: education law, VET reform strategies, dual education policies, Torino Process

Legal and policy foundations

The framework described for Kazakhstan includes education-law provisions and national programmes addressing access, equity and vocational development. The inventory describes guarantees of free initial VET and support for socially disadvantaged learners, together with qualifications and dual education reforms (Annex 3).

Inclusion in vocational provision

The country material connects access expansion and state-funded places with changes to vocational institutions and competence-based standards. These measures describe different aspects of provision. The profile gives limited technical detail on accommodation, adapted assessment and institutional support for learners with additional needs.

Learner groups covered

Disadvantaged youth, rural populations and learners with disabilities are identified in the reviewed material. State-funded vocational access is described, but the profile provides limited disaggregated information on retention, completion and employment transitions for these groups.

Work-based learning and employer participation

Dual education and employer participation in training and assessment are part of the reforms recorded. The stocktake gives limited detail on how inclusive recruitment, accommodation and support responsibilities are specified during workplace learning.

Monitoring and information

The material describes enrolment monitoring, institutional information and graduate-employment indicators. It does not provide a complete account of how these measures are disaggregated for the disadvantaged groups considered in this report.

Documented provisions and arrangements

The recorded arrangements include state-funded vocational access and support provisions, dual education arrangements, qualifications reform and enrolment and graduate-employment monitoring described in the material.

Questions left open by the stocktake

Further detail is needed on technical arrangements for accommodation and assessment, learner support during dual education, the reach of support for rural and disadvantaged learners and disaggregation of progression and employment information.

Implications for dialogue

The issues for dialogue concern the connection between funded access, support during training and the responsibilities attached to dual education. Qualifications and employer engagement are highly relevant to these questions.

Source details: see the Kazakhstan entries in Annex 3 and References by region and country.

Kyrgyzstan

Region: Central Asia

System: School-based IVET with work-based learning initiatives

Sources recorded: education law, VET development strategy, donor-supported reforms, Torino Process.

Legal and policy foundations

Kyrgyzstan's education and vocational planning identifies inclusion and access as objectives of sector planning. The inventory records education legislation, an inclusive education concept and vocational development measures. The profile connects these with institutional modernisation and qualifications reform (Annexes 1 and 3).

Inclusion in vocational provision

The material describes access expansion, vocational institution development and pilot or donor-supported initiatives. Curriculum reform is part of this account. The profile provides limited technical detail on accommodation, adapted teaching and the support available across vocational institutions.

Learner groups covered

Rural youth, socio-economically disadvantaged learners and persons with disabilities are identified in the reviewed material. Geographical access is described as a concern. The stocktake provides limited systematic information on retention, completion and transitions for these groups.

Work-based learning and employer participation

Employer and development-partner cooperation supports the work-based learning initiatives described. The material records dual training and employer-linked qualification arrangements, but gives limited detail on inclusive recruitment and support during workplace learning.

Monitoring and information

The entry records system monitoring and quality assurance developments. The information summarised concerns participation and institutional reform more than disaggregated progression and employment outcomes.

Documented provisions and arrangements

The recorded arrangements include inclusive education objectives in sector planning, vocational institution and curriculum development, employer-partnership and dual training initiatives and donor-supported vocational reform.

Questions left open by the stocktake

Further detail is needed on technical requirements for inclusive vocational provision, employer and provider responsibilities for support, the coverage of pilot arrangements and information on progression and transitions.

Implications for dialogue

The questions for dialogue concern how the recorded inclusion objectives apply within vocational teaching and workplace learning, who arranges support, and what information follows learners beyond entry. The documentary record cannot establish the coverage or effectiveness of the pilot initiatives across the system.

Source details: see the Kyrgyzstan entries in Annex 3 and References by region and country.

Tajikistan

Region: Central Asia

System: school-based IVET with central governance and limited WBL expansion

Sources recorded: education law, VET development strategies, Torino Process.

Legal and policy foundations

The instruments recorded for Tajikistan include education and vocational frameworks addressing equity, access and institutional development. The inventory describes support and free education for orphans and learners from low-income families, and strategic attention to rural access and gender (Annex 3).

Inclusion in vocational provision

The vocational reforms described concern access, infrastructure and links with employment. The profile provides limited information on the technical arrangements for accommodation, adapted assessment and inclusive teaching.

Learner groups covered

The material identifies disadvantaged youth, low-income families, orphans and rural populations. It also records attention to participation from remote areas and gender equality in vocational fields. Systematic information on the participation and outcomes of these groups is limited in the profile.

Work-based learning and employer participation

The entry describes development of work-based learning and employer engagement. It gives limited detail on recruitment, workplace adaptation and responsibility for support. The stocktake does not establish how widely particular workplace arrangements are available.

Monitoring and information

The monitoring information summarised concerns enrolment, institutions and broader skills questions. It provides limited disaggregated information on completion, progression and employment transitions.

Documented provisions and arrangements

The recorded arrangements include access objectives in education and vocational frameworks, support for orphans and learners from low-income families, attention to rural participation and gender and institutional and vocational curriculum development.

Questions left open by the stocktake

Further detail is needed on details of adapted teaching and assessment, support within workplace learning, the geographical reach of access measures and disaggregated information on completion and destinations.

Implications for dialogue

The documented support and access measures provide a basis for discussing their connection with learning, assessment and workplace provision. The main open questions concern how the arrangements operate across vocational settings and what information is available on learners' subsequent progress.

Source details: see the Tajikistan entries in Annex 3 and References by region and country.

Turkmenistan

Region: Central Asia

System: Centrally governed IVET with vocational institutional regulation

Sources recorded: education law, national strategies, Torino Process.

Legal and policy foundations

The framework described for Turkmenistan establishes state responsibility for vocational education through education legislation and regulation of vocational institutions. Annex 3 identifies the 2021 Law About Education and the 2023 regulation on state institutions of secondary vocational education. The inventory also records disability-related provisions in the education law.

Inclusion in vocational provision

The material focuses on access, institutional development and links with national economic priorities. It provides limited detail on vocational accommodation, adapted assessment and targeted support within programmes. This describes the information available in the stocktake. The complete scope of national obligations may be broader.

Learner groups covered

General access and socio-economic support appear in the inventory, and disability inclusion is recorded in the education framework. The profile provides limited detail on specific learner groups and on their participation, progression and outcomes in IVET.

Work-based learning and employer participation

Cooperation between vocational institutions and enterprises is mentioned in the inventory. The stocktake gives limited detail on how workplace learning is organised for learners needing support, including recruitment, accommodation and supervision.

Monitoring and information

The documentation summarised concerns institutions and system development. Disaggregated information on participation, retention and transitions is limited. The stocktake cannot establish the completeness of national monitoring from these sources.

Documented provisions and arrangements

The recorded arrangements include education and vocational institutional regulation, state responsibility for vocational provision, disability-related provisions recorded in the education framework and cooperation between vocational institutions and enterprises.

Questions left open by the stocktake

Further detail is needed on vocational accommodation and adapted assessment, coverage of specific disadvantaged groups, support arrangements in enterprise-based learning and disaggregated participation and transition information.

Implications for dialogue

The issues for dialogue concern making the vocational application of the recorded access and disability provisions more explicit, including support during practical learning. The limited detail in the profile is a reason to qualify conclusions, not to infer an absence of provision.

Source details: see the Turkmenistan entries in Annex 3 and References by region and country.

Uzbekistan

Region: Central Asia

System: IVET with restructured pathways and work-based learning development

Sources recorded: education law, VET reform strategy, qualifications framework, Torino Process.

Legal and policy foundations

The instruments recorded for Uzbekistan include the Law on Education (2020), the Law on the Rights of Persons with Disabilities (2020), the inclusive education concept and wider education-development measures. The vocational material describes restructuring of programmes and institutions together with qualifications reform (Annex 3).

Inclusion in vocational provision

The reforms recorded include vocational schools, technical colleges and post-secondary routes. Flexible training arrangements and changes to programme structure are presented as ways of improving access. The profile gives limited technical detail on accommodation, adapted teaching and the support available in different vocational settings.

Learner groups covered

The material identifies disadvantaged youth, learners with disabilities, women and returnee migrants, as well as regional access concerns. Some of the wider frameworks also concern adults. They are included here for their relevance to access and recognition, not as evidence of outcomes for young people in IVET.

Work-based learning and employer participation

The country material describes dual education, employer involvement and work-based learning within vocational reform. It gives limited detail on inclusive recruitment, workplace accommodation and responsibilities for supporting disadvantaged learners.

Monitoring and information

The inventory records implementation procedures and ETF monitoring material. The profile provides more information about participation and reform than about disaggregated retention, completion and transitions into employment.

Documented provisions and arrangements

The recorded arrangements include education and disability-rights instruments, inclusive education concept and implementation measures, restructuring of vocational institutions and pathways and dual education and employer-partnership initiatives.

Questions left open by the stocktake

Further detail is needed on technical arrangements for inclusive vocational learning, employer and provider responsibilities for support, coverage of different learner groups and pathways and disaggregated progression and transition information.

Implications for dialogue

The vocational restructuring and disability-related instruments provide a basis for considering how support is specified across programmes and workplaces. The issues left open concern the technical arrangements, their coverage and the information available on learner progression.

Source details: see the Uzbekistan entries in Annex 3 and References by region and country.

B. Eastern Europe, Southeast Europe and Türkiye

Albania

Region: Southeast Europe and Türkiye

System: school-based IVET with expanding work-based learning

Sources recorded: anti-discrimination law, VET law, National Education Strategy, National Employment and Skills Strategy, Torino Process.

Legal and policy foundations

Albania's inclusion framework combines constitutional equality guarantees, Law No 10221/2010 on protection from discrimination and Law No 15/2017 on VET. It also identifies the National Education Strategy 2021–2026 and the National Employment and Skills Strategy 2023–2030. The profile describes reasonable accommodation in the wider anti-discrimination framework and inclusion as an objective of education and skills policy.

Inclusion in vocational provision

The measures described concern access, vocational modernisation and connections with employment. The stocktake gives limited technical detail on accommodation in workshops, adapted assessment and structured learner support. This does not establish that the wider anti-discrimination obligations have no application to vocational provision.

Learner groups covered

The material gives attention to persons with disabilities and Roma and Egyptian communities. The National Action Plan for Equality, Inclusion and Participation of Roma and Egyptians 2021–2025 includes employment and skills. The profile does not identify specific refugee or migrant provisions in the VET material reviewed, which is narrower than a finding that these learners are excluded from the wider framework.

Work-based learning and employer participation

The vocational reform material describes development of workplace learning and employer engagement. The stocktake gives limited detail on how accommodation, support and recruitment safeguards are specified for disadvantaged learners during placements. It does not establish the full scope of employer obligations under the wider legal framework.

Monitoring and information

The Torino Process material summarised in the profile discusses vocational reform, attractiveness and transitions. The information available gives a limited account of participation and outcomes for specific disadvantaged groups in IVET. References to broader adult learning are contextual and are outside the report's main scope.

Documented provisions and arrangements

The recorded arrangements include anti-discrimination provisions, including reasonable accommodation, vocational legislation and education and skills strategies, policy attention to Roma and Egyptian communities and employer engagement and workplace learning as reform objectives.

Questions left open by the stocktake

Further detail is needed on technical arrangements for accommodation and assessment, support and recruitment safeguards during placements, coverage of particular learner groups in vocational instruments and disaggregated information on participation and outcomes.

Implications for dialogue

The issues for dialogue concern how the recorded equality and skills commitments apply in vocational institutions and workplaces, and how learners' progress is followed. More explicit descriptions of support responsibilities would help distinguish the provisions identified from questions that the stocktake leaves open.

Source details: see the Albania entries in Annex 3 and References by region and country.

Bosnia and Herzegovina

Region: Southeast Europe and Türkiye

System: Decentralised secondary IVET

Sources recorded: constitution, framework education laws, Framework Law on Secondary VET, Riga-aligned VET strategy, Torino Process.

Legal and policy foundations

The framework described for Bosnia and Herzegovina comprises constitutional guarantees, the Framework Law on Primary and Secondary Education and the Framework Law on Secondary Vocational Education and Training. The latter addresses vocational provision and cooperation with employers. The 2021–2030 document on improving the quality and relevance of VET in light of the Riga Conclusions provides a strategic reference.

Inclusion in vocational provision

The entry describes inclusion through equality guarantees and the general education framework, together with strategic attention to vocational learning, quality assurance and teacher and mentor development. The stocktake gives limited detail on accommodation and adapted assessment within the different administrative systems.

Learner groups covered

The general framework is described as applying equality and non-discrimination across education. The decentralised structure makes the scope of individual provisions important to the comparison. The material available does not establish uniform operational arrangements for each vulnerable group across entities and cantons.

Work-based learning and employer participation

Work-based learning and employer cooperation appear in the vocational strategy. The stocktake provides limited detail on employer responsibilities for accommodation, adapted supervision and learner support. It does not establish that no such provisions exist in the different administrative jurisdictions.

Monitoring and information

Quality assurance and EQAVET alignment are recorded as strategic priorities. The material gives limited comparable information on the monitoring of inclusive participation and transitions across the

decentralised system. The administrative structure is context for this question, not proof of a particular monitoring failure.

Documented provisions and arrangements

The recorded arrangements include constitutional and education-wide non-discrimination guarantees, a framework law for secondary VET, strategic attention to work-based learning, quality assurance and staff development and vocational reform objectives linked to the Riga Conclusions.

Questions left open by the stocktake

Further detail is needed on the scope of vocational support across administrative units, accommodation and adapted assessment arrangements, responsibilities during company-based learning and comparable information on participation and transitions.

Implications for dialogue

The questions for dialogue concern the scope of inclusion provisions across jurisdictions, their vocational application and coordination between providers and employers. The stocktake identifies the framework instruments but cannot establish the coverage or enforcement of every local arrangement.

Source details: see the Bosnia and Herzegovina entries in Annex 3 and References by region and country.

Kosovo

Region: Southeast Europe and Türkiye

System: school-based IVET with expanding dual learning

Sources recorded: constitution, anti-discrimination and gender equality laws, VET law, disability legislation, Roma and Ashkali strategy, Torino Process.

Legal and policy foundations

The instruments recorded for Kosovo include constitutional equality guarantees, anti-discrimination and gender equality provisions, Law No 04/L-138 on VET, and disability-related vocational rehabilitation legislation. The Education Strategy 2022–2026 addresses inclusive education and development of dual learning. The stocktake records these instruments as different parts of the framework.

Inclusion in vocational provision

The material describes access and vocational reform objectives. It gives limited technical detail on accommodation, adapted assessment and institutional support within IVET. A broad inclusion commitment and a detailed support arrangement therefore need to be read separately.

Learner groups covered

Disability and gender are addressed in the wider legislation, while the dedicated inclusion strategy covers Roma and Ashkali communities. The profile also refers to ETF reporting on participation and transitions. The reviewed vocational material provides limited detail on measures specifically addressing refugees and migrants.

Work-based learning and employer participation

Law No 04/L-138 is described as providing a basis for apprenticeship and combined training. The stocktake does not identify detailed inclusion arrangements for placements in the material it summarises.

Monitoring and information

The ETF material summarised discusses vocational participation, digital readiness and transition tracking, as well as adult learning outside the main scope of this study. The profile provides limited disaggregated evidence on IVET progression and employment outcomes for disadvantaged learners.

Documented provisions and arrangements

The recorded arrangements include equality, anti-discrimination and gender provisions, vocational and disability-related rehabilitation legislation, an education strategy addressing dual learning and a strategy concerning Roma and Ashkali inclusion.

Questions left open by the stocktake

Further detail is needed on vocational accommodation and adapted assessment, learner support during workplace learning, the coverage of specific groups in vocational instruments and disaggregated completion and transition evidence.

Implications for dialogue

The issues for dialogue concern how the recorded equality commitments and targeted strategies connect with support in vocational institutions and workplaces. Information on completion and transitions would be relevant to a separate assessment of outcomes, which the documentary stocktake does not provide.

Source details: see the Kosovo entries in Annex 3 and References by region and country.

Montenegro

Region: Southeast Europe and Türkiye

System: centralised secondary IVET system with employer-based practical learning

Sources recorded: constitution, Law on Vocational Education, SEN law, Education Reform Strategy, Torino Process.

Legal and policy foundations

The framework described for Montenegro includes non-discrimination and accessibility principles in the Law on Vocational Education and a link between vocational institutions and the Law on Education of Children with Special Educational Needs. It also records admission of foreign nationals and persons with international or temporary protection, including language support where necessary. The Education Reform Strategy 2025–2035 provides the strategic context.

Inclusion in vocational provision

The entry identifies a vocational application of inclusion commitments. It provides less technical detail on accommodation in workshops, adapted assessment in competence-based modules and support during practical learning. This difference concerns the level of specification, not the existence of the inclusion commitment itself.

Learner groups covered

The framework described covers learners with disabilities and persons with protection status. The education strategy discusses participation and transitions for Roma learners and learners with disabilities. The Strategy for Social Inclusion of Roma and Egyptians 2021–2025 adds an education and employment perspective.

Work-based learning and employer participation

The vocational law is described as allowing practical education at employers' premises and school-employer contracts. The stocktake gives limited detail on the inclusion provisions attached to these arrangements, including responsibility for accommodation and targeted support during placements.

Monitoring and information

The education strategy and ETF material discuss information systems and accountability. The profile provides limited detail on disaggregated retention, progression and transitions for disadvantaged IVET learners.

Documented provisions and arrangements

The recorded arrangements include non-discrimination and accessibility principles in vocational law, a formal link between special educational needs provisions and vocational institutions, admission and language-support provisions for foreign nationals and protection beneficiaries and strategic attention to Roma and disability-related disadvantage.

Questions left open by the stocktake

Further detail is needed on technical arrangements in workshops and assessment, support responsibilities during employer-based learning, the reach of targeted measures and disaggregated information on retention and transitions.

Implications for dialogue

The questions for dialogue concern the technical application of the documented vocational inclusion principles, the allocation of support responsibilities and the information available on progression. The stocktake identifies legal connections without establishing their delivery across providers.

Source details: see the Montenegro entries in Annex 3 and References by region and country.

North Macedonia

Region: Southeast Europe and Türkiye

System: IVET system with expanding dual education and legally linked WBL safeguards

Sources recorded: secondary education framework, VET law, Concept for Inclusive Education, Concept for VET, Roma strategy, Torino Process.

Legal and policy foundations

North Macedonia's inclusion framework combines the secondary education framework, vocational legislation and inclusion policy concepts. Special educational needs are described as covering disability and socio-economic, cultural and linguistic disadvantage. The profile records an explicit connection between practical education with employers and reasonable accommodation and accessibility in the VET law.

Inclusion in vocational provision

The Concept for VET addresses accessibility, participation, completion and progression. The stocktake gives limited detail on technical standards for workshops, adapted assessment and support across providers. This concerns the detail of the recorded arrangements and does not negate the legal connection with workplace accommodation.

Learner groups covered

The inclusion definition described extends beyond disability. Roma inclusion is also addressed in a national strategy. Monitoring accounts summarised in the profile describe vocational enrolment, dual education and mentoring, but give less detail on how specific groups receive support across institutions.

Work-based learning and employer participation

The recorded reference to reasonable accommodation in practical education with employers is directly relevant to workplace inclusion. The profile also describes dual education, regional vocational centres

and employment-service support. It does not establish how these arrangements are applied in every provider or workplace.

Monitoring and information

The Torino Process material summarised discusses vocational reform, enrolment, mentoring and employment-service counsellors. It provides a less complete account of provider-level enforcement and disaggregated inclusion outcomes. These are different evidence questions from the existence of legal provisions.

Documented provisions and arrangements

The recorded arrangements include a broad definition of inclusion and special educational needs, a recorded connection between practical education and reasonable accommodation, policy attention to accessibility, participation and progression and regional centres, mentoring and career-support arrangements.

Questions left open by the stocktake

Further detail is needed on technical workshop and assessment arrangements, application of support across providers and workplaces, information on enforcement of the recorded provisions and disaggregated progression and transition outcomes.

Implications for dialogue

The documented link between vocational learning and reasonable accommodation provides a specific basis for dialogue. The questions concern technical guidance, support during placements and the monitoring of learner progression.

Source details: see the North Macedonia entries in Annex 3 and References by region and country.

Serbia

Region: Southeast Europe and Türkiye

System: School-based IVET with dual education and formal support arrangements

Sources recorded: constitution, Law on the Foundations of the Education System, dual education law, education strategy, Roma inclusion strategy, Torino Process.

Legal and policy foundations

The inclusion framework of Serbia combines constitutional guarantees, education-system legislation, dual education provisions and targeted strategies. The material describes inclusion through school-level and intersectoral support. It identifies additional support procedures, anti-discrimination arrangements and career guidance standards.

Inclusion in vocational provision

The additional support framework and anti-discrimination procedures are described as ways of identifying barriers and arranging assistance. Career guidance is part of the institutional account. The stocktake gives limited technical detail on adapted occupational assessment and the application of these arrangements during workplace learning.

Learner groups covered

The material addresses learners with disabilities through support procedures and intersectoral mechanisms. Roma inclusion is recorded through the 2016–2025 strategy. The profile also summarises reported measures for migrants, including admission flexibility and reduced documentation barriers, and monitoring concerns about learning quality and relevance for disadvantaged learners.

Work-based learning and employer participation

The material records dual education and employer participation. It does not establish in detail how the support duties described for schools extend to employer-based learning. This is an open question in the stocktake.

Monitoring and information

The entry records school planning, additional support and career guidance arrangements. ETF monitoring accounts discussed in the profile also raise concerns about learning quality and relevance for disadvantaged learners. Those are attributed monitoring findings and should be distinguished from conclusions drawn from the legal inventory.

Documented provisions and arrangements

The recorded arrangements include additional educational, health and social support procedures, anti-discrimination arrangements, career guidance and counselling standards and Roma inclusion strategy and reported migrant access measures.

Questions left open by the stocktake

Further detail is needed on application of school-side support during workplace learning, technical arrangements for adapted occupational assessment, learning quality and relevance for disadvantaged groups and disaggregated information on transitions.

Implications for dialogue

The questions for dialogue concern the connection between school-side support and workplace learning, including accommodation and coordination. The formal arrangements identified provide a starting point, while the monitoring discussion shows why their existence and learners' outcomes need to be considered separately.

Source details: see the Serbia entries in Annex 3 and References by region and country.

Türkiye

Region: Southeast Europe and Türkiye

System: Centrally governed IVET with vocational and apprenticeship regulation

Sources recorded: constitution, Fundamental Law of National Education, disability law, special education decree, ETF traineeship action plan, Torino Process, UNESCO-UNEVOC profile.

Legal and policy foundations

The instruments recorded for Türkiye include constitutional guarantees, the Fundamental Law of National Education, disability legislation and special education provisions. Annex 3 also records vocational and apprenticeship regulation under Law No 3308 and related instruments. These provide the institutional context for the discussion of inclusion.

Inclusion in vocational provision

The profile refers to vocational provision and to ETF work on traineeships and quality improvement. The stocktake gives limited detail on how support and accommodation are specified across different vocational settings. The existence of an established regulatory framework does not describe its application to every learner group.

Learner groups covered

Disability and special educational needs are addressed through the instruments recorded. The country bibliography also includes research on Syrian refugees and vocational pathways. The inventory refers to refugees, seasonal workers and geographical disadvantage. These different populations and sources are not treated as a single measure of inclusion.

Work-based learning and employer participation

The material describes traineeships, apprenticeships and employer-based learning. The stocktake gives limited detail on how recruitment, accommodation and support are specified for disadvantaged learners.

Monitoring and information

The country material includes ministry oversight, Torino Process monitoring and work on traineeship quality. The profile provides limited comparable information on accommodation and disaggregated outcomes in workplace learning. National governance arrangements and labour-market results are treated as separate evidence questions.

Documented provisions and arrangements

The recorded arrangements include vocational and apprenticeship regulation, disability and special education instruments, traineeship and work-based learning arrangements and system monitoring and work on training quality.

Questions left open by the stocktake

Further detail is needed on the vocational application of inclusion commitments, support and accommodation during workplace learning, coverage of different disadvantaged groups and disaggregated completion and transition information.

Implications for dialogue

The questions for dialogue concern how the recorded vocational and disability provisions connect in workplace learning, who arranges support and what information is available on progression.

Source details: see the Türkiye entries in Annex 3 and References by region and country.

Moldova

Region: Eastern Europe

System: school-based IVET with expanding dual education

Sources recorded: constitution, Education Code, Education 2030 Strategy, dual education law, Torino Process.

Legal and policy foundations

The instruments recorded for Moldova include the Constitution, Education Code No 152/2014, the Education 2030 strategy and the Inclusive Education Development Programme 2024–2027. The material describes inclusion across disability, socio-economic circumstances, ethnicity and geographical access. These instruments provide the broader context for vocational reform.

Inclusion in vocational provision

The vocational material concerns access, qualifications, quality assurance and dual education. The inventory records support for guidance and flexible pathways. The stocktake provides limited technical detail on accommodation and adapted assessment within vocational settings.

Learner groups covered

The material refers to rural learners, socio-economically disadvantaged youth, early school-leavers and learners with special educational needs. It gives limited disaggregated information on participation and progression for these groups. Migration is part of the context described.

Work-based learning and employer participation

Dual education is recorded through Law No 110/2022 and Government Decision No 97/2023. The profile describes employer participation but gives limited detail on responsibilities for inclusive

recruitment, workplace accommodation and learner support. It does not establish the quality of every enterprise placement.

Monitoring and information

The material includes ministry oversight, institutional self-assessment and ETF monitoring. It provides limited comparable information on apprenticeship access, completion and employment transitions for disadvantaged learners.

Documented provisions and arrangements

The recorded arrangements include education-wide inclusion framework, Education 2030 and an inclusive education development programme, a recorded legal framework for dual education and guidance, qualifications and quality assurance developments.

Questions left open by the stocktake

Further detail is needed on technical vocational accommodation and assessment arrangements, support responsibilities in dual education, access and progression for rural and disadvantaged learners and disaggregated transition information.

Implications for dialogue

The questions for dialogue concern how the education-wide inclusion framework connects with vocational support and the recorded dual education arrangements. The stocktake identifies the instruments, while the application and outcomes of particular support measures are separate questions.

Source details: see the Moldova entries in Annex 3 and References by region and country.

Ukraine

Region: Eastern Europe

System: school-based IVET with expanding WBL under decentralised governance

Sources recorded: Law on Education 2017, NQF reforms, Torino Process, crisis-response policies

Legal and policy foundations

The Ukrainian framework includes the Law on Education (2017), which describes inclusive education through state-guaranteed services based on human diversity and non-discrimination. The profile records mainstream provision and inclusive resource centres, together with vocational and qualifications reform (Annex 3).

Inclusion in vocational provision

The vocational reforms described concern qualifications, decentralised governance and workplace learning. The inventory also records free vocational training and scholarships for selected groups. The stocktake gives limited technical detail on accommodation and adapted assessment in vocational settings.

Learner groups covered

The material identifies orphans, learners from low-income families and persons with disabilities or special educational needs. It also discusses displaced and war-affected learners, recognition of prior qualifications and bridging support. Some cited guidance concerns provision in host countries, so it is not treated solely as evidence of arrangements within Ukraine.

Work-based learning and employer participation

The entry describes enterprise-based training and employer partnerships within vocational reform. It gives limited detail on how recruitment, accommodation and support are specified for different groups during workplace learning.

Monitoring and information

The profile includes system monitoring and accounts of the effects of conflict and disruption on institutions and information. It provides limited disaggregated evidence on progression and employment transitions for the vulnerable groups considered here.

Documented provisions and arrangements

The recorded arrangements include inclusion provisions in the education framework, inclusive resource centres, qualifications and vocational reform instruments and access and support measures for selected disadvantaged or displaced learners.

Questions left open by the stocktake

Further detail is needed on technical arrangements in vocational learning and assessment, responsibilities for support during enterprise-based training, continuity of provision and support during disruption and disaggregated progression and transition information.

Implications for dialogue

The questions for dialogue connect the recorded inclusion and vocational frameworks with continuity of learning and support. They concern access, recognition, workplace arrangements and information on progression, without assuming that the stocktake measures delivery under crisis conditions.

Source details: see the Ukraine entries in Annex 3 and References by region and country.

C. Southern and Eastern Mediterranean

Algeria

Region: Southern and Eastern Mediterranean

System: State-led IVET with apprenticeship regulated in law

Sources recorded: apprenticeship law, framework law on vocational training, recent apprenticeship regulations, Torino Process, UNESCO-UNEVOC.

Legal and policy foundations

Algeria's vocational framework combines apprenticeship legislation, the framework law on vocational training and related executive regulations. The instruments recorded include Law No 81-07 on apprenticeship, Law No 08-07 on vocational training and professional education, and Executive Decree No 23-270 on apprenticeship placement. Annex 3 also records provisions for specialised vocational centres for persons with specific needs.

Inclusion in vocational provision

The country account describes access and employability measures, together with specialised provision for learners with disabilities. The stocktake gives limited detail on accommodation, adapted assessment and support within mainstream vocational programmes. The existence of specialised centres does not, on its own, establish what support is available elsewhere in the system.

Learner groups covered

The reviewed material addresses disadvantaged youth, women, unemployed learners and persons with disabilities. Refugee- and migrant-specific arrangements within IVET are not described in

comparable detail. Information on the progression and completion of the different groups is also limited.

Work-based learning and employer participation

Apprenticeship is a recognised pathway combining workplace learning and theoretical instruction. The instruments recorded address its organisation and the placement of candidates. They are described in more detail than the arrangements for accommodation, adapted supervision and support during workplace learning.

Monitoring and information

The country material draws on Torino Process monitoring of access, quality and system organisation. It provides less detail on the retention, completion and employment transitions of specific disadvantaged groups. The stocktake therefore distinguishes the organisation of apprenticeship from evidence about learners' experiences and outcomes.

Documented provisions and arrangements

The recorded arrangements include a legal framework for apprenticeship and vocational training, regulation of apprenticeship placement, specialised vocational provision recorded for persons with specific needs and policy attention to access and youth integration.

Questions left open by the stocktake

Further detail is needed on accommodation and support within mainstream provision, connections between specialised provision and other vocational pathways, responsibilities for inclusive workplace learning and progression and transition information for different groups.

Implications for dialogue

The existing apprenticeship framework provides a starting point for discussing how inclusion commitments apply to workplace learning. Questions concern the relationship between specialised and mainstream provision, the support available during placements and information on learners' progression.

Source details: see the Algeria entries in Annex 3 and References by region and country.

Egypt

Region: Southern and Eastern Mediterranean

System: Technical education with public-private partnerships and work-based learning

Sources recorded: TVET reform strategies, alternative technical school models, Torino Process, UNESCO-UNEVOC.

Legal and policy foundations

The framework described for Egypt brings together technical education reform, public-private cooperation and wider education and disability instruments. Annex 3 identifies the Education Sector Plan 2023–2027, Law No 10 of 2018 on the Rights of Persons with Disabilities, and the technical education reform agenda. The Unified TVET Act is recorded as a draft, not as legislation already in force.

Inclusion in vocational provision

The reforms described seek to improve access, programme quality and links with employment. Public-private technical school partnerships combine employer involvement with work-based learning.

Learner groups covered

The material addresses women, learners from low-income backgrounds and young people at risk of labour-market exclusion. It also discusses levelling examinations for migrants and refugees within the wider education system. The stocktake gives limited detail on the application of group-specific measures within individual IVET pathways.

Work-based learning and employer participation

Employer participation in curriculum development and workplace training is a feature of the reform account. The reviewed material gives limited information on the inclusion requirements attached to these partnerships, including recruitment, accommodation and supervision. Their intended contribution to relevance is separate from evidence about equitable participation.

Monitoring and information

The entry identifies sector reform monitoring and ETF reporting. Information on participation, completion and employment transitions disaggregated by the vulnerable groups considered in this report is limited. The stocktake does not estimate the effects of the reforms on those outcomes.

Documented provisions and arrangements

The recorded arrangements include education and disability instruments relevant to vocational provision, technical education reform objectives, public-private cooperation and workplace learning and attention to access, quality and employment relevance.

Questions left open by the stocktake

Further detail is needed on how wider inclusion provisions apply within technical education, accommodation and support during workplace learning, coverage of vulnerable groups across different pathways and disaggregated completion and transition information.

Implications for dialogue

Policy dialogue can connect the disability and education instruments already recorded with the arrangements for employer-linked technical education. Relevant questions concern the support available to different learners, the responsibilities of schools and employers, and information on progression through these pathways.

Source details: see the Egypt entries in Annex 3 and References by region and country.

Israel

Region: Southern and Eastern Mediterranean

System: Vocational and technological education within wider education and labour frameworks

Sources recorded: Special Education Law amendments, education policy reforms, Torino Process, UNESCO-UNEVOC.

Legal and policy foundations

The instruments recorded for Israel include the general education framework and the Special Education Law, including the amendments recorded in the stocktake. Vocational and technological education are addressed through sectoral arrangements under education and labour authorities. The country account considers how these wider inclusion provisions connect with vocational settings.

Inclusion in vocational provision

The reviewed material describes mainstream inclusion in schooling and wider education-system reforms. It provides limited technical detail on accommodation in vocational workshops, adapted assessment and support during apprenticeships.

Learner groups covered

Annex 3 identifies persons with disabilities, Arab citizens, Haredi Jews and Ethiopian immigrants among the populations addressed in the country material. The profile does not provide an equally detailed account of the arrangements for each group within IVET. Their inclusion in the inventory is not a measure of participation or outcomes.

Work-based learning and employer participation

The stocktake refers to employer engagement and workplace learning, but gives limited detail on the inclusion responsibilities attached to placements. Questions about accommodation and support need to be considered in relation to the wider education and disability framework, not inferred from the existence or absence of a single apprenticeship law.

Monitoring and information

The entry records ministry oversight and OECD and ETF monitoring references. It does not provide a comprehensive set of disaggregated vocational participation and transition results. The discussion of institutional arrangements is therefore kept separate from conclusions about system performance.

Documented provisions and arrangements

The recorded arrangements include general education and special education instruments, mainstream inclusion addressed in the country account, vocational and technological education arrangements and identification of several learner groups within the inventory.

Questions left open by the stocktake

Further detail is needed on the application of wider rights within vocational settings, technical arrangements for workshop and assessment accessibility, support during workplace learning and comparable vocational outcomes for the groups identified.

Implications for dialogue

The questions for dialogue concern the application of wider inclusion provisions to vocational training, the responsibilities of providers and employers, and information about different learner groups.

Source details: see the Israel entries in Annex 3 and References by region and country.

Jordan

Region: Southern and Eastern Mediterranean

System: IVET with disability rights, vocational coordination and RPL arrangements

Sources recorded: disability rights law, inclusive education strategy, TVSDC reform, RPL initiatives, Torino Process.

Legal and policy foundations

Jordan's framework includes Law No 20 of 2017 on the Rights of Persons with Disabilities and the 10-Year Strategy for Inclusive Education. The country material also records the Technical and Vocational Skills Development Commission and successive TVET strategies. These instruments connect disability rights, accessibility, education planning and the organisation of vocational provision.

Inclusion in vocational provision

The strategy addresses accessibility, curriculum and workforce development. The vocational account also describes recognition of prior learning (RPL) for refugees and host-community members. Recognition and certification are relevant to access and progression, but the material does not establish their effects on employment for all participants.

Learner groups covered

Persons with disabilities are explicitly addressed in the legal and strategic instruments. The inventory also records support for underprivileged students and low-income groups, and attention to women's participation. Refugees and host-community members are discussed through RPL and certification arrangements.

Work-based learning and employer participation

The TVET strategies emphasise employer participation and work-based learning. The stocktake provides limited technical detail on how the wider accommodation obligation is applied during recruitment, workplace supervision and assessment.

Monitoring and information

The entry identifies accreditation, licensing and ministry monitoring, as well as ETF reporting. It gives limited information on how participation, certification and employment transitions are followed for each of the groups discussed. Institutional coordination and outcomes are not treated as interchangeable measures.

Documented provisions and arrangements

The recorded arrangements include a disability rights law addressing inclusive education and accommodation, a dedicated inclusive education strategy, vocational accreditation and coordination arrangements and RPL and certification pathways for refugees and host communities.

Questions left open by the stocktake

Further detail is needed on the application of accommodation obligations during placements, support for learners and workplace supervisors, progression and employment information following certification and connections between support entitlements and vocational delivery.

Implications for dialogue

Jordan's material offers examples for discussing the connection between disability rights, vocational governance and recognition of prior learning. The practical questions concern responsibilities and support during workplace learning, and the information needed to follow learners from access through certification and transition.

Source details: see the Jordan entries in Annex 3 and References by region and country.

Lebanon

Region: Southern and Eastern Mediterranean

System: IVET with national and humanitarian provision and a strategic framework for access

Sources recorded: Law No 220/2000, National Policy on Inclusive Education, TVET strategic framework, Torino Process.

Legal and policy foundations

The instruments recorded for Lebanon include Law No 220/2000 on the rights of persons with disabilities, the National Policy on Inclusive Education (2023), and the National Strategic Framework for TVET 2018–2022. The documents address inclusion, access and vocational reform, although their coverage and periods are different.

Inclusion in vocational provision

The country account describes broad commitments to access and equity. The 2023 inclusive education policy principally concerns general schooling, while the stocktake gives limited technical detail on accommodation in vocational workshops, assessment and practical training. General commitments and vocational delivery arrangements are therefore considered separately.

Learner groups covered

The material addresses disability, low-income families and displaced or refugee populations. National institutions and humanitarian providers both feature in the account, including UNRWA vocational provision for Palestinian refugees. These arrangements are not treated as a single, uniformly administered pathway.

Work-based learning and employer participation

The TVET framework emphasises employability and employer cooperation. The stocktake also records the ILO's 2022 work-based learning implementation manual. Guidance for practitioners is distinguished from binding regulation, and the material gives limited detail on the allocation of accommodation and support responsibilities during placements.

Monitoring and information

The entry refers to ministry, ETF and humanitarian reporting. The available account does not establish comparable inclusion outcomes across all providers. Wider disruption is part of the context described.

Documented provisions and arrangements

The recorded arrangements include disability rights legislation, a national inclusive education policy, a TVET framework addressing access and employability and work-based learning guidance and refugee-related vocational provision.

Questions left open by the stocktake

Further detail is needed on the vocational application of general inclusion commitments, accommodation and support during practical training, coordination between national and humanitarian providers and comparable information on participation and progression.

Implications for dialogue

Questions for dialogue concern the relationship between general inclusion policy and vocational arrangements, responsibilities during workplace learning, and connections between national and humanitarian provision. The existing framework and guidance offer a basis for those discussions without assuming that they have already been applied uniformly.

Source details: see the Lebanon entries in Annex 3 and References by region and country.

Libya

Region: Southern and Eastern Mediterranean

System: Vocational provision described through education frameworks and recovery diagnostics

Sources recorded: Torino Process, UNESCO, national education and skills documents where available.

Legal and policy foundations

Libya's entry draws principally on education and vocational diagnostics, broader legal references and accounts of recovery and reform. The inventory records general education and vocational regulations but does not identify a consolidated VET law by title. This limits the precision of the legal account, not the possible existence of instruments beyond those described.

Inclusion in vocational provision

The country material discusses institutional rebuilding, vocational access and the difficulty of coordinating provision in a disrupted setting. It gives limited detail on accommodation, adapted assessment and learner support across vocational institutions.

Learner groups covered

The inventory identifies internally displaced people, displaced youth and demobilised fighters among the groups discussed in relation to skills and recovery. The profile does not provide a systematic account of their eligibility, entitlements or vocational outcomes. The humanitarian context is considered separately from the regulatory coverage of each group.

Work-based learning and employer participation

Employer cooperation and workplace learning are referenced in the diagnostics. Detailed inclusion requirements for recruitment, accommodation and supervision are not identified in the material assembled. The stocktake therefore leaves the content and application of those requirements open.

Monitoring and information

The available account includes ETF and other diagnostic material but limited disaggregated information on vocational participation, completion and transitions. It does not support a comprehensive assessment of national monitoring arrangements or comparative inclusion capacity.

Documented provisions and arrangements

The recorded arrangements include education and vocational frameworks referenced in the inventory, attention to vocational provision in recovery and reform and employer cooperation described in diagnostic material.

Questions left open by the stocktake

Further detail is needed on the precise instruments governing inclusive vocational provision, support entitlements for the groups identified, responsibilities within workplace learning and information on participation, completion and transitions.

Implications for dialogue

The questions for dialogue concern the instruments and responsibilities governing the provision described, the links between recovery measures and vocational pathways, and information on learner support. The documentary account is not sufficient to prescribe a national sequence of reform.

Source details: see the Libya entries in Annex 3 and References by region and country.

Morocco

Region: Southern and Eastern Mediterranean

System: IVET within education and disability frameworks with apprenticeship and alternance reforms

Sources recorded: Law No 97-13, Law No 51-17, inclusive education programme, Torino Process, World Bank, UNESCO-UNEVOC.

Legal and policy foundations

The instruments recorded for Morocco include Framework Law No 97-13 on the rights of persons with disabilities, Framework Law No 51-17 on the education, training and scientific research system, and the National Inclusive Education Programme. The material also describes the strategic vision for education reform and vocational training reforms.

Inclusion in vocational provision

The reforms discussed address access, flexible pathways, regional provision and links with employment. Responsibility for vocational provision is distributed across institutions. The stocktake provides limited technical detail on how accommodation and learner support are specified across those arrangements, so institutional distribution is not treated as proof of ineffective delivery.

Learner groups covered

The material identifies persons with disabilities, women, young people outside education and employment, and learners affected by geographical disadvantage. The regional account also describes vocational training grants for migrants through the AMUDDU project. A project example is distinguished from an entitlement applying across the vocational system.

Work-based learning and employer participation

Alternance, apprenticeship and qualifications reforms feature in the inventory. The country account gives limited detail on accommodation and support in workplace learning, including the respective responsibilities of providers and employers. It does not establish the uniform application of safeguards across programmes.

Monitoring and information

The entry records national programme monitoring and ETF reporting. It provides limited comparable evidence on retention, completion and employment transitions for the groups considered. The existence of reform and monitoring arrangements is not used as a measure of inclusion outcomes.

Documented provisions and arrangements

The recorded arrangements include disability rights and education framework legislation, a national inclusive education programme, vocational reform addressing access and pathways and regional and group-specific access measures described in the material.

Questions left open by the stocktake

Further detail is needed on application of accommodation provisions within vocational settings, allocation of responsibilities across providers and authorities, support during apprenticeship and alternance training and progression and transition information for disadvantaged groups.

Implications for dialogue

The questions for dialogue concern the connection between the recorded rights instruments and vocational arrangements, the allocation of institutional responsibilities, and support during workplace learning. The examples of targeted access can be considered together with the question of progression into recognised qualifications.

Source details: see the Morocco entries in Annex 3 and References by region and country.

Palestine

Region: Southern and Eastern Mediterranean

System: National and UNRWA vocational provision considered in a context of disruption

Sources recorded: national and UNRWA TVET documents, UNRWA strategic plan, humanitarian and education reports, Torino Process.

Legal and policy foundations

The framework described for Palestine comprises national education and TVET frameworks, the revised national TVET strategy and coordination bodies. National institutions and UNRWA provision both feature in the account. Their respective arrangements are described.

Inclusion in vocational provision

The inventory refers to free or subsidised vocational access linked to socio-economic need and to provision serving marginalised communities. UNRWA institutions offer another set of pathways for Palestinian refugees. The stocktake gives limited detail on how accommodation, assessment and support are specified across the different providers.

Learner groups covered

The groups identified include young people in refugee camps, women and socio-economically disadvantaged learners. Displacement and interruptions to learning are important to the account. The availability of a pathway for one group does not establish access, completion or equivalent support across the full vocational system.

Work-based learning and employer participation

The national strategy and UNRWA account describe employer partnerships and work-based learning. The material provides limited detail on accommodation and other support duties across all workplace placements. Programme-level arrangements are not treated as evidence of a uniform statutory framework.

Monitoring and information

The inventory refers to national coordination bodies, ETF reporting, institutional information and humanitarian monitoring. These sources differ in their purposes and coverage. The stocktake does not assemble a comparable set of participation and transition outcomes across the full range of vocational provision.

Documented provisions and arrangements

The recorded arrangements include national education and TVET frameworks, coordination bodies recorded in the inventory, vocational pathways through national and UNRWA institutions and attention to access for refugees and socio-economically disadvantaged learners.

Questions left open by the stocktake

Further detail is needed on connections between different providers and qualification pathways, accommodation and support arrangements across provision, responsibilities during workplace learning and comparable information on participation and progression.

Implications for dialogue

The questions for dialogue concern connections between national and humanitarian pathways, the recognition of learning, and responsibilities for support during training and transition. Continuity of access and information on progression can be considered without drawing conclusions about uniform enforcement from the available account.

Source details: see the Palestine entries in Annex 3 and References by region and country.

Syria — supplementary context

Region: Southern and Eastern Mediterranean

System: Supplementary contextual entry on vocational education, displacement and recovery

Sources recorded: UNESCO-UNEVOC profile, UNHCR and UNICEF humanitarian materials, related regional summary.

Inclusion in vocational provision

The account concerns disrupted education, recovery and continuity of access. It provides limited vocational detail on accommodation, adapted assessment and institutional learner support. References to humanitarian assistance are not treated as a comprehensive description of the national IVET framework.

Learner groups covered

The material discusses returnees, displaced learners and young people whose education has been interrupted. It also refers to protection, psychosocial and community support needs.

Work-based learning and employer participation

The inventory refers to efforts to organise vocational provision and coordinate responsibilities. It gives limited information on the regulation of employer-based learning, recruitment, accommodation and supervision. No conclusion about the absence of all relevant arrangements is drawn from this documentary gap.

Monitoring and information

The sources include humanitarian and education-sector reporting. Their information on displacement, vulnerability and assistance is not equivalent to tracking participation, completion and employment transitions within IVET. Comparable vocational outcome information is limited in the assembled account.

Documented provisions and arrangements

The recorded arrangements include references to national education and TVET structures, humanitarian attention to access and protection and recovery and continuity measures discussed in the source material.

Questions left open by the stocktake

Further detail is needed on the applicability and scope of the instruments recorded, connections between humanitarian support and vocational pathways, employer-based learning and support responsibilities and vocational participation and progression information.

Implications for dialogue

The entry provides context for questions about continuity, recognition of previous learning and support for displaced learners. It is supplementary to the core comparison of the 26 countries named in section 1.3 and is not used to assign Syria a comparative position or a national reform sequence.

Source details: see the Syria entries in Annex 3 and References by region and country.

Tunisia

Region: Southern and Eastern Mediterranean

System: IVET with alternance training and progression between qualification pathways

Sources recorded: Torino Process monitoring (ETF), vocational training law and reform strategies, UNESCO-UNEVOC TVET profile.

Legal and policy foundations

The instruments recorded for Tunisia include the vocational training framework, including Law No 2008-10, and strategies addressing access, system attractiveness, regional provision and progression. The country account draws on the Torino Process assessment and monitoring material. Regionalisation is discussed as a reform objective.

Inclusion in vocational provision

The material reports preferential enrolment measures for disadvantaged young people and bridges between vocational qualifications and other education pathways. It gives limited technical detail on accessibility, accommodation and adapted assessment in workshops and apprenticeships. Access provisions and the support needed after enrolment are considered separately.

Learner groups covered

Disadvantaged youth and women feature in the account. The monitoring discussion reports gender segregation and difficulties with persistence and completion for disadvantaged learners. Migrant-specific vocational measures and outcomes are not systematically described in the material, which is a documentary limitation rather than proof that no measures exist.

Work-based learning and employer participation

Alternance training is part of the vocational model described. The account identifies CAP, BTP and BTS pathways and opportunities for progression. It gives limited detail on the duties governing non-discrimination, accommodation and learner support during workplace placements.

Monitoring and information

The source account reports efforts to widen enrolment as well as dropout and repetition concerns after entry. It provides limited disaggregated information on apprenticeship recruitment, accommodation and employment transitions. These reported concerns are kept separate from the documentary mapping of legal provisions.

Documented provisions and arrangements

The recorded arrangements include a vocational training framework and reform strategies, preferential access measures reported for disadvantaged learners, an alternance-based vocational model and bridges between vocational and general education pathways.

Questions left open by the stocktake

Further detail is needed on support after entry and through completion, accommodation and adapted assessment arrangements, employer responsibilities during placements and group-specific participation and transition information.

Implications for dialogue

The questions for dialogue concern how access measures connect with support through completion, the responsibilities of providers and employers, and monitoring of progression. The pathway bridges already described offer a concrete basis for considering these questions.

Source details: see the Tunisia entries in Annex 3 and References by region and country.

ANNEX 2. COMPARATIVE SUMMARY MATRIX

The matrix records the documentary coverage of the study. It concerns selected learner groups and domains of vocational provision. The symbols and source-mix labels are not meant as measures of enforcement, service quality or national performance.

How to read the matrix

Code	Meaning
✓	Explicit policy or regulatory coverage is recorded. This does not distinguish a strategic commitment from a binding obligation or establish implementation.
◐	Partial, strategic, implicit or pilot-level coverage is recorded. These forms of coverage may have different legal status and reach.
×	A relevant provision or arrangement was not identified in the reviewed material. This is not a finding that none exists.

The labels for strength of evidence describe the types of sources used: high combines policy material, peer-reviewed research and monitoring or evaluation, medium combines policy and grey literature, and low refers to a single source or descriptive or indirect evidence.

The matrix does not provide a source reference for every individual cell. It should be read with the profiles, the inventory and the country bibliographies. Gender and socio-economic disadvantage are discussed in the narrative but are not separate matrix columns. Roma are coded separately only in the Eastern and Southeast European group.

The core comparison concerns the 26 countries named in section 1.3.

A. Central Asia and the South Caucasus

Armenia

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	◐	◐	Medium
Governance & coordination	◐	◐	×	◐	Medium
Access & participation	◐	◐	×	◐	Low to medium
Financial & learner support	◐	×	×	×	Low
Curriculum flexibility & pedagogy	◐	×	×	×	Low
Teacher preparation & PD	◐	×	×	×	Medium
Guidance & labour-market linkage	◐	◐	×	×	Medium
Monitoring, data & evaluation	◐	×	×	×	Medium

Azerbaijan

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	×	×	◐	Medium
Governance & coordination	◐	×	×	×	Medium
Access & participation	◐	×	×	◐	Low
Financial & learner support	◐	×	×	×	Low
Curriculum flexibility & pedagogy	×	×	×	×	Low
Teacher preparation & PD	◐	×	×	×	Medium
Guidance & labour-market linkage	◐	×	×	×	Medium
Monitoring, data & evaluation	◐	×	×	×	Medium

Georgia

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	◐	◐	High
Governance & coordination	✓	◐	◐	◐	Medium to high
Access & participation	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	Medium
Curriculum flexibility & pedagogy	✓	◐	◐	◐	Medium
Teacher preparation & PD	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	◐	◐	◐	Medium

Kazakhstan

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	◐	◐	Medium
Governance & coordination	✓	◐	◐	◐	Medium to high
Access & participation	✓	◐	◐	◐	Medium to high
Financial & learner support	◐	×	×	×	Medium
Curriculum flexibility & pedagogy	◐	◐	◐	◐	Medium
Teacher preparation & PD	◐	×	×	×	Medium
Guidance & labour-market linkage	✓	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	◐	◐	◐	Medium

Kyrgyzstan

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	◐	◐	◐	◐	Medium
Governance & coordination	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	Low
Financial & learner support	◐	×	×	×	Low
Curriculum flexibility & pedagogy	◐	×	×	×	Low
Teacher preparation & PD	◐	×	×	×	Medium
Guidance & labour-market linkage	◐	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	◐	◐	◐	Medium

Tajikistan

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	◐	◐	◐	◐	Medium
Governance & coordination	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	Low
Financial & learner support	×	×	×	×	Low
Curriculum flexibility & pedagogy	×	×	×	×	Low
Teacher preparation & PD	◐	×	×	×	Low
Guidance & labour-market linkage	◐	◐	◐	◐	Medium
Monitoring, data & evaluation	×	×	×	×	Low

Turkmenistan

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	◐	×	×	◐	Low to medium
Governance & coordination	◐	◐	◐	×	Low
Access & participation	◐	◐	◐	×	Low
Financial & learner support	×	×	×	×	Low
Curriculum flexibility & pedagogy	×	×	×	×	Low
Teacher preparation & PD	◐	×	×	×	Low
Guidance & labour-market linkage	◐	×	×	×	Low to medium
Monitoring, data & evaluation	×	×	×	×	Low

The entry provides limited documentation of detailed vocational support and monitoring. The codes describe that source coverage.

Uzbekistan

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	◐	◐	◐	◐	Medium
Governance & coordination	◐	◐	×	◐	Medium
Access & participation	◐	◐	×	◐	Low to medium
Financial & learner support	◐	×	×	×	Low
Curriculum flexibility & pedagogy	◐	×	×	×	Low
Teacher preparation & PD	◐	×	×	×	Medium
Guidance & labour-market linkage	◐	◐	×	×	Medium
Monitoring, data & evaluation	◐	×	×	×	Medium

The country inventory records disability rights and inclusive education instruments.

B. Eastern Europe, Southeast Europe and Türkiye

Moldova

Policy domain	Disability	Roma	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	✓	◐	◐	Medium to high
Governance & coordination	✓	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	◐	Low to medium
Curriculum flexibility & pedagogy	◐	×	◐	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	×	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	×	◐	◐	◐	Medium

Ukraine

Policy domain	Disability	Roma	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	✓	◐	◐	Medium to high
Governance & coordination	✓	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	◐	Low to medium
Curriculum flexibility & pedagogy	◐	×	◐	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	×	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	×	◐	◐	◐	Medium

Albania

Policy domain	Disability	Roma	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	✓	◐	◐	◐	High
Governance & coordination	✓	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	◐	Medium
Curriculum flexibility & pedagogy	◐	×	◐	◐	◐	Low to medium
Teacher preparation & PD	◐	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	×	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	◐	◐	◐	◐	Medium

Bosnia and Herzegovina

Policy domain	Disability	Roma	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	◐	◐	◐	Medium
Governance & coordination	◐	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	◐	Low to medium
Curriculum flexibility & pedagogy	◐	×	◐	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	×	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	◐	◐	◐	◐	Medium

Kosovo

Policy domain	Disability	Roma	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	✓	◐	◐	◐	Medium-High
Governance & coordination	◐	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	◐	Low-Medium
Curriculum flexibility & pedagogy	◐	×	◐	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	×	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	◐	◐	◐	◐	Medium

Montenegro

Policy domain	Disability	Roma	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	✓	◐	◐	◐	Medium to high
Governance & coordination	◐	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	◐	Low to medium
Curriculum flexibility & pedagogy	◐	×	◐	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	×	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	◐	◐	◐	◐	Medium

North Macedonia

Policy domain	Disability	Roma	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	✓	◐	◐	High
Governance & coordination	◐	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	◐	Low–Medium
Curriculum flexibility & pedagogy	◐	×	◐	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	×	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	×	◐	◐	◐	Medium

Serbia

Policy domain	Disability	Roma	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	◐	◐	◐	High
Governance & coordination	◐	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	◐	Low to medium
Curriculum flexibility & pedagogy	◐	×	◐	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	×	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	×	◐	◐	◐	Medium

Türkiye

Policy domain	Disability	Roma	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	✓	◐	◐	High
Governance & coordination	✓	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	◐	Medium
Curriculum flexibility & pedagogy	◐	×	◐	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	×	◐	◐	◐	Medium
Monitoring, data & evaluation	◐	×	◐	◐	◐	Medium

C. Southern and Eastern Mediterranean

Algeria

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	◐	◐	Medium
Governance & coordination	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	Medium
Financial & learner support	◐	✕	✕	◐	Low to medium
Curriculum flexibility & pedagogy	◐	✕	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	◐	◐	◐	Medium
Monitoring & data	◐	◐	✕	◐	Medium

Egypt

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	◐	◐	Medium
Governance & coordination	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	Medium
Curriculum flexibility & pedagogy	◐	✕	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	◐	◐	◐	Medium
Monitoring & data	◐	◐	✕	◐	Medium

Israel

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	◐	◐	Medium to high
Governance & coordination	✓	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	Medium
Curriculum flexibility & pedagogy	◐	◐	◐	◐	Medium
Teacher preparation & PD	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	◐	◐	◐	Medium
Monitoring & data	◐	◐	◐	◐	Medium

Jordan

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	✓	◐	◐	High
Governance & coordination	✓	◐	◐	◐	Medium
Access & participation	◐	✓	◐	◐	Medium
Financial & learner support	◐	✓	◐	◐	Medium
Curriculum flexibility & pedagogy	◐	◐	◐	◐	Low to medium
Teacher preparation & PD	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	◐	◐	◐	Medium
Monitoring & data	◐	◐	✕	◐	Medium

Refugee-related provisions are recorded in several domains.

Lebanon

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	✓	◐	◐	Medium to high
Governance & coordination	◐	◐	◐	◐	Medium
Access & participation	◐	✓	◐	◐	Medium
Financial & learner support	◐	✓	◐	◐	Medium
Curriculum flexibility & pedagogy	◐	×	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	◐	◐	◐	Medium
Monitoring & data	◐	◐	×	◐	Medium

Libya

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	◐	◐	◐	◐	Medium
Governance & coordination	◐	◐	◐	◐	Low to medium
Access & participation	◐	◐	◐	◐	Low
Financial & learner support	×	×	×	×	Low
Curriculum flexibility & pedagogy	×	×	×	×	Low
Teacher preparation & PD	◐	×	×	×	Low
Guidance & labour-market linkage	◐	◐	◐	◐	Low to medium
Monitoring & data	×	×	×	×	Low

Limited detail in the reviewed documentation should not be read as proof of an absence of legal obligations or services.

Morocco

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	◐	◐	Medium to high
Governance & coordination	✓	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	Medium
Curriculum flexibility & pedagogy	◐	◐	◐	◐	Medium
Teacher preparation & PD	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	◐	◐	◐	Medium
Monitoring & data	◐	◐	◐	◐	Medium

Palestine

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	✓	◐	◐	Medium
Governance & coordination	◐	◐	◐	◐	Medium
Access & participation	◐	✓	◐	◐	Medium
Financial & learner support	◐	✓	◐	◐	Medium
Curriculum flexibility & pedagogy	◐	✕	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	◐	◐	◐	Medium
Monitoring & data	◐	◐	✕	◐	Medium

Syria — supplementary context

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	◐	◐	◐	◐	Low to medium
Governance & coordination	×	◐	◐	◐	Low
Access & participation	◐	◐	◐	◐	Low
Financial & learner support	×	×	×	×	Low
Curriculum flexibility & pedagogy	×	×	×	×	Low
Teacher preparation & PD	×	×	×	×	Low
Guidance & labour-market linkage	◐	◐	×	◐	Low
Monitoring & data	×	×	×	×	Low

Supplementary entry. Humanitarian information and limited vocational regulatory detail are kept separate from a finding that a framework is absent.

Tunisia

Policy domain	Disability	Migrants & refugees	Second-language learners	Other national minorities	Evidence strength
Legal & policy framework	✓	◐	◐	◐	Medium
Governance & coordination	◐	◐	◐	◐	Medium
Access & participation	◐	◐	◐	◐	Medium
Financial & learner support	◐	◐	◐	◐	Medium
Curriculum flexibility & pedagogy	◐	×	◐	◐	Low
Teacher preparation & PD	◐	◐	◐	◐	Medium
Guidance & labour-market linkage	◐	◐	◐	◐	Medium
Monitoring & data	◐	◐	×	◐	Medium

ANNEX 3. NATIONAL NORMATIVE FRAMEWORKS FOR INCLUSIVE IVET

This inventory reproduces the national instruments and their stated relevance from the stocktake. The matrix is presented as a country-by-country inventory for readability. The entries retain the names, dates and descriptions recorded in that matrix.

Some entries name a specific law or strategy. Others refer more generally to a country study, a framework or a source in the bibliography. References to an instrument not being identified are limited to the reviewed material. The final field records the relevance described in the stocktake, including broader education or employment measures. Such measures are not all specific to initial VET.

Syria is retained as supplementary context, outside the 26-country comparison.

Armenia

Field	Entry recorded in the stocktake
Constitution/education framework	Law on Education (1999); overarching education framework referenced in reviewed sources
VET law/regulation	Law on Primary Vocational Craftsmanship and Secondary Vocational Education (2005, amended 2014); Law on Vocational Education and Training (2024)
Anti-discrimination/disability law	Inclusive education and SEN provisions in Law on Education and 2014 amendments to VET law; no separate disability law identified in reviewed sources
National education strategy	State Programme for the Development of Education in the Republic of Armenia until 2030 (Education Strategy 2030) and 2023 Action Plan
VET/skills strategy	VET modernisation under Education Strategy 2030 and 2024 VET law
Apprenticeship/WBL regulation	Pilot dual arrangements and practical training (praktika) under state standards; no binding employer accommodation regulation identified in reviewed sources
NQF	Qualifications reform referenced in reviewed sources
Monitoring/accountability instruments	Annual implementation reporting under Education Strategy 2030; ETF Torino Process monitoring; ETF skills mismatch indicators
Key target groups for inclusion	Border communities, disadvantaged families, disability/SEN
Relevance for inclusive IVET	Mandates accessible VET and includes provisions for free training for specific marginalised groups (e.g., those from border communities, disadvantaged families). Prioritizes the expansion of inclusive education in VET and the alignment of training with regional economic needs.

Azerbaijan

Field	Entry recorded in the stocktake
Constitution/education framework	Constitutional guarantees of the right to education and equal opportunity
VET law/regulation	Law on Vocational Education No 1071-VQ (2018)
Anti-discrimination/disability law	State Program for the Development of Inclusive Education for Persons with Disabilities (2018–2024), approved by presidential decree in 2017

Field	Entry recorded in the stocktake
National education strategy	State Program for the Development of Inclusive Education for Persons with Disabilities (2018–2024); broader education development strategy referenced in reviewed sources
VET/skills strategy	Strategic Roadmap for Vocational Education and Training 2016–2025
Apprenticeship/WBL regulation	Public–private partnership and employer engagement models referenced in reviewed sources; no dedicated inclusive apprenticeship regulation identified
NQF	National Qualifications Framework (2018)
Monitoring/accountability instruments	Monitoring provisions under the State program; ETF Torino Process monitoring; ETF skills mismatch indicators
Key target groups for inclusion	IDPs/refugees, regional disadvantaged
Relevance for inclusive IVET	Aims to modernise the VET system, often focusing on private sector involvement and competency-based training. Relevance to inclusion: ensures VET standards are set to be accessible and provide all citizens with accredited skills. Strategy focused on aligning VET with European standards. Relevance to inclusion: includes measures to improve access for youth from economically depressed regions and IDPs/refugees by decentralising VET provision.

Georgia

Field	Entry recorded in the stocktake
Constitution/education framework	General education and equality framework referenced in reviewed sources; vocational law operates within national education framework
VET law/regulation	Law of Georgia on Vocational Education (2018)
Anti-discrimination/disability law	Non-discrimination and adaptation obligations for learners with special educational needs embedded in the Law on Vocational Education
National education strategy	State Strategy on Civil Equality and Integration (referenced in reviewed sources)
VET/skills strategy	Vocational Education Strategy 2024–2030
Apprenticeship/WBL regulation	Regulatory instruments on implementation conditions for work-based education and educational enterprise status (2023)
NQF	Credit-based and modular VET system with RPL referenced in reviewed sources
Monitoring/accountability instruments	Provider self-assessment and consultative review processes; ETF country fiche monitoring; ETF skills mismatch indicators
Key target groups for inclusion	Ethnic minorities, IDPs/refugees, early school leavers
Relevance for inclusive IVET	Promotes a flexible, modular, and credit-based system, facilitating recognition of prior learning (RPL) for integrating refugees, IDPs, and early school leavers. Focuses on integrating ethnic minorities by offering VET courses in minority languages and providing additional language instruction.

Kazakhstan

Field	Entry recorded in the stocktake
Constitution/education framework	Law on Education (2007); overarching education system framework
VET law/regulation	Technical and vocational education regulations under the Law on Education; dual education and TVET reform instruments referenced in reviewed sources
Anti-discrimination/disability law	Inclusive education principles embedded at system level
National education strategy	State Program for Development of Education and Science (2020–2025)/related state education reform programmes
VET/skills strategy	TVET modernisation and dual education policy framework under state education reform
Apprenticeship/WBL regulation	Dual education model and employer collaboration frameworks referenced in reviewed sources; no specific accommodation regulation identified
NQF	National Qualifications Framework; Law on Professional Qualifications (2023)
Monitoring/accountability instruments	ETF Torino Process monitoring; graduate employment tracking and national statistical monitoring referenced in reviewed sources
Key target groups for inclusion	Disability/SEN, socially disadvantaged groups
Relevance for inclusive IVET	Defines the framework for equal access, including guarantees for free initial VET and support for socially disadvantaged students. Aims to expand inclusive education and improve TVET quality, including the development of special VET standards for individuals with disabilities.

Kyrgyzstan

Field	Entry recorded in the stocktake
Constitution/education framework	Law of the Kyrgyz Republic on Education (Act No 92 of 2003)
VET law/regulation	Initial and secondary VET governed through the Law on Education and VET sector regulations; Agency for Primary Vocational Education framework referenced in reviewed sources
Anti-discrimination/disability law	Inclusive education concept and sector plans; CRPD ratification (2019) referenced in reviewed sources
National education strategy	National inclusive education concept and sector planning documents with measurable targets for participation
VET/skills strategy	Strategy for the Development of VET/VET modernisation reforms referenced in reviewed sources
Apprenticeship/WBL regulation	Dual training regulations and employer-based qualification certification mechanisms referenced in reviewed sources
NQF	9-level National Qualifications Framework (2020)

Field	Entry recorded in the stocktake
Monitoring/accountability instruments	ETF Torino Process monitoring; National Skills Development Commission and advisory boards; quality assurance and stakeholder integration monitoring under ETF
Key target groups for inclusion	Rural youth, low-income students
Relevance for inclusive IVET	Legal framework for primary and secondary VET institutions. Relevance to inclusion: includes specific articles addressing the right to education for vulnerable groups and often free education for low-income students. Strategy focused on modernisation, decentralisation and increasing private sector involvement. Relevance to inclusion: emphasises improving the quality and access to VET in rural areas to reduce geographical exclusion.

Tajikistan

Field	Entry recorded in the stocktake
Constitution/education framework	Constitutional equality guarantees and national education legislation
VET law/regulation	Law on Vocational Education and Training/Law on Primary Vocational Education (as referenced in reviewed sources)
Anti-discrimination/disability law	Equality before the law affirmed in national legislation; CRPD signed but not ratified; no dedicated disability-inclusive VET law identified
National education strategy	National Education Development Framework/National Strategy for Education Development
VET/skills strategy	VET modernisation and competency-based training reforms referenced in reviewed sources
Apprenticeship/WBL regulation	Competency-based standards and labour-market alignment reforms referenced; no detailed inclusive apprenticeship regulation identified
NQF	National qualifications system development referenced in reviewed sources; separate NQF title not clearly specified
Monitoring/accountability instruments	ETF skills mismatch measurement; UNESCO-UNEVOC quality assurance references; national monitoring is limited in reviewed sources
Key target groups for inclusion	Low-income students, orphans, rural youth
Relevance for inclusive IVET	Legal framework governing vocational schools. Relevance to inclusion: includes clauses for State support and free education for orphans and children from low-income families in vocational schools. Strategic focus on ensuring quality and access to education at all levels. Relevance to inclusion: VET component targets increasing the enrolment of youth from remote areas and promoting gender equality in non-traditional VET fields.

Turkmenistan

Field	Entry recorded in the stocktake
Constitution/education framework	Law of Turkmenistan About Education (2021); overarching education framework
VET law/regulation	Regulation on State Institutions of Secondary Vocational Education (2023)
Anti-discrimination/disability law	Inclusive education provisions for learners with disabilities embedded in the Law About Education; no separate disability law identified in reviewed sources
National education strategy	National Program for Development of the Education System/sector plans referenced in reviewed sources
VET/skills strategy	VET development under centralised sector regulation
Apprenticeship/WBL regulation	Cooperation between vocational institutions and enterprises for on-the-job training referenced in UNESCO-UNEVOC profile; no enforceable inclusive WBL regulation identified
NQF	No formally implemented National Qualifications Framework identified in reviewed sources
Monitoring/accountability instruments	ETF country profile references; data and labour-market monitoring limitations identified in reviewed sources
Key target groups for inclusion	General population, socioeconomic support
Relevance for inclusive IVET	General law establishing the structure of the education system. Relevance to inclusion: constitutional guarantees of equal access to free education, including vocational training, are the foundational legal protection. Long-term program guiding education development. Relevance to inclusion: strategies generally focus on enhancing educational access, modernising infrastructure, and aligning vocational training with national economic priorities.

Uzbekistan

Field	Entry recorded in the stocktake
Constitution/education framework	Constitution of the Republic of Uzbekistan (1992/2023); Law on Education (2020)
VET law/regulation	Law on Education (2020) and professional education regulations governing VET pathways
Anti-discrimination/disability law	Law on the Rights of Persons with Disabilities (2020); CRPD ratification Law No ZRU-695 (2021)
National education strategy	Concept for the Development of Inclusive Education (2020–2025); Concept for the Development of the Public Education System until 2030
VET/skills strategy	Professional education and VET reform under national development and education strategies
Apprenticeship/WBL regulation	Dual education approaches and labour-market alignment reforms referenced in reviewed sources; no binding inclusive employer standards identified
NQF	Qualifications reform referenced in reviewed sources

Field	Entry recorded in the stocktake
Monitoring/accountability instruments	Cabinet of Ministers Resolution No 638 (2021) implementation procedures; ETF skills mismatch indicators; monitoring and evaluation gaps noted in reviewed sources
Key target groups for inclusion	People with Disabilities, Women, Returnee Migrants
Relevance for inclusive IVET	Establishes the new VET system; includes provisions for flexible training (evening, part-time) suitable for adults and early school leavers. Prioritises social protection and support for vulnerable groups through VET as a core means of poverty reduction and social mobility.

Moldova

Field	Entry recorded in the stocktake
Constitution/education framework	Constitution of the Republic of Moldova (1994); Education Code No 152/2014
VET law/regulation	Education Code No 152/2014; VET reforms related to Centres of Excellence and work-based learning
Anti-discrimination/disability law	Inclusive Education Development Programme 2024–2027 and broad inclusion provisions in updated Education Code
National education strategy	Education Development Strategy 2020–2030 (Education 2030), adopted 2023
VET/skills strategy	National Strategy for VET Development/VET reform priorities under Education 2030
Apprenticeship/WBL regulation	Law No 110/2022 on dual education; Government Decision No 97/2023
NQF	Qualifications and system modernisation reforms referenced in reviewed sources
Monitoring/accountability instruments	Ministry of Education and Research oversight; ETF Torino Process monitoring; institutional self-assessment processes
Key target groups for inclusion	Rural Youth, Disability/SEN, Early School Leavers
Relevance for inclusive IVET	The primary legislative document governing VET reform. Relevance to inclusion: mandates the development of an effective guidance system and promotes flexible learning pathways, crucial for adults and early school leavers. Strategy focused on improving system efficiency, quality, and relevance. Relevance to inclusion: priorities include improving VET access for marginalised youth, including those from rural areas and with special educational needs.

Ukraine

Field	Entry recorded in the stocktake
Constitution/education framework	Constitutional guarantees of the right to education; Law on Education (2017)
VET law/regulation	Law on Vocational Education and Training (as amended 2021); sectoral VET regulations
Anti-discrimination/disability law	Inclusive education model under the Law on Education with inclusive resource centres
National education strategy	General education inclusion framework under Law on Education; wartime continuity and access measures referenced in ETF monitoring
VET/skills strategy	VET Development Roadmap (2022–2025)/wartime VET reform and recovery measures
Apprenticeship/WBL regulation	Dual and partnership models referenced in VET reform; no detailed inclusive employer obligations specified in reviewed sources
NQF	National Qualifications Framework (2011; amended 2025)
Monitoring/accountability instruments	ETF Torino Process monitoring updates (2023, 2024); national legislative and decentralised governance oversight
Key target groups for inclusion	Orphans, low-income families, persons with disabilities/SEN
Relevance for inclusive IVET	Mandates free VET and scholarships for specific categories of youth (orphans, low-income families, persons with disabilities). Strategy focused on increasing the flexibility of VET programmes and strengthening career guidance services for disadvantaged youth.

Albania

Field	Entry recorded in the stocktake
Constitution/education framework	Constitution of the Republic of Albania; overarching education framework referenced in national strategies
VET law/regulation	Law No 15/2017 on Vocational Education and Training
Anti-discrimination/disability law	Law No 10221/2010 on Protection from Discrimination; constitutional equality guarantees
National education strategy	National Education Strategy 2021–2026
VET/skills strategy	National Employment and Skills Strategy (NESS) 2023–2030
Apprenticeship/WBL regulation	Work-based learning expansion referenced in ETF reform agenda; no dedicated inclusive WBL regulation identified in reviewed sources
NQF	Qualifications reform referenced in reviewed sources
Monitoring/accountability instruments	ETF Torino Process monitoring; national strategy targets and labour-market monitoring referenced in reviewed sources
Key target groups for inclusion	Women, youth, long-term unemployed, Roma/Egyptian minorities

Field	Entry recorded in the stocktake
Relevance for inclusive IVET	Promotes non-formal VET pathways, crucial for providing access to disadvantaged adults and youth who left school early. Specifically targets improving the skills of vulnerable groups: women, youth, and the long-term unemployed, by expanding VET-linked ALMMs.

Bosnia and Herzegovina

Field	Entry recorded in the stocktake
Constitution/education framework	Constitution of Bosnia and Herzegovina; Framework Law on Primary and Secondary Education
VET law/regulation	Framework Law on Secondary Vocational Education and Training
Anti-discrimination/disability law	Constitutional non-discrimination guarantees and general education framework provisions
National education strategy	Entity- and cantonal-level education and VET strategies referenced in reviewed sources
VET/skills strategy	Document on Improving the Quality and Relevance of VET 2021–2030/Riga-aligned VET reform agenda
Apprenticeship/WBL regulation	Riga-aligned strategic reforms for work-based learning; dual VET regulation is uneven across administrative units
NQF	Qualifications reform referenced in regional summary
Monitoring/accountability instruments	EQAVET alignment and quality assurance reforms; ETF Torino Process monitoring; decentralised governance arrangements affect comparability
Key target groups for inclusion	Unemployed youth, displaced persons, persons with disabilities
Relevance for inclusive IVET	Sets the structure for VET (often highly decentralised/ cantonal). Relevance to inclusion: provides the basis for defining vocational qualifications that should be accessible across entities. Strategies focused on aligning VET with local labour market needs and promoting social inclusion by improving access to practical training for unemployed youth.

Kosovo

Field	Entry recorded in the stocktake
Constitution/education framework	Constitution of the Republic of Kosovo; Law on Pre-University Education
VET law/regulation	Law No 04/L-138 on Vocational Education and Training; Law on VET and Adult Education
Anti-discrimination/disability law	Anti-discrimination legislation, gender equality law, and disability-related vocational rehabilitation legislation referenced in reviewed sources
National education strategy	Kosovo Education Strategic Plan/Education Strategy 2022–2026
VET/skills strategy	VET and dual learning reform priorities under national education strategy

Field	Entry recorded in the stocktake
Apprenticeship/WBL regulation	Law No 04/L-138 defines apprenticeship and combined training arrangements; dual learning expansion in Education Strategy 2022–2026
NQF	National Qualifications Framework and recognition mechanisms referenced in reviewed sources
Monitoring/accountability instruments	MESTI and municipal implementation oversight; ETF Torino Process monitoring; limited systematic transition tracking
Key target groups for inclusion	Returning Migrants, IDPs, Roma/Ashkali/Egyptian minorities
Relevance for inclusive IVET	Governs the VET system, often emphasising the integration of returning migrants and IDPs. Relevance to inclusion: addresses skill recognition and non-formal learning pathways for disadvantaged individuals. Strategy prioritising quality, governance, and equity. Relevance to inclusion: specific focus on improving access and completion for marginalised groups, including the Roma, Ashkali, and Egyptian communities.

Montenegro

Field	Entry recorded in the stocktake
Constitution/education framework	Constitution of Montenegro; Law on General Education and sectoral education laws
VET law/regulation	Law on Vocational Education
Anti-discrimination/disability law	Law on Education of Children with Special Educational Needs; constitutional equality guarantees
National education strategy	Education Reform Strategy 2025–2035
VET/skills strategy	National VET Development Strategy/VET reform objectives under Education Reform Strategy
Apprenticeship/WBL regulation	Law on Vocational Education allows practical education at employer premises and defines school–employer contracts
NQF	National Qualifications Framework and qualifications reforms referenced in reviewed sources
Monitoring/accountability instruments	Ministry of Education, Science and Innovation oversight; ETF Torino Process monitoring; institutional and quality assurance processes
Key target groups for inclusion	Youth Unemployed, Regional Disadvantaged, People with Disabilities
Relevance for inclusive IVET	Legal framework for VET, including the dual system model. Relevance to inclusion: includes legal provisions for education of children with special educational needs (SEN) at all levels, including vocational schools. Strategy aimed at modernisation, quality, and relevance. Relevance to inclusion: measures often target reducing youth unemployment through VET and promoting vocational training in less developed northern regions to counter geographical exclusion.

North Macedonia

Field	Entry recorded in the stocktake
Constitution/education framework	Secondary education framework and national education legislation
VET law/regulation	Law on Vocational Education and Training (modernised/ latest amendments)
Anti-discrimination/disability law	Concept for Inclusive Education and legal requirement for reasonable accommodation in learning settings
National education strategy	Policy concepts and sector reforms for inclusive secondary education referenced in reviewed sources
VET/skills strategy	Concept for VET; VET Development Strategy 2020–2024
Apprenticeship/WBL regulation	Practical training and dual education reforms under VET law and curriculum adjustments; reasonable accommodation linked to practical education with employers
NQF	Qualifications reforms referenced in reviewed sources
Monitoring/accountability instruments	Monitoring evidence on VET enrolment, dual education expansion, and support mechanisms; ETF Torino Process monitoring
Key target groups for inclusion	Roma community, youth with incomplete primary education
Relevance for inclusive IVET	Defines framework for formal/non-formal VET, including special measures for youth facing social exclusion (e.g. Roma, with incomplete primary education). Explicitly addresses the need for social inclusion, focusing on adapting VET for vulnerable groups and promoting inclusive workplaces.

Serbia

Field	Entry recorded in the stocktake
Constitution/education framework	Constitutional equality principles; Law on the Foundations of the Education System; Law on Secondary Education and Upbringing
VET law/regulation	Law on Secondary Education and Upbringing; Law on Dual Education and Upbringing
Anti-discrimination/disability law	Rulebook on Additional Educational, Health and Social Support; Rulebook on Actions of an Institution in Cases of Suspected or Established Discriminatory Behaviour
National education strategy	General education and inclusion strategies referenced in reviewed sources
VET/skills strategy	National Strategy for VET Development; Roma Inclusion Strategy 2016–2025 referenced for equity dimensions
Apprenticeship/WBL regulation	Law on Dual Education and Upbringing; related implementing framework for school-employer cooperation
NQF	Qualifications reforms referenced in reviewed sources
Monitoring/accountability instruments	Intersectoral commissions; school-level planning obligations; ETF Torino Process monitoring and career guidance standards
Key target groups for inclusion	Roma community, dropouts, socioeconomically disadvantaged

Field	Entry recorded in the stocktake
Relevance for inclusive IVET	Legislative framework for introducing and regulating the dual VET system. Relevance to inclusion: attempts to increase the employability of VET graduates, which aids socioeconomic inclusion for low-income youth. Strategy focused on increasing VET quality, relevance, and the role of social partners. Relevance to inclusion: priority on addressing high dropout rates and providing alternative VET pathways for vulnerable groups, including the Roma community.

Türkiye

Field	Entry recorded in the stocktake
Constitution/education framework	Constitution of the Republic of Türkiye; Fundamental Law of National Education
VET law/regulation	VET Law No 3308; secondary education regulation provisions
Anti-discrimination/disability law	Disability law and special education regulation under Ministry of National Education framework
National education strategy	National Education Strategy (2023–2028)/ Ministry of National Education strategic plans
VET/skills strategy	VET and apprenticeship reform under national education strategy and ETF traineeship action plan references
Apprenticeship/WBL regulation	Law No 3308 and related traineeship/ social security regulations govern apprenticeships and work-based learning
NQF	Turkish qualifications framework referenced in reviewed sources
Monitoring/accountability instruments	Ministry of National Education oversight; ETF Torino Process monitoring; traineeship and quality improvement monitoring frameworks
Key target groups for inclusion	Refugees, seasonal workers, regional disadvantaged, persons with disabilities
Relevance for inclusive IVET	The primary law governing VET and apprenticeships. Relevance to inclusion: includes specific regulations and incentives for training workers and apprentices, including those with disabilities (e.g. employer quotas). Strategy focused on strengthening the link between education and employment. Relevance to inclusion: measures include improving VET access in rural and eastern provinces and supporting vocational training for refugees and seasonal workers.

Algeria

Field	Entry recorded in the stocktake
Constitution/education framework	Law No 08-07 of 23 February 2008 on vocational training and professional education; broader education system framework
VET law/regulation	Law No 81-07 of 27 June 1981 on apprenticeship; Law No 08-07 on vocational training and professional education
Anti-discrimination/disability law	Executive Decree No 16-184 establishing specialised vocational training centres for persons with specific needs (as referenced in reviewed sources)
National education strategy	Government Action Plan for implementation of the President's programme (2021)

Field	Entry recorded in the stocktake
VET/skills strategy	National Strategy for Employment and Skills/ vocational training reform priorities under government action plan
Apprenticeship/WBL regulation	Law No 81-07 on apprenticeship; Executive Decree No 23-270 of 4 July 2023 on candidate orientation and placement in apprenticeship positions
NQF	National classification/ qualifications architecture referenced in reviewed sources
Monitoring/accountability instruments	ETF Torino Process system monitoring reports (2023, 2024)
Key target groups for inclusion	Women, youth unemployed, persons with disabilities
Relevance for inclusive IVET	Overarching law setting the direction for education, including VET. Relevance to inclusion: includes provisions for special education and support, ensuring the inclusion of students with special needs in the training system. Strategy focused on addressing high youth unemployment and improving the quality/relevance of VET. Relevance to inclusion: targets improved access for women and youth in interior regions through decentralised VET centres.

Egypt

Field	Entry recorded in the stocktake
Constitution/education framework	Constitutional and education sector framework referenced in reviewed sources; Education Sector Plan 2023–2027
VET law/regulation	Draft Unified TVET Act (under development); existing technical education regulations referenced in reviewed sources
Anti-discrimination/disability law	Law No 10 of 2018 on the Rights of Persons with Disabilities (as referenced in reviewed sources)
National education strategy	Education Sector Plan 2023–2027; Vision 2030 education reform framework
VET/skills strategy	Technical Education Reform Strategy (TE 2.0)/TVET reform agenda under Vision 2030
Apprenticeship/WBL regulation	Employer engagement and competency-based technical education reforms referenced; no dedicated inclusive WBL regulation identified in reviewed sources
NQF	Egyptian qualifications framework development referenced in reviewed sources
Monitoring/accountability instruments	Sector reform monitoring under Ministry of Education and Technical Education; ETF Torino Process monitoring references
Key target groups for inclusion	Women, low-income backgrounds
Relevance for inclusive IVET	Legislative effort to unify the fragmented system; standardisation of quality is a prerequisite for fair and equal access. Explicitly targets gender equality in TVET and aims to improve the social perception of technical education to attract students from low-income backgrounds.

Israel

Field	Entry recorded in the stocktake
Constitution/education framework	Compulsory Education Law and general education framework
VET law/regulation	Sectoral VET and technological education regulations under Ministry of Education and Ministry of Labour frameworks
Anti-discrimination/disability law	Special Education Law (1988; amended 2002 and 2018) and related inclusion provisions
National education strategy	General education reform and inclusion policies referenced in reviewed sources
VET/skills strategy	National Skills Strategy/ Skills and Employment Initiative
Apprenticeship/WBL regulation	Employer engagement and workplace learning expansion referenced in reviewed sources; no single dual-system law identified
NQF	Qualifications and skills governance reforms referenced in reviewed sources
Monitoring/accountability instruments	OECD and ETF system monitoring references; ministry oversight across upper-secondary and post-secondary VET
Key target groups for inclusion	Arab Citizens, Haredi Jews, Ethiopian immigrants, persons with disabilities
Relevance for inclusive IVET	Ensures basic rights to education for all children up to VET level. Relevance to inclusion: Extends rights to students with special needs, mandating local authorities to provide appropriate educational settings and accommodation. Strategy focused on reducing skills gaps and increasing employment rates. Relevance to inclusion: measures include targeted VET for specific populations (e.g. Arab citizens, Haredi Jews, Ethiopian immigrants) to boost labour market integration.

Jordan

Field	Entry recorded in the stocktake
Constitution/education framework	Constitution of Jordan; general education law and constitutional guarantees of equality and education
VET law/regulation	Technical and Vocational Skills Development Commission Law No 9 of 2019
Anti-discrimination/disability law	Law on the Rights of Persons with Disabilities No 20 of 2017
National education strategy	Ten-year Strategy for Inclusive Education (2020–2030); National Strategy for Human Resource Development 2016–2025
VET/skills strategy	National E-TVET Strategy 2014–2020; Jordan National TVET Strategy 2023–2027
Apprenticeship/WBL regulation	TVSDC reform instruments, sector skills councils, and work-based learning arrangements referenced in reviewed sources
NQF	Jordan National Qualifications Framework
Monitoring/accountability instruments	TVSDC accreditation and licensing system; Ministry of Education monitoring; ETF Torino Process system monitoring

Field	Entry recorded in the stocktake
Key target groups for inclusion	Underprivileged students, women, persons with disabilities
Relevance for inclusive IVET	Established a support fund to assist the unemployed and low-income groups in accessing VET. Prioritises inclusion through scholarships for underprivileged students and actively promotes participation of women and people with disabilities.

Lebanon

Field	Entry recorded in the stocktake
Constitution/education framework	Lebanese Constitution; general education framework under Ministry of Education and Higher Education
VET law/regulation	Law on the Organisation of Technical and Vocational Education/ DGTVE regulatory framework
Anti-discrimination/disability law	Law No 220/2000 on the rights of persons with disabilities
National education strategy	National Policy on Inclusive Education (2023)
VET/skills strategy	National Strategic Framework for TVET 2018–2022/ National Strategy for TVET
Apprenticeship/WBL regulation	ILO Work-Based Learning Implementation Manual (2022) and employer engagement provisions under TVET Strategic Framework
NQF	Qualifications reform referenced in reviewed sources
Monitoring/accountability instruments	DGTVE oversight; MEHE monitoring; ETF Torino Process and humanitarian monitoring references
Key target groups for inclusion	Refugees/ displaced persons, low-income families
Relevance for inclusive IVET	Defines the structure and governance of the TVET system. Relevance to inclusion: provides the framework for public TVET institutions that traditionally serve lower-income families and those seeking immediate employment. Strategy focused on decentralisation and quality assurance. Relevance to inclusion: efforts often focus on ensuring TVET provision is accessible during crises (economic/ security) and supports vulnerable groups, including displaced populations.

Libya

Field	Entry recorded in the stocktake
Constitution/education framework	General Education Law and related decrees; post-conflict education and stabilisation frameworks referenced in reviewed sources
VET law/regulation	General education and vocational regulations referenced in ETF and UNESCO-UNEVOC diagnostics
Anti-discrimination/disability law	General non-discrimination and access principles referenced; no dedicated disability-inclusive VET law identified in reviewed sources
National education strategy	Post-conflict reconstruction and stabilisation plans referenced in reviewed sources
VET/skills strategy	TVET system diagnosis and reform agenda referenced in ETF materials

Field	Entry recorded in the stocktake
Apprenticeship/WBL regulation	Employer cooperation and workplace learning referenced in diagnostics; no structured inclusive WBL regulation identified
NQF	No fully institutionalised NQF identified in reviewed sources
Monitoring/accountability instruments	ETF diagnostic and governance assessments; monitoring constrained by fragmentation and instability
Key target groups for inclusion	IDPs, displaced youth, demobilised fighters
Relevance for inclusive IVET	The legal framework governing education. Relevance to inclusion: general legal clauses for non-discrimination and the right to education form the basis for VET access, though implementation is highly affected by conflict. Strategic efforts focused on institutional rebuilding and skills development. Relevance to inclusion: VET is prioritised for demobilised fighters, IDPs and marginalised youth as a means of reconciliation and economic integration.

Morocco

Field	Entry recorded in the stocktake
Constitution/education framework	2011 Constitution; Framework Law No 51-17 on the education, training and scientific research system
VET law/regulation	Vocational training regulatory framework under education and training laws
Anti-discrimination/disability law	Framework Law No 97-13 on the protection and promotion of the rights of persons with disabilities
National education strategy	Strategic Vision for Education Reform 2015–2030 and subsequent sector roadmaps
VET/skills strategy	Vocational Training Road Map/vocational training reform strategy
Apprenticeship/WBL regulation	Alternance and apprenticeship reforms referenced in vocational training system; stronger codification still emerging in reviewed sources
NQF	Moroccan National Qualifications Framework (ongoing implementation)
Monitoring/accountability instruments	Programme monitoring through national reform frameworks; ETF Torino Process monitoring
Key target groups for inclusion	Women, youth (NEET), regional disadvantaged
Relevance for inclusive IVET	Sets the foundation for permeability and flexibility, making vocational training an integral and valued part of the lifelong learning system. Strengthens regional governance to reduce geographical disparities in access and targets youth (especially women and NEET) for upskilling.

Palestine

Field	Entry recorded in the stocktake
Constitution/education framework	General Education Law and revised National VET Strategy; distributed governance across national institutions
VET law/regulation	General Education Law/TVET laws and regulations referenced in reviewed sources
Anti-discrimination/disability law	General rights and inclusion provisions referenced
National education strategy	Broader education policy and institutional reform framework referenced in reviewed sources
VET/skills strategy	Revised National VET Strategy (2010) and subsequent TVET reforms
Apprenticeship/WBL regulation	Revised National VET Strategy and competency-based reforms support WBL and apprenticeships; detailed employer safeguards remain limited in reviewed sources
NQF	Qualifications reforms referenced in reviewed sources
Monitoring/accountability instruments	Higher Council for VET and National Technical Committee; ETF Torino Process monitoring; humanitarian and institutional monitoring references
Key target groups for inclusion	Youth in refugee camps, women, socioeconomically disadvantaged
Relevance for inclusive IVET	Legal framework governing TVET provision in the West Bank and Gaza. Relevance to inclusion: Ensures free or subsidised VET access for students based on socioeconomic need and supports rehabilitation/ training for marginalised populations. Strategy focused on quality assurance, alignment with labour market, and increased access. Relevance to inclusion: specific focus on providing opportunities for youth in marginalised communities (e.g. refugee camps) and promoting TVET for women in technical fields.

Syria — supplementary context

Field	Entry recorded in the stocktake
Constitution/education framework	Syrian Constitution (2012) and pre-conflict education legislation
VET law/regulation	Law on Education and relevant VET decrees referenced in reviewed sources
Anti-discrimination/disability law	General equality principles in constitutional and education framework; no dedicated disability-inclusive VET law identified in reviewed sources
National education strategy	Sectoral strategies for recovery and education continuity referenced in reviewed sources
VET/skills strategy	VET recovery and reconstruction measures referenced in humanitarian and education documents
Apprenticeship/WBL regulation	National-level efforts to structure VET and coordinate across ministries referenced; no enforceable inclusive WBL regulation specified
NQF	No clearly specified NQF instrument identified in reviewed sources
Monitoring/accountability instruments	Humanitarian monitoring (UNHCR, UNICEF) and education-sector reporting; national IVET monitoring is constrained

Field	Entry recorded in the stocktake
Key target groups for inclusion	Returnees, displaced persons, youth without formal education
Relevance for inclusive IVET	The foundational legal structure for all education. Relevance to inclusion: general legal principles on access and non-discrimination, although the current focus is on maintaining basic educational functions during conflict. Focus on early recovery and reconstruction skills. Relevance to inclusion: VET is central to recovery, prioritising short-term, high-impact training for returnees, displaced persons, and youth without formal education.

Tunisia

Field	Entry recorded in the stocktake
Constitution/education framework	Education Act (Law No 2002-80) and related education legislation
VET law/regulation	Law No 2008-10 on vocational training; related decrees and qualification classification instruments
Anti-discrimination/disability law	General education framework includes SEN rights and equity commitments; CRPD reporting and broader disability rights references
National education strategy	Broader education policy and decentralisation reform agenda referenced in reviewed sources
VET/skills strategy	National Strategy for VET Reform 2016–2020/ National Strategy for VET and Employment (2021–2025)
Apprenticeship/WBL regulation	Alternance and apprenticeship framework under Law No 2008-10 and related regulations
NQF	National Classification of Qualifications (CNQ), Presidential Decree No 2009-2139
Monitoring/accountability instruments	ETF Torino Process assessment (2020) and monitoring report (2024)
Key target groups for inclusion	Youth (NEET), regional disadvantaged
Relevance for inclusive IVET	Regulates labour market access and apprenticeship contracts, ensuring protection and fair conditions for young apprentices. Addresses regional disparities and emphasises training for youth who are NEET.

ANNEX 4. SEARCH METHODOLOGY FOR THE ACADEMIC LITERATURE REVIEW

The review prioritised material from 2012 onwards, as explained in section 3.2.

Databases searched included Academic Search Complete, ScienceDirect, ERIC and Google Scholar. Where relevant, additional peer-reviewed studies and doctoral dissertations indexed through ProQuest were screened to address topic- or region-specific evidence gaps.

Priority was given to specialist journals, including the Journal of Vocational Education & Training, Empirical Research in Vocational Education and Training, Vocations and Learning, the International Journal for Research in Vocational Education and Training, the International Journal of Inclusive Education, the Journal of Vocational Rehabilitation and the Journal of Postsecondary Education and Disability. The bibliography also identifies other forms of scholarship used in the discussion, including books, dissertations and a preprint. These should not all be read as peer-reviewed journal evidence.

Search strings combined concepts relating to inclusion, vulnerability, vocational education and transitions. Boolean operators and quotation marks were used to refine the searches. The following examples were recorded.

- “inclusive vocational education” OR “inclusive VET” OR “inclusive TVET”
- “vocational education” AND disability
- apprenticeship AND discrimination
- transition to work AND inequality
- TVET AND migration
- Roma AND vocational education
- gender segregation AND VET
- employer recruitment AND apprenticeships

Screening proceeded from titles and abstracts to full texts, considering the scope of the review and relevance to IVET and inclusion. The studies included were coded thematically for access and participation, pedagogy and assessment, segmentation and tracking, employer recruitment and transitions, and governance and financing.

ACRONYMS AND ABBREVIATIONS

AMUDDU	Appui à la Mobilité et au Développement Durable (Morocco migration support project)
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CEDEFOP	European Centre for the Development of Vocational Training (French: Centre européen pour le développement de la formation professionnelle)
CERD	Convention on the Elimination of All Forms of Racial Discrimination
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
ESCJ	Economic and Social Council of Jordan (Jordan)
ETF	European Training Foundation
EU	European Union
HCD	Higher Council for the Rights of Persons with Disabilities (Jordan)
ICESCR	International Covenant on Economic, Social and Cultural Rights
ILO	International Labour Organization
IVET	Initial vocational education and training
KIESE	Key indicators on education, skills and employment (ETF framework)
MEHE	Ministry of Education and Higher Education (Lebanon)
NEET	Not in employment, education or training
NGO	Non-governmental organisation
NQF	National qualifications framework
OECD	Organisation for Economic Co-operation and Development
RPL	Recognition of prior learning
SDG	Sustainable development goal

SEET	Southeast Europe and Türkiye
SEMED	Southern and Eastern Mediterranean
TVET	Technical and vocational education and training
TVSDC	Technical and Vocational Skills Development Commission (Jordan)
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-UNEVOC	UNESCO International Centre for Technical and Vocational Education and Training
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
UPR	Universal Periodic Review (United Nations Human Rights Council mechanism)
WBL	Work-based learning

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