

Inclusive Vocational Learning Based on Experiential Learning for Persons with Physical Disabilities through Strengthening Digital Marketing Literacy: A Study of the Kinarya Digdaya Community

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Abstract. Inclusive education emphasizes the right of all learners, including persons with physical disabilities, to access meaningful, relevant, and empowering learning experiences. Within vocational education contexts, inclusive learning practices often remain constrained by limited adaptive pedagogical designs, fragmented skill instruction, and minimal integration of digital literacy as a learning outcome. This study aims to examine an inclusive learning model that integrates fashion pattern-making and sewing skills using textile fabric remnants, alongside digital marketing learning through social media as part of vocational education. The study involved 20 women with physical disabilities from the Kinarya Digdaya community, located at Loka Bina Karya (LBK) Lebo, Sidoarjo Regency, Indonesia. Guided by experiential learning and vocational pedagogy perspectives, this study employed a descriptive qualitative approach to explore learning processes, learner participation, and perceived learning outcomes. The learning intervention was implemented through adaptive, practice based instruction and progressive mentoring tailored to learners' physical conditions and learning needs. Learning activities included the introduction of sustainable fashion concepts, basic fashion pattern-making instruction, hands on sewing practice using upcycled textile fabric remnants, and guided digital marketing learning through social media, focusing on product representation, content creation, and basic promotional communication. The findings indicate enhanced learner engagement, improved technical and practical competencies, and increased digital marketing literacy as part of inclusive vocational learning. The novelty of this study lies in its pedagogical integration of vocational skills, sustainability-oriented learning materials, and digital marketing literacy within an inclusive education framework. This study contributes to inclusive education scholarship by demonstrating how experiential and practice-oriented learning designs can expand access to relevant vocational learning and digital participation for learners with physical disabilities.

Keywords: *Inclusive Education, Vocational Learning, Physical Disability, Experiential Learning, Digital Marketing Literacy*

INTRODUCTION

Education is an essential means of fostering individual empowerment in terms of knowledge, skills, and the ability to participate actively in social and economic life. However, access to quality education does not always provide learning experiences that adequately address the needs and potential of every individual, particularly people with physical disabilities. This situation highlights the importance of implementing educational approaches that foster adaptive, participatory learning environments while ensuring equal opportunities for all learners to develop vocational competencies and capacities that support independence and economic participation. This issue is particularly relevant to women with physical disabilities who are members of the Kinarya Digdaya (Disabilitas Giat Berdaya) community, especially in relation to efforts to develop their skills and productive capacities.

Inclusive education is an approach that regards all individuals as subjects of education, with equal rights to meaningful, relevant, and empowering learning, without discrimination, including those with physical disabilities. In the context of vocational education, the inclusive approach is strategically positioned because it emphasizes not only knowledge mastery but also the development of practical skills directly relevant to the workforce and economic empowerment [1]. However, the implementation of inclusive vocational education in practice continues to face various challenges. From a regulatory perspective, people with physical disabilities are guaranteed the right to access appropriate, inclusive, and high-quality education at all levels

without discrimination. These protections are affirmed in Law No. 8 of 2016 concerning Persons with Disabilities and in the 1945 Constitution of the Republic of Indonesia [2].

The government also has an obligation to provide disability-friendly educational facilities and infrastructure, an adaptive curriculum, and support from educators and assistants to ensure that individuals with physical disabilities have equal access to education [3].

This gap highlights the need for a learning model that is not only adaptive to the needs of individuals with physical disabilities but also capable of linking learning experiences with vocational skills and economic opportunities. An experiential learning approach offers participants the opportunity to acquire knowledge through concrete experience, reflection, conceptual understanding, and active experimentation. When implemented within an inclusive learning environment and combined with digital marketing literacy, this approach is expected to provide a more contextual learning experience and support participants' readiness to engage in productive activities. For individuals with physical disabilities, digital marketing literacy holds strategic value, as it can reduce mobility barriers while expanding access to markets.

Based on this framework, this study aims to examine the implementation of inclusive vocational education that integrates design knowledge, pattern-making, and garment-sewing skills based on the use of textile waste (upcycling), as well as digital marketing literacy through social media. The research focuses on the learning process, participants' level of engagement, the development of vocational competencies, and the strengthening of digital marketing literacy among women with physical disabilities who are members of the Kinarya Digdaya (Disabilities in Action) community at Loka Bina Karya (LBK) Lebo, Sidoarjo Regency. This study is expected to contribute to the development of inclusive vocational education that goes beyond the mastery of technical skills to also support participants' capacity building, independence, and opportunities for economic participation.

This study is based on the Experiential Learning Theory proposed by Kolb [4], which regards direct experience as the foundation for the development of knowledge and skills. The cycle of concrete experience, reflection, conceptualization, and active experimentation provides a framework for participants to learn through practice and apply the outcomes of those experiences to subsequent situations. This approach is relevant to vocational education because it puts practice at the center of competency development. This study also draws on inclusive education theory, which emphasizes learning that is adaptive, accessible, and responsive to the diverse needs of learners [5]. The principle of inclusivity in this study was applied through adjustments to methods, learning pace, demonstrations, repeated instructions, and guidance tailored to participants' needs. Furthermore, vocational education theory is used to position design knowledge, as well as pattern-making and sewing skills, as practical competencies oriented toward work readiness and independence [6]. In the context of this study, these vocational competencies are reinforced by digital marketing literacy, enabling participants not only to produce products but also to introduce and market them through digital platforms.

Based on this framework, this study aims to examine the implementation of inclusive vocational training that integrates pattern-making and garment-sewing skills, utilizing textile waste (upcycling) and digital marketing literacy via social media. The research focuses on the learning process, participant engagement levels, the development of design knowledge and sewing skills, and the strengthening of digital marketing literacy among women with physical disabilities belonging to the Kinarya Digdaya community at Loka Bina Karya (LBK) Lebo, Sidoarjo Regency. Employing an experiential learning approach, the study investigates how hands-on learning experiences can foster active participant engagement, enhance vocational skills, and strengthen the ability to leverage digital media to support product marketing and economic empowerment.

Conceptually, this study regards inclusive, experience-based vocational learning—integrated with digital marketing literacy—as an approach that connects learning experiences, the development of vocational competencies, the use of technology, and participants' economic empowerment. Therefore, inclusive vocational education serves not only as a means of developing technical skills but also as a strategy for social and economic empowerment, supporting capacity building, self-reliance, and opportunities for people with physical disabilities to participate in productive economic activities.

METHODS

This study employed a qualitative case study design to examine the implementation of inclusive vocational learning based on experiential learning for people with physical disabilities, supported by the development of digital marketing literacy [7]. The study was conducted with the Kinarya Digdaya (Disabilitas Giat Berdaya) Community at Loka Bina Karya (LBK) Lebo, Sidoarjo Regency, and involved 20 women with physical disabilities. The learning process was designed by integrating the principles of Experiential Learning Theory, inclusive education, and vocational education through pattern-making and

sewing activities using upcycled textile waste, followed by introductory and practical activities related to product marketing on social media.

1. Data Collection Techniques

Research data were collected through observation, semi-structured interviews, and documentation. These three techniques were used in a complementary manner to gain insight into the learning process, participant engagement, the development of vocational skills, and the enhancement of digital marketing literacy.

Observations were conducted throughout the learning activities to identify participants' engagement in the learning process, their learning experiences, the application of design knowledge and sewing skills, the use of tools and materials, their ability to follow work steps, and their participation in digital marketing activities. The aspects observed included active participation in demonstrations, the ability to follow instructions, design and sewing practices, interactions with mentors and other participants, and engagement in an introduction to digital marketing. The observations also noted changes in participants during the practical process, particularly in terms of independence, self-confidence, attention to detail, and the ability to complete work stages.

Semi-structured interviews were conducted with participants to explore their experiences, understanding, perceptions, challenges, and skill development throughout the learning activities. The questions focused on participants' practical experiences, the ease or difficulty of grasping the material, the benefits of mentorship, the development of design knowledge and sewing skills, and their experiences in using social media to introduce and market their products.

Documentation was used as supporting data and included photographs of learning activities, the design and sewing processes, finished products, learning materials, and marketing introduction activities conducted through digital platforms. This documentation is used to supplement and reinforce the data obtained through observations and interviews.

Data Analysis Techniques and Validity

The data were analyzed thematically through the stages of data condensation, data presentation, and the drawing and verification of conclusions. The analysis was conducted by identifying themes related to experiential learning, inclusive learning, the development of vocational skills, digital marketing literacy, and the participants' potential for economic empowerment. Data validity was ensured through triangulation of sources and methods, specifically by comparing results from observations, participant interviews, and activity documentation. Consequently, the data obtained provide a more comprehensive picture of the implementation of inclusive vocational learning and the development of participants' competencies.

RESULTS AND DISCUSSION

This study involved 20 community members who participated in a series of experience-based vocational learning activities within an inclusive learning environment. Based on observations and semi-structured interviews with all participants, the findings indicate that the learning process provided direct experiences that encouraged active participation at each stage of the activities. Participants did not merely receive instructional content but also took part in demonstrations, engaged in design and sewing practice, evaluated their work, and were introduced to product marketing through digital media.

The observational findings showed that participant engagement was reflected in their active participation in following instructions, attempts to complete practical tasks independently, willingness to ask questions when encountering difficulties, and interactions with other participants throughout the learning process. The interview findings further indicated that most participants found the material easier to understand when they were given examples and opportunities for direct practice. Some participants still required assistance and repeated instructions, particularly during the initial stages of practice. However, they gradually demonstrated increased self-confidence and greater independence in completing assigned tasks.

The learning activities were designed to provide all participants with opportunities to engage actively throughout the learning process, from the introduction of learning materials and demonstrations to hands-on practice, evaluation of outcomes, and an introduction to product marketing through digital media. The diversity of participants' abilities and learning needs was taken into account when determining learning strategies, ensuring a flexible approach that incorporated demonstrations, hands-on practice, mentoring, repeated instruction, and learning opportunities personalized to each individual's capabilities. The learning activities were designed to provide all participants with opportunities for active engagement throughout the process—ranging from the introduction of materials, demonstrations, and hands-on practice to outcome evaluation and an introduction to digital product marketing. Instructional strategies took into account the participants' diverse abilities and learning needs, ensuring a flexible approach that incorporated

demonstrations, hands-on practice, mentoring, repeated instruction, and learning opportunities tailored to each individual's capabilities. Findings from observations and interviews with the 20 participants served as the basis for assessing the development of their design and sewing skills and their digital marketing literacy as part of the participant empowerment process. Observations during the learning process indicate that participants' direct involvement contributes to the development of their knowledge, skills, and self-confidence in completing practical tasks. Participants did not merely acquire knowledge of the product manufacturing process; they also directly experienced the various stages of the work, enabling them to learn through practice, reflect on the results, and make improvements based on their experience. This process demonstrates the characteristics of experiential learning, which places concrete experience at the core of competency development.

In addition to developing technical skills, the learning process is also focused on strengthening supporting skills relevant to productive activities. Participants are introduced to the importance of attention to detail, independence, teamwork, communication, problem-solving, and the use of digital media for product introduction and marketing. Thus, the learning process does not stop at the acquisition of vocational skills but extends to participants' ability to understand opportunities to apply those skills in economic activities.



Figure 1. Research Framework

Source: Researcher's Data (2026)

1. **Experiential Learning as the Foundation of the Learning Process**, the findings indicate that the application of experiential learning is a relevant approach for supporting an active and contextualized learning process. Learning was not limited to the theoretical acquisition of knowledge but also provided participants with opportunities to gain direct experience through hands-on practice. Participants were involved in observing, experimenting, evaluating their work, and improving their products based on the experiences gained throughout the learning process [8]. The implementation of experience-based learning was evident in participants' involvement, from the introduction of learning materials and demonstrations to product-making practice and the evaluation of outcomes. This process enabled participants to learn through real-world experience and connect the instructional content with practical needs. As a result, learning became more meaningful because participants not only understood what needed to be done but also learned how to apply their knowledge in actual situations. The findings further demonstrate that direct experience provided opportunities for participants to build self-confidence, increase independence, and develop problem-solving abilities. Mistakes that occurred during practice were not treated as failures but as part of the process of reflection and improvement. This cycle reflects the fundamental characteristics of experiential learning, in which concrete experience is followed by reflection, conceptualization, and subsequent application in practice. Within the context of vocational learning, this approach is particularly important because competency development cannot be achieved solely through the delivery of theoretical material; it also requires repeated practice and experience in completing authentic tasks. Therefore, experiential learning

serves as a foundation connecting the learning process to the development of skills applicable to everyday life and productive activities. Related scholarship has also examined experiential learning as an approach for strengthening communication skills [9].

2. Inclusive Learning in Promoting Participant Engagement. The findings also indicate that the implementation of inclusive learning provided participants with diverse characteristics and abilities, as well as opportunities to participate actively in the learning process. Learning activities were designed by considering participants' individual needs, abilities, and learning pace, thereby providing each participant with relatively equitable opportunities to engage in the activities [10]. The principles of inclusivity were reflected in the use of demonstrations, hands-on practice, individualized assistance, repeated instructions, and flexible learning time. These strategies helped reduce barriers to understanding the learning materials and completing the stages of practical activities. An adaptive approach also contributed to a more comfortable learning environment, encouraging participants to ask questions, attempt new tasks, and communicate the difficulties they encountered. Inclusive learning concerns not only access to educational activities but also the creation of an environment in which participants feel valued and recognize that they have a meaningful role in the learning process. Interactions between facilitators and participants were collaborative, while participants were also encouraged to support one another during practical activities [11]. These conditions demonstrate that inclusivity can be achieved through flexible instructional strategies responsive to participants' needs. The findings suggest that when learning barriers are minimized, participants have greater opportunities to develop according to their individual potential. Inclusive learning therefore serves as an enabling framework for implementing experiential learning more effectively, particularly in contexts involving participants with diverse abilities and learning needs.

3. Vocational Skills Development. The findings also indicate that the implementation of inclusive learning provided participants with diverse characteristics and abilities, as well as opportunities to participate actively in the learning process. Learning activities were designed by considering participants' individual needs, abilities, and learning pace, thereby providing each participant with relatively equitable opportunities to engage in the activities [10]. The principles of inclusivity were reflected in the use of demonstrations, hands-on practice, individualized assistance, repeated instructions, and flexible learning time. These strategies helped reduce barriers to understanding the learning materials and completing the stages of practical activities. An adaptive approach also contributed to a more comfortable learning environment, encouraging participants to ask questions, attempt new tasks, and communicate the difficulties they encountered. Inclusive learning concerns not only access to educational activities but also the creation of an environment in which participants feel valued and recognize that they have a meaningful role in the learning process. Interactions between facilitators and participants were collaborative, while participants were also encouraged to support one another during practical activities [11]. These conditions demonstrate that inclusivity can be achieved through flexible instructional strategies responsive to participants' needs. The findings suggest that when learning barriers are minimized, participants have greater opportunities to develop according to their individual potential. Inclusive learning therefore serves as an enabling framework through which experiential learning can be implemented more effectively, particularly in contexts involving participants with diverse abilities and learning needs.



Figure 2. Participants' Upcycled Fashion Products

Source: Author's Documentation (2026)

After the sorting process was completed, participants were first assigned to the accessory-making group. Participants were divided into several groups according to their abilities and the types of materials available. Each group then determined a simple accessory design to be produced using batik fabric scraps and other textile remnants.



Figure 3. Fashion Accessories from Textile Waste

Source: Author's Documentation (2026)

After the first group completed the accessory-making activity, the next group proceeded to bag-making practice. At this stage, participants used floral-patterned batik remnants as appliqué on the bags' surfaces. Participants learned to determine motif placement, arrange the visual composition of the appliqué, and apply the selected materials to the products through a guided, step-by-step process.

The final stage involved the group assigned to making obi belts. Participants used batik remnants and textile scraps while considering color and motif combinations to create obi belts that were both visually appealing and functional. Through these three activities, participants gained direct experience transforming textile remnants into a range of fashion products with both functional and aesthetic value.



Figure 4. Appliqué Bag and Obi Belt Made from Upcycled Batik Fabric

Source: Author's Documentation (2026)

The skills developed encompass not only the technical ability to produce items but also an understanding of the design process, material selection, the use of tools and sewing machines, the application of sewing techniques, and the ability to follow step-by-step work procedures [12]. Throughout the practical activities, participants demonstrated gradual improvement in understanding the required work processes. At the initial stage, some participants still required intensive guidance and assistance, particularly in understanding the designs and applying sewing techniques. However, after repeated opportunities for practice, participants became better able to follow instructions and complete several stages of the work independently. Related community-based initiatives have connected sustainable fashion and textile-waste utilization with creative-economic participation and practical production skills [13], [14].

These changes indicate that direct experience contributed to the development of vocational competencies. In addition to design knowledge and sewing skills, the learning activities also fostered supporting competencies such as attention to detail, discipline, responsibility, communication, collaboration, and problem-solving. Thus, the research results demonstrate that providing participants with hands-on learning experiences enabled them to develop design knowledge and sewing skills progressively while also strengthening their readiness to apply these competencies in productive activities.

4. Digital Marketing Literacy, Vocational skill development was further reinforced through digital marketing literacy. The study results indicate that participants were introduced to utilizing social media platforms—such as Instagram, Facebook, TikTok, and WhatsApp—as channels to showcase and market their products. This literacy encompassed understanding simple content creation, capturing and presenting product photos, leveraging social media, structuring product information, communicating with potential customers, and gaining insight into marketing strategies across various digital platforms. The introduction to digital marketing provided participants with a broader perspective that vocational competence does not end with the ability to produce a product [15]. Even well-made products require appropriate strategies to reach potential markets. Therefore, product marketing skills constitute an important component of productive competence that should be developed alongside design and sewing skills.

During the learning process, participants were guided in presenting their products more effectively through product photos, short videos, product descriptions, pricing information, and social media posts. They also began to understand the importance of effective communication with prospective customers through

direct messaging features and WhatsApp. These activities provided participants with new experiences in connecting production skills with market needs.



Figure 5. Digital Marketing through Social Media Platforms

Source: Researcher's Data (2026)

These findings indicate that digital marketing literacy serves as a bridge between vocational skills and economic opportunities. The ability to use digital platforms provides participants with opportunities to expand their marketing reach, introduce their products to a broader range of consumers, and reduce dependence on conventional marketing methods [16]. Accordingly, the learning process becomes more relevant to developments in the digital economy and to the current demands of the labor market.

5. **Economic Empowerment**, Participants, as a result of a learning process that begins with hands-on experience, is implemented through inclusive principles, developed into vocational skills, and reinforced with digital marketing literacy, ultimately leads to the economic empowerment of participants [17]. The research findings indicate that enhancing participants' capabilities creates opportunities for them to utilize the skills they have acquired in productive activities. In this study, economic empowerment was not measured solely in terms of increased income, but also through participants' enhanced capacity to produce marketable products, identify market opportunities, promote their work, and develop the confidence needed to participate in economic activities. Empowerment is therefore understood as a process of capacity building that enables participants to exercise greater control and choice over the productive activities in which they can engage. Vocational skills provided participants with the foundation to create products, while digital marketing literacy expanded opportunities to introduce those products to a broader range of consumers. The integration of these two competencies created a learning ecosystem that was oriented not only toward strengthening individual capabilities but also toward supporting greater economic independence. Overall, the research findings indicate a hierarchical relationship among these five aspects. Concrete experiences serve as the foundation for learning; inclusive learning ensures that these experiences are accessible to and can be engaged in by participants with diverse abilities; this process then leads to vocational skills that can be applied in productive activities; these skills are reinforced through digital marketing literacy; and the integration of all these competencies ultimately contributed to participants' economic empowerment. Thus, the implemented learning model can be understood not merely as a process of transferring skills, but as an empowering process that links the dimensions of education, skills, technology, and the economy. This approach demonstrates that inclusive vocational learning has the potential to strengthen participants' capacities while also expanding their opportunities to participate in more independent and sustainable economic activities.

Table 1. Comparison of Conditions Before and After Learning

Source: Researcher's Data (2026)

Theory/Aspect	Before the Learning Process	Learning Activities	After the Learning Process
Experiential Learning	Participants still required guidance in understanding the	Demonstrations, hands-on practice, reflection on	Participants became more actively engaged, demonstrated

Theory/Aspect	Before the Learning Process	Learning Activities	After the Learning Process
	learning materials and work procedures.	experience, repetition, and repeated attempts.	a better understanding of the work procedures, and were able to perform several activities independently.
Inclusive Learning	Participants had diverse abilities and learning needs, requiring different levels of assistance.	Adjustments to the learning pace, demonstrations, individualized assistance, repeated instructions, and practice were adapted to participants' abilities.	Participants became more engaged and received learning opportunities appropriate to their individual abilities.
Vocational Skills	Participants had limited design knowledge and sewing skills, and some still relied on the facilitator's assistance.	Introduction to design principles, simple pattern making, material selection, cutting, and sewing practice using textile remnants through upcycling.	Participants demonstrated improved design knowledge and sewing skills and became better at completing the stages of the work process.
Digital Marketing Literacy	Participants had not yet used digital media effectively to market their products.	Introduction to Instagram, Facebook, TikTok, and WhatsApp; creation of product photographs and videos, product descriptions, pricing information, and communication with prospective customers.	Participants began to understand how social media could be used to introduce and market their products.
Economic Empowerment	Participants' skills had not yet been fully connected to market opportunities and economic activities.	Integration of production skills with digital marketing and an introduction to market opportunities.	Participants demonstrated increased capacity, self-confidence, and independence, as well as opportunities to engage in economic activities.

Overall, the findings indicate that the implementation of experiential learning within an inclusive learning environment created a gradual and interconnected learning process. Direct experience served as the foundation for participants to understand and apply design knowledge and sewing skills. These competencies were subsequently strengthened through digital marketing literacy, enabling participants not only to produce products but also to begin understanding how to introduce and market them through various social media platforms.

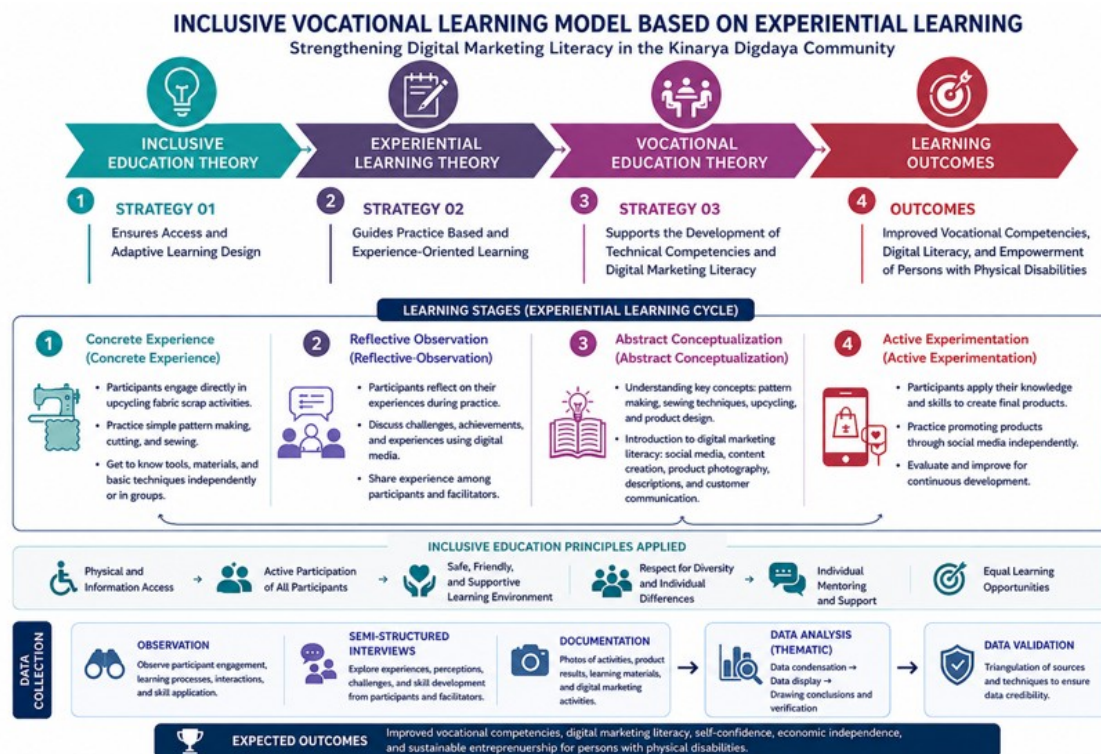


Figure 6. Research Output and Outcome Pathway

Source: Researcher's Data (2026)

The findings further show that the success of the learning process was reflected not only in the development of technical skills but also in increased participant engagement, self-confidence, independence, and ability to recognize productive opportunities. Thus, the integration of experiential learning, inclusive learning, vocational skills, and digital marketing literacy created a more contextualized, participatory, and

empowerment-oriented learning process. This sequence demonstrates that vocational learning for women with disabilities functions not merely as a process of transferring knowledge and skills, but also as a means of strengthening participants' capacities, independence, and opportunities to participate in economic activities.

CONCLUSION

This study was motivated by the limited access to and availability of learning opportunities that are responsive to the needs of people with physical disabilities, particularly in developing skills that can support independence and economic participation. Within the context of the Kinarya Digdaya community at Loka Bina Karya (LBK) Lebo, Sidoarjo Regency, women with physical disabilities have the potential to develop productive skills but continue to face limitations in strengthening vocational competencies and in using digital technologies to market their products. These conditions indicate the need for vocational learning that is not limited to technical skill development but also provides inclusive learning experiences that are relevant to participants' economic needs.

As a response to these challenges, this study implemented experiential learning within an inclusive learning environment by integrating the development of design knowledge, sewing skills, and digital marketing literacy. Participants were provided with opportunities to learn through concrete experiences, reflect on those experiences, develop conceptual understanding, and apply their knowledge through practice. Inclusive learning principles were applied to ensure that participants with diverse abilities and learning needs could engage in the learning process through demonstrations, hands-on practice, individualized assistance, repeated instruction, and adjustments to the learning process.

This study employed a qualitative approach with a case study design focusing on the Kinarya Digdaya community. Data were collected through observation, semi-structured interviews, and documentation of participants' learning processes and experiences. The study involved 20 participants. The data were analyzed thematically through the stages of data condensation, data display, and conclusion drawing and verification. Data trustworthiness was strengthened through source and methodological triangulation by comparing findings from observations, interviews, and documentation.

Based on data collected through participant interviews, observations, and documentation during the training activities, the implementation of experiential learning increased participant engagement and provided more concrete, contextualized learning experiences. Participants demonstrated progress in their understanding of design knowledge and sewing skills, including their ability to follow work procedures, use tools and materials, produce finished products, and complete tasks with greater independence. These developments were accompanied by improvements in attention to detail, responsibility, self-confidence, communication, and problem-solving abilities.

The development of vocational competencies was further strengthened through digital marketing literacy. Participants were introduced to using Instagram, Facebook, TikTok, and WhatsApp to promote and market their products. They gained experience in creating basic digital content, presenting product photographs and videos, preparing product descriptions and pricing information, and communicating with prospective customers. These findings indicate that vocational competence should not be limited to the ability to produce products but should also encompass the ability to introduce and market them to potential consumers.

Overall, the research findings demonstrate that implementing experiential learning in an inclusive educational setting laid the foundation for developing participants' vocational competencies. These skills are further reinforced through digital marketing literacy, which enhanced participants' ability to introduce and market their products. The integration of these learning components also created opportunities to strengthen participants' independence and participation in economic activities.

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