



VOCATIONAL EDUCATION AND TRAINING

## VOCATIONAL EDUCATION AND TRAINING FOR ALL

Launch of the European study on VET conducted by the European Agency for Development in Special Needs Education. *Vocational Education and Training: What works, why it works and how it works for young learners with disabilities and/or special needs education*

Hosted by Ádám Kósa MEP

8<sup>th</sup> May 2013

13.00 – 15.30

József Antall building, room 6Q1  
European Parliament, Brussels

### Agenda:

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| 11.45 – 12.15 | Registration of participants   |
| 12.15 – 13.00 | Standing lunch   |
| 13.00 - 13.15 | Opening by:<br>Ádám Kósa, Member of the European Parliament<br>Per Ch. Gunnvall, Chair of the European Agency for Development in Special Needs Education (EADSNE)  |
| 13.15 – 14.00 | Presentation by:<br>Mary Kyriazopoulou / Harald Weber, Project Managers, EADSNE<br>Serge Ebersold, Senior Researcher INSHEA, France<br>Rory O'Sullivan, Principal, Killester College of Further Education, Ireland |

*Moderator: Cor J.W. Meijer, Director EADSNE*

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| 14.00 – 14.45 | Respondents to the presentations<br>Heinz K. Becker, Member of the European Parliament<br>Dana-Carmen Bachmann, Head of Unit – Vocational training and adult education; Leonardo da Vinci, Grundtvig, European Commission<br>Olympia Stylianou, Permanent Secretary of the Ministry of Education and Culture, Cyprus<br>Rudi Delarue, Director, Office for the European Union and the Benelux countries, International Labour Office<br>Simona Giarratano, Social Policy Officer, European Disability Forum<br>Don Mahon, Ministry of Education, Irish Presidency |
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*Moderator: Ádám Kósa, MEP*

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| 14.45 – 15.15 | Open questions |
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15.15 – 15.30

Closing the debate

Ádám Kósa, Member of the European Parliament  
Per Ch. Gunnvall, Chair of the EADSNE

## Background for the presentation and debate:

The Lisbon European Council (2000) highlighted vocational education and training (VET) as a priority stating that every citizen must be equipped with the skills needed to live and work in the new information society and that special attention must be given to disabled people. The following key messages, among others, were mentioned: a) VET should be equitable and efficient; b) the development of high quality VET is a crucial and integral part of the Lisbon strategy, particularly in terms of social inclusion; c) VET should be addressed to all sections of the population, offering attractive and challenging pathways to those with high potential, whilst at the same time addressing those at risk of educational disadvantage and labour market exclusion, such as people with special needs; d) data show that disabled people continue to be disproportionately excluded from the labour market. Exclusion of people with disabilities from the labour market is a serious concern from the perspective of equal opportunities; e) countries should make it a priority to achieve better results for, among others, learners with special needs.

The European study conducted by the EADSNE aimed to identify and investigate key positive aspects of VET programmes for young learners with disabilities/SEN 14-25 years of age, with a clear link to employment opportunities: what works, why it works and how it works. 26 countries have participated, 28 VET local practices have been analysed and 53 national experts have been involved.

The final result identifies a number of factors supporting successful VET local practices, observed in many of them. The interaction of these factors leads to four main patterns that play a key role as far as effective VET practices are concerned. A summary of the result, supported by research and practice, will be presented at the European Parliament.