

# Vocational Education and Training (VET) Policy and Practice in the field of SNE

## Project Overview

Dublin, November 2011



# 1.1 Background

- **VET: preparing learners for jobs that are based on manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation.**
- Council of Ministers priorities: VET should be:
  - 1) Equitable: addressed to *all sections* of the population
  - 2) Efficient: of high quality. Priority should be given by countries to achieving better results in, among others, learners with SEN
- Results from the Agency work: Transition from School to Employment; ITP
- Results from relevant studies



## 1.2 Aim

- Identify and investigate the relevant key aspects of vocational education and training programmes for students with SEN with a clear link to employment opportunities, in particular, to **investigate “what works” in VET for students with SEN and why**



## 1.2 Objectives

- Identify the relevant key factors that facilitate VET for students with SEN and the relationship to the labour market
- Identify the main challenges highlighted in the area of VET and the relationship to the labour market



## 1.2 Target group

- Students with SEN attending educational programmes primarily designed for direct access to the labour market at the end of this level (practical / technical / occupational oriented programmes).
- Programmes are flexible and capable to cater for the huge variety of educational needs of this target group.



## 2. European context

- A long history of European official documents that are of relevance to VET (see background document)
- Council level
  - 2 out of 4 strategic challenges (2008-2020)
  - „Every citizen needs to be equipped with the skills needed to live and work in the new information society. Special attention must be given to disabled people“



## 2. European context

### European Hearing 2007

- One of the official events of the Portuguese EU Presidency
- 29 countries have participated with 78 young people debating and expressing their views on their education
- 82 people were accompanying and supporting them including representatives from 29 Ministries of Education
- The Portuguese Minister of Education opened the session with the highest level authorities from the Ministry and Portuguese Parliament
- Representatives from UNESCO, European Commission and European Parliament were attending the event





## 2. European context

Presentation from the group of young people in

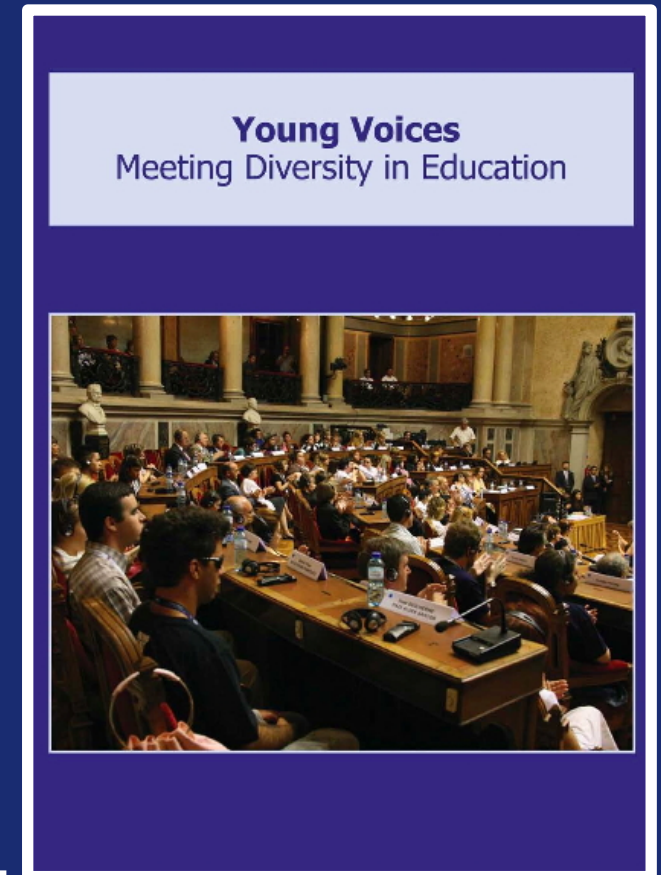
- secondary education
- vocational education
- higher education





## 2. European context

- The Lisbon Declaration (2007)
- Currently the results of the European Parliament Hearing 2011 are being prepared for publication



# 3. International context

- Article 24 („Education“) of the UN-Convention on the rights of disabled people
  - 1. ...States Parties shall ensure an inclusive education system at all levels and life long learning...
  - 5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others...



# 4. Methodology

- Two activities to gather information:
  1. An initial literature review
  2. An analysis of country practices in relation to three levels:
    - National context (description of existing legislation in the area of VET for students with SEN and recent changes);
    - Vocational education and training institutions / providers (VET programmes provided and organisation of provisions);
    - Practical implementation of VET programmes (taking into account the individual needs of students and results).



# 4 Literature review

1. Introduction
2. Aims
3. Methodology
4. Key aspects *facilitating* VET for students with special educational needs and their relationship with labour market
5. *Main challenges* in the area of VET for students with special educational needs and their relationship with the labour market



# 5 Project plan

Agreement upon a common list of criteria for the identification and description of national VET examples

Development of a grid of questions, based on key criteria for the identification and description of national VET examples

Selection of sites for practical analysis. Ideally, one site/country

Practical analysis to be conducted from mid 2010 until mid of 2012

Synthesis and validation with experts and stakeholders. Preparing the project outcomes

End of 2012





# 5 Kick-off meeting

- The project kick-off meeting took place on the 4-6 of February 2010 in Brussels with the participation of 46 nominated experts from 26 participating countries
- Representatives from the DG Employment (European Commission), CEDEFOP, EDF and ILO, debated key aspects of VET, reflecting upon European and International perspectives.



# 5 Working groups

## Main tasks:

- To give feedback to the working document
- To define from their background and professional experience what constitutes successful VET
- To discuss and agree upon a common list of facilitating factors to be used for the description of VET examples of country practices
- To discuss and agree upon the analysis of country practices



# 5 Main outcomes

- Experts have provided feedback to the working document, which has been updated meanwhile
- Experts have modified and completed the proposed list of key facilitating factors
- Experts have agreed that the country analysis should address the three levels: the national level, the institutional level and the individual level.



## 6 Progress so far

- 28 study visits have been planned in the course of the 3 year project
- Ireland is No 16, more to come 2011 and 2012
- During 2012 a draft for the analysis will be circulated
- A final conference is planned for November 2012 in Cyprus



# Study visits structure

- **Aim:** Identify and analyze “What” works in the example and “why”
- **Participants:** a small group of experts
- **The study visit will comprise two parts:**
  - visit of the VET setting, discussions with educational staff, employers, head teachers etc. as well as with VET participants
  - expert meeting to discuss and consolidate the observations





