



EQUALvet

# EQUALvet policy recommendations

Renaud Scheuer,  
Head of Knowledge &  
Innovation





# Policy recommendations

- Topic: **validation of vocational skills of Persons with Intellectual Disabilities studying in VET centres**
- Respondents to the questionnaire:
  - Greece, Spain and Portugal
  - Professionals working in the field of:
    - Accreditation of skills at national level;
    - Non-formal / informal education for persons with disabilities;
    - Training provision;
    - Employment services.



# Policy recommendations: key challenges

- **Lack of accessibility:**
  - Procedure and training materials are not adapted to the needs of Persons with Intellectual Disabilities
  - Few specialised VET centres: hard to reach from rural areas
  - Strict selection criteria to benefit from the procedure
  - Limited apprenticeship vacancies
  - Diversity of profiles of learners is not taken into account in accreditation procedures
  - Lack of knowledge about VET in the disability sector
- **Lack of funding and social dialogue:**
  - Service providers for Persons with Intellectual Disabilities providing training do not receive funding nor recognition for these trainings
  - Certifications not recognized from one employer to another, or one country to another



# Policy recommendations: main axes of intervention

- **Staff training and upskilling:**
  - Train staff on Universal Design for Learning and accessibility: accessible training materials and pedagogical approaches
- **Promotion and communication of VET for Persons with Intellectual Disabilities:**
  - Among business sector and open-labour market
  - Among schools and students
  - Among the community
- **Social dialogue and cooperation:**
  - Include the open labour market actors in the social dialogue, together with service users and providers, and public authorities.
  - Cooperation between accreditation agencies, training centres, and service providers for Persons with Intellectual Disabilities providing training
  - Facilitate dialogue by creating bridges to achieve accreditation of skills of Persons with Intellectual Disabilities



# Policy recommendations: framework

- Following:
  - The 2012 [Council Recommendation](#) on validation:
    - Member States were encouraged to put in place national arrangements for validation
  - The CEDEFOP European guidelines for validating non-formal and informal learning (2015)
  - The European Inventory on validation of non-formal and informal learning



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# Policy recommendations

- **Key priorities:**
  - Reaching specific disadvantaged groups and providing support to individuals:
    - Improve the accessibility of the procedure and the training
    - Train the staff on accessibility features and methods
  - Strengthen cooperation between key stakeholders:
    - Provide service providers for Persons with Intellectual Disabilities with information on how to be officially recognised as training providers



# Policy recommendations

- Strategic coordination:
  - Responding to the needs of a diverse set of beneficiaries: adapting to specific needs of Persons with Intellectual Disabilities
  - Closer cooperation with all stakeholders to improve effectiveness and efficiency
  - Make VET more visible
  - Use knowledge sharing and peer learning activities at national and European levels to share and scale up promising practices
- Improve the sustainability and financing of VET for Persons with Intellectual Disabilities:
  - Stable financing to ensure a continuous support of Persons with Intellectual Disabilities throughout the VET process



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# Thank you!



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