# WSIS Knowledge Community

# Building Inclusive Societies for Persons with Disabilities

**INCLUSIVE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) IN THE CONTEXT OF LIFELONG LEARNING**

SKILLS FOR WORK AND LIFE:

EMPOWERING PEOPLE WITH DISABILITIES

**Brief Summary of the Online Discussion**

29 October – 18 November 2015

**Main conclusions of the discussion**

**Seven conclusions emerge from the discussion:**

1. Inclusive TVET programmes must raise the quality and relevance of TVET, focusing also on transversal skills, e.g. problem-solving, that help all learners to deal with today’s multiple life transitions.
2. People with disabilities must be involved as key stakeholders in all decision-making processes as regards TVET.
3. Around the world, especially in developing countries, awareness of people with disabilities potential is still very low. Media campaigns and inclusive TVET would be able to show that it’s possible to empower everyone if we kept the focus on people’s abilities and talents rather than on their disabilities.
4. Data on people with disabilities is missing or is incomplete, making them “invisible” in the TVET system. There is often no specific data on TVET for people with disabilities or the criteria for gathering the information aren’t standardized.
5. Learner-centred approaches are crucial in inclusive TVET and all educational and support staff must ensure and safeguard these lines of action.
6. Partnerships are crucial to improving quality of inclusive TVET and supporting people with disabilities to face life transitions.
7. ICT accessibility is a major concern for people with disabilities because it can either support or block their access to education and work, with great impact on their life autonomy. It is crucial to define universal standards for ICT accessibility, which must be present in every newly released equipment or software.

**Specifically, participants in this online discussion might like to:**

**UNESCO and other international agencies**

* continue to support and research, with other key partners, on universal ICT accessibility standards
* promote the discussion on the best global indicators to give visibility to people with disabilities in TVET
* reinforce online communities for globally sharing knowledge on inclusive TVET, with researchers and practitioners together, providing the opportunity for benchmarking and for faster progress on good inclusive practices

**Policymakers/Governments**

* adopt legislation that promotes people with disabilities access to inclusive TVET and transition to the labour market
* promote awareness campaigns in the media to increase social equity and inclusion, taking into consideration the potential of TVET
* provide legislation reinforcing the empowerment of people with disabilities, allowing them an active role in the decision-making processes, including funding distribution
* adopt legislation providing flexible curricula that can be adjusted to learners’ diversity

**Employer organizations**

* provide practices and jobs for people with disabilities, in partnership with TVET, and recognise the added value of workers with diverse abilities
* cooperate with policymakers, TVET providers, people with disabilities and other stakeholders to find the best strategies to remove all obstacles to full employment

**TVET providers**

* invest in inclusive TVET research in partnership with universities and other stakeholders
* have qualified staff and provide them with further training opportunities to ensure quality TVET education
* collaborate with other TVET providers/institutions and research bodies to develop, with universal design principles, pedagogical materials, tools and infrastructures to improve all learners’ ability to succeed.

# About the moderator

Since 2004, Edgar Pereira has been TVET Coordinator at the Cooperative for the Education and Rehabilitation of Special Needs Citizens of Cascais, Portugal (CERCICA). Involved in many international TVET projects since 1998, he is also an expert of the European Network on Inclusive Education & Disability (incluD-ed) and consultant for Lifelong Guidance and Special Needs Education at the Portuguese Ministry of Education and Science.

# Lead contributors to the launch of the online discussion and conclusions

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