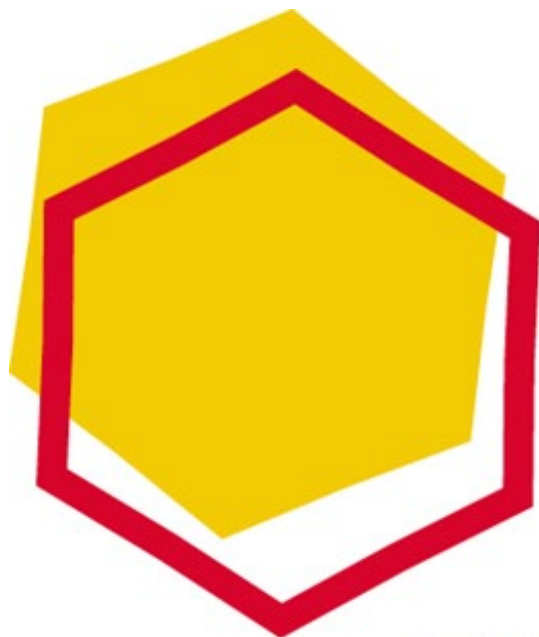




Co-funded by the  
Erasmus+ Programme  
of the European Union



# VETteach

The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project number: 2020-1-DE02-KA202-007514

## VETteach Partners:



## VETteach Website:

<https://www.ibp.uni-rostock.de/erasmus-vetteach/>

## Project Leadership:

Prof. Dr. Franz Kaiser  
Institute for Vocational  
Education  
Faculty of Humanities  
University of Rostock  
Germany

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# Integration of disadvantage into IVET

VET-TEACH Symposium

*Stockholm International VET Conference*

May 11th-13th 2022

Fernando Marhuenda, UVEG

Melanie Hoppe, IBP Rostock

- Disadvantage
- Integration and segregation
- Country overview
- Country measures
  - Policies
  - Curriculum, recognition of experience and learning
  - Pathways into VET
- Reflections

# Disadvantage

- A matter of rights
  - Civil rights
  - Education
  - Work
- The individual, the typology, the context
  - Special education needs
  - Social exclusion factors
- Transitions
  - Compulsory and post-compulsory education
  - Youth into adulthood
  - Education into work

# Integration

- Special education needs
  - Diagnostic and certification
  - Learning difficulties, disabilities and mental health
- Social exclusion factors
  - Youth within the social protection system
  - Youth out of the education system
- Transition between compulsory and post-compulsory education
  - Formal and non-formal education
  - Active employment policies
- Educational approaches
  - Practical vs academic learning
  - Individual relation

# Countries involved

- Dual systems
  - Germany
  - Switzerland
- School based systems
  - Spain
- Nordic countries
  - Norway
  - Sweden
  - Finland

# Measures 1 - policies

- Definition of population
  - Learning disabilities
  - Low qualifications
  - Disengaged, dropout
- Agents involved
  - Guidance
  - Funding
  - VET providers

# Illustrations

## 1 - policies

- Special needs (Finland)
  - Extra funding
- SNE dissolved in the general population (Norway)
  - Same rights as all (3 year upper ed)
  - Yet most SNEs are registered in VET
- Particular groups defined (Spain)
  - Ethnic minorities, migrant origin, SNE
  - Non-formal VET
- Inclusive system (Sweden)
  - Vocational oriented programs for SNE
- Preparatory courses (Germany)
  - For those who cannot join the dual system



# Measures 2 - curriculum

- VET offer
  - Entry requirements
  - Curriculum: duration and content
  - Organization of school and placements
- Pedagogies of VET
  - Individualization
  - Methodological approaches
  - Grouping and pacing of teaching practice

# Illustrations

## 2 - curriculum

- Limited specific offer
  - Segregated measures, limited groups, extended time (Norway, Spain)
  - Adapted/reduced content (Germany)
  - Loose entry requirements (Norway)
  - Specific occupational areas (Norway)
- Limited funding (Sweden, Finland)
  - Colleges of vocational special needs education (Finland)
  - Funding to be renewed every year (Spain)
- Pedagogies of VET
  - Arbeitsagogik, ergotherapy (Switzerland)
  - Occupational therapy (Spain)

# Measures 3 – qualifications

- Recognized qualifications and tracks (Switzerland)
- Out of track, labyrinth of measures (Germany, Spain)
  - No nation-wide curriculum
  - Non –formal training provision
- Training certificates and certificates of attendance (Finland, Spain)

# Measures 4 – pathways

- IVET into the labor market
  - Sheltered employment
  - Work integration companies
  - Reserved markets
- IVET into further VET?
- IVET into higher education?

# Reflections - 1

- Dual – non dual
  - VET as hope
  - VET as *the* opportunity
- Integration – segregation
  - Affirmative action
  - Digitalisation, what kind of a chance?
- Successful transitions
  - VET and youth policies
  - Pathways, thresholds and dead-ends
  - Occupational identity, citizenship and participation
- Career chances
  - Ordinary vs sheltered employment
  - Families, subsidies, overprotection?

# Reflections - 2

- What is the role of VET schools in dual and non-dual systems?
- What is the role of the academy?
  - Research on VET and inclusion/disadvantage
  - Publications
  - Professorships
- What is the role of VET for inclusion from IVET into the labour market?
- Are there particular occupations for facilitating inclusion?
- Is there an intersection between VET, social, adult and intercultural education?

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