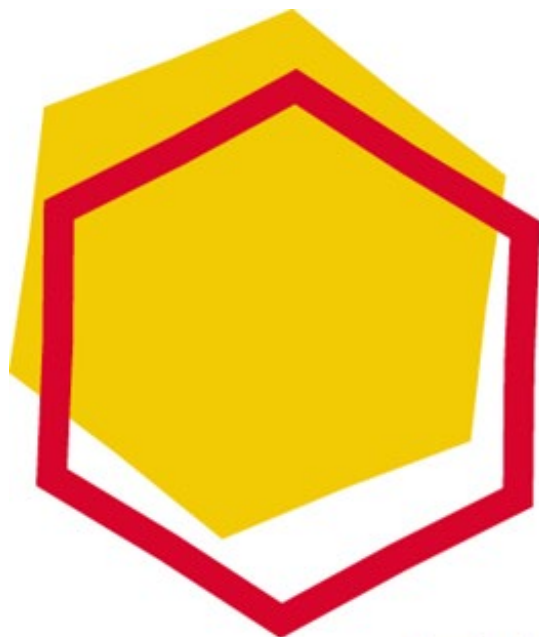




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Integration and disadvantage in VET teacher education

VET-TEACH Symposium

ECER plus - Yerevan

Sept 2nd 2022

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- Disadvantage and integration
- Country overview
- Measures
 - Policies
 - Curriculum, pedagogy and qualifications
- Reconsidering VET teacher education

1

Disadvantage and integration

Disadvantage

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

Whom to integrate

- 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

Ways to integrate

- Transition between compulsory and post-compulsory education
 - Formal and non-formal education
 - Active employment policies
- Educational approaches
 - Practical vs academic learning
 - Pedagogical tact

2

Country overview

Systems involved

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

3

Measures

Integration policies

- Defining learners
 - Learning disabilities
 - Disengaged, dropout
 - Low qualifications
 - Unemployed adults
- Defining agents
 - VET providers
 - Guidance
 - Funding

policies

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

Inclusive curriculum and pedagogy

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

curriculum pedagogy

- Limited specific offer
 - Segregated measures (Norway, Spain)
 - limited groups
 - extended time
 - adapted/reduced content
 - Loose entry requirements (Norway)
 - Specific occupational areas (Norway)
- Limited funding (Sweden, Finland)
 - Colleges of vocational special needs education (Finland)
 - Short-term provision (Spain)
- Pedagogies of VET
 - Arbeitsagogik, ergotherapy (Switzerland)
 - Occupational therapy (Spain)
 - Personal accompaniment and itineraries (Spain)

Achieving qualifications

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

4

Vet teachers education

VET teacher education

- What role of VET teachers in dual and non-dual systems?
- What role of VET teachers for transition from IVET into the labour market?
- Are there particular occupations/sectors for facilitating inclusion?
- VET at the crossroads
 - Special, adult, social and intercultural education
- Preparing VET teachers
 - Research on inclusion/disadvantage

Aware and ready to integrate?

To avoid segregation?

Pathways and careers

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

Chances

- Dual – non dual
 - VET as hope / fate
 - VET as *the* opportunity (vs academic)
- Digitalisation, a chance?
 - Employability
- 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?

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