

# Integration of Disadvantage



VETteach

## in IVET in different EU countries



### Disadvantage and integration:

- Integration is a matter of rights, civil rights, rights to education and work.
- Integration affects individuals, but also groups of students with certain common features.
- Integration is often considered as something of special needs, but also related to social exclusion.
- Integration is particularly relevant in transitions: from education into work, from youth into adulthood.



### Integration through IVET

#### Dual systems:

- Germany
- Switzerland

#### School-based VET countries

- Scandinavian countries
- Spain



### 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

- Extra funding (Finland)
- Inclusive system (Sweden)
- Vocational oriented programs for SNE
- Particular groups defined (Spain): ethnic minorities, migrant origin, SNE and non-formal VET

Preparatory courses (Germany)

- For those who cannot join the dual system

### Reflection

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?



# Integration and disadvantage in VET and VET teacher education

How can VET teacher education contribute to enable VET teachers to integrate diverse students?

What are limitations in integrating diverse VET students? Is VET the only choice for integration?

Are there particular occupations for facilitating inclusion?

Can VET, special education, intercultural education, adult education and social education merge?

What is the role of VET research in integration of disadvantage?