

Inkluzivno obrazovanje Stručne škole u Štajerskoj



With the inclusive IVET scheme, IBA in German, a flexible model for people who are disadvantaged in the labour market has been created.

The aim is to enable acquisition of a vocational qualification and integration into working life for these people.

Styrian Special Needs Education

Special needs education, abbreviated SEN, SNE, IBA

Dvostruka stručna obuka

Obuka u kompaniji i stručna škola (po skraćenom programu)

Apprenticeship - Dual vocational training (apprenticeship and part-time vocational school)

After completing their compulsory schooling period, about 40 % of young people in Austria are trained in a legally recognised apprenticeship occupation.

In the apprenticeship training system, the two places of learning are the training company and part-time vocational school.

The apprentice is in a training relationship with his or her training company and a student at a part-time vocational school at the same time.

The company-based part of dual vocational training makes up the major part of the apprenticeship period (80% versus 20%).

The apprenticeship-leave exam is taken in front of professional experts. The focus of this exam is on the competences required for the respective profession.

Koncept učenika sa posebnim potrebama u stručnim školama



Dual Vocational Education and Training in Austria

Styria has set an example when it comes to integrative vocational training. Here an above average number of establishments offer disadvantaged young people the opportunity to put their training into practice in a requirements-based and practical environment.

An amendment to the Vocational Training Act in 2003 (BAG) and the associated educational regulations created the legal basis for integration in the vocational schools.

Under this new integration-type vocational training program it is possible to either extend apprenticeships up to two years or, if apprenticeships cannot be fully completed, to train selected skills enabling such young people to enter the labour market.

Private-sector companies offering integration apprenticeships and training to young people will receive subsidies from the Federal Social Welfare Authority to training support schemes.

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Zakonska osnova

§ 8 b Abs. 1 BAG (Zakon o stručnom obrazovanju)

Produžen period stručne prakse



§ 8 b Abs. 2 BAG

Sticanje delimične stručne spreme

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This legal basis was established within the framework of § 8b (1) of the Vocational Training Act (BAG) on extended periods of training and § 8b(2) of the Vocational Training Act on part qualification apprenticeships.

§ 8b of the Vocational Training Act establishes possibilities for extended training periods and part qualification apprenticeships in order to improve the integration of disadvantaged individuals into professional life.

Extended training periods enable students to take one or two years longer in completing their final apprenticeship examination. Students following the part qualification apprenticeship scheme will gain knowledge in one of more trades which will be of benefit to the world of business. Qualification will be tested based on a work sample.

Produžen period stručne prakse

- **redovan period stručne prakse je produžen za jednu, a u posebnim slučajevima za dve godine**
- **Stručni ispit.**

Sticanje delimične stručne spreme

- Sporazum o obuci
- između 1 i 3 godine
- ili imaju pravo ili su obavezni da pohađaju stručnu školu (po skraćenom programu)
- podučavaju se samo delovi nastavnog plana i programa za stručnu praksu u kompanijama
- Individualni finalni ispit

IVET je otvoren za sledeće grupe ljudi...

Osobe...

- **sa posebnim obrazovnim potrebama na kraju obaveznog školovanja**
- **koje nisu stekle stručnu spremu na nižem nivou srednjoškolskog obrazovanja ili su ocenjene negativno na završnom ispitu**

In the case of the integrative vocational training scheme, the law states that young people are eligible who cannot be allocated a regular apprenticeship by the AMS (Austrian Public Employment Service) and to whom one of the following conditions applies (§ 8b (4) Vocational Training Act):

Individuals who had special educational needs at the end of their compulsory schooling and were taught at least in part based on the curriculum of a special needs school

Disabled people in accordance with the Disabled Persons Employment Act or the State Act for Disabled Persons

Individuals with poor results in their secondary general school certificate or who did not graduate from school

Individuals who cannot find a regular apprenticeship in the foreseeable future for reasons relating to their person.

Also new is the mandatory individual orientation as regards both vocational and school-based training which is linked to the particular expectations of the young person involved and their parents.

IVET je otvoren za sledeće...

osobe...

- **sa invaliditetom u okviru značenja opisanog u Zakonu o zapošljavanju osoba sa invaliditetom**
- **za koje nije moguće naći upražnjena mesta za obavljanje stručne prakse iz razloga koji su isključivo u vezi sa samim tim osobama**

podrška u stručnoj obuci

Coordinate

Before the start of the integrative vocational training, the goals of the integrative vocational training process are established (§ 8b (6) Vocational Training Act) by the vocational training assistants together with the young person in question and their legal guardians and the companies where the apprenticeship will take place, including the school authorities in the first instance and the owner of the school.

At the same time as the apprenticeship contract is registered with the Economic Chamber, the vocational training assistant contacts the responsible vocational school. This school then determines the best possible time for the young person to start attending school, taking into account all the relevant circumstances.

and support

pohađanje stručne škole



Two weeks before starting at the vocational school at the latest, an informative meeting takes place and is attended by the vocational training assistants, the student and representatives of the relevant vocational school. During this discussion, the training goals and support mechanisms for the student are established by the school, taking account of the student's capabilities. These support mechanisms include extra support sessions, exemption from individual subjects, individual conditions and educational goals and are fixed by the director of the school, the class tutor, the integrative training student concerned and the vocational training assistant. In preparation for this meeting, the vocational training assistant will describe the young person in advance using a standard data entry form.

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Usually there are three extra support hours per week for 8 b(1) students, six hours a week for 8 b(2) students and a maximum number of 18 hours per week and per class. The establishing of extra support sessions is planned following proper assessment in advance.

An individual curriculum is devised for each integrative training student based on their skills and the established training goals. An individual subject allocation is also compiled which is subject to ongoing modification

diferencijacija



individualni nastavni plan i program

Marion Diamond

No two children are alike. No two children learn in the identical way.

Each tutor compiles an individual curriculum and individual subject allocation adapted to the vocational training goals and personal capabilities of the students in question. This is based both on information received and on the regular subject allocation. The main concern in establishing the subject content to be taught is to balance personal capabilities with the achievement of vocational goals. The following principles are taken into account:

Adaptation of the subjects to individual training goals and content, requirements and abilities

Integrative focus and determination of success: learning in small steps, suitable methods, integration of classes, support mechanisms

Choosing the best possible form of organisation to ensure optimal training success as part of the part qualification apprenticeship

At the start, each tutor compiles a rough subject planning structure specially adapted to suit the circumstances of the student at the start of the course.

Then, based on this rough plan, each tutor will compile the learner a personal curriculum for each subject. The individual training goals are then devised based on the specific circumstances of the student. The training goals, content, methods, media and time are adapted to the requirements, capabilities and skills of the student (not the other way around) – this requires a lot of work.

Detailed documentation such as an individual curriculum, individual subject allocation, forms evaluating training goals, training journals, personal comments etc. are also added to the student's master data.

Svi zajedno sada znaju!
All together (k)now!

Ines Boban