

<b>Title of Best Practice</b>	<b>Job-College</b>
<b>Target group</b>	based on the experience with: <input type="checkbox"/> Newcomer, <input type="checkbox"/> not relevant (for all) <input checked="" type="checkbox"/> diverse group
<b>Outcome/added value for target group</b>	Strengthening social skills Reduction of deficits in M, D, E Orientation through educational standards (Kompetenzraster) Increased professional practice
<b>Content in detail</b>	<p>Deficits in the technical subjects but also in mathematics are to be remedied by modular teaching with practical relevance (e-laboratory, own practical teaching with e-technology set).</p> <p>Basic knowledge is to be supplemented and consolidated through independent learning (internet research,).</p> <p>The knowledge gained should be deepened with simulation programs and virtual experiments.</p> <p>Pupils should receive orientation through educational standards.</p> <p>Certificates should make the acquired partial qualifications visible to the economy.</p> <p>The practical part of the project aims to improve collaboration between school and vocational school, as well as between school and business.</p> <p>In terms of labor market policy, the project aims to increase the opportunities for disadvantaged young people to integrate into training and employment.</p> <p>The aim of the project is to expand and further develop school-based vocational finding and transition through the integration of teaching with internships in companies or at the vocational school.</p> <p>The project tends to anchor gender issues more firmly.</p>
<b>Form of implementation and carried out by</b>	<p><input type="checkbox"/> Formal <input checked="" type="checkbox"/> non formal <input type="checkbox"/> combination <input type="checkbox"/> other – please explain ...</p> <p>The Job College in Leibnitz is a career entry project for teenagers in the voluntary 10th school year. This gives schoolchildren who have fallen through the “rust” in the entire field of education a second chance. Targeted, modular, practical and project-related lessons are intended to give young people the opportunity for professional integration. As part of the IMST project, the "Module E-Technology" was developed and implemented. It shows an example of the structure and sequence of a module for career transition for the apprenticeship as an electrical engineer. The evaluation shows that innovative methods are inevitable in the classroom and that this enormously increases the motivation and willingness of the young people to improve their knowledge and skills.</p> <p>It was also possible to set new standards at other polytechnic schools in southern Styria. Four polytechnic schools have successfully taken over the job college. This would be the starting point for future work. The implementation of the job college as the interface between school and work in southern Styria.</p>



<b>Key Success factors (KSF)</b>	<input type="checkbox"/> KSF 1 Involvement of the whole staff	<input checked="" type="checkbox"/> KSF 6 Relation to real world	<input checked="" type="checkbox"/> KSF 11 Cooperation with parents and involvement of social environment
	<input type="checkbox"/> KSF 2 Exchange of experiences with other schools	<input checked="" type="checkbox"/> KSF 7 Strengthen basic education	<input checked="" type="checkbox"/> KSF 12 Communication and Cooperation I
	<input type="checkbox"/> KSF 3 Stimulate mutual learning processes	<input type="checkbox"/> KSF 8 Democracy in school	<input checked="" type="checkbox"/> KSF 13 Communication and Cooperation II
	<input type="checkbox"/> KSF 4 Diversity within staff members	<input type="checkbox"/> KSF 9 Feedback culture	<input checked="" type="checkbox"/> KSF 14 Education is more than school - Focus on non-formal and informal education
	<input checked="" type="checkbox"/> KSF 5 Cross-subject themes out of the living environment	<input type="checkbox"/> KSF 10 Further education and training of staff	<input checked="" type="checkbox"/> KSF 15 Development of personal future perspectives in education, occupation and life

## Fact box



Key words: basic competences; social skills, occupational preparation, internships, transition opportunities for disadvantaged groups
Organisational framework (School type...): Pre-vocational School (Polytechnische Schule PTS); Job-College
Legal and financial framework: Public school, specific autonomous curriculum, financed by state
Theoretical basis (underline) and sources: longterm experiences in PTS, former evaluation reports (Härtel/Kämmerer) certified by Ministry,
Further information / attachments: see e.g. <a href="https://unipub.uni-graz.at/obvugrhs/content/titleinfo/817504">https://unipub.uni-graz.at/obvugrhs/content/titleinfo/817504</a>
Links: <a href="https://www.imst.ac.at/imst-wiki/index.php/Job-College">https://www.imst.ac.at/imst-wiki/index.php/Job-College</a>
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