



Netzwerk Arbeitswelt



's-Hertogenbosch

Final Report

culture &
liberté

mouvement
d'éducation
populaire

Caritas



Conferenza della Svizzera italiana
per la formazione continua degli adulti

PracMob

Practical Experience and Mobility in Initial Vocational Training

**A solid basis for disadvantaged
apprentices**



Education and Culture DG

Lifelong Learning Programme

Dear Partners,

in this Handout you will find organizational charts of each partner's national education system. Besides, the focus is on the main points of all think tanks and of the questionnaires. This can be the basis for defining a strategy to continue in the topic of creating a successful mobility for apprentices with special needs.

Nicola Schreiner

Arbeit & Leben Hamburg

Andrea Franke

Grone Netzwerk Hamburg

QUESTIONNAIRE THINK TANK

- 1.) Which vocational training setting would be most suitable for a placement abroad in terms of time/duration? Would a splitting (e.g. a shorter and a longer period within 2 years) help?
- 2.) By which means can sustainable learning in the particular working field be guaranteed?
- 3.) How can the vocational training schools / employers be convinced to accept longer stays?
- 4.) Which countries should become involved, considering different vocational educational systems?
- 5.) Which branches should be primarily focussed by all partners?

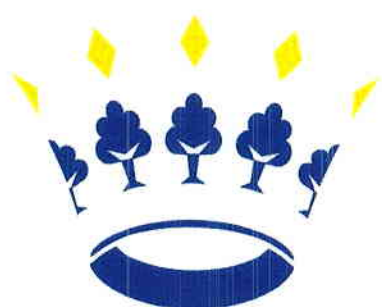
6.) What are the expectations /demands /needs of the vocational teachers/trainers and employers?

7.) How will acquisition and guidance for the beneficiaries be assured?

8.) What crucial questions and issues of the beneficiaries, teachers and employers are to be faced?

9.) What did former beneficiaries miss and what did they find disturbing during their stays abroad?

/.../



's-Hertogenbosch

Summary from the Dutch
Think Tank Meeting and
educational system



's-Hertogenbosch



Leonardo da Vinci

Leonardo da Vinci project PRACMOB

Meeting "Thinktank" 2nd of October 2014 in 's-Hertogenbosch

Participants:

- Marijke Mahieu, municipality of 's-Hertogenbosch
- Ger Straten, municipality of 's-Hertogenbosch
- Theo van de Veerdonk, municipality of 's-Hertogenbosch
- Gerry Spronk CINOP, Leonardo da Vinci Agency The Netherlands
- Lion Kwaytaal, company Quality Products
- Carla Sakko, Philips Employmentplan Eindhoven
- Regina Coeli (language institute Vught)

A meeting with various organisations in the field of education and labour market (local government, schools, companies, national agency of Leonardo da Vinci programme).

European exchange is suitable for:

- Secondary education, VET and higher vocational education (all kind of levels)
- Internship (no jobs)

Advantages:

- Growth in personality, independence and reliance, personal development
- Awareness, we live in Europe!
- "Out of the box" –thinking
- A lifelong experience, they will never forget
- Your profession, is it better or worse in development?
- This experience on your C.V.: a bigger chance for a job (75%)
- Win-win situation for the company and the student, they bring new ideas, new techniques

Disadvantages

- They lose their weekend job
- Sports club
- Friends
- Parents

Advice

- Do a test, what kind of person are you, what are you capable to?
- Be prepared: working skills, language, calculate, habitats of the country you go to.
- If there is a doubt, don't do it!
- What are your chances?
- Language is important (also in technique in cases of safety) The cultural background is important in case of homesickness.
- No groups, individuals adapt faster.
- Involve parents (support is a big part of the success)
- Prepare in handling money, drinking, cooking, living alone, working skills.

Guides

- 1 with 5 or 6 students

Companies

- Socially responsible entrepreneurship.
- Win-win situation for the company and the student, they bring new ideas, new techniques.
- A boss with experience with working with disabled people will more easily give somebody a chance. So you have to build a network with these kind of people.
- Want to have a person and number they can call with all kind of questions.
- Don't want too much extra work.

The education:

- The education has to be comparable.

Costs:

- EU pays travel and costs to stay . Extra help needs an extra indication
- School "pays" in teaching hours
- The company pays the membership of costs of Brainport*

Two good examples:

BRAINPORT EINDHOVEN

Brainport, an organisation where companies can find students for the kind of job / education and time period that they need or ask for.

Brainport organises everything the student needs, introduction in the country, accommodation and a contact person..

Brainport Development N.V.

Emmasingel 11

P.O. Box 2181

5600 CD Eindhoven

The Netherlands

T + 31647472162

F + 31(0)40 751 24 99

E m.jacobs@brainportdevelopment.nl

W www.brainportdevelopment.nl

W www.brainportinternationalcommunity.com

Briefly said it means that if a school or another organization wants to organize international exchanges of students it's necessary that in both the sending en receiving country there is a well-equipped team that can cover all the aspect of this exchange:

Accommodation, teaching, finances, support, travel etc.

HORIZONCOLLEGE ALKMAAR (VET-school)

The Horizon College (Regional vocational training center) team is composed this way:

Executive Board member; aspect Executive Board member responsible for Education in an International Context (OIC)

Sector: aspect responsible training manager (AOM) for a team of representatives; This team is a team International. So they have 5 of these teams where all teams within the program are represented.

AOM is a key link between the International teams (TI) and the MT sector

TI is responsible for creating annual action plans.

CI Coordinator Internationalization has annual meetings with the TI and 3 their AOM. (Planning, monitoring and evaluation); He arranges all applications and reports regarding subsidy programs.

OSB Education Service Agency arranges with the knowledge of learning recognition Abroad.

Secretary Internationalization deals with the registration of participants that want to go abroad.

It provides the student with all the documents before, during and after the internship

Finance They arrange payments to the participants and travel, housing costs.

Besides a good organization that is monitored 1x year by the National Agency (CINOP), reliable networks of schools and businesses are of great importance. Horizon College has established partners in 5 countries and many "loose" partners in other EU countries. School partners are important because they help each other to find good training places, accommodation, etc. Also school partners help us in recognizing the training places.

Supervision and evaluation at the end of a stage are of great importance. Here you see the term I introduced OIC, Education in an International Context into effect immediately: an internship, which after all performed must meet content and quality criteria also defined for internships in the interior. So it's "just" a stage, but in another country.

It is important that a student and his parent (-s) make a conscious choice for an internship abroad.

This is a recurring statement in information sessions to parents: "If you continue to doubt, do not!

However, If they change their mind they are offered another chance!

"Our experience is that 99% of students make a conscious choice: ambitious, flexible and socio-cultural curiosity about other cultures, other working solutions, other ways of thinking and acting, other languages. And yes, there are plans by sector and college for all rules and procedures, checklists, budget recommendations, etc.

Finally, to emphasize the importance of OIC it is also necessary to recognize that the resources to send students physically across the border are limited; for there is only € 10m available. This translates to 10,000 students who are 10 weeks internship with € 100 per week pocket.

If you look at the number of ROCs and AOCs fishing in this financial pool, then you understand that we do not take out the profit here: The HC herein has already made great strides and will continue this so that they give as much as possible students the opportunity to be active internationally in some way.

Marijke Mahieu, Ger Straten, Theo van de Veerdonk

May 2015

Netherlands: Overview Dutch national educationssystem 2014/2015

The education system in the Netherlands is decentralised. Until their fourth birthday, children can attend a day nursery or crèche. Playgroups cater for two to four-year-olds and fall under the responsibility of the local authorities. There are few preschool facilities for the under-fours. There are programmes for early childhood education, but these are aimed at two to five-year-olds at risk of educational disadvantage. Every child must attend school full-time from the age of five; however, nearly all children start going to school at the age of four.

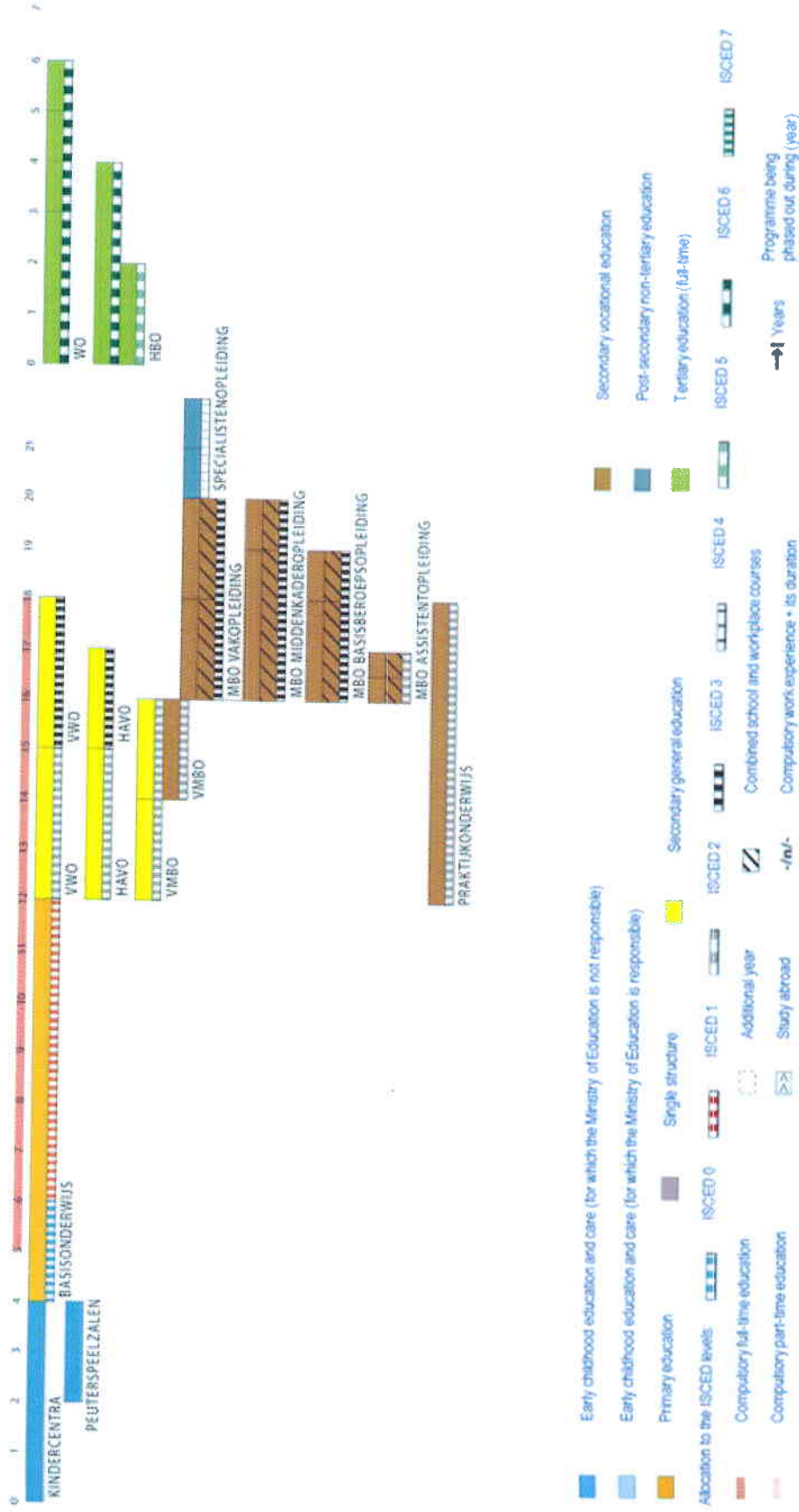
Primary education lasts eight years, after which, around the age of 12, pupils opt for one of three types of secondary education: pre-vocational secondary education (VMBO, which takes 4 years), senior general secondary education (HAVO, 5 years) or pre university education (VWO, 6 years). Most secondary schools are combined schools offering several types of secondary education so that pupils can transfer easily from one type to another. Young people aged 18 or over can take adult education courses or higher distance learning courses.

In addition to mainstream primary and secondary schools there are special schools for children with learning and behavioural difficulties who – temporarily at least – require special educational treatment. Pupils who are unable to obtain a VMBO qualification, even with long-term extra help, can receive practical training, which prepares them for entering the labour market.

Overall responsibility for the education system lies with the State, specifically the Minister of Education, Culture and Science and the State Secretary (junior minister) for Education, Culture and Science. The Ministry of Education, Culture and Science lays down statutory requirements for early childhood education, primary and secondary education and secondary vocational education, and has overall control of adult general secondary education (VAVO). The government lays down the framework within which higher education institutions (higher professional education and universities) have to operate, but it is the responsibility of the competent authority of each institution to expand on the government framework in the teaching and examination regulations. The provincial authorities' role in education is limited to supervisory and legal tasks. The administration and management of primary and secondary schools and schools for secondary vocational education is locally organised.

Structure of the national education system 2014/15

Age of students Programme duration (years)



source: Eurydice

Primary education

Primary education covers mainstream primary education (BAO), special schools for primary education (SBAO) and special schools catering for both the primary age group and secondary age group (SO and VSO). Mainstream primary education is for all children aged 4 to 12. Special schools for primary education are for children with learning or behavioural difficulties, and children who – temporarily, at least – need special facilities or extra assistance. Pupils can attend special schools for primary education until their 14th birthday. They can then transfer to pre-vocational secondary education, practical training, other forms of mainstream education or special secondary education.

Special education caters for children with special educational needs. There are special schools for the primary age group (SO) and special secondary schools (VSO) for the secondary age group. Both are divided into four categories, catering for pupils with different kinds of disability and children with severe learning difficulties.

Secondary education

Secondary education encompasses schools providing pre-university education (VWO), senior general secondary education (HAVO), pre-vocational secondary education (VMBO) and practical training (PRO). HAVO and VWO courses prepare students for tertiary education programmes.

VMBO comprises four learning pathways: the basic vocational programme (BL), the middle-management vocational programme (KL), the combined programme (GL) and the theoretical programme (TL). These pathways lead on to MBO programmes. After completing a combined or theoretical programme, students may also go on to HAVO.

Adult and vocational education

The Adult and Vocational Education Act (WEB), which came into force on 1 January 1996, covers two types of education: secondary vocational education (MBO) and adult education.

MBO comprises school-based vocational training (BOL) and block or day-release programmes (BBL). BOL can be taken either full-time or part-time. Within BBL, the focus is on practical training, which takes up 60 per cent or more of the course. MBO courses can be taken at four different qualification levels:

- assistant level (level 1)
- basic vocational training (level 2)

- professional training (level 3)
- middle-management or specialist training (level 4).

MBO (VET) courses are offered in four sectors:

- personal and social services and health care
- engineering and technology
- business
- agriculture and the natural environment (funded by the Ministry of Economic Affairs).

Adult education comprises adult general secondary education and adult basic education. VAVO gives learners a second chance to obtain a VMBO (theoretical pathway), HAVO (senior general secondary education) or VWO (pre-university education) certificate. Adult basic education is a first step towards further training and development and teaches basic skills in the form of:

- courses providing a broad basic education;
- courses aimed at fostering self-reliance;
- courses in Dutch as a second language (NT2).

Higher education

The Higher Education and Research Act (WHW) governs a wide range of higher education issues, including the planning, funding, administration and organisation of HBO institutions and research universities.

HBO institutions (also known as universities of applied sciences or hogescholen) provide higher professional education. They contribute to the development of those occupations to which their teaching is geared and conduct design and development activities and research related to specific occupations. They provide bachelor's degree programmes and in some cases master's degree programmes, and transfer knowledge for the benefit of the community. All higher education institutions are required to pay attention to the personal development of their students and nurture in them a sense of social responsibility. A total of 37 hogescholen currently receive central governmental funding. The Ministry of Economic Affairs (EZ) is responsible for funding three of these, which provide agricultural and environmental education.

Research universities focus on academic teaching and research. They train students to become researchers or design engineers, and transfer

knowledge for the benefit of the community. Like hogescholen, they pay attention to the personal development of their students and nurture in them a sense of social responsibility.

The national government funds 18 research universities. These include the Open University for distance learning, four theological or humanist universities, three universities of technology, and Wageningen University. The latter is funded by the Ministry of Economic Affairs.

For further information, please consult the introduction articles of [Organisation and Governance](#) and of each educational level: [Early Childhood Education and care](#), [Primary Education](#), [Secondary and Post Secondary Non Tertiary Education](#), [Higher Education](#) and [Adult Education and Training](#).

For a brief description of other main topics regarding the national education system, please read the introduction article of [Funding in education](#), [Teachers and education staff](#), [Management and other educational staff](#), [Educational support and guidance](#), [Quality assurance](#), [Mobility and internationalisation](#).

For information on recently adopted or planned reforms and policy measures, please consult topic [Ongoing Reforms and Policy Developments](#).

While Eurypedia provides comprehensive and comparable information, further information may also be found on the website of the [Ministry of Education, Culture and Science](#).

- **Common European Reference Tools Provided by the Eurydice Network**

- [National Student Fee and Support Systems](#)
- [Organisation of the Academic Year in Higher Education](#)
- [Organisation of School Time in Europe](#) (Primary and general secondary education)
- [Recommended Annual Taught Time in Full-Time Compulsory Education in Europe](#) (Presented by grades/stages for full time compulsory education as well as by subject and country.)
- [Teachers and School Heads Salaries and Allowances in Europe](#) (Salaries and allowances of teachers and school heads at pre-primary, primary, lower secondary and upper secondary education levels.)



*Conferenza della Svizzera italiana
per la formazione continua degli adulti*

Summary from the Swiss Think Tank Meeting and educational system



*Conferenza della Svizzera italiana
per la formazione continua degli adulti*

PracMob Practical Experience and Mobility in Initial Vocational Training - A solid basis for disadvantaged apprentices

Think tank
Lugano 2014

Francesca Di Nardo, CFC Team

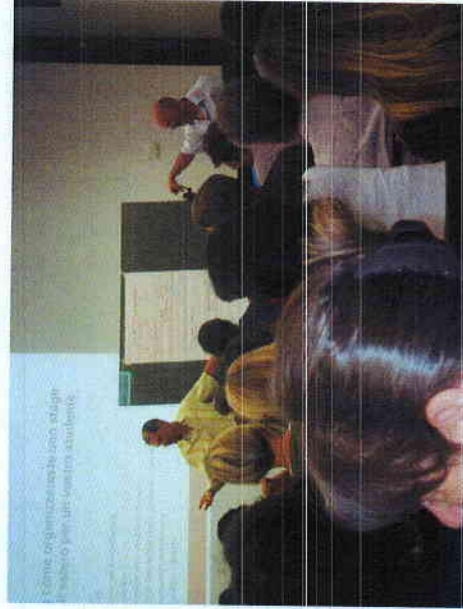
24.06.2014

Think tank with the school PTO-PTI and SEMO



24.06.2014

Think tank with the school PTO-PTI and SEMO

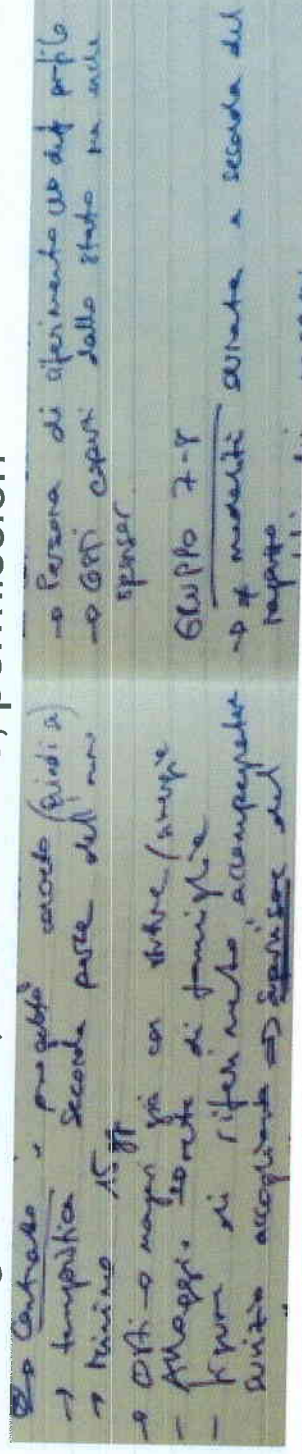


24.06.2014

Think tank with the school PTO-PTI and SEMO (72 teachers)

Outcome

- Only few, define a profile
 - also for young that have no work/contract
- Min. 15 days, 1-3 month, in the second part of the school year
- Guidance in school, abroad → didactical project (language course)
- Support and reference person
- ! not for all branches (language problem, for example health sector)
- Cost → they have to earn some money, how will pay? For the young should be all free
- Limits → organization, assurances, permission



01.07.2014

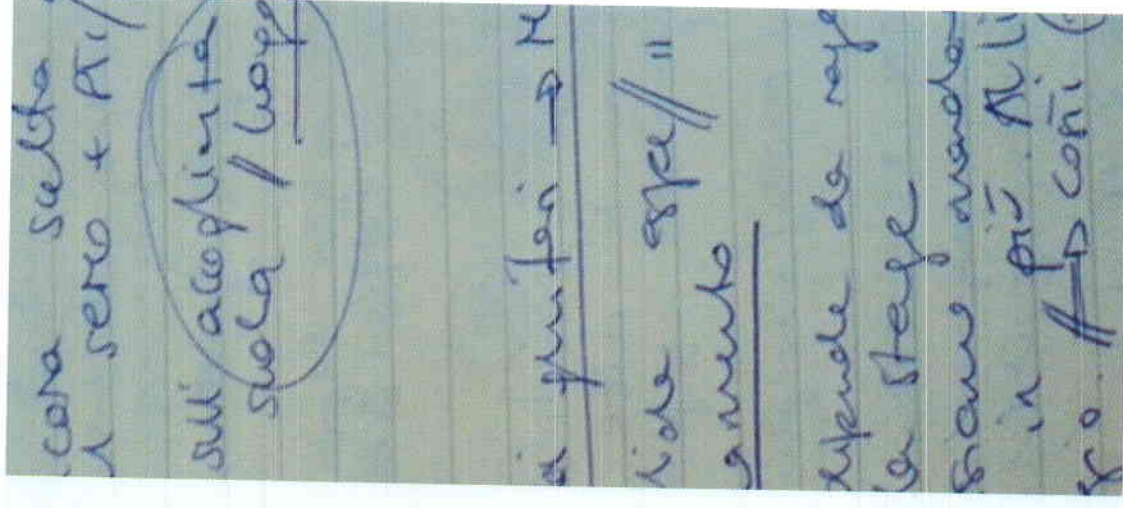
Think tank with the authorities

Outcome

- It's a big opportunity
- Support, tutor → who will pay?
- Duration 4/6 weeks → maybe in groups?
- LdV project? → cost!
- Organisation! Structured
- The stage should be for free → more possibility to find a workplace

Suggestion:

- Institution of a stock exchange? 1 per year



07-08.2014

Think tank with the labour market

Outcome

Industrial sector

- Big companies propose internship in their abroad secondment.
- → strategic theme

Health sector

- Important that they already know something and they have to know the language (how to communicate?) → last year school
- Define the objectives of the exchange. Reference person.
- Cost? EU Project

Retail sector

- Interesting for the language aspect (German)
- At the end of the school

Conclusion

For all the persons interviewed it's a big opportunity but it's also important to define the profile of the young and to organize in every detail the exchange.

The young should be guided and supported in every step of the process.

The cost will be a problem if not supported by EU Project.

FACTS AND FIGURES

VOCATIONAL AND PROFESSIONAL EDUCATION AND TRAINING IN SWITZERLAND



2014



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Confederation

Federal Department of Economic Affairs,
Education and Research EAER
**State Secretariat for Education,
Research and Innovation SERI**

VETPLUS.CH

THE PATH OF PROFESSIONALS.

An initiative of the Confederation,
the cantons and professional organisations

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OVERVIEW

The Swiss VPET system enables young people to enter the labour market and ensures that there are enough qualified workers and managers in the future. The VET and PET sectors are closely correlated with the labour market and are an integral part of the education system.

The most popular form of upper-secondary level education and training

Vocational education and training (VET) provides two-thirds of young people in Switzerland with a solid foundation in a given occupation. It also forms the basis for lifelong learning and opens up a wealth of job prospects.

Dual-track approach to learning

Most VET programmes are of the dual-track variety (i.e. part-time classroom instruction at a VET school combined with a part-time apprenticeship at a host company). There are around 250 such VET programmes to choose from. The less common variety is an entirely school-based VET programme (i.e. full-time classroom instruction, no apprenticeship). Entirely school-based VET programmes are generally offered by trade schools or commercial schools.

Close correlation with the labour market

VET programmes closely match the needs of the labour market, both in terms of VPET skills and the number of available jobs. The close correlation with the labour market explains why Switzerland has one of the lowest youth unemployment rates among European countries.

Permeability

The VET and PET sectors are an integral part of the education system. Education and training begins at upper-secondary level with learners having the option of conti-

nuing through tertiary level. VET and PET are based on clearly defined curricula and national qualification procedures.

Typically, VET and PET are very flexible: learners may pursue more advanced education and training opportunities and later change the course of their working lives with relative ease. Continuing education and training (CET) options are also available at all levels.

Career prospects

The Federal Vocational Baccalaureate (FVB) opens the way to Swiss universities of applied sciences (UAS). FVB holders who pass the university aptitude test (UAT) have the option of enrolling in a cantonal university or one of Switzerland's two federal institutes of technology (FIT). Professional education and training (PET) provides learners with specific qualifications and prepares them for highly technical and managerial positions. There are around 400 federal PET examinations as well as 52 PET college degree programmes in 8 different professional fields.

Joint mission

VPET is a joint mission pursued by the Confederation, the cantons and professional organisations.

Key VPET figures¹

New learners enrolling in VET ²	79'700
Total number of learners enrolled in VET programmes	233'200
Number of Federal VET Certificates or Federal VET Diplomas issued	64'900
Number of Federal Vocational Baccalaureates issued	13'500
Number of PET qualifications issued	25'500

¹ Federal Statistical Office (2013), (2012a), (2012b)

² Excl. canton Ticino

SWISS VPET SYSTEM

Vocational education and training (VET) is provided at upper-secondary level. Professional education and training (PET) is provided at tertiary B level. Both VET and PET use clearly defined curricula and national qualification procedures. They are also characterised by a high degree of permeability: a credit system to keep track of prior education and training makes it much easier for learners to pursue additional education and training opportunities and change the course of their working lives. A wealth of continuing education and training (CET) courses can also be found at all levels. The Swiss VPET system offers a broad selection of available training options. Courses cater to different abilities and are geared to the needs of different age groups.

Vocational education and training (VET)

VET programmes lead to recognised qualifications and pave the way for lifelong learning.

Three- or four-year VET programmes leading to a Federal VET Diploma

Provide learners with the skills needed to carry out a specific occupation and open access to tertiary-level B professional education and training (PET).

Two-year VET programmes leading to a Federal VET Certificate

Allows young people with more practical skills to obtain a recognised qualification for a specific occupational profile. Graduates of the two-year VET programme may enrol directly in a three- or four-year VET programme leading to the Federal VET Diploma.

Federal Vocational Baccalaureate (FVB)

Further to a VET Certificate the optional FVB is available to learners who attend the FVB preparatory course, which consists of general education subjects. Generally speaking, FVB holders are entitled to enrol in any of Switzerland's universities of applied sciences (UAS) without having to take an entrance examination. FVB holders may also take the University Aptitude Test (UAT) to obtain the additional qualification needed to enrol in a cantonal university or either of Switzerland's two federal institutes of technology (ETH in Zurich or EPF in Lausanne).

Professional education and training (PET)

Professional education and training (PET) is designed to meet the needs of the labour market through a combination of solid practical skills and established theoretical expertise. It also prepares professionals for highly technical and managerial positions.

Federal PET Diploma Examination

This examination is intended for professionals with several years of professional experience who wish to improve their knowledge and skills and specialise in a given field as a follow-up to their VET programme. Successful candidates are awarded the Federal PET Diploma, which is generally a prerequisite for admittance to the Advanced Federal PET Diploma Examination.

Advanced Federal PET Diploma Examination

This examination is generally for professionals who have acquired a great deal of expertise in their field and/or who intend to hold a managerial position in a company. Successful candidates are awarded the Advanced Federal PET Diploma.

PET college degree programmes

PET college degree programmes are intended for professionals holding the Federal VET Diploma or equivalent qualification who wish to improve their knowledge and skills and hold managerial positions. These degree programmes cover a broader and more general range of topics than those addressed in the two federal PET examinations described above. Successful candidates are awarded a federally recognised PET college degree.

FACTS AND FIGURES

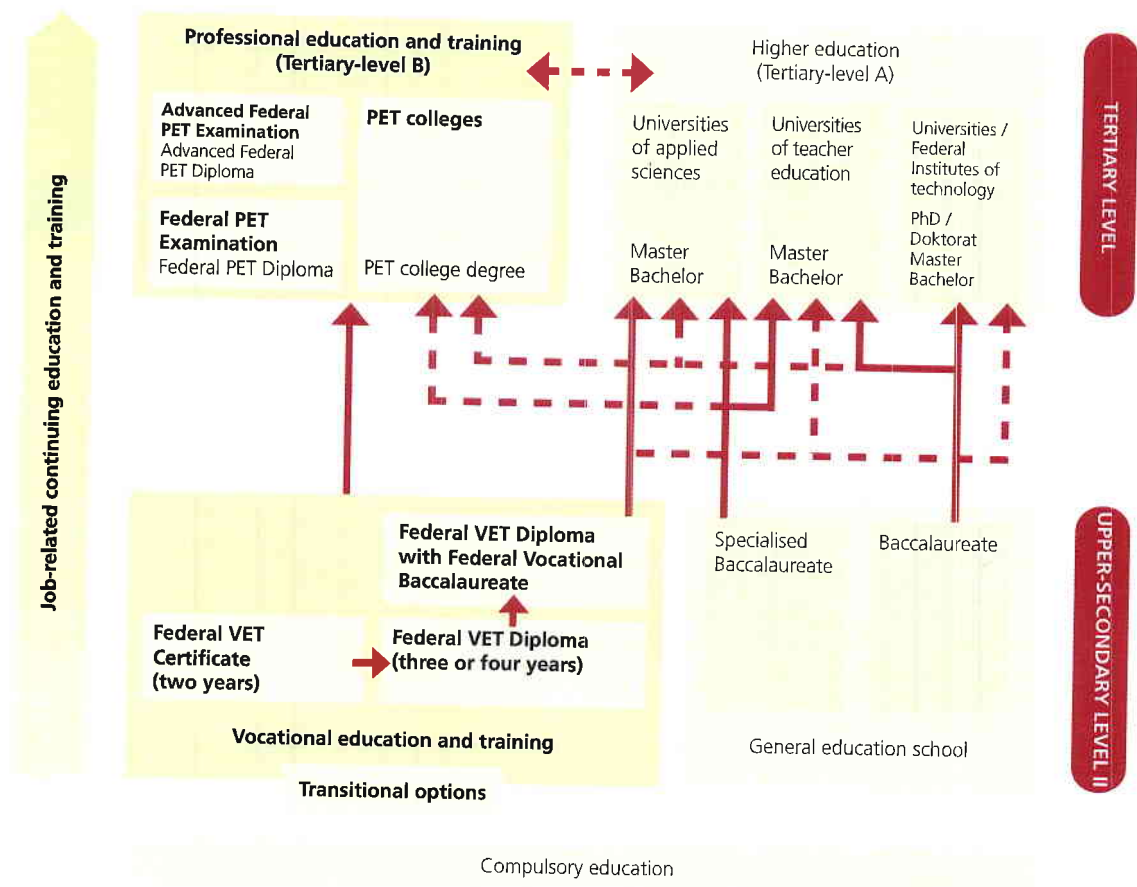
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Transitional options between lower- and upper-secondary level

Transitional options include such things as practical training and pre-apprenticeships. These options are generally designed to prepare students for admission to upper-secondary level VET programmes.

Job-related continuing education and training (CET)

A wide range of job-related CET options (i.e. non-formal courses, seminars, etc.) are available at all training levels as part of lifelong learning.



VET for adults

Adults may take remedial courses to acquire a VET qualification. The Federal Vocational and Professional Education and Training Act (SR 412.10) leaves several avenues open in this regard: these range from regulated, structured procedures for occupational categories to individual recognition procedures.

ONE MISSION, THREE PARTNERS

The provision of VET and PET is a mission shouldered by the Confederation, the cantons and Professional organisations. These three partners are jointly committed to the highest possible standard of VPET. They also strive to ensure the availability of an adequate number of apprenticeships and CET courses.

Confederation

State Secretariat for Education, Research and Innovation (SERI)

Responsible for regulating and co-funding the VET and PET sectors.

Swiss Federal Institute for Vocational Education and Training (SFIVET)

Mainly provides basic and continuing training to VET and PET professionals and examiners. SFIVET is also involved in research, studies, pilot schemes and the provision of services. It has three regional campuses: in Lausanne, Lugano and Zollikofen.

Confederation

Strategic management and development

- Quality assurance and further development of the Swiss VPET system
- Comparability and transparency of courses throughout Switzerland
- Enactment of around 250 VET ordinances
- Recognition of around 400 examination regulations and 40 core curricula for PET
- Recognition of training programmes for VET and PET professionals as well as for occupational, educational and career guidance counsellors
- Recognition of foreign qualifications
- Payment of one-fourth of public sector expenditure for the VPET system
- Promotion of innovation and support for specific activities in the public interest

Professional organisations

Curricula and apprenticeships

- Establishing the training content of VET programmes and PET college degree programmes
- Establishing national qualification procedures for VET programmes as well as for federal PET examinations
- Creation of apprenticeship positions
- Imparting competences at PET level
- Developing new training courses
- Organising industry courses
- Managing VPET funds

Professional organisations

Trade associations / industry organisations

Determine training content and national qualification procedures, organise VET and PET courses.

Social partners, other relevant organisations and VPET providers

Together with trade associations, they are also involved in the further development of VPET.

Companies

Where possible, companies provide VET apprenticeships and PET traineeships, thereby paving the way for the next generation of qualified workers. Their involvement in VPET is voluntary.

Cantons

Implementation and supervision

- Implementing the Federal Vocational and Professional Education and Training
- Supervising apprenticeships, VET schools and PET colleges
- Providing occupational, educational and career guidance services
- Providing offers which prepare young people for enrolment in VET programmes
- Issuing permits authorising host companies to take on apprentices and/or trainees
- Apprenticeship marketing
- Providing training to VET trainers in host companies

Cantons

26 cantonal VPET offices

Responsible for implementing VET and PET at cantonal level, VPET offices coordinate their activities through the Swiss Conference of VPET Offices (SBBK), a specialised conference of the Swiss Conference of Cantonal Ministers of Education (EDK).

Occupational, educational and career guidance services

Provide information and advice to both young people and adults.

VET schools

VET schools provide classroom instruction for both dual-track (i.e. combined work and school) and entirely school-based (i.e. full-time classroom instruction, no apprenticeship) VET programmes. They also prepare learners for the Federal Vocational Baccalaureate Examination.

Swiss Conference of cantonal Ministers of Education (EDK)

The cantons are generally responsible for education and training in Switzerland. National cooperation through EDK helps to consolidate cantonal authority over education.

TRAINING ARRANGEMENTS

The trademark and strength of VPET is the direct correlation with the labour market. This is reflected in various training arrangements.

Vocational education and training (VET)

Work-based training

With the dual-track approach to learning, learners attend courses at VET schools on a part-time basis. The remaining time is spent doing an apprenticeship at a host company where they are provided with the practical know-how, knowledge and skills needed for their chosen occupation. Learners also actively take part in the host company's production processes.

Host company networks: in some cases, host companies may wish to combine their strengths to offer one or more apprenticeships in a modular format.

Classroom instruction

VET schools provide classroom instruction. This consists of instruction in vocational subjects as well as subjects falling under the Language, Communication and Society (LCS) category. Classroom instruction is intended to develop technical, methodological and social skills of learners while imparting the theoretical and general principles needed to perform occupational tasks. Classroom instruction covers one or two days per week. VET schools also offer a preparatory course for the Federal Vocational Baccalaureate Examination.

Industry courses

Industry courses are meant to complement classroom instruction at VET schools and work-based training at host companies by providing learners with essential practical skills. Industry courses often take place at third-party training centres run by the industries involved.

Professional education and training (PET)

Preparation for federal PET examinations

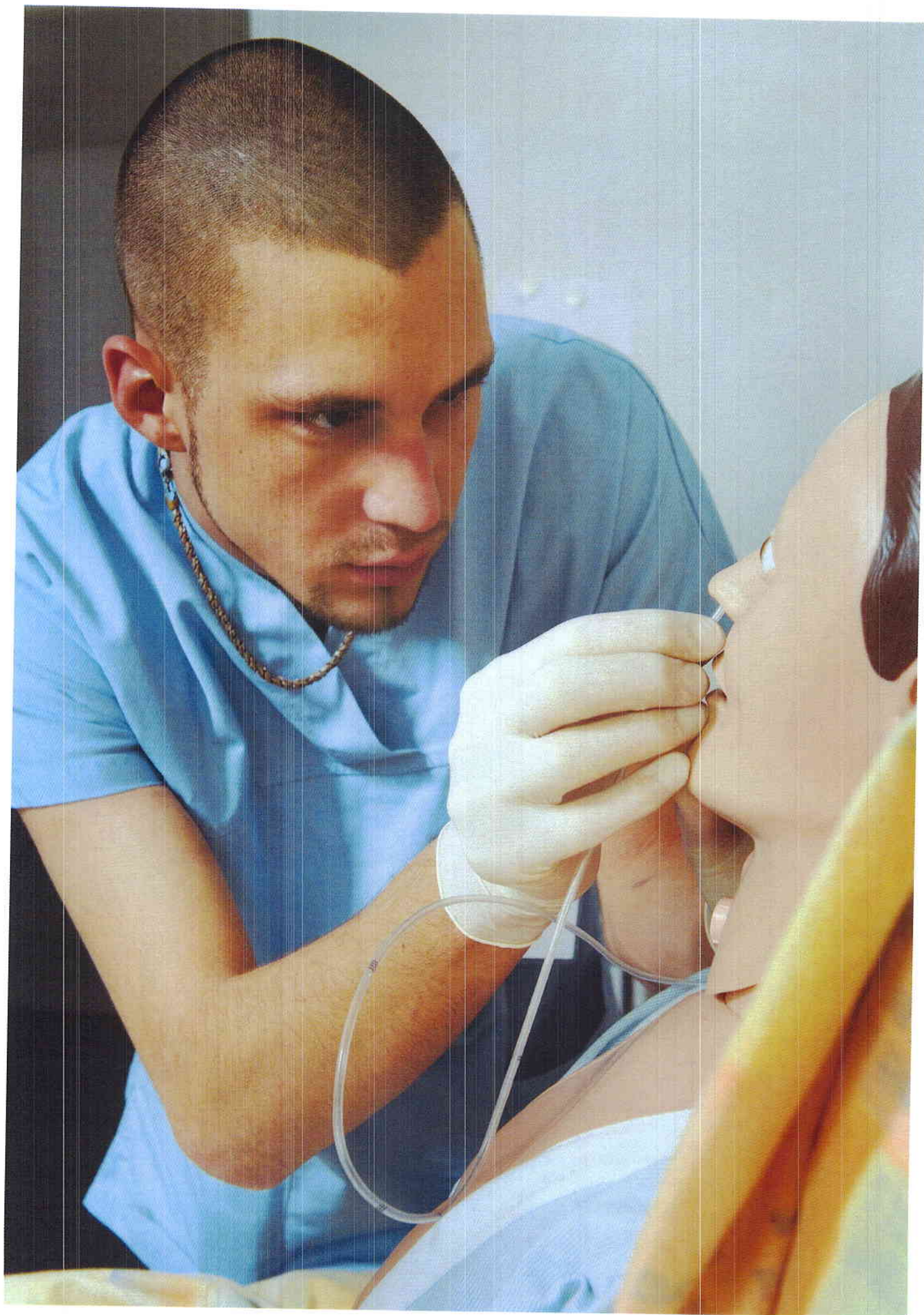
Preparation for federal PET examinations takes place alongside one's usual working activities. Although there is no requirement to do so, candidates for federal PET examinations may enrol in part-time preparatory courses, which are offered by public and private PET providers in the evenings or at weekends.

PET college degree programmes

PET college degree programmes may be attended on either a full-time or part-time basis. With full-time enrolment, 20% of the study time is devoted to a traineeship. In order to enrol part-time, students must be employed at least 50% of a standard workweek. The aim is to apply what one learns in an actual working environment.

Job-related continuing education and training (CET)

There is a wide range of job-related CET courses. These courses are tailored to suit the requirements of the given occupation or profession. CET courses are mainly organised by the private sector.





APPRENTICESHIP MARKET

There are two sides to the apprenticeship market: the supply side (host companies offering apprenticeship positions) and the demand side (young people looking for apprenticeship positions). The State plays a mediating role: it ensures the best possible general conditions for host companies, encourages the provision of apprenticeship positions and helps young people to choose an occupation.

Structural changes

The supply of apprenticeship positions reflects the long-term needs of the labour market.

Economic fluctuations

Economic fluctuations affect the order book of host companies and therefore their ability to productively use apprentices.

Host company ratio

Around 40% of the companies in Switzerland that could offer apprenticeships actually do so. Smaller companies in particular are either overly specialised or lack qualified VET trainers, which makes it more difficult for them to offer apprenticeships.

Demographic changes

Demographic changes affect the number of lower-secondary school graduates, which in turn affects demand.

Interests of young people

The choice of occupation depends on the hopes, aspirations and aptitudes of learners as well as the availability of suitable apprenticeship positions. Occupational guidance offices provide young people with information and advice.

Apprenticeship market

Apprenticeship marketing – a cantonal task

Cantonal VPET offices are familiar with the conditions in their regions. They also establish and maintain contacts with local businesses. Accordingly, they are the best placed to assess the number of available apprenticeships, to take suitable measures at the right time and to offer individual support to young people in their search for an apprenticeship position. If the apprenticeship situation is strained, then the federal government may step in to offer additional financial incentives.

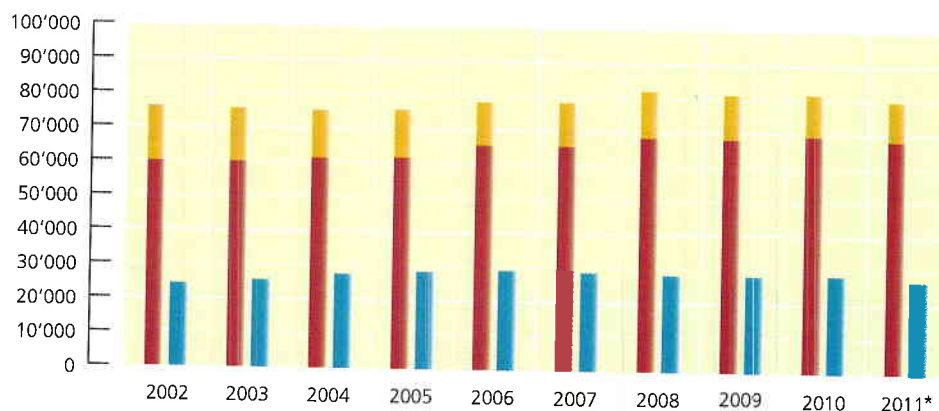
The most important apprenticeship marketing measures

- Information and advice on careers
- Apprenticeship records
- Creation of host company networks
- Provision of state-sponsored transitional options (mainly bridge-year courses)
- VET promotion agents deal directly with companies, encouraging them to create apprenticeship positions
- Placement and individual mentoring of young people who have been unable to find a suitable apprenticeship

ENTERING THE LABOUR MARKET

Around two-thirds of young people coming out of compulsory education enrol in a VET programme. Dual-track VET programmes (i.e. part-time classroom instruction at a VET school, part-time apprenticeship at a host company) are by far the most common form of vocational education and training in Switzerland. Entirely school-based VET programmes at VET schools are more popular among students in the French- and Italian-speaking regions of Switzerland than among students in the German-speaking region.

Enrolment in upper-secondary level³

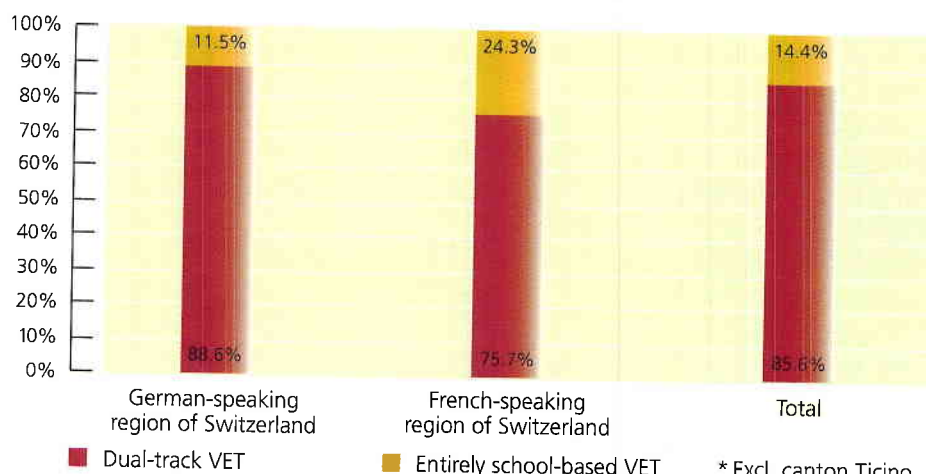


VET of which**	76,129	75,403	75,107	75,640	78,141	78,328	82,005	81,221	81,529	79,676
Dual-track VET	60,224	59,933	61,350	61,748	65,572	65,572	68,474	68,289	69,450	68,203
Entirely school-based VET	15,905	15,470	13,757	13,892	12,569	12,756	13,531	12,932	12,079	11,473
General education	24,211	25,510	27,476	28,361	29,033	28,748	28,279	28,308	28,592	26,965

* Excl. canton Ticino

** Incl. commercial and IT schools

VET by linguistic region in 2011^{*,4}

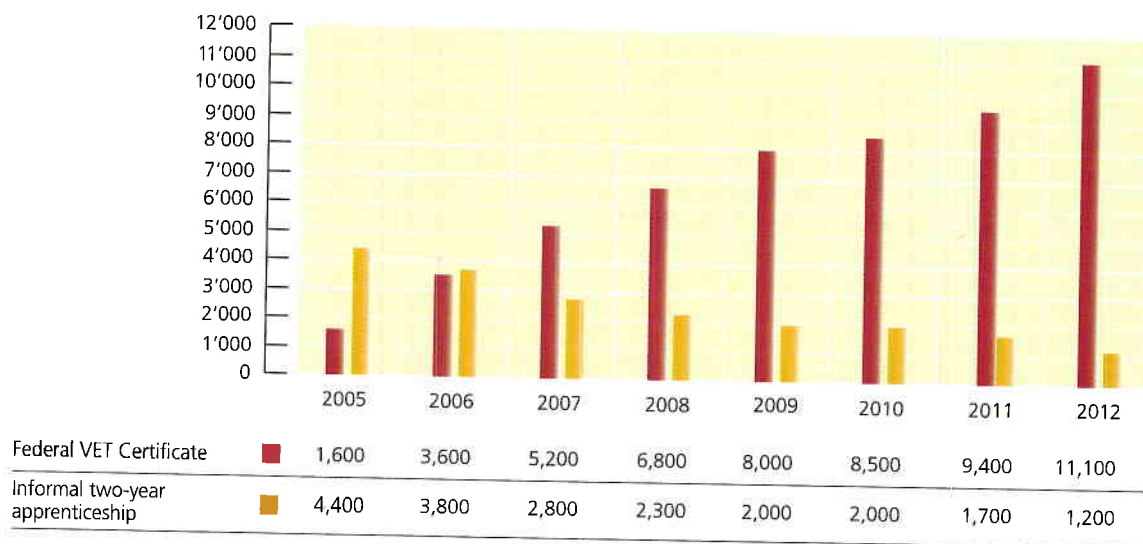


³ Federal Statistical Office (2013h)

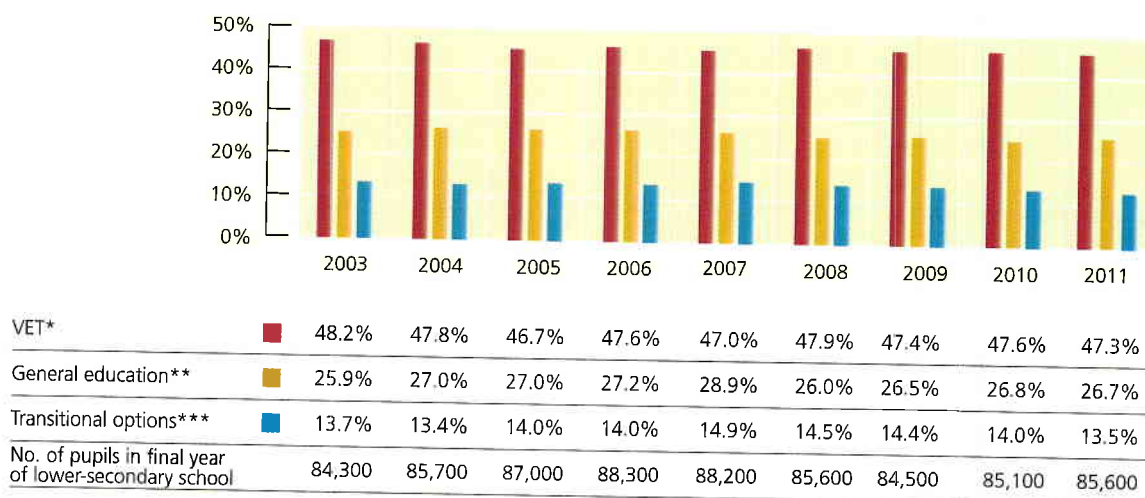
⁴ Federal Statistical Office (2013h)

* Excl. canton Ticino

Total number of apprenticeship contracts in relation to formal (i.e. leading to Federal VET Certificate) and informal two-year apprenticeships⁵



Young people enrolling in upper-secondary level immediately after lower-secondary⁶



* Incl. informal two-year apprenticeships

** Baccalaureate schools, specialised schools

*** Transitional options include 10th school year (i.e. bridge-year courses), pre-apprenticeships and preparatory courses

Broad range of transitional options

Upon completion of compulsory education, the vast majority of lower-secondary school graduates enrol directly in upper-secondary level, entering either the VET sector (VET school) or the general education sector (i.e. baccalaureate school or specialised school). Transitional options such as a 10th school year, pre-apprenticeship, or

preparatory courses are available to lower-secondary school graduates who have been unable to enter upper-secondary level directly. Young people sometimes take advantage of the transitional period between lower-secondary and upper-secondary to do an exchange semester or learn a foreign language abroad.

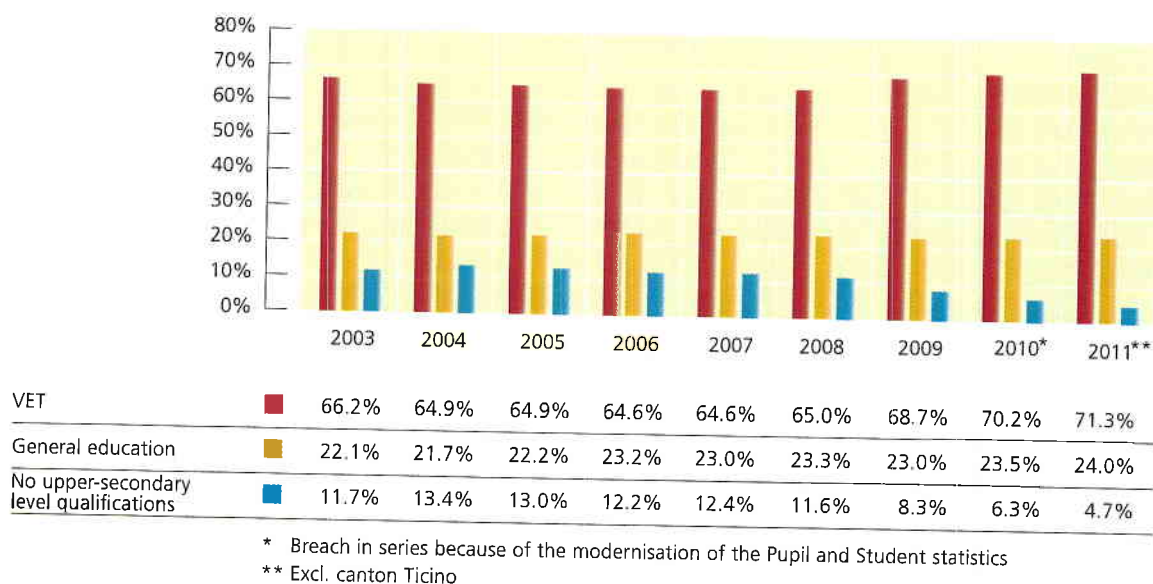
⁵ Federal Statistical Office (2013i); Federal VET Certificates have replaced informal two-year apprenticeships since 2004.

⁶ Federal Statistical Office (2013f), (2013h)

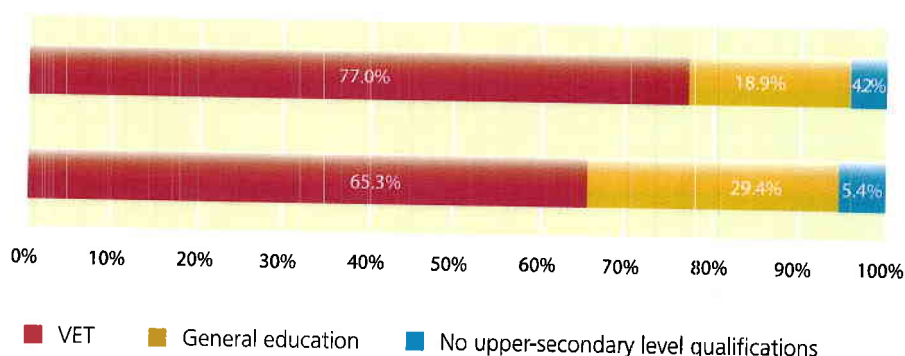
GRADUATION RATE OVER 90 PERCENT

VET qualifications increase one's job prospects on the labour market and form the basis for lifelong learning. In Switzerland, over 90% of young people hold upper-secondary level qualifications. The aim is to increase this figure to 95% by 2020.

Upper-secondary level qualifications⁷



Completed upper-secondary level education and training in 2011^{*,8}



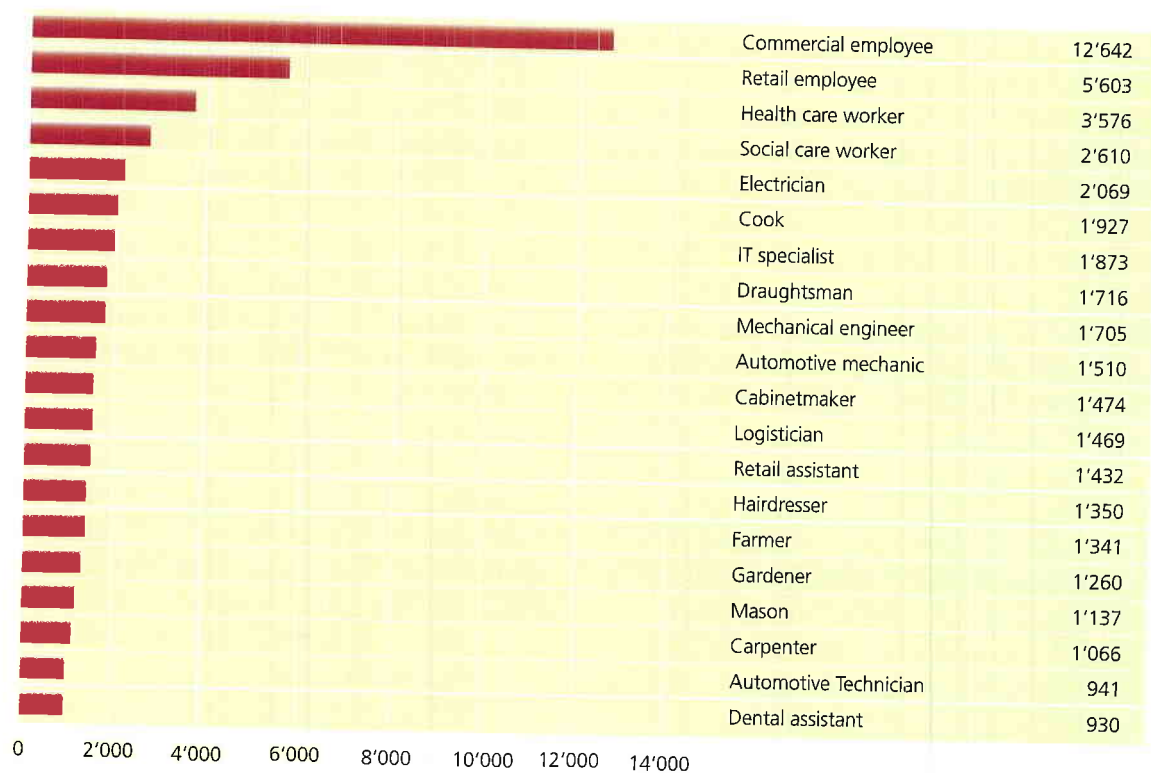
⁷ Federal Statistical Office (2013d)

⁸ Federal Statistical Office (2013d)

THE 20 MOST COMMON OCCUPATIONS

In Switzerland, there are VET programmes for around 230 different occupations. The 20 most popular occupations in 2011 account for over 60% of all newly signed apprenticeship contracts.

New enrolments 2012⁹

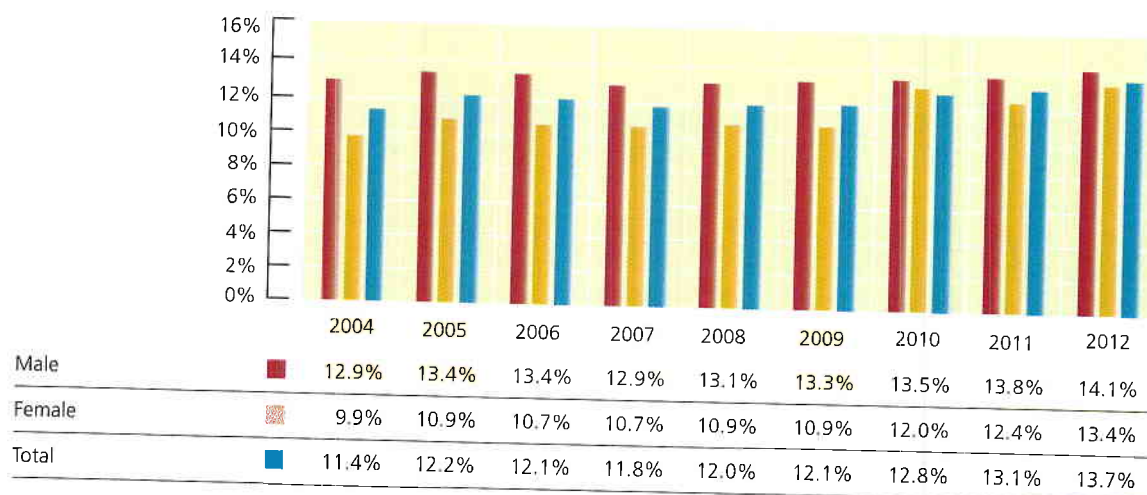


⁹ Federal Statistical Office (2013i)

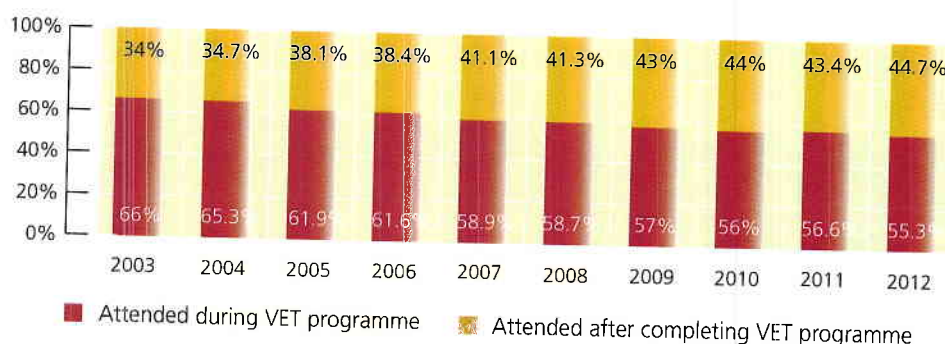
FEDERAL VOCATIONAL BACCALAUREATE

The Federal Vocational Baccalaureate (FVB) was introduced in 1994. It has been successfully established among learners with strong academic skills. Issued as a complement to the Federal VET Diploma, the FVB entitles the holder to enrol in a Swiss university of applied sciences (UAS) without having to take an entrance examination. If an FVB holder also takes the University Aptitude Test (UAT), then enrolment in a cantonal university or one of Switzerland's two federal institutes of technology (FIT) is also possible.

Percentage of VET graduates who also obtained an FVB¹⁰



Attendance of FVB preparatory courses¹¹



Proportion of FVB holders who enrolled in a UAS degree programme¹²

Immediate enrolment	19.9%	18.9%	19.4%	19.5%	21.2%	21.7%	20.3%	21.5%
Enrolment after one year	15.7%	17.1%	19.3%	20.4%	19.6%	20.7%	21.8%	
Enrolment after two or more years	19.4%	19.7%	19.9%	18.4%				
Total	54.9%	55.7%	58.6%	58.3%				
	2005	2006	2007	2008	2009	2010	2011	2012

¹⁰ Federal Statistical Office (2013e)

¹¹ Federal Statistical Office (2013j)

¹² Federal Statistical Office (2013g)

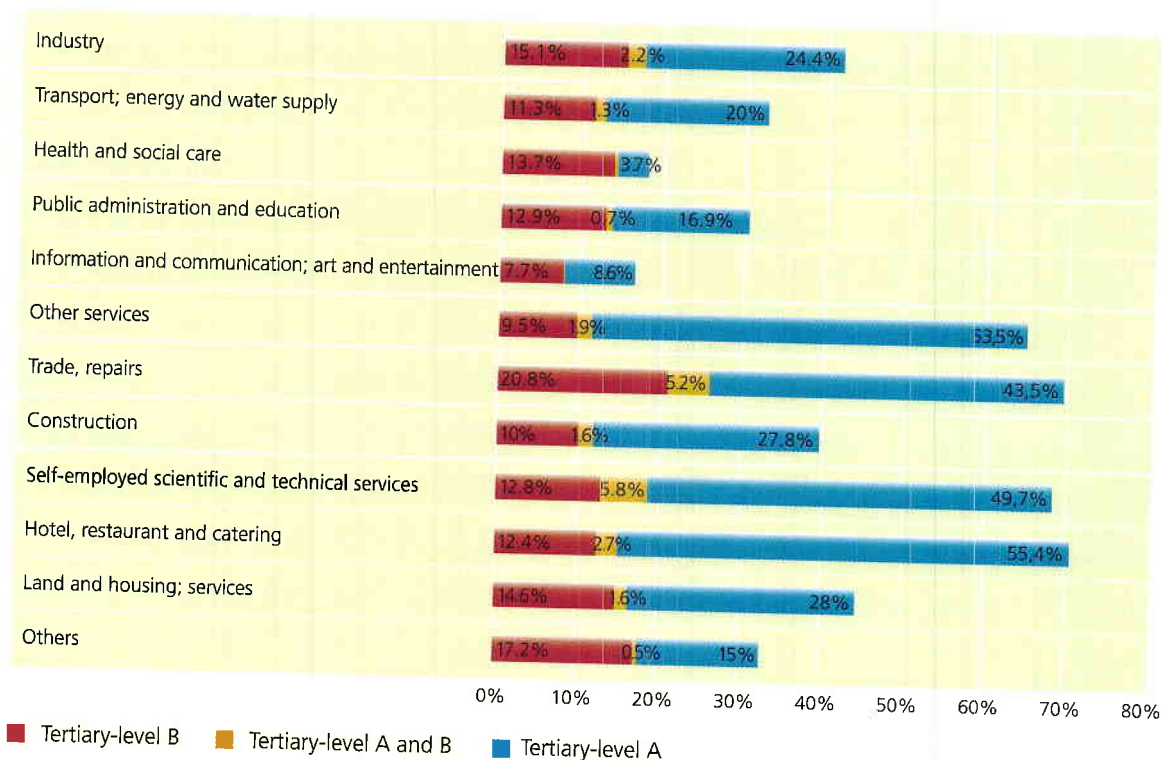
PROFESSIONAL EDUCATION AND TRAINING (PET)

Swiss tertiary-level is comprised of professional education and training (PET), universities of applied sciences (UAS) and cantonal universities/federal institutes of technology (FIT). The PET sector places great emphasis on the actual skills used in a given profession and hence PET is closely correlated with the needs of the labour market. PET imparts the competences required to handle challenging technical or managerial tasks and ensures that employers can find suitably qualified workers.

PET qualifications¹³

PET college degree	3'528	4'003	4'020	3'971	4'081	4'132	7'234	7'337	7'009	6'780
Advanced Federal PET Diploma	3'028	3'188	2'556	2'919	2'563	2'812	2'656	3'160	2'950	2'815
Federal PET Diploma	12'367	11'376	12'251	13'180	11'723	12'474	12'196	13'144	13'160	13'582
Other PET qualifications	7'860	10'590	10'453	9'385	8'844	8'168	5'421	4'621	3'583	2'343
Total	26'783	29'157	29'280	29'455	27'211	27'586	27'507	28'262	26'702	25'520
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012

Tertiary-level qualifications by economic branch¹⁴



¹³ Federal Statistical Office (2013a)

¹⁴ Federal Statistical Office (2013c)

SWISS VPET FUNDING

The VET sector is funded by the Confederation, the cantons and professional organisations, each to their own degree. Most of the costs of PET and job-related CET programmes are borne by companies and private individuals.

Public funding

Public expenditure for Switzerland's VPET system stood at around CHF 3.5 billion in 2012. The cantons are responsible for implementing VPET. As such, they cover at least three-fourths of associated costs. The Confederation's share of public funding of the VPET system corresponds to one-fourth of the total costs. A total of 10% of federal funding will be used to promote VPET development projects as well as specific activities that serve the public interest.

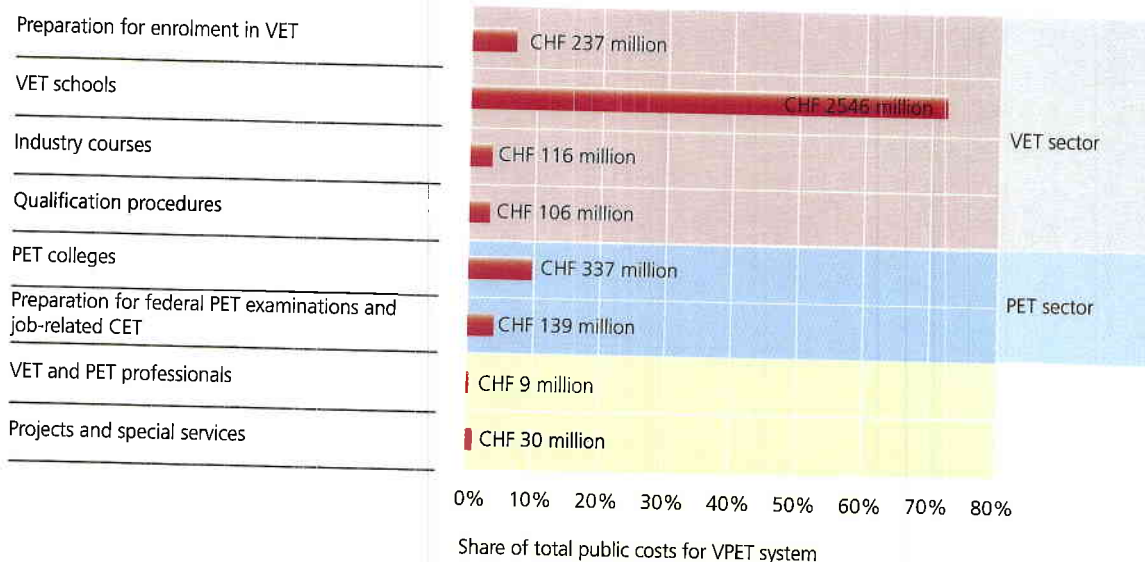
Professional organisations

Professional organisations provide both services and funding for the Swiss VPET system: they do the groundwork, run their own training centres and promote specific occupations (VET sector) and professions (PET sector). Generally speaking, host companies stand to benefit from taking part in VET programmes. According to a cost/benefit study conducted in 2009, gross costs of involvement in VET amounted to CHF 5.3 billion. This figure was outweighed by the productive output generated by learners, which amounted to CHF 5.8 billion.

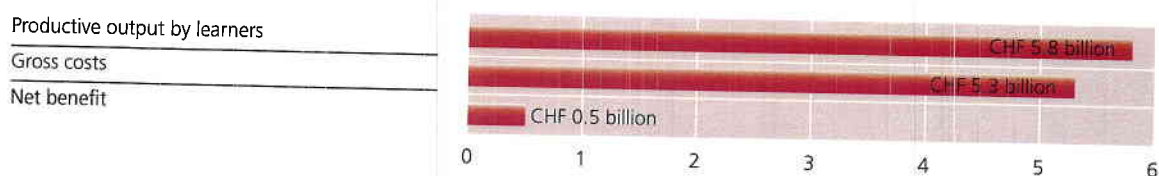
VPET funds

Under the Federal Vocational and Professional Education and Training Act provisions, companies within a given economic branch contribute to a corresponding VPET fund, which is used to cover the cost of VET and PET activities (e.g. development of training programmes, organising courses and qualification procedures, promotion of specific occupations). The Confederation may declare some VPET funds to be of general interest and therefore mandatory for all companies within a given economic branch.

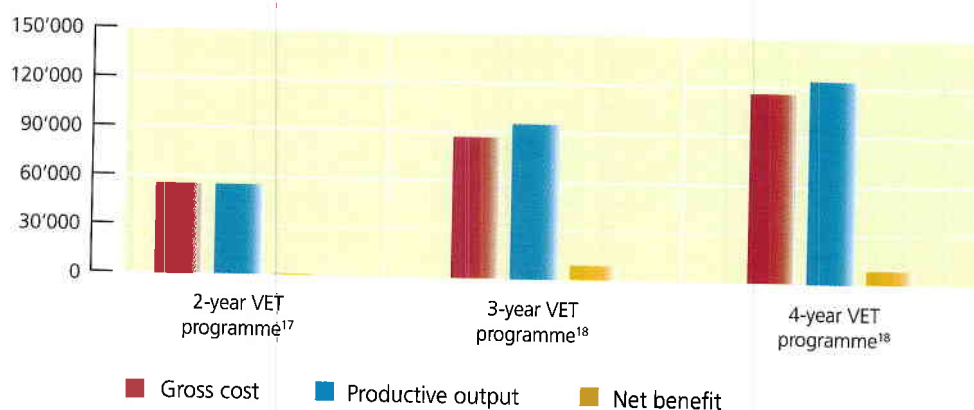
Public expenditure for VPET system in 2012¹⁵



Cost/benefit ratio for Swiss companies involved in VET programmes, survey year 2009¹⁶



Cost/benefit ratio by apprenticeship duration, in CHF



¹⁵ State Secretariat for Education, Research and Innovation (2013)

¹⁶ Strupler and Wolter (2012)

¹⁷ Fuhrer and Schweri (2010)

¹⁸ Strupler and Wolter (2012)



VET AT THE INTERNATIONAL LEVEL

Due to its very close correlation with the labour market, Switzerland's VPET system has proven to be a successful model. The Confederation works at various levels to draw greater international attention to the strengths of Switzerland's dual-track approach to learning. In addition to stronger networking, priority is given in particular to improved recognition and appreciation of VET and PET qualifications. This also provides greater mobility for Swiss specialised personnel.

Copenhagen Process

Comparability, transparency and mobility between European VET systems are the main objectives of the Copenhagen Process. Represented by the State Secretariat for Education, Research and Technology (SERI), Switzerland is currently drafting a national qualifications framework as well as certificate supplements for VET qualifications and diploma supplements for PET qualifications. The aim is to achieve a better positioning of VET (uppersecondary level) and PET (tertiary B level) both in Switzerland and abroad.

www.sbf.admin.ch/copenhagen*

OECD studies on VET systems

Switzerland regularly takes part in OECD country studies on VET. These studies confirm the strengths of the Swiss VPET system and raise its profile internationally.

www.sbf.admin.ch/oecdstudies

VPET research

The State Secretariat for Education, Research and Innovation (SERI) maintains active networking ties in the area of VPET research. It also provides funding for publications in the international journal "Empirical Research in Vocational Education and Training (ERVET)".

www.sbf.admin.ch/vetresearch

Expertise transfer

Based on Switzerland's international strategy for education, research and innovation, which was approved by the Federal Council in 2010, the reputation and position of the Swiss VPET system should be strengthened. Initial co-operation supported by SERI in this direction has already taken place between Switzerland and India with the first transfer project, where aspects of the dual-track approach to VET are being implemented.

www.sbf.admin.ch/education-cooperation

International and national competitions

Each year, numerous trade associations send their best qualified workers to national skills competitions. The winners of these competitions qualify to take part in EuroSkills and the WorldSkills competitions. The last WorldSkills Competition was held in Leipzig (Germany) in July 2013. Strong Swiss performance confirms the quality of dual-track VET programmes and leads to greater international recognition.

www.swiss-skills.ch/fr*

International VET Congress

Switzerland will host an international VET Congress in 2014, in 2015 and in 2016. In 2014, the Congress will be held in Winterthur (Switzerland) from 15 to 18 September. The aim is to strengthen VET programmes at the international level, and facilitate the exchange of expertise between important national and international actors in the VET field.

www.vpet-congress.ch

* Information available in French, German and/or Italian only.

ADDITIONAL INFORMATION

List of occupations and professions

List of all federally recognised occupations (VET) and professions (PET): Legal bases and addresses.

www.sbf.admin.ch/ldp*

SERI documentation

Collection of SERI publications on VET and PET.

www.sbf.admin.ch/doc-vet

Apprenticeship barometer

Representative survey of the apprenticeship situation from the perspective of young people and host companies. Conducted every April and August since 1997.

www.sbf.admin.ch/barometre*

Training of VET and PET professionals

Information on recognition of training programmes for VET and PET professionals as well as on equivalency of their qualifications.

www.sbf.admin.ch/responsable-fp*

Leading Houses

Leading Houses are responsible for a SERI programme to support the continuing development of VPET research activities in Switzerland.

www.sbf.admin.ch/vetresearch



Portal on VPET system

www.formationprof.ch*

Validation of non-formal and informal learning (VNIL)

www.berufsbildung.ch → Themen → Berufsabschluss für Erwachsene → Validierung von Bildungsleistungen*

The path of professionals

www.vetplus.ch*

Portal on occupational, educational and career guidance

www.orientation.ch*

Information platform on the Swiss education system

www.educa.ch

Serveur de documents pour l'éducation et la formation

www.educa.ch

Document server for education

www.edudoc.ch

Electronic newsletter on VPET system

www.panorama.ch*

VPET Lexicon

www.lex.formationprof.ch*

Host company label

www.vignette.formationprof.ch*

Federal Statistical Office (FSO)

www.education-stat.admin.ch

Cost/benefit survey of Swiss companies involved in VET programmes

www.ffb.unibe.ch

Swiss Federal Institute for Vocational Education and Training (SFIVET)

www.sfivet.ch

Swiss Conference of VPET Offices (SBBK)

www.csfp.ch*

Swiss Conference of Cantonal Ministers of Education (EDK)

www.edk.ch

* Information available in French, German and/or Italian only.

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Summary from the French Think Tank Meeting and educational system

Compte rendu du *Think Tank* qui s'est tenu le 7 octobre 2014 à Culture et Liberté National dans le cadre du projet Leonardo Partenariat PracMob

Présents

Géraldine GOYAT (chargée de projet à l'ILEP); Florence PETIZON (responsable du développement international au CFA Stephenson); Anne MEYER et Doreen POERSCHKE (Culture et Liberté)

Larbi ATSAOUI (formateur au CFA du Bâtiment à St Denis); Gilles BONNET (chargé de mission partenariats européens et internationaux au Conseil Régional Ile de France); Robert KAMPE (Culture et Liberté)

Excusés

Margarete RIEGLER-POYET (directrice du service formations à la Chambre de commerce franco-allemande); Bruno LIBAULT (directeur de l'École de la deuxième chance de Paris)

Introduction

Robert Kampe présente le secteur international de Culture et Liberté, et le projet européen auquel participe Culture et Liberté depuis 2013 et jusqu'en 2015, **PracMob**, dont l'objectif est de créer un réseau innovant et productif, d'examiner les cadres de formation auxquels participent des *jeunes avec moins d'opportunités* (JAMO) et d'envisager comment ils pourraient accéder à des dispositifs de mobilité européenne.

En effet, le constat de la Commission européenne met en avant le fait que les JAMO rencontrent un certain nombre d'obstacles (sociaux, économiques, culturels, éducatifs, géographiques, etc.) qui les empêchent de participer « *de façon satisfaisante à l'éducation formelle et non formelle, à la mobilité transnationale et à la participation, la citoyenneté active, l'épanouissement personnel et l'intégration dans la société dans son ensemble* » (définition Commission européenne).

Objet du projet : les rencontres de travail dans chaque pays font découvrir aux organismes participants (association, municipalité, organisme de formation, centre de formation professionnel, etc.) les modalités des dispositifs mis en place dans les différents pays pour travailler avec les JAMO. Il s'agit donc de réaliser un état des lieux, et de commencer à réfléchir à des préconisations à partir de la question : comment peut-on permettre à ces jeunes d'accéder à la mobilité européenne ?

Pays participants : l'Allemagne ; l'Autriche ; le Danemark ; la France ; les Pays Bas ; la Suisse romande.

Calendrier : une première rencontre a eu lieu à Hambourg en septembre 2013, une autre à Paris en février 2014 et la plus récente à Vienne en avril 2014. Les prochaines sont prévues aux Pays Bas du 8 au 10 octobre 2014, puis en Suisse romande en mars 2015 et au Danemark en mai 2015.

Cette première phase d'état des lieux sera suivi d'un autre projet, qui prendra la forme d'un partenariat stratégique visant à construire une formation professionnelle binationale de deux ans incluant une (ou deux) période(s) de stage à l'étranger.

Objet du Think Tank

Les représentants de centres de formation d'apprentis et/ou d'organisme de formation et d'insertion confrontent leurs expertises et leurs pratiques à partir du questionnaire élaboré par les

partenaires des six pays, qui s'articule sur la question : comment peut-on faire partir les jeunes en formation professionnelle ayant moins d'opportunités ?

La participation d'un représentant du Conseil régional Ile-de-France contribue à éclairer les aspects liés à l'encadrement institutionnel de ces expériences et aux éventuelles modalités de financement.

Mise en place

Question 1 – *Comment le dispositif de formation professionnelle devrait-il être organisé afin de permettre aux jeunes de participer à un stage obligatoire de moyenne durée à l'étranger ? Un fractionnement du stage (ex : en deux fois, avec une courte période la première année et une plus longue la seconde) serait-il utile ?*

L'idée de deux périodes, d'abord plus courte puis d'une durée plus longue, est retenue.

Les remarques concernent prioritairement **la difficulté que constitue la barrière de la langue**, et la nécessité de préparer les apprentis en amont, par un séminaire interculturel et linguistique.

C'est ressenti comme particulièrement vrai dans les branches commerciales / relationnelles, où la capacité de communication est indispensable. Dans les métiers du bâtiment, par exemple, il est davantage possible de passer par la démonstration et de s'appuyer sur les plans et les cotes, qui sont standards.

Suggestion – la mise en place, dans les pays européens, de **plateformes linguistiques / métier**, où pourraient être mises en commun, des compétences techniques professionnelles issues de plusieurs nationalités, qui permettraient d'associer apprentissage / initiation linguistique et apport de savoir-faire, et donner lieu à trois ou quatre périodes pratiques au cours de l'année.

Autre suggestion : la reconnaissance par le diplôme...

A l'instar de ce qui existe déjà en plasturgie, par exemple, il est important, pour favoriser la mobilité des apprentis, que leur expérience hors frontière soit reconnue dans leur diplôme (notion de **bonus**). La procédure de contrôle en cours de formation (**CCF**) pourrait ainsi inclure la possibilité d'une période validée à l'étranger. Toutefois, c'est une procédure complexe à mettre en place ; le CCF ponctuel (contrôle final) intégrant une partie spécifique « mobilité » serait plus simple d'utilisation.

...pour l'entreprise

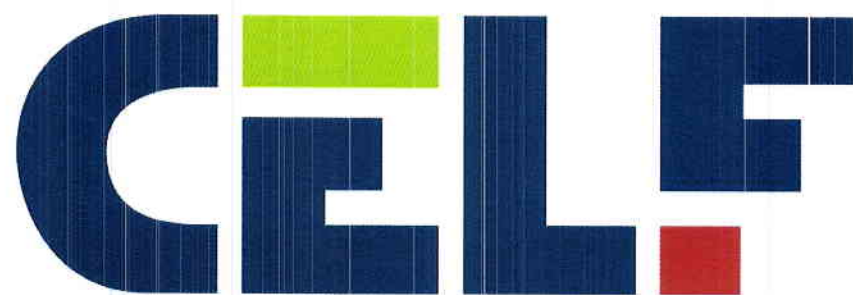
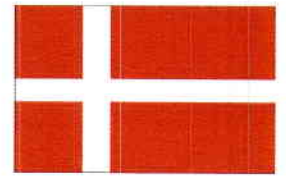
En vue d'inciter l'entreprise à favoriser la mobilité de ses apprentis, il semble souhaitable de lui apporter aussi un **bonus**, via l'attribution d'un label spécifique et en l'associant dès la conception du projet de mobilité.

Attention, à ce niveau, à l'idée de plateforme linguistique / métier évoquée plus haut : si les apprentis effectuent trois ou quatre stages via cette plateforme, cela peut provoquer des difficultés de remobilisation sur le cursus de formation en alternance.

Question 2 – *Quels sont les moyens susceptibles de garantir l'efficacité de l'apprentissage dans le domaine professionnel cible ?*

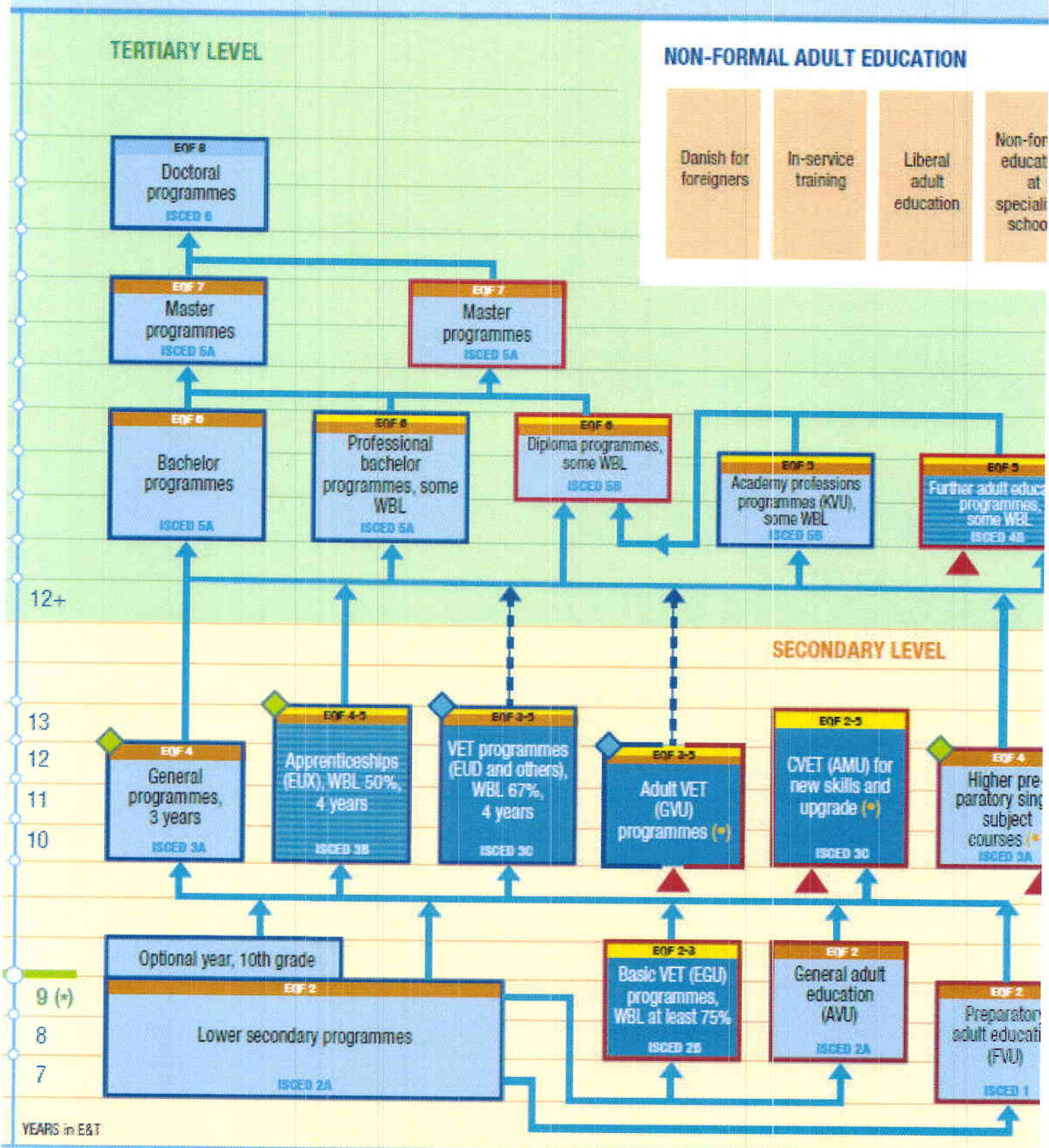
Trois dispositifs principaux peuvent y concourir :

- l'existence d'une convention multipartite portant sur le contenu du stage
- l'Europass-Mobilité
- la visite de stage, qui peut se combiner avec un suivi tutoré, et un jumelage entre CFA des deux pays (ce qui permet aux établissements et aux formateurs à mieux se connaître et de développer leur partenariat)



Summary from the Danish Think Tank Meeting and educational system

T in Denmark's education and training system



PracMob

Summary from the Danish Think Tank Meeting

By Claus Brandt Kristensen
and Per Nis-Hansen



Education and Culture DG
Lifelong Learning Programme

Which vocational training setting would be most suitable for a placement abroad in terms of time/duration? Would a splitting (e.g. a shorter and a longer period within 2 years) help?

- ❖ All kind of VET edu. (MTM ("food for people"), DPN ("animals, plants and nature), Woodcraft, Bikemechanic)
- ❖ Shorter periods

By which means can sustainable learning in the working field be guaranteed?

- ❖ Only with a good cooperation with companies.

How can the vocational training schools / employers be convinced to accept longer stays?

- ❖ Only with good relations, cooperation and trust

Which countries should become involved, considering different vocational educational systems?

- ❖ It's an advantage with a similar edu. system
- ❖ But not an absolute requirement because the mobilities is as much about workplace culture, intercultural competences and language

Which branches should be primarily focussed by all partners?

- ❖ MTM ("food for people"), DPN ("animals, plants and nature), Woodcraft, Bikemechanic

What are the expectations /demands /needs of the vocational teachers/trainers and employers?

◆ Internationalization must be and focus on the organizational level. Teachers must also have an internationale view

How will acquisition and guidance for the beneficiaries be assured?

- ❖ Transparent procedure and strong information action
- ❖ Use of accompanying teachers
- ❖ Use of "buddies" in the companies

What did former beneficiaries miss and what did they find disturbing during their stays abroad?

- ❖ Balance expectations
- ❖ Human contact
- ❖ Maslow's Pyramid of needs

Who pays (e.g extra staff)? Erasmus+ isn't enough.

❖ We as VET schools

How can the costs be distributed? (The participants shouldn't have to pay anything.)

❖ We have the cost

Which definition of the target group do we have?
(Learning disabilities, psychological and physical disabilities)

- ❖ Learning disabilities
- ❖ Sociale problems

Which companies should we gain?
(Big ones, SME (small and medium enterprises))

- ❖ The ones with the highest flexibility

A catalogue of criteria concerning standards should be developed (transnational database)

- ❖ A good idea
- ❖ It's also necessary with your own international strategy

What profile should the stakeholders have?

Strong intermediary partners (Chambers, IFA, Mobility agencies)

Partners with direct access to the target groups

Level of stakeholders? Decision makers?

- ❖ In Denmark it's the VET schools and production schools that are the main stakeholders



Caritas

Summary from the
Austrian Think Tank
Meeting and educational
system



Round Table-Discussion

**„Establishment of a future Bi-national Vocational Training
for disadvantaged youngsters“**

30th September 2014

Participants

- **Doris Landauer** : Federal Employment Office Vienna - Prevention and Intervention with Early School Leaving
- **Tamara Irsa** : International Young Workers Exchange
- **Caroline Stanzl**: International Young Workers Exchange
- **Alfred Freundlinger** : Federal Chamber of Economy Austria / Department for Educational policy
- **Petra Mitter** / Regional Best Girl for Vocational Schools Vienna
- **Barbara Selden**: Caritas Vienna / Department Asylum & Integration
- **David Himler**: Caritas Vienna / Department Asylum & Integration
- **Alicia Allgäuer** : Caritas Vienna / Department Asylum & Integration
- **Louisa Holub** : Caritas Vienna / Department for Innovation

Issues for today's Round Table

- **What are your experiences** with transnational mobility (internships abroad) for young people in vocational training?
- **Where do you identify needs for**
 - ... additional financing?
 - ... additional mentoring?
 - ... additional information?
 - ... ?
- **For which target group do you see a particular need?**
- **Structural framework-conditions?**
 - Organization (institutional anchoring)?
 - Financing options?



1. What are your experiences with transnational mobility (internships abroad) for young people in vocational training?

- **Ms. Mitter:** She has recently completed a internship in Ireland. This was a very positive experience for her. She describes herself as a very good pupil and apprentice with no psychsocial problems, but she is convinced, that also apprentices from external vocational trainings or disadvantaged apprentices would benefit a lot. In vocational school “good” pupils and disadvantaged are taught all together in one class. Mostly (but not only) it is the “good” pupils that do an internship abroad.
- **Ms. Irsa and Ms. Stanzl:** IFA provides service to support the mobility of apprentices. At their exchanging programmes they also have disadvantaged apprentices. For this target group more resources (preparation and support) are necessary.
- **Ms. Landauer:** She hasn't got any professional experience with internships abroad, but she's got a lot experience with the target group.
- **Mr. Freundlinger:** The Federal Chamber of Economy is one of the funding authorities of IFA.

2. Where do you identify needs for....additional financing, mentoring, information, etc. ?

Ms. Irsa , Ms Stanzl / IFA:

- For small companies it often is a problem, when the apprentices go abroad for a too long time, because they are needed for their manpower.
- It is very important, that the company is motivated to send their apprentices abroad. If the company thinks, this is a good thing, they will support the apprentices and will also host other apprentices from abroad.
- There are companies, that integrate internships abroad into their educational training.
- Some of the apprentices need support to write an application in English or just to write an readable application.
- In the vocational schools much more social workers would be needed to reach disadvantaged apprentices.
- There is NO Coaching for apprentices from external vocational training. This would be urgently needed.

3. For which target group do you see a particular need?

Ms. Irsa , Ms Stanzl / IFA:

- At IFA the number of disadvantaged apprentices is increasing. That shows, that there IS a need for them to go abroad and as the experience shows, they benefit a lot. But of course they need much more support throughout all stages (application, preparation, during the stay, in the follow-up process.

Ms. Landauer:

- There are much more NEETs (Not in Education, Employment or Training) and Early School Leavers in Vienna (and whole Austria), than is communicated. According to several surveys, there are 174.000 Early School Leavers, 55.000 in Vienna alone.
- In general it would be a great chance for this target group (NEETs) to make experience abroad, BUT it is very hard to reach them with any offer. The problem is, that they get „lost“ when they quit school. There are programs needed to keep them in the system though they quit school or training.

4. Structural framework-conditions?

Ms. Mitter:

- Public funding by the Federal Government

Ms. Irsa and Ms. Stanzl:

- As disadvantaged youngsters need a special support, they should be supervised in special programs.
- The supervisors should be specially trained
- If IFA supervises them itself, they would need partners like vocational training assistance

Ms. Landauer:

- A sustainable long-term financing would be desirable

Mr. Freundlinger:

- It is important to have a central partner for everyone involved (apprentices, companies, financiers)

Caritas



Early Complete

TEL: 0664 9430434

Lehr- und Berufsausbildung, Unterstützung für Lehrlinge

Zielgruppen	• Alle Jugendlichen, die in Wien die Berufsschule besuchen und deren Ausbildungsbetrieb den Sitz in Wien hat, ausgenommen Jugendliche, die sich in der integrativen Berufsausbildung befinden. • Personen, die die Lehre voraussichtlich nicht beenden (Drop outs) bzw. die Lehre beenden aber nicht abschließen (keine oder negative LAP ohne weiteren Antritt) (= besonders wichtige Zielgruppe - VIPs) • Personen, die in Wien die Berufsschule besuchen, deren Ausbildungsbetrieb aber nicht in Wien ist (Einsprengelung), können nach Rücksprache in Einzelfällen ebenfalls betreut werden.	
Zugang	Anmeldung über die Wiener Berufsschulen, die Homepage www.lehre-fertig.at , über die Kommunikationszentren des KUS-Netzwerk und Partnerorganisationen oder persönlich in der Koordinationsstelle Early Complete.	
Eintritt	Der Eintritt ist jederzeit möglich.	
Kapazitäten	Erstes Projektjahr: ca. 500 Personen aus allen in Wien angebotenen Lehrberufen.	
Besonderheiten	Vernetzung und Ergänzung bestehender Angebote. Kooperation mit den Berufsschulen. VIP-Coaching. Adäquate Maßnahmen, die die Chance auf einen positiven Lehrabschluss erhöhen, werden gemeinsam entwickelt und geplant.	
Beschreibung	Die Zielgruppe wird frühzeitig an der Berufsschule ausgemacht und zur Anmeldung motiviert. Es wird ein Coach vermittelt der die Situation abklärt (etwa: bereits in Betreuung, Neuorientierung, Sozialberatung, Förderunterricht) und entweder zu bestehenden Angeboten weitervermittelt, bestehende Angebote ergänzt oder selbst die Betreuung übernimmt. KooperationspartnerInnen: Lehrlingscoaching, Lehrbetriebscoaching, „c' mon ^{APP} “ – Case Management, Wiener Berufsschulen, Schulpsychologie, KUS-Netzwerk – Sozial- und Freizeitpädagogik, LOL, etc. sein. VIPs werden bis zur positiven LAP betreut.	
Leistungen	VIP-Coaching, <i>KompetenzCheck</i> am Ende des 2. Lehrjahres, Förderangebote (fachliches Coaching, DaF/DaZ, Peer-to-Peer-Angebote, intensivierte LAP-Vorbereitungskurse), Vernetzung mit erfolgsrelevanten Stellen	
Förderdauer	Längstens von Lehrzeitbeginn bis zum Ablegen der Lehrabschlussprüfung bzw. bis ein halbes Jahr nach Lehrzeitende.	
Stundenausmaß	Coaches führen ein ca. 1-stündiges Erstgespräch. Dabei werden Risikofaktoren ausgemacht und ein – auch zeitlich – individueller Maßnahmenplan erstellt.	
Fin. Ansprüche	keine	
Ziele	• Früherkennung von Problemen, die zum negativen Lehrabschluss führen. • Deutliche Verringerung von Lehrabbrüchen sowie negativer Prüfungsergebnisse beim Erstantritt. • Steigerung der Personenanzahl, welche direkt nach Ende der Berufsschule zur LAP antritt. • Steigerung der Anzahl von Wiederholungsprüfungen nach negativem Prüfungsergebnis.	
Kontakt	Early Complete 1150, Hütteldorfer Straße 63-65/3. Stock/6 +43 664 9430434 complete@kusonline.at www.lehre-fertig.at	Hannes Erlinger +43 699 15252584 hannes.erlinger@kusonline.at www.kusonline.at
	Der Zugang zu den Räumlichkeiten der Einrichtung ist rollstuhltauglich (ist nicht gleichzusetzen mit barrierefrei)	
Träger	KUS – Netzwerk für Bildung, Soziales, Sport und Kultur	
Fördergeber	WAFF – Wiener ArbeitnehmerInnen Förderungsfonds; ESF; „Complete“ auch AK-Wien	

Jänner 2014

ÖBB ♀

TEL: 8791556

Lehre/Förderungen

Zielgruppen	Mädchen mit Interesse an technischen Berufen (bspw. HTL-SchulabbrecherInnen) In der Regel im Alter von 15 bis 18 Jahren.	
Zugang	Aufnahme nach positiv absolvierten Aufnahmetests bei den ÖBB jeweils im Mai/Juni	
Eintritt	einmal jährlich im September	
Kapazitäten	30 Plätze insgesamt	
Besonderheiten	Ausbildungsbetrieb ist ein Wirtschaftsbetrieb, reguläre Lehre (auch Doppellehren) in technischen Berufen bei den ÖBB	
Beschreibung	Das Projekt IBA Potenzial ÖBB Mädchen wird vom AMS gefördert und bietet in Kooperation mit den ÖBB eine Berufsausbildung in technischen Berufen. Möglich sind alle eisenbahnspezifische Lehrberufe (z.B. Gleisbautechnikerin), eine Absolvierung einer Doppellehre ist ebenfalls möglich. Die ÖBB Dienstleistungs GesmbH stellt die Ausbilder, die den Mädchen das Lehrbild vermitteln. Der Verein T.I.W. stellt die sozialpädagogische Betreuung. Die Sozialpädagogische Betreuung erstreckt sich sowohl auf Problemfelder, die in direktem Zusammenhang mit der Ausbildung stehen, als auch auf private Problemfelder (Wohnsituation, Verschuldung etc.). Während der Ausbildung wird sowohl zu den Ausbildern als auch zur Berufsschule Kontakt gehalten und die Mädchen werden auch während eines Praxiseinsatzes in Betrieben sozialpädagogisch betreut.	
Leistungen	Sozialpädagogische Betreuung, Einzelgespräche und Gruppenangebote, Nachhilfe, Seminare zu den Themen Jugendrecht, Sexualität, Ernährung, Auftreten oder Kommunikation, Unterstützung bei Schulden- oder Wohnproblematiken, Praktika in Betrieben anderer ÖBB Gesellschaften, Sportangebote	
Förderdauer	4 Jahre	
Stundenausmaß	Vollzeit (40 Wochenstunden)	
Finanzielle Ansprüche	Lehrlingsentschädigung, zusätzlich kann die Lehrlingsfreifahrt beantragt werden.	
Ziele	Absolvierung einer technischen Lehre, Lehrabschlussprüfung	
Kontakt	Verein T.I.W. Projekt ÖBB Mädchen Margaretenstraße 166/1. Stock/Tür 108 1050 Wien 01/879 15 56 (Sekretariat) office@verein-tiw.at	Projekt ÖBB Mädchen Ruthnergasse 2 1210 Wien Karin Schlögl (Sozialpädagog. Betreuerin) schloegl@verein-tiw.at 0676/729 18 42
	Die Barrierefreiheit der Räumlichkeiten bitte vorab erfragen.	
Träger	Verein T.I.W.	
Fördergeber	AMS, ÖBB, Privatstiftung für Berufsausbildung, Bundesministerium für Verkehr	

März 2011

Lehr- und Berufsausbildung

Förderungen für betriebliche Lehrausbildung

	Kurzinfo	Kontakt
Förderungen der Wirtschaftskammer	Unter „Lehre fördern“ finden sich alle Förderungen der betrieblichen Lehre. Besonders relevant sind die Basisförderung, Kurse für lernschwache Lehrlinge, Vorbereitungen auf die Lehrabschlussprüfung und berufsbezogene Zusatzausbildungen in der Förderart „Zwischen – und überbetriebliche Ausbildungsmaßnahmen, des weiteren werden Auslandspraktika, Weiterbildungen von AusbilderInnen, Ausgezeichnete und gute Lehrabschlussprüfungen, der gleichmäßige Zugang zur Lehre im Rahmen von Projekten sowie die Integrative Berufsausbildung und Teilqualifizierung gefördert. Alle Anträge sind spätestens 3 Monate nach dem förderbaren Ereignis einzureichen.	Lehrlingsstelle-Förderungen 01/51450 – 2460 Lehre.foerdern@wkw.at www.lehre-foerdern.at
Mädchen	Gefördert werden Lehrstellen für weibliche Lehrlinge in Firmen, in denen der Frauenanteil unter 40% liegt. Förderung: 400€ für max. 3 Jahre, ab 18 Jahren höhere Lehrlingsförderung unter Umständen möglich.	
Förderungen für >18-Jährige	Lehrverhältnisse, die mit über 18-Jährigen geschlossen werden, können vom AMS gefördert werden, sofern eine höherer Lehrlingsentschädigung oder ein HilfsarbeiterInnenlohn vom Dienstgeber entrichtet wird. Förderung bis zu 604€ max. 1 Jahr möglich	Eb.jugendliche@ams.at
TeilnehmerInnen an einer Integrativen Berufsausbildung	Unternehmen, die Lehrlinge in der Integrativen Berufsausbildung oder Teilqualifikation ausbilden, können um Unterstützung für lernschwache Lehrlinge ansuchen. Förderung: 400€ für die Dauer der integrativen Berufsausbildung	Oder 01/87871/30499 Oder AMS Jugendliche Service für Unternehmen
Benachteiligte Jugendlichen	Es werden Lehrausbildungen von Jugendlichen mit SPF, oder negativem Pflichtschulabschluss, oder Jugendliche mit anrechenbarer Vorlehre von über 3 Monaten, oder mit phys., psych. od. geistiger Einschränkung gefördert. Förderung: 200€ max. 1 Jahr.	ALLE Förderungen nur nach Kontaktaufnahme vor Arbeitsbeginn bzw. spätestens am 1. Arbeitstag durch Dienstgeber erforderlich.
Begünstigte Behinderte	Begünstigte Behinderte haben einen Grad der Behinderung von mindestens 50%, der vom Bundessozialamt festgestellt wurde. Bei begünstigten Behinderten liegt keine offiziell bescheinigte Behinderung von 50% vor, eine Teilnahme an Arbeitsassistenz kann für eine Förderung ausreichen. Die Lehre kann mit 400€ monatlich max. 3 Jahre gefördert werden.	

Informationsblatt für MultiplikatorInnen

Koordinationsstelle
Jugend · Bildung · Beschäftigung

Lehrausbildung – speziell für Mädchen

Projekt	Kurzinfo	Telefonischer Kontakt
Oebb Mädchenprojekt	Mädchen, die sich für eine Lehre in technischen Berufen interessieren, bietet der Verein T.I.W. in Kooperation mit den ÖBB sozialpädagogische Begleitung im Rahmen der Lehrausbildung an. Es handelt sich hier um eine reguläre Lehrausbildung und nicht um eine integrative oder überbetriebliche Lehre.	01/879 15 56

Lehrausbildung – speziell für Jugendliche mit Hörbehinderung

Projekt	Kurzinfo	Telefonischer Kontakt
Lehre Siemens	Siemens bietet Jugendlichen mit Behinderung, schwerpunktmäßig mit Hörbehinderung, eine Erstausbildung zur Facharbeiterin, zum Facharbeiter. Ein Grad der Behinderung von mindestens 50% und ein erfolgreicher Schulabschluss sind Voraussetzung.	BSB: 05 9988-2397 Siemens: 051717 23437

Dezember 2012

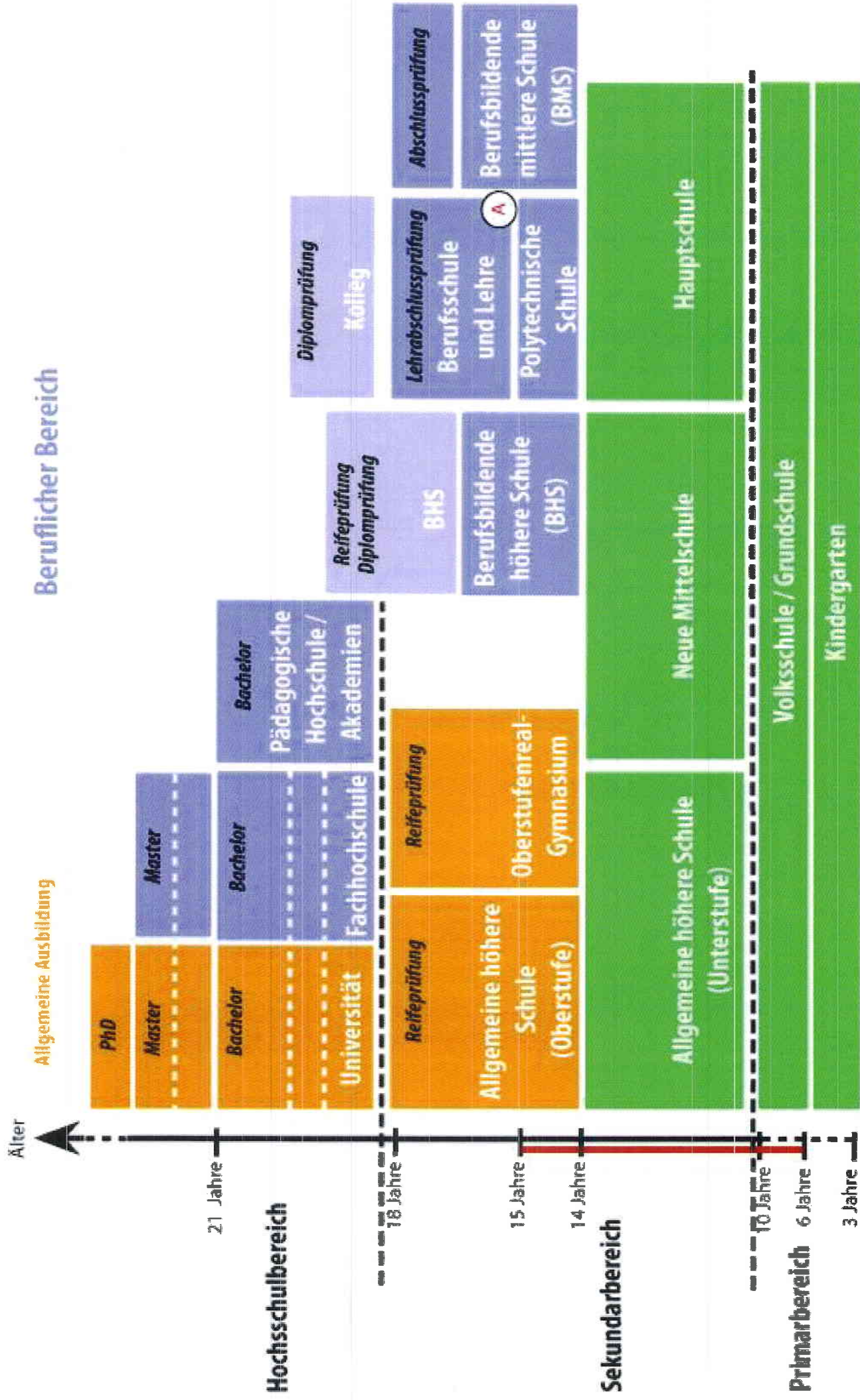
go.on – Beruf coaching nach der Lehre in Handwerk und Technik für junge Frauen

TEL: 7894545 – 41

Unterstützung für Lehrlinge

Zielgruppen	Junge Frauen im letzten Lehrjahr/nach Abschluss einer Lehre im handwerklich/technischen Bereich auf der Suche nach einer Anstellung als Fachkraft	
Zugang	Offener Zugang, eine Zuweisung ist nicht nötig. Operative Laufzeit Beratung: ca. bis Frühherbst 2013	
Eintritt	PERSÖNLICH - Persönliche Terminvereinbarung für Coaching jeder Zeit möglich - Workshops/Trainings: laufend, mit persönlicher Anmeldung ORGANISIERT - über Info-Workshops an Berufsschulen, Träger von überbetrieblichen Lehrausbildungen, Betrieben, etc.	
Kapazitäten	100 potentielle Teilnehmerinnen in Info-Workshops 25 Teilnehmerinnen im Intensivcoaching - Beratungen: ca. 4-5 Coachingeinheiten, Dauer: 1h - Workshops: Teilnehmerinnenanzahl, ca. 12 Personen	
Besonderheiten	Das Projekt go.on richtet sich an junge Frauen mit nicht-traditionellen Lehrberufen am Übergang Lehre/Eintritt ins Berufsleben als Fachkraft. Neben bereits erprobten Formen des Coachings werden vor allem neue Kommunikationsstrukturen gefördert (Gruppen-Mentoring, Vernetzung). Hauptzielgruppe: weibliche Lehrlinge in Handwerk/Technik in überbetrieblichen Lehrlingsausbildungsstätten.	
Beschreibung	go.on – Beruf coaching nach der Lehre ist ein innovatives Pilotprojekt im Rahmen des Beschäftigungspaktes Wien, koordiniert vom waff, finanziert von ESF und bmask, durchgeführt vom Verein sprungbrett. Ziele: Zielgruppe zu begleiten und unterstützen, um ihnen einen erfolgreichen Einstieg als Fachkraft zu ermöglichen; geeignete Wege zu finden, um die potentielle Zielgruppe zu erreichen; Erfahrungen und Wissen über die Zielgruppe in Form einer Abschlussveranstaltung zu präsentieren und diskutieren.	
Leistungen	Telefonische und persönliche Beratungsgespräche, Training aller relevanten Kompetenzen für die Bewerbung (Bewerbungsunterlagen erstellen, Bewerbungsgespräche, etc.), Informationen zur Arbeitssuche, Vermittlung zu -Betrieben, Trainings im Bereich Persönlichkeitsbildung, Workshops mit Role-Models.	
Förderdauer	Das Projekt go.on – Beruf coaching nach der Lehre läuft bis Ende 2013. Persönliche Beratung bis Herbst 2013, Workshops bis Sommer 2013.	
Stundenausmaß	Kein festes Stundenausmaß, Beratung: 1h Workshops: ca. 3-6h	
Finanzielle Ansprüche	Es gibt keinen finanziellen Anspruch durch die Teilnahme.	
Ziele	Arbeitsmarktintegration, Verbleib in Beschäftigung, wenn möglich in der Ausbildungsbranche.	
Kontakt	Verein sprungbrett Pilgerimgasse 22-24/1/1 1150 Wien 01/789 45 45/41 sprungbrett@sprungbrett.or.at	Elisa Kahlhammer, bakk.phil. elisa.kahlhammer@sprungbrett.or.at 01/789 45 45 /41 0650/3407534 www.sprungbrett.or.at/go.on
	Der Zugang zu den Räumlichkeiten ist nicht rollstuhltauglich.	
Träger	Verein sprungbrett, zvr 396967361	
Fördergeber	Europäischer Sozialfonds, bmask	

Jänner 2013



Sage :

█ Schulpflicht

█ Grundausbildung

█ Beruflicher Bereich

Lehr- und Berufsausbildung Unterstützung für Lehrlinge

Unterstützung für Lehrlinge am ersten Arbeitsmarkt

Träger/Projekt	Kurzinfo	Telefonischer Kontakt
Early Complete	KuS early complete ist ein Casemanagement für BerufsschülerInnen. Es identifiziert Jugendliche mit Unterstützungsbedarf und leitet sie an bestehende und passende Angebote weiter und bietet auch selbst Unterstützung. Anmeldung über die Wiener Berufsschulen, die Homepage http://www.lehre-fertig.at , die Kommunikationszentren des KUS-Netzwerk und Partnerorganisationen oder persönlich in der Koordinationsstelle Early Complete.	0664/ 9430434
Lehrlingscoaching	Das Projekt „Rock your future“ unterstützt Lehrlinge am ersten Arbeitsmarkt individuell bei privaten oder beruflichen Problemstellungen. Nur Jugendliche in Wiener Ausbildungsbetrieben nach dem Berufsausbildungsgesetz können schriftlich Anträge stellen. http://portal.wko.at/wk/format_detail.wk?angid=1&tid=694950&dstid=8631&opennavid=0	01/514 50-2460

Unterstützung für weibliche Lehrlinge – speziell in handwerklich technischen Berufen

Träger/Projekt	Kurzinfo	Telefonischer Kontakt
Go.on	„sprungbrett“ für Mädchen bietet Berufscoaching für weibliche Lehrlinge in handwerklich technischen Lehrberufen, die kurz vor der Beendigung ihrer Lehre stehen oder diese kurz zuvor beendet haben. Das Pilotprojekt bietet die Erstellung von Karriereplänen, Bewerbungsunterlagen, Bewerbungstraining, und div. Workshops zur Persönlichkeitsentwicklung und Entwicklung von Schlüsselqualifikationen. http://www.sprungbrett.or.at/go-on.shtm	01/789 45 45 41

Unterstützung für alle Lehrlinge

Träger/Projekt	Kurzinfo	Telefonischer Kontakt
KUS-Netzwerk	Der Kultur- und Sportverein der Wiener Berufsschulen (KUS) bietet an Berufsschulen sozial- und freizeitpädagogische Angebote, Lernhilfe, Bibliotheken und spezifische Projekte für Lehrlinge.	01/ 52525 - 77377

Lehrlingscoaching

TEL: 514 50 / 2460

Lehr- und Berufsausbildung, Unterstützung für Lehrlinge:

Zielgruppen	Lehrlinge mit aufrechter Lehrverhältnis am ersten Arbeitsmarkt und Ausbildungsstandort Wien. Sowie Lehrlinge ohne positiven Lehrabschluss bis maximal 6 Monate nach Ablauf der Lehrzeit oder nach vorzeitiger Lösung des Lehrvertrags. Ausgenommen sind Lehrlinge der IBA, ÜBA, der Gebietskörperschaften (Bund, Land, Gemeinden) und der politischen Parteien.	
Zugang	Die Lehrlinge müssen einen Antrag auf Coaching stellen und diesen der Lehrlingsstelle Wien zukommen lassen. Das Lehrlingscoaching kann über die Website www.wko.at/lehrlingscoaching online beantragt werden - direkt vom PC aus! einfach, rasch und unbürokratisch - Anträge können auch per Fax, Mail (eingescannt) oder Post an die unten aufgeführten Adressen gesendet werden. Antragformulare finden sich im Folder „Rock your Future - Lebe Deine beruflichen Träume“ und auf der Förderwebsite der Lehrlingsstelle www.lehre-foerdern.at .	
Eintritt	Nach der Prüfung der Fördervoraussetzung durch die Lehrlingsstelle erfolgt innerhalb von zwei Werktagen eine erste telefonische Kontaktaufnahme mit dem Jugendlichen durch einen Coach. Innerhalb der darauffolgenden 5 Tage startet das Coaching.	
Kapazitäten	Pilotprojekt bis 31.12.2013 – bis zu 1000 TeilnehmerInnen	
Besonderheiten	Umfassende längerfristige Beratung und Begleitung von Lehrlingen bei allen Problemlagen. Nach Ende einer Beratung kann das Lehrlingscoaching bei neu auftauchenden Problemen wieder genutzt werden, sofern das Gesamtkontingent von maximal 41 Stunden noch nicht zur Gänze ausgeschöpft ist.	
Beschreibung	Das Lehrlingscoaching teilt sich ähnlich wie das Jugendcoaching in drei Stufen bzw. Phasen. In der ersten Phase wird die Situation des Jugendlichen abgeklärt. In der zweiten findet vertiefte Beratung und Coaching im Umfang von bis zu 8 Leistungsstunden statt. Die dritte Stufe umfasst Case Management im Umfang von 15 Stunden. In begründeten Fällen ist eine Verlängerung um weitere 15 h möglich.	
Leistungen	Beratung, Begleitung, Organisation von Nachhilfe und gezielter Lehrabschlussvorbereitung, Krisenintervention, Mediation, nachhaltige Vernetzung mit spezialisierten Einrichtungen im Sozialarbeits- und Gesundheitsbereich, Aufbau von tragfähigen Unterstützungsbeziehungen im betrieblichen, schulischen und persönlichen Umfeld.	
Förderdauer	Innerhalb der gesamten Lehrzeit und bis max. 6 Monate nach Ablauf oder Lösung des Lehrverhältnisses wenn LAP noch offen.	
Stundenausmaß	gesamt maximal 41 Stunden pro Lehrling	
Finanzielle Ansprüche	Die TeilnehmerInnen erwerben keine finanziellen Ansprüche.	
Ziele	Ziel ist eine erfolgreiche Lehrausbildung des Coachees. Die Vermeidung von Ausbildungsabbrüchen und das Erreichen einer positiven Lehrabschlussprüfung.	
Kontakt	Lehrlingsstelle-Förderungen Wirtschaftskammer Wien Rudolf Sallinger Platz 1, 1030 Wien Tel: +43 (1) 514 50 – 2460 FAX: +43 (1) 514 50 – 2469 E-Mail: lehre.foerdern@wkw.at	Ansprechperson: DSA Alfred Niederberger E Alfred.Niederberger@wkw.at T +43 (1) 514 50 – 2482 www.lehre-foerdern.at www.wko.at/lehrlingscoaching www.wko.at/wien/lehrling
	Der Zugang zu den Räumlichkeiten der Lehrlingsstelle ist rollstuhlgerecht und behindertengerecht - nach Abschluss der laufenden Umbauarbeiten barrierefrei. Der Ort des Coachings kann zwischen Coach und Coachee grundsätzlich vereinbart werden - bei Bedarf barrierefrei.	
Träger	Umsetzung durch die Lehrlingsstelle Wien	
Fördergeber	Lehrlingscoaching ist eine Initiative von BMASK und BMWFJ.	

April 2013



Grone Netzwerk Hamburg
GmbH – gemeinnützig –



**Summary from the German
Think Tank Meeting and
educational system**

QUESTIONNAIRE THINK TANK

Answered by a VET-teacher and an a staff member of the chamber of commerce

- 1.) Which vocational training setting would be most suitable for a placement abroad in terms of time/duration? Would a splitting (e.g. a shorter and a longer period within 2 years) help?

The length of a placement should be between 3-6 weeks

Chambers advise: not to split the placement, it would create too much organisation and too many times of absent.

- 2.) By which means can sustainable learning in the particular working field be guaranteed?

The vocational training is based on the trainings regulations (Ausbildungsordnungen) and the framework curriculums (Rahmenlehrpläne). During a period abroad the content of the placement should be defined between company, school and placement-company. During the placement there should be a combination between theory and practise. Trainees should get tasks they have to solve autonomously. Teaching sessions can be more often individualized.

- 3.) How can the vocational training schools / employers be convinced to accept longer stays?

The impacts of a placement abroad are obvious, afterwards the apprentices/trainees are

- higher motivated
- more self confidence
- more independent and responsible and have increased their horizon.

Companies and professional schools do profit of the trainee's development.

According to the chamber of commerce companies and schools should not be convinced of **longer** placements to prevent interference into the German regulations of vocational training (compulsory schooling=Schulpflicht). Contract-partner of the trainee is the company in Hamburg, that should not be changed. School and the majority of the apprenticeship should be conducted in Hamburg, not abroad. Nevertheless should professional schools and companies be convinced of the advantages of a placement abroad, e.g. in the frame of the Lernortkooperationen, where teachers and trainers of the companies come together.

- 4.) Which countries should become involved, considering different vocational educational systems?

Different vocational trainings should be considered.

In general every European country is possible.

If the main target is to improve the language skills, the trainees should go to an English, French or Spanish-speaking country. If the focus is to experience a stay abroad, the chamber suggests Austria, Switzerland and Luxembourg because of the similar vocational education systems.

5.) Which branches should be primarily focussed by all partners?

Especially those professions dealing in an international context are suitable (e.g. foreign commerce). But much more important is the company's attitude towards a placement abroad. Openminded and/or relations to foreign partners are good conditions for a successful experience and to take advantage of the trainee's personal development in the ongoing vocational training.

6.) What are the expectations /demands /needs of the vocational teachers/trainers and employers?

Both – trainee and company should be asked in terms of their expectations, needs and demands. Their participation should be arranged well in advance.

The trainees should give a presentation of their stay abroad. Companies expect more self confidence and an increase of responsibility of their trainees.

7.) How will acquisition and guidance for the beneficiaries be assured?

With partnerships. Some companies have an affiliate abroad. These can arrange easily placements, even exchange trainees.

8.) What crucial questions and issues of the beneficiaries, teachers and employers are to be faced?

- Which costs will be produced?
- Where can the trainees stay while in the placement?
- Which are the best periods for a placement?
- Can several trainees share an accomodation?
- Do the trainees get a certificate?

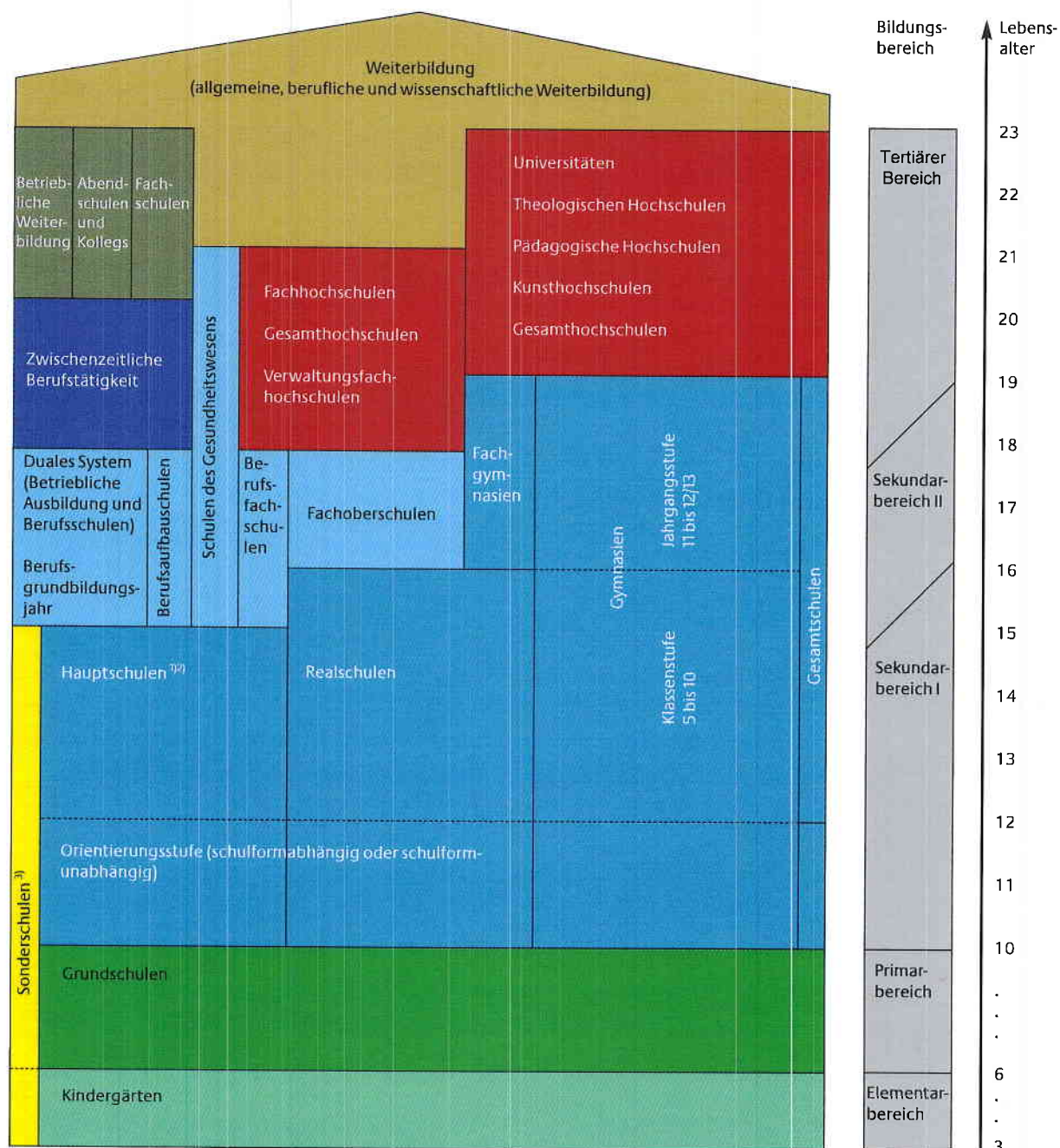
9.) What did former beneficiaries miss and what did they find disturbing during their stays abroad?

Until now there were no negative feedbacks, according to the interviewed persons.



Bildung in Deutschland

Grundstruktur des Bildungswesens der Bundesrepublik Deutschland



¹⁾ Rund 30 Prozent der Hauptschüler/-innen besuchen über das 9. Schuljahr hinaus auch ein 10. Schuljahr an der Hauptschule.

²⁾ Die Mittelschule in Sachsen, die Sekundarschule in Sachsen-Anhalt und die Regelschule in Thüringen vermitteln den Haupt- und Realschulabschluss.

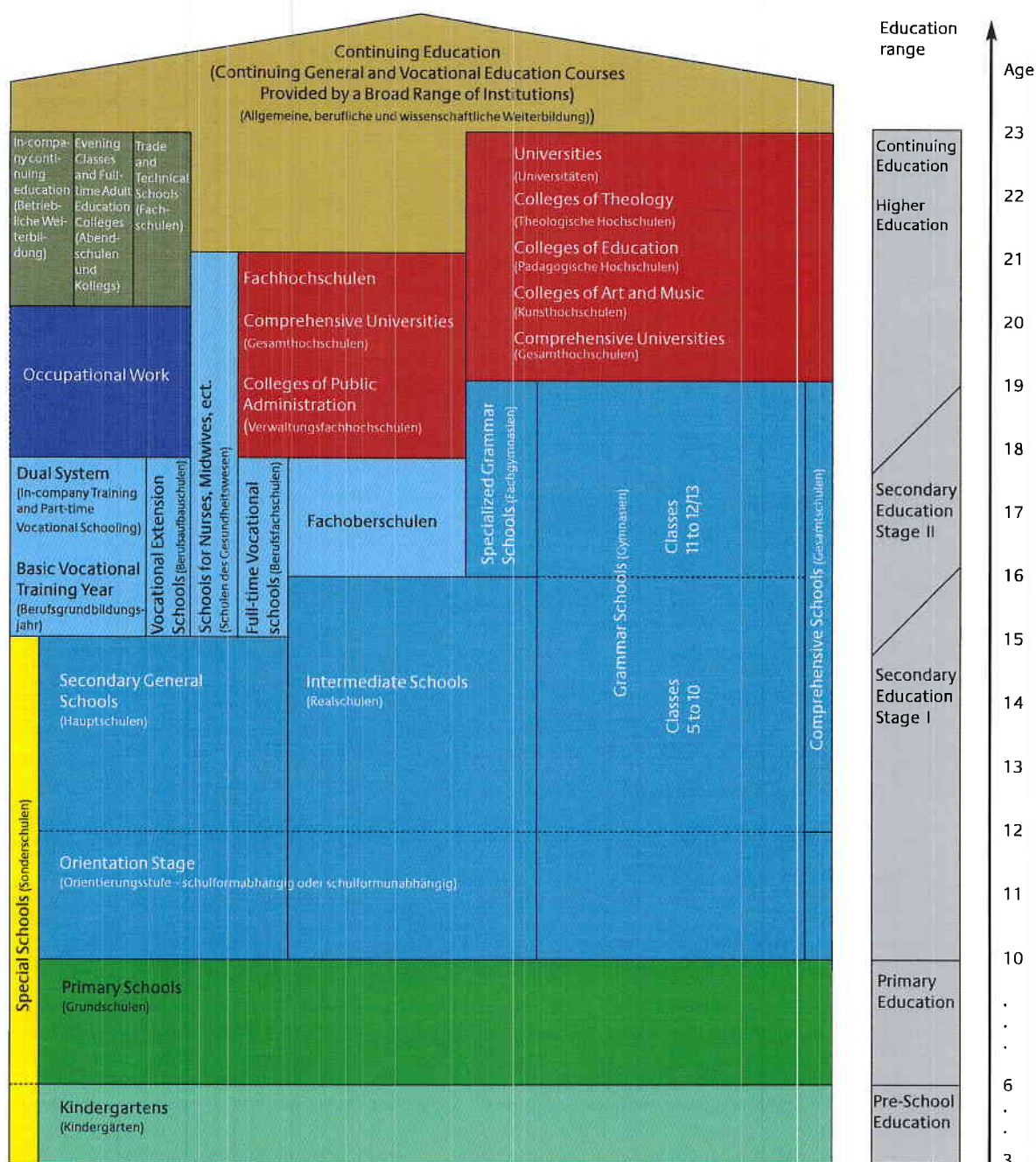
³⁾ Entsprechende Einrichtungen bestehen auch im Bereich von Realschulen und Gymnasien sowie bei den beruflichen Schulen.

- Schematisierte Darstellung der typischen Struktur des Bildungssystems der Bundesrepublik Deutschland. In den einzelnen Bundesländern bestehen Abweichungen.
- Die Zurechnung des Lebensalters zu den Bildungseinrichtungen gilt für den jeweils frühestmöglichen typischen Eintritt und bei ununterbrochenem Gang durch das Bildungssystem.
- Die Größe der Rechtecke ist nicht proportional zu den Besuchszahlen.



Education in Germany

Basic structure of the Education System of the Federal Republic of Germany



- Diagrammatic representation of the typical structure of the education system of the Federal Republic of Germany. In individual Länder there are variations from the above pattern.
- The age given for attendance at the various educational institutions refers to the earliest possible typical entry.

Kindergärten

Kindergärten besuchen Kinder vom 3. Lebensjahr bis zum Schuleintritt ganztags oder für einen Teil des Tages. Der Besuch ist freiwillig. Die Aufgabe der Kindergärten umfasst die Betreuung, Bildung und Erziehung des Kindes. Es soll die Entwicklung des Kindes zu einer eigenverantwortlichen und gemeinschaftsfähigen Persönlichkeit gefördert werden. In einigen Ländern existieren auch andere Einrichtungen des Übergangs in die Grundschule wie Vorklassen und Schulkinder-gärten.

Grundschulen

Die Grundschulen umfassen die ersten vier Schuljahre, in Berlin und Brandenburg existiert die sechsjährige Grundschule. Grundschulen werden von allen Kindern besucht und bereiten durch die Vermittlung von Grundkenntnissen auf den Besuch weiterführender Schulen vor. Der Unterricht umfasst in der Regel die Fächer Deutsch, Mathematik, Sachunterricht, Kunst, Musik und Sport. Angebote zum Fremdsprachenunterricht werden in allen Ländern erweitert.

Orientierungsstufe

Die Orientierungsstufe ist die Zusammenfassung der Klassenstufen 5 und 6, die entweder den weiterführenden Schulen zugeordnet (schulartabhängige Orientierungsstufe) oder von ihnen getrennt (schulartunabhängige Orientierungsstufe) sind. Sie dient der Förderung und Orientierung der Schüler auf die weitere Schullaufbahn.

Hauptschulen

Die Hauptschulen sind Pflichtschulen für alle Schüler, die nach dem Besuch der Grundschulen nicht auf eine andere weiterführende Schule gehen. Sie endet mit der 9., in einigen Ländern mit der 10. Klassenstufe. In der Mehrheit der Länder wird ein freiwilliges 10. Hauptschuljahr angeboten. Rund 30% der Hauptschüler besuchen das 10. Schuljahr. Die Hauptschule vermittelt eine allgemeine Bildung als Grundlage für eine praktische Berufsausbildung.

Realschulen

Weiterführende Schulen mit den Klassenstufen 5 bzw. 7 bis 10. Das Abschlusszeugnis der Realschulen bietet im allgemeinen die Grundlage für gehobene Berufe aller Art und berechtigt zum Besuch der Fachoberschule, des Fachgymnasiums oder zum Übergang auf ein Gymnasium in Aufbauform. Die Realschule vermittelt eine erweiterte allgemeine Bildung.

Gymnasien

Weiterführende, allgemeinbildende Schulen, die im Regelfall 9 oder 8 (Klassenstufe 5 bis 13 bzw. 12) bzw. 7 (Klassenstufen 7 bis 13) Klassenstufen umfassen. Fast alle Länder bieten mittlerweile die Möglichkeit an oder planen sie, bereits nach 12 Jahren das Abitur abzulegen. Es gibt außerdem „Gymnasien in Aufbauform“, deren Besuch im allgemeinen den Realschulabschluss voraussetzt. Das Abschlusszeugnis des Gymnasi-

ums (= allgemeine Hochschulreife) gilt als Befähigungsnachweis zum Studium an allen Hochschulen.

Gesamtschulen

In dieser Schulform sind die verschiedenen weiterführenden Schularten in unterschiedlicher organisatorischer und inhaltlicher Form zusammengefasst. Es werden integrierte Gesamtschulen (gemeinsamer Unterricht aller Schüler) sowie additive und kooperative Gesamtschulen (verschiedene Schularten der Sekundarstufe I in einer gemeinsamen Schulanlage) unterschieden.

Fachgymnasien

Berufsbezogene Gymnasien, die auf einem Realschulabschluss oder einem gleichwertigen Abschluss aufbauen. Sie vermitteln nach 3 Jahren (Klassenstufen 11 bis 13) den Befähigungsnachweis für das Studium an allen Hochschulen (= allgemeine Hochschulreife).

Sonderschulen

An Sonderschulen wird durch spezielle pädagogische Konzepte und Förderungsmaßnahmen den besonderen Belangen von Kindern und Jugendlichen mit Behinderungen Rechnung getragen. Diese Schulen sind jeweils auf die unterschiedlichen Behinderungsarten ausgerichtet und erteilen Unterricht von der Primar- bis zur Sekundarstufe II (z. T. auch mit Internat). Ziel ist es, neben der Vermittlung von Bildungsinhalten auch lebenspraktische und sozial-integrative Hilfen zu geben. Entsprechende Einrichtungen bestehen auch im Bereich von Realschulen, Gymnasien und bei den beruflichen Schulen.

Abendschulen und Kollegs

Einrichtungen, an denen Erwachsene auf dem „Zweiten Bildungsweg“ den Hauptschulabschluss, den Realschulabschluss oder die allgemeine Hochschulreife erwerben können. Dazu gehören die Abendhauptschule, die Abendrealschule und das Abendgymnasium. Der Unterricht findet abends statt; die Teilnehmer sind in den ersten Jahren berufstätig. An Kollegs wird die allgemeine Hochschulreife erworben; sie sind Vollzeitschulen, deren Schüler nicht berufstätig sind.

Berufsgrundbildungsjahr

Den Teilnehmern wird durch Vollzeit- und Teilzeitunterricht eine allgemeine oder auf ein Berufsfeld bezogene berufliche Grundbildung vermittelt.

Duale Berufsausbildung

Das System heißt „dual“, weil die Ausbildung an zwei Lernorten durchgeführt wird: im Betrieb und in der Berufsschule. Es ist der Kernbereich der Berufsausbildung in Deutschland; mehr als 60% eines Altersjahrganges absolvieren eine Berufsausbildung in diesem System. Die Ausbildung in den einzelnen Berufen erfolgt auf der Grundlage von Ausbildungsordnungen (= Rechtsverordnungen des Bundes). Zurzeit gibt es rund 350 aufgrund von Ausbildungsordnungen anerkannte Ausbildungsberufe.

Kindergartens

Between the age of three and enrolment in primary school, children attend kindergartens. They spend all day or part of the day at the kindergarten. Attendance is voluntary. Kindergartens are to provide care for children, educate them and foster their development into responsible individuals with good communication skills. In some *Länder* there are also other institutions such as pre-school classes or school kindergartens which prepare children for transition to primary school.

Primary schools/Grundschulen

Primary schools cover the first four years of schooling, in Berlin and Brandenburg they cover six years. They are attended by all children and provide basic education, preparing children for secondary schooling. The subjects taught include German, mathematics, art and craft, music, physical education and the basics of biology, physics, chemistry, social studies, history and geography. More foreign language instruction is offered in all *Länder*.

Orientation stage/Orientierungsstufe

This covers classes 5 and 6 which either form part of the various secondary schools or are separated from them. The aim is to promote pupils and to enable parents to decide what type of secondary education they wish to choose for their child.

Secondary general schools/Hauptschulen

Attendance at secondary general school is compulsory for all pupils who, having finished primary school, decide not to attend any of the other types of secondary school. Secondary general school covers classes 5 to 9 and in some *Länder* includes class 10. In most *Länder*, voluntary participation in class 10 at secondary general school is possible. Approx. 30% of secondary general school pupils stay on for a tenth year. Secondary general schools provide general education as a basis for practical vocational training.

Intermediate schools/Realschulen

Intermediate schools are secondary schools covering classes 5 to 10 or 7 to 10. The final certificate awarded by these schools in general provides the basis for training in all types of medium-level occupations. It qualifies holders for attendance at Fachoberschulen (see below), specialized grammar schools or grammar schools with classes 11 to 13 only (Gymnasien in Aufbauform). Intermediate schools provide extended general education.

Grammar schools/Gymnasien

Grammar schools are secondary schools which, as a rule, cover 9 or 8 years (classes 5 to 13 or 12) or 7 years (classes 7 to 13). Schools in Saxony and Thuringia consist of only 12 classes. Nearly all *Länder* meanwhile offer or plan to offer the possibility of acquiring the final certificate (Abitur) after 12 years of schooling. There are also grammar schools with classes 11 to 13 only, which as a rule are open to pupils with a final certificate from intermediate school. The final certificate awarded by grammar schools (Abitur) qualifies its holder for studies at all institutions of higher education.

Comprehensive schools/Gesamtschulen

Comprehensive schools combine the different types of secondary school in various organizational and curricular forms. There are integrated comprehensive schools (joint classes for all pupils) as well as additive and cooperative comprehensive schools (the various types of school of secondary level stage I exist side by side on the same premises).

Specialized grammar schools/Fachgymnasien

Specialized grammar schools are oriented towards occupations. They accept pupils who have earned an intermediate school certificate or equivalent. The final certificate awarded after three years (classes 11 to 13) qualifies its holder for studies at all institutions of higher education (Abitur).

Special schools/Sonderschulen

Special schools apply special teaching concepts which meet the special needs of children and adolescents with handicaps. There are different schools for the different kinds of handicap. Special schools provide not only teaching at the primary and secondary levels, both stage I and stage II, (sometimes organized as boarding schools), but also practical advice for everyday life and support for social integration. Corresponding institutions are also available at the level of intermediate schools, grammar schools and vocational schools.

Evening classes and full-time adult education colleges/ Abendschulen und Kollegs

These are institutions offering second-chance programmes for adults enabling them to acquire the secondary general school certificate, the intermediate school certificate or the Abitur higher education entrance qualification. There are evening classes at secondary general school level, at intermediate school level and at grammar school level. Participants are working during the first few years. The full-time adult education college (Kolleg) gives an opportunity to acquire the Abitur certificate; it offers full-time schooling; participants are not working.

Basic vocational training year/Berufsgrundbildungsjahr

Full-time or part-time classes provide basic general knowledge or basic vocational knowledge relating to a certain occupational field.

Dual vocational training/Duale Berufsausbildung

The system is called dual because education and training are provided at two places of learning: In companies and in part-time vocational schools. This is the main type of vocational training in Germany; more than 60% of an age-group are involved in dual vocational training. Training in individual occupations is governed by training directives (taking the form of Federal Government ordinances). At present there are about 350 recognized occupations for which the Federal Government has issued training directives.

Fachoberschulen

An intermediate school certificate or a recognized equivalent is required for entry to this type of school. Full-time attendance

Fachoberschulen

Sie bauen auf dem Realschulabschluss oder einem als gleichwertig anerkannten Abschluss auf. Der Schulbesuch dauert bei Vollzeitunterricht mindestens 1 Jahr, bei Teilzeitunterricht bis zu 3 Jahren. Das Abschlusszeugnis gilt als Zugangsberechtigung zum Studium an Fachhochschulen.

Berufsfachschulen

Berufsfachschulen sind Vollzeitschulen, die mindestens für die Dauer eines Jahres besucht werden. Sie können in der Regel freiwillig nach Erfüllung der Vollzeitschulpflicht zur Berufsvorbereitung oder zur vollen Berufsausbildung ohne vorherige praktische Berufsausbildung besucht werden. Sie schließen mit einer Abschlussprüfung ab; der Abschluss nach zweijährigem Schulbesuch entspricht der dem Realschulabschluss gleichgestellten Fachschulreife. Absolventen können einen Abschluss in einem anerkannten dualen Ausbildungsberuf erreichen.

Berufsaufbauschulen

Berufsaufbauschulen werden von Jugendlichen besucht, die eine Berufsausbildung absolvieren oder eine Berufstätigkeit ausüben. Sie können nach mindestens einem halbjährigen Besuch einer Berufsschule neben dieser oder nach erfüllter Berufsschulpflicht besucht werden. Sie sind meist nach Fachrichtungen gegliedert. Die Unterrichtsdauer beträgt bei Vollzeitschulen 1 bis 1 1/2, bei Teilzeitschulen 3 bis 3 1/2 Jahre. Der erfolgreiche Abschluss vermittelt die dem Realschulabschluss vergleichbare Fachschulreife.

Schulen des Gesundheitswesens

An ihnen erfolgt die Ausbildung für nichtakademische Berufe des Gesundheitswesens wie z. B. Kranken- und Kinderkrankenpfleger/in, Hebammen/Entbindungshelfer, Masseur/in, Beschäftigungstherapeuten/-therapeutin. Viele dieser Schulen sind organisatorisch und räumlich mit Krankenhäusern verbunden, an denen sowohl die theoretische als auch die praktische Ausbildung stattfinden.

Fachschulen

Fachschulen werden freiwillig nach einer bereits abgeschlossenen Berufsausbildung und praktischen Berufserfahrungen, teilweise auch nach langjähriger praktischer Berufserfahrung oder aufgrund des Nachweises einer fachspezifischen Begabung besucht. Sie vermitteln eine weitergehende fachliche Ausbildung im Beruf (z. B. Meisterschulen, Technikerschulen). Der Schulbesuch dauert bei Vollzeitunterricht zwischen einem halben Jahr und drei Jahren, bei Teilzeitunterricht in der Regel 6 bis 8 Halbjahre.

Universitäten (Technische Universitäten, Technische Hochschulen)

Sie sind die traditionellen Hochschultypen in Deutschland. An ihnen wird das breite Spektrum der Studienfächer angeboten. Sie verbinden die Aufgaben Lehre und Forschung. Sie haben das Promotionsrecht.

Kunst-, Musik-, Theologische und Pädagogische Hochschulen

An Kunst- und Musikhochschulen werden Studierende in den bildenden, gestalterischen und darstellenden Künsten bzw. in musikalischen Fächern ausgebildet. An Theologischen Hochschulen werden Theologen ausgebildet. An den Pädagogischen Hochschulen (zur Zeit nur noch in Baden-Württemberg, Sachsen-Anhalt, Schleswig-Holstein und Thüringen) werden Grund-, Haupt- und Realschullehrer, teilweise auch Lehrer für Sonderschulen, ausgebildet. In den übrigen Ländern findet die Ausbildung von Lehrern an Universitäten, Technischen Universitäten/Hochschulen, Gesamthochschulen bzw. Kunst- und Musikhochschulen statt.

Gesamthochschulen

Gesamthochschulen (nur in Hessen und Nordrhein-Westfalen) verbinden die Aufgaben in Forschung, Lehre und Studium, die sonst von Universitäten, Pädagogischen Hochschulen, Fachhochschulen und zum Teil auch von Kunst- und Musikhochschulen wahrgenommen werden. Kennzeichnend für sie sind integrierte Studiengänge. Die Gesamthochschulen führen die Bezeichnung „Universität-Gesamthochschulen“.

Fachhochschulen und Verwaltungsfachhochschulen

Fachhochschulen und Verwaltungsfachhochschulen haben die Aufgabe, durch eine stark anwendungsbezogene Ausbildung auf berufliche Tätigkeiten vorzubereiten, die die Anwendung wissenschaftlicher Kenntnisse und Methoden oder die Fähigkeit zur künstlerischen Gestaltung erfordern. Sie bieten Studiengänge vor allem im Ingenieurwesen und in den Bereichen Wirtschaft, Sozialwesen, Landwirtschaft und Gestaltung an. An den Fachhochschulen für öffentliche Verwaltung des Bundes und der Länder werden Beamte für die Laufbahn des gehobenen Dienstes in der öffentlichen Verwaltung ausgebildet.

Weiterbildung

Weiterbildung ist die Fortsetzung oder Wiederaufnahme jeder Art des Lernens (auch des informellen) nach Abschluss einer unterschiedlich ausgedehnten Bildungsphase in Kindheit und Jugend. Unterschieden werden die beiden Hauptbereiche allgemeine und berufliche Weiterbildung. Die Bereiche der politischen und kulturellen Weiterbildung sind schwerpunktmäßig der allgemeinen Weiterbildung zugeordnet. Für beide Weiterbildungsbereiche gibt es Angebote der Hochschulen und freien Träger zur wissenschaftlichen Weiterbildung sowie Fernunterrichtsangebote. Geprägt wird der Weiterbildungsbereich durch die Freiwilligkeit der Teilnahme, Vielfalt der Angebote und Pluralität der Träger sowie die subsidiäre Rolle des Staates.

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is for at least one year and part-time attendance for up to three years. The certificate awarded on successful completion qualifies its holder for studies at Fachhochschulen.

Full-time vocational schools/Berufsfachschulen

Full-time vocational schools offer courses of at least one year's duration. In general, attendance is voluntary. These schools can be entered after completion of compulsory full-time schooling. They prepare for an occupation or provide full vocational training for those who have previously not participated in practical vocational training. Participants who have passed their final examination are awarded a certificate; the certificate awarded to those who have completed a two-year course is equivalent to the intermediate school certificate and qualifies its holder for entrance to trade and technical school. Those who complete full-time vocational school can acquire the qualifications for a recognized occupation.

Vocational extension schools/Berufsaufbauschulen

Vocational extension schools are attended by young people who are undergoing vocational training or who are employed. They can be attended after completion of compulsory part-time vocational schooling or in addition to such schooling after at least 6 months' attendance at part-time vocational school. Most vocational extension schools specialize in certain subjects. The duration of full-time courses is 12 to 18 months and that of part-time courses 3 to 3 1/2 years. On successful completion, participants are awarded certificates which are equivalent to intermediate school certificates and qualify them for entrance to trade and technical school.

Schools for nurses, midwives, etc./Schulen des Gesundheitswesens

These schools provide training for non-academic health-care occupations, for example for nurses and children's nurses, midwives (male and female), masseurs, occupational therapists and physiotherapists. Many of these schools are integrated with hospitals on whose premises they are located and where theoretical instruction and practical training take place.

Trade and technical schools/Fachschulen

Trade and technical schools are attended voluntarily after vocational training has been completed and practical work experience gained, in some cases even after many years of practical work, or on proof of special ability. These schools provide advanced vocational training (leading for example to masters' or technicians' qualifications). Full-time attendance is for between 6 months and 3 years and part-time attendance normally for 6 to 8 half-year periods.

Universities (including technical universities)/ Universitäten (Technische Universitäten)

Universities are the traditional type of higher education institution in Germany. They provide courses for a broad range of study subjects. Universities combine teaching and research and have the right to award doctor's degrees.

Colleges of art and music, colleges of theology and colleges of education/Kunst-, Musik-, Theologische und Pädagogische Hochschulen

Colleges of art and music (Kunst- und Musikhochschulen) offer study courses in the fine arts. Colleges of theology (Theologische Hochschulen) provide training for theologians. Colleges of education (Pädagogische Hochschulen) (which have survived only in Baden-Württemberg, Saxony-Anhalt, Schleswig-Holstein and Thuringia) provide training for teachers at the primary, secondary general and intermediate school levels and sometimes also for special school teachers. In the other *Länder*, teachers are trained at universities, technical universities, comprehensive universities and colleges of art and music.

Comprehensive universities/Gesamthochschulen

Comprehensive universities (existing only in Hesse and North Rhine-Westphalia) combine research and teaching functions of the universities, the colleges of education, the Fachhochschulen and to some extent also of the colleges of art and music. What is typical of them is the integrated study courses they offer. Their official name is university-comprehensive university.

Fachhochschulen and colleges of public administration/ Verwaltungsfachhochschulen

Fachhochschulen and colleges of public administration are to provide highly practice-related training for occupations which require the application of scientific knowledge and methods or creative ability in the artistic field. They offer study courses above all for engineers and in the fields of economics, social studies, agriculture and design. The colleges of public administration (Fachhochschulen für Öffentliche Verwaltung) run by the Federal Government and the *Länder* governments provide training for those wishing to carve out an executive career in the civil service.

Continuing education

Continuing education means continuing or resuming any form of learning (including informal learning) after completion of an educational phase, which may vary in duration, during childhood and adolescence. Continuing education includes two main areas, namely general and vocational continuing education. Most political and cultural courses are considered to be part of general continuing education. Higher education institutions and voluntary providers offer courses for further scientific training and distant education courses for both these areas. Continuing education is characterized by voluntary participation, a great variety of courses, a plurality of providers and the subsidiary role of government.

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