

Survey of Regional Structures

Product D5

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D5: Survey of Regional Structures

Preliminary Remarks

As a result of working package No. 3, deliverable D5 should present previously raised information on respective country-specific regional structures especially regarding vocational educational training. Accordingly, the partners completed a corresponding questionnaire (see webLab Supporting Documentation, chapter 2). It was aimed to document the structural differences, to obtain a systematic overview of the peculiarities, and to take them adequately into account (e.g. in the context of the development of the webLab-concept).

For reasons of comparability, D5 sums up the results of the survey in a matrix. Accordingly, below one can find five matrixes – one per each country. Each matrix shows the findings regarding regional characteristics, the educational system, the situation on the labour market – regarding vocational education – as well as practical phases, learning places and the general relevance of internationalization in the VET system.

Regional Structures of Hartberg (Austria) at a glance

<i>General Aspects</i>	
<i>Regional Characteristics</i>	<ul style="list-style-type: none"> Hartberg is a small town in the east of Styria with about 7000 inhabitants
<i>Educational System</i>	<ul style="list-style-type: none"> structure: separated in Berufsbildende höhere Schule, Berufsbildende mittlere Schule and the Polytechnics time frame: 3 years in a company, 6 months at a vocational school
<i>Situation on the Labour Market</i>	<ul style="list-style-type: none"> the district „Hartberg- Fürstenfeld“ has a bad economy a lot of people commute to Graz or Vienna most of young people have no apprentice position, some of them make an inter- company vocational training
<i>General Aspects on Vocational Education and Training</i>	
<i>Practical Phases</i>	<ul style="list-style-type: none"> Austria is depending on skilled workers, so it is very important to give young, motivated people the chance for a good training
<i>Learning places / involved institutions</i>	<ul style="list-style-type: none"> companies: take trainees for 3 or 4 years vocational school: students visit the vocational school for 6 or 8 months institutions like BFI (Berufsförderungsinstitut) or LFI (Ländliches Fortbildungsinstitut) offer an inter-company vocational training (the trainees visit special classes and have internships in different companies)
<i>Relevance of internationalization in the VET system</i>	<p>Assessment of the relevance of internationalization:</p> <ul style="list-style-type: none"> Austrian trainees should have the chance to get an impression, how the vocational training works in other countries <p>Important competencies within the context of a globalized world:</p> <ul style="list-style-type: none"> communication, well behavior, dealing with people, working independently, flexible, creative <p>Experiences with student's stay abroad:</p> <ul style="list-style-type: none"> no, not at all <p>Experiences with student's internships abroad:</p> <ul style="list-style-type: none"> there are some colleagues from other schools who have organized internships abroad (the car mechanics have an arrangement with Ireland)

Regional Structures of Raisio (Finland) at a glance

<i>General Aspects</i>	
<i>Regional Characteristics</i>	<ul style="list-style-type: none"> • high standard of education, social security and healthcare • main exports: electro technical goods, metal products, machinery, transport equipment, wood and paper products and chemicals
<i>Educational System</i>	<ul style="list-style-type: none"> • structure: vocational institutions, polytechnics (for Bachelor and Master degrees) → after completion of every degree work experience needed • time frame: 3 years for vocational qualifications; 3,5 to 4 years for Bachelor degree at polytechnics; 1 to 1,5 years for Master degree at polytechnics
<i>Situation on the Labour Market</i>	<ul style="list-style-type: none"> • January 2014: number of unemployed jobseekers registered at Employment and Economic Development Offices totalled 327,600; unemployed jobseekers under 25 years of age numbered 42,900; number of foreign citizens among unemployed jobseekers totalled 28,600 • general unemployment rate at 8,5 % in January; unemployment rate for young people aged 15 to 24, that is, the proportion of the unemployed among the labour force, stood at 21.2 %
<i>General Aspects on Vocational Education and Training</i>	
<i>Practical Phases</i>	<ul style="list-style-type: none"> • scope of vocational qualifications is 120 credits (three years), including at least 20 credits (half a year) of on-the-job learning in workplaces
<i>Learning places / involved institutions</i>	<ul style="list-style-type: none"> • vocational schools • enterprises • adult education institutions and apprenticeship training ➔ majority of VET providers offer both upper secondary VET and further vocational training; there are close to 150 VET providers in total
<i>Relevance of internationalization in the VET system</i>	<p>Assessment of the relevance of internationalization:</p> <ul style="list-style-type: none"> • for the purposes of comparing and recognizing qualifications and competencies, Finland has developed a National Qualifications Framework based on the European Qualifications Framework (EQF) • credit transfers in vocational education and training have been actively developed in several projects on the basis of the European Credit Transfer System for Vocational Education and Training (ECVET) <p>Important competencies within the context of a globalized world:</p> <ul style="list-style-type: none"> • knowledge, skills and competences required in an increasingly internationalized labour market and multicultural society (language proficiency as well as other international capabilities) <p>Experiences with student's stay abroad:</p> <ul style="list-style-type: none"> • several experiences in own organization from a one week stay to longer (even a period of 8 weeks) <p>Experiences with student's internships abroad:</p> <ul style="list-style-type: none"> • yes

Special Aspects

- VET providers have decreased – larger entities have been formed
- Vocational institutions have diverse teaching facilities and up-to-date technology for practical teaching purposes.

Regional Structures of Düsseldorf District (Germany) at a glance

<i>General Aspects</i>	
<i>Regional Characteristics</i>	<ul style="list-style-type: none"> densely populated region (large urban regions, but also rural parts) economically one of the strongest regions in Europe with a wide range of businesses (industry, services, agriculture) excellent market accessibility: Port of Duisburg, Düsseldorf Airport
<i>Educational System</i>	<ul style="list-style-type: none"> structure: dual system of VET, transition system, evening classes time frame: 3-4 years starting in grade 9 or 10 regarding the transition & dual system; evening classes may start in 10th grade without time frame
<i>Situation on the Labour Market</i>	<ul style="list-style-type: none"> service sector is the largest sector of the economy majority of employment in the field of non-marketed service and distribution and transport sector employment rate is significantly above the EU average in 2011 youth unemployment in Germany fell to 8.6% (by contrast, average youth unemployment in the EU has continuously risen)
<i>General Aspects on Vocational Education and Training</i>	
<i>Practical Phases</i>	<ul style="list-style-type: none"> practice phases generally are of particular importance option of organization of dual system: <ol style="list-style-type: none"> apprentices receive work-based training in the company 3-4 days a week and attend a vocational school for the remaining days training in-company can also be full time with intermittent periods of school based training in vocational schools transition system: compulsory element is often integrated
<i>Learning places / involved institutions</i>	<ul style="list-style-type: none"> enterprises: learning place, funding issues vocational schools: Learning place chambers: Counselling and monitoring issues districts or school supervisor: Counselling and monitoring issues states, districts as well as municipalities: funding issues
<i>Relevance of internationalization in the VET system</i>	<p>Assessment of the relevance of internationalization:</p> <ul style="list-style-type: none"> export is an important economic activity → highly important to learn about needs and requirements of foreign customers European integration process: students must be prepared to enter the European labour market growing immigration to Germany from other EU-countries → intercultural competences are crucial <p>Important competencies within the context of a globalized world:</p> <ul style="list-style-type: none"> competences related to the specific job, foreign language skills, skills in the fields of economy and technology, knowledge about new markets and new technological developments, general knowledge about different systems and cultures, and general knowledge about methods that are universally applicable in the world of work <p>Experiences with student's stay abroad:</p> <ul style="list-style-type: none"> many schools in the Düsseldorf region have extensive experiences with student's stays abroad, some have less (10 schools in this region that have been certified "Europaschule") <p>Experiences with student's internships abroad:</p> <ul style="list-style-type: none"> in 2013, 22 VET schools in the Düsseldorf region enabled a total number of 602 students to have an internship abroad.

Regional Structures of Castilla La Mancha (Spain) at a glance

<i>General Aspects</i>	
<i>Regional Characteristics</i>	<ul style="list-style-type: none"> • large industrial park in the region with about 900 enterprises • unemployment rate in Castilla La Mancha: 29.36% (2013)
<i>Educational System</i>	<ul style="list-style-type: none"> • structure: basic Vocational Training Cycles (basic professional certificate), Intermediate Vocational Training Cycles (medium level certificate), Advanced Vocational Training Cycles (technician advanced certificate) • time frame: each of the three cycles lasts 2 years
<i>Situation on the Labour Market</i>	<ul style="list-style-type: none"> • unemployment rate of 26.3%; youth unemployment stands at 55.06% (in Castilla La Mancha about 58%)
<i>General Aspects on Vocational Education and Training</i>	
<i>Practical Phases</i>	<ul style="list-style-type: none"> • internships are an integrated subject in Vocational Training Schools • students go into enterprises in the 3rd quarter of the 2nd course for about 400 hours (a new project started in which students are in the company for about 660 hours) • students study in class in the morning and practice in the company in the afternoon
<i>Learning places / involved institutions</i>	<ul style="list-style-type: none"> • vocational School • occupational training courses offered by enterprises • Ministry of Labour in Castilla La Mancha: Occupational Training Courses through enterprises with internships, Professional Certificate Tests, Training Specialities File • Ministry of Education: Vocational Training School Regulated. • Town Hall: Courses
<i>Relevance of internationalization in the VET system</i>	<p>Assessment of the relevance of internationalization:</p> <ul style="list-style-type: none"> • very important to know European single market (to look for employment opportunities) <p>Important competencies within the context of a globalized world:</p> <ul style="list-style-type: none"> • foreign language skills (English), enterprising skills, use of new communication technologies <p>Experiences with student's stay abroad:</p> <ul style="list-style-type: none"> • on Secondary School Level: every year pupils of the section English and French go on an exchange with German and French students for a week <p>Experiences with student's internships abroad:</p> <ul style="list-style-type: none"> • sent students of advanced vocational training through the Erasmus Program to Germany and Prague last year doing internships in electrical enterprises and hotels for three months

Regional Structures of Tekirdağ (Turkey) at a glance

<i>General Aspects</i>	
<i>Regional Characteristics</i>	<ul style="list-style-type: none"> • highest in-migration rate (14%) • socially and economically 10th most developed province in 2010 • largest container harbour in Turkey is being built in Tekirdağ → requirement of qualified labour force in industry & service sector • schooling rate in VET compared to general education is higher (55,7%) in Tekirdağ than other provinces
<i>Educational System</i>	<ul style="list-style-type: none"> • structure: after 10th grade make-up training (opportunity of changing field); certificates after 10th, 11th or 12th grade; diploma after grade 12 • time frame: 2-4 years commonly starting in grade 9
<i>Situation on the Labour Market</i>	<ul style="list-style-type: none"> • youth face a significantly higher risk of unemployment compared to employed even though there is a young dynamic population in the country
<i>General Aspects on Vocational Education and Training</i>	
<i>Practical Phases</i>	<ul style="list-style-type: none"> • VET system includes a practical dimension through in-company training • new and strong links of co-operation with industry and commerce have been established through the Ministry of Education → Co-operation still needs to be stronger.
<i>Learning places / involved institutions</i>	<ul style="list-style-type: none"> • Ministry of Education: carries out education policies and activities • Provincial Directorates of National Education: Representatives of Ministry of Education in provinces • vocational and technical high schools: provide training for occupations and lead to the qualification of specialized workers and technicians • vocational Education Centers: provide educational services for the learners in non-formal education (for the learners who have never entered or who have left formal education) • the Council of Higher Education: main planning, coordinating and policy-making body in higher education • Turkish Employment Agency's: protect employment, help to counter unemployment by engaging in training programs, managing the unemployment insurance, conducting studies on job analysis and occupational classifications, and offering job & career counselling services.
<i>Relevance of internationalization in the VET system</i>	<p>Assessment of the relevance of internationalization:</p> <ul style="list-style-type: none"> • studying in a modern and high quality education system <p>Important competencies within the context of a globalized world:</p> <ul style="list-style-type: none"> • competences had been identified for 391 occupations until mid-2013 • mostly neither enterprises nor employees are aware of the importance of competences, standards, related documents & advantages of using them <p>Experiences with student's stay abroad:</p> <ul style="list-style-type: none"> • many primary and secondary schools send their students to stay abroad in different programs in the country <p>Experiences with student's internships abroad:</p> <ul style="list-style-type: none"> • In 2012, at least 86 VET students from 3 different VET schools which are affiliated to institutions in Tekirdağ province stayed abroad for internships

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