



Employer Led Vocational Education and Training in Europe (ELVETE)

Case Study no. 2: The TAMU Centre

Highlighting of good practise in 14 -19 VET education

Work Package 2

Developed by: A.I.P., Romania

Exclusive summery

Case study Report structure

Summary

This case study presents a successful training model, the TAMU centre in Aarhus, Denmark.

The TAMU centre is addressed to young people between 18 – 30 years old who have not completed secondary education and youth at risks who, because of personal or social problems, do not manage to integrate on the labour market.

The TAMU training programme is available for 11 topics and consists in 34 weeks of training, with the aim for all students to immediately have a job after graduation.

The 11 topics/disciplines are: building, gardening, agriculture, canteen, painting and installation, metal, cleaning, textiles, transportation, wood industry and laundry.

Within the TAMU training centre, the focus is both on the practical subjects, as well as on the social skills needed in working life.

TAMU has 6 training centres all over Denmark.

The visited TAMU centre making the object of this case study is the one located in Aarhus, that has a capacity of 40 students and provides 4 topics: building, canteen, cleaning and wood industry.

The reasons why the TAMU training centre was chosen as a best practice for this case study reside in their innovative training programme proposed to students, the pedagogy used (pedagogy of consequences) and the high success rate: 80% of the students graduating from TAMU Aarhus centre manage to find a job or to continue their education.

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General Information on VET Organisation

The Aarhus TAMU training centre is open to young people 18-30 years old who have dropped out from education or youth at risk (facing different problems such as substance abuse, students with different social problems who do not manage to integrate on the labour market, etc.).

The TAMU centre has a capacity of 40 students and receives new applications on a regularly basis, the training programme of a student can start at any time.

The training programme proposed by TAMU centre focuses on the consequences pedagogy, based on the idea that every person has the freedom to choose his/her actions, therefore we need to create social learning, so that students can understand how their actions interact with the surroundings and the existing social norms. Therefore, the consequences pedagogy places equal emphasis on academic and social learning.

The youth of TAMU are not perceived as social clients, but as persons who acquire qualifications and skills that match both their own expectations and labor market requirements.

The TAMU training focuses equally on the professional skills within the job areas targeted by the programs, as well as on the development of social skills, so students learn to engage in work contexts and to deal with social interaction in the workplace.

The 34 weeks training programme at TAMU is focused more on practical activities and less on theory and has the following structure:

Week 1-4. Competence assessment

During this period students are assessed if they are ready to (re)start education, the emphasis being on their willingness to attend up and show interest. They have the chance to see the practical activities in each of the qualifications proposed, before making a decision.

Week 5-10. Trial period

It is the period when students go into work for the qualification they have chosen, usually from 7.30 to 15. The trial period may, for example, take place in one of the production workshops of the centre, farm or on a cleaning team.

The aim of this trial period is for students to see if they have chosen the good job for them. They also have the possibility to change their mind and try another qualification/training.

Week 11-20. The first branch period

During this period, students have the chance to specialize in the training they have chosen. During week 20, each student is presented an action plan so that he/she knows what social and professional skills to focus on in the last part of the training.

Week 21-30. Other trade period

The period in which the students further work with the objectives of their plan of action.

Week 31-34. Placement

In the last four weeks students should actively search for a job while working in TAMU. Students are assisted by the educational leaders of the centre in their search for a job.

The admission in the TAMU centre is free of charge, being provided as public education. Moreover, students receive a monthly salary (from public funds), as motivation.

Students are admitted on a regularly basis (not just at certain times of the year). The admission is based on an interview with the educational leader. Students are usually directed to the TAMU centre by the social services, but can also reach the centre on their own.

Upon graduation, students receive a certificate awarded for their gained competences.

General Information on business involved

The training programme proposed at TAMU training centre functions as a “society within the society”, meaning that real companies and real working environments are simulated: the educational leader acts as a boss, the students act as employees that have to be at work on time, usually at 07:30 every morning.

In case of misperformance, the students can also be “fired” or can be sent home for a break of several days/weeks, during which they have to think if they really want to continue this training programme.

Also, the TAMU centre is cooperating with several companies in the involved fields, so that everything that is produced by the students goes to the companies for being sold/used.

Detailed information on areas of cooperation

As mentioned above, the TAMU training centre simulates real companies within the different training programmes: building, gardening, agriculture, canteen, painting and installation, metal, cleaning, textiles, transportation, wood industry and laundry.

They also cooperate with external companies for different activities, including for sending/selling the products the students make.

It is very important to mention that the trainers/tutors at the TAMU centre are not teachers, but professionals in the different fields, coming from the real market, that undergo a two years training in the pedagogy of consequences.

Although the TAMU centre does not provide direct labour insertion/job placement, they facilitate the search of jobs by the students and encourage companies to take on students that graduate from TAMU.

Visit schedule and Visit report

The TAMU Centre in Aarhus, Denmark was visited by Simona Musteata from AIP, Romania on 30th September 2014, as part of a study visit within the EU funded Project *NETnotNEET* (ref. no. 543229-LLP-1-2013-1-IT-KA1-KA1NW) as an example of best practice for the integration of NEET young people (not in education, employment or training).

We considered the TAMU centre not only a best practice for the integration of NEETs, but also a best practice in the VET education and therefore we decided to include it as a case study also in the current ELVETE project, fostering thus also a synergy between the two Lifelong Learning projects.

The visit at the TAMU Aarhus centre on 30th September 2014 was facilitated by Mr. Søren Rotne, the educational leader of the centre. In the beginning of the visit, Mr. Rotne presented the centre, its history, pedagogy used, results obtained. Participants in the study visit were able to ask questions.

Mr. Rotne said that a recent evaluation undertaken by independent experts revealed that 80% of the students graduating from TAMU Aarhus centre manage to find a job or to continue their education, while over 60% are still on the labour market after 3 years.

Afterwards, two workshops/working places were visited: the canteen and the wood industry. In both places, the present students were in the middle of work, working in practical activities.

Two students in the canteen workshop were asked about their experience at TAMU, and they both answered they were very happy to undergo this training, that they were learning a lot and this will help them find a job after graduation.

Pictures made during the visit:





Short analysis of the information

The TAMU centre in Denmark represents a successful model of VET training for Young people disengaged from education that can be easily transferred to VET mainstream education.

Among the strong points of the TAMU training centre, we can mention:

Focus on the needs of each individual student

Balance between practical/professional skills learnt and social skills

Pedagogy used (“consequences/impact pedagogy”).

Training programme proposed (34 weeks) in which students have the chance to try different jobs at the beginning and afterwards decide for the one they like

Financial motivation for students that receive a monthly salary during the training

Possibility of enrolment at any time, not risking that students are disengaged while waiting for an admission

Trainers acting also as mentors, many of them being professionals in that field that coming from the real working environment

Simulation of real working environment/company during the training

Facilitation of the job insertion of students after graduation

Commonalities/differences – compare and contrast

The success of the TAMU training centre is definitely given by the high rate of students who manage to find a job or to continue their education after graduation (over 80%) and the high rate of those who are still in employment 3 years after graduation (over 60%).

On the other hand, there are aspects that could be considered controversial in the training programme proposed by TAMU centre.

For example, one could argue that the costs of the training per student are very high (considering not just the training costs, but also the monthly salary that is paid to every student). But, on the other hand, this solution is in line with the Danish educational policy that stipulates that “education is free for everybody”. Furthermore, the educational leader at TAMU centre, Mr. Søren Rotne, mentioned that they consider that the costs of the training are less compared to having to maintain these students outside the labour market.

Another controversial aspect could be considered the proposed pedagogy, the consequences pedagogy, as one could argue that it is an authoritarian one.

On the other hand, the promoters of this pedagogy argue that this is not true, as a consequence is not the same as a punishment. The consequence has a neutral value, it may be positive or negative, it is a logical consequence of an action.

In Denmark, in the case of the TAMU training centre, the impact/consequences pedagogy has proven to have significant positive results when it comes to keep at-risk youth to complete their education and achieve permanent insertion to the labor market.