

ICONET

Transfer Requirement Profile Anforderungsprofil für den Transfer

German Partner

Guidelines for Localization of the ICOVET Approach

German Youth Institut / Germany

1. Describe the current situation

- What is the main reason for using the tool? What is the special occasion? Which problem should be solved by the use of the tool? Which special circumstances make the use of the tool necessary?

Internships in private enterprises or social organisation – in other words: informal learning in an internship - are an important approach to support potential school drop outs in school to work transition. Adequate preparation for an internship and particularly using work experiences in internships for further learning activities is a widely unsolved problem both for teachers and for social workers who work with the target group. The young persons find it difficult to describe what they have experienced and done in an internship and to recognise and describe competences that they have acquired in the course of an internship.

2. Description of the field of application

- In which field and for which target group should ICOVET be adapted?
- In which field of the educational or support system should ICOVET be applied? E.g. School, vocational training, rehabilitation?
- How is this special field positioned within the system of educational or support system?

1. General education: Internships for pupils in an enterprise or social organisation

In Germany, for pupils of the lower secondary schools, participation in an internship / work experience in an enterprise is mandatory. Generally, these internships take place for a period of two weeks in 8th or 9th grade. In addition, there are in lower secondary schools special courses for potential school drop outs. In these special courses, teaching in academic subjects is reduced while participation in internships is increased.

2. Internships in vocational preparation in vocational schools:

In most German Länder, for young people, who do not find an apprenticeship trainings position, participation in a vocational preparation course in a vocational school is mandatory. In order to make the courses more realistic internships in enterprises and social organisations are used in some schools or courses but not in others.

3. Description of the target group

For which target group the ICOVET approach should be adapted?

Description of

- the level of education
- characteristic circumstances
- social situation
- characteristics of the member of target group in details
- How are the young people integrated in the social support network?
- How do the different social workers, educational consultants communicate?

Target groups are:

- Pupils of lower secondary schools in the 8th or 9th grade, between an age of 14 and 17 years. In case of total class we have to deal with heterogeneous group regarding their social environment and educational background.
- A specific target group within this group are young persons at risk of dropping out of school during the last two years of compulsory education.

4. Description of the users

- Who exactly is supposed to use the tool?
- Who could profit from the use of the tool as a support in guiding young people?
- Persons at school: Teachers and social workers or volunteers, who are responsible for occupational orientation at school and for internship
- Persons outside school: Persons in independent educational institutions or independent youth welfare providers, who cooperate with schools to organise internship for young persons
- How are the users educated?
- Which experiences have they already in the field of psychosocial guidance?
- Are the users volunteers or are they professionals?

User with different background and experiences in communication skills and sensibility of informal learning and knowledge of occupational orientation

- teacher: good at system of occupational orientation
- social worker: good communication skills
- volunteers: depending on occupational background
- instructor of vocational training: good practical skills

- What are the typical objectives of their work with young people?

The central objectives of internships (experiences in work) are to provide vocational orientation and preparation and to motivate young

persons who are tired of school for learning, training and work. The idea is, that internship will help them to better understand their own interests and competences and will provide insights into various areas of work. The idea is that experiencing real work situations in an enterprise will increase a young person's ability to choose an area of vocational education and training that agrees with her/his abilities and aspirations.

- How often do they have contact with the young people and in which setting (groups or single)?

Teacher: weekly, class

Volunteers, social worker: one-on-one interview, or small groups, if necessary

- Reachability of the user by the staff of the project?
- Which institution is responsible, who is the boss?
 - at school: during the morning
 - partner institutions of schools: all day
 - Headmaster, teacher, who are responsible for occupational orientation and class teacher have to be involved in process for implementation the ICOVET approach.
 - Institutions for transfer in general schools: local education authorities, ministries of education of Länder (16), Federal Ministry of Education and Research (BMBF)
 - Institutions for transfer in vocational schools: also Federal Institute for Vocational Education and Training (BiBB)

5. Objectives of ICOVET

- Which aims should be reached by the ICOVET approach?
 - Applying the ICOVET approach
 - should help to create a situation where the young persons describe their experiences and reflect about what they have learned in their internship/work experiences.
 - should enable young people to better understand their own competences and to learn how to use them for VET,
 - should give teachers in schools of general education a better understanding of pupils' competences acquired outside schools and should enable teachers to systematically use these competences in preparing for VET,
 - should give young people better access to training and employment in companies (their grades indicate what they do not know, so on that basis they are not hired for training or employment),
 - should enable companies or training institutions to systematically use these competences in VET.

- How are the objectives of the tool going to be evaluated?
 - Interviewing young people

- Interviewing teachers and involved professionals
- Case study for evaluation of the effects for young people to get an apprenticeship training position (process of application, written form, interview)

6. Deskription of the tool in detail

The young persons will be provided with photograph cameras and during the course of their internship situations, activities and relevant persons will be documented in photography. On that base, they will prepare a presentation for their peers and educators (but possibly also family members) on what they did, experienced and learned during their internship. The idea is that to be able to particularly tell and demonstrate to their peers about their experiences in a work place will be highly motivating.

- Which areas of activities of the young people are regarded?
Work experiences, internship
- Are there any particular competences looked at with high priority?
Personal and social skills, interacting skills
- Should the tool be adapted for the target group? (Pictures, simple language, role play etc.)
Including photographs, with photographs young people describe your work experience
- Is there an outline and a schedule for the realisation of the procedure (preparation, processing, follow-up)?
 1. Young people were prepared before beginning of the internship (2 h + time for individual requests)
 - to explain objects, possibly individual task, assessment criteria for presentation
 - to take pictures of work activities, interim results, products, colleagues, work area, tools
 - to create a presentation about experiences, activities and skills
 - to deliver (digital) camera, to explain handling
 2. Young people have their internship (1/2 weeks)
 - take pictures and document their doing
 - teacher visit to all pupils at their work space
 3. Follow-up work
 - Pupils prepare presentation, chose pictures, write comments. (Portfolio paper, e-portfolio, presentation file), approximately 1 week for homework, or 6 lessons
 - Teacher prepares presentation session: feedback about method, time flow
 - Teacher assess pupil's presentation or portfolio
 - Presentation session (about 4 hours)

- Individual Interview: After the completion of the presentation the educator/interviewer/facilitator will apply the ICOVET interview guideline concerning work experiences to discuss with the young persons things done (tasks) in the internship and competences acquired in the process.

- **Number of staff needed**

1-2 persons

- **Describe the necessary setting, spaces and materials**

- class room, seating for all
- cameras are available for each young people at best, but possibly 2 pupils share a camera, or people has a mobile phone with camera function, or one person has the camera about 2 days and not all days of the internship, special solutions are needed
- data projector for presentation
- Money for printing photographs and construction paper

- **What is the concrete result of the approach?**

- Collection of pictures and photographs about work experiences
- Explanation of the activities, skills and competences

- **Documentation: Whom does the documentation create? In which way (handwritten, printed file etc...) and how will it be processed?**

- Young people do the documentation their selves.
- Different designs are conceivable: Portfolio paper, e-portfolio, presentation file

- **How are discretion and confidence assured?**

The ICOVET approach will be integrated into the curriculum of general education. We have to assume, that the teacher want to evaluate the products e.g. portfolios and presentations.

- **How will the results be used for the further activities? How will the result be used by other supporters or at the interface between different support system?**

The young person owns the product. She/he could use it during the process of application for VET. The young person could describe her/his work experience. Companies get an overview about the skills and competences of the young person. The abilities of young people become evident with photographs.

- **Could the ICOVET tool be used additional to a procedure of guiding young people, which is already performed? Is there an optimal point of time when the tool should be used?**

- In general education usually 2 courses of internship in a year for one or two weeks

- In courses of vocational education are conceivable, that ICOVET approach is included over the entire time.

7. Transfer

- Which requirements for the dissemination in similar fields of work can be seen according to this analyses?
- Which conclusions can be drawn?

- Train the trainer modules for teachers, social worker, volunteer, according to the professional background

- to give lectures on didactic concept
- publishing