

VETwin-win

MODULE 6

The significance of international competences in the "interlinking process" through the europewide exchange of trainees, vocational training personnel and trainee skilled people.

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General guidelines for the modules

An indispensable element of this further training, which applies to all modules, is the particular methodical orientation: it should cover the target subject comprehensively, namely modern, action oriented learning methods which the tutors do not instruct but see themselves rather as learning guides for the learners. Since none of the modules contain pure dissemination of knowledge but rather new practical ability on which for the design of the interlinking processes of vocational training and operational further training should be built, they connect the participants with learning in presence seminars with online learning, independent learning and learning with practical assignments carried out in their own workplace and in regular group meetings with other participants and the learning guide can be evaluated, assimilated and theoretically applied.

I. Preliminary notes to Module 6

The aims and objectives of this module

Placements abroad relating to vocational practice present a golden opportunity to acquire international competences and apply them in the interlinking processes of initial and further training, as in mobility training projects trainees/ vocational students, technical staff from companies and training personnel can be included in the initial vocational training.

The LEONARDO DA VINCI European programme supports organised learning placements abroad in Europe. Learning partnerships and mobility projects are flexible in their design, the contents can be designed to suit the needs of the organisers and accordingly become an element in the interlinking of initial and further training.

The economy needs qualified, skilled people who have international experience, foreign language proficiency and key qualifications such as teamwork ability, intercultural understanding and can work under pressure. It is the only way to counter international competition and profit from globalisation in the long term. The individual with international competences and experience abroad has better opportunities in the labour market.

Learning objectives and contents of the module

- The meaning of international competences and experience abroad,
- Priorities and trends in vocational initial and further training in Europe,
- LEONARDO DA VINCI mobility projects, conditions, target groups and performance,
- Uses of mobility projects for skilled people in vocational training (VETPRO Mobility),
- Success factors for the personal development of vocational training personnel through mobility,
- Findings from the study of the effects of mobility on vocational training personnel,
- Familiarisation with the process of mobility planning,
- Information on the europass mobility documents,
- Practical experience from transnational partnerships.

What the participants/learners should know in conclusion

- The participants can communicate the meaning of international competences and experience abroad,
- The participants can initiate LEONARDO DA VINCI mobility projects,
- The participants can explain the of mobility to the training concerns in vocational training,
- The participants can plan the process of a programme,
- The participants can implement the mobility europass documents.

Requirements of the self learning process

The participants work out independently in this module the planning process of a mobility project and present the result before the learning group.

General methodical notes for the instructors

- The training culminates in the exchange of presence seminars, practice and the provision of study material through the online learning platform
- Teamwork should be primarily organised in the presence seminars
- The learning and work assignments of the participants are presented.

II. Contents and practical assignments

Contents

- 6.1 The meaning of international competences and experience abroad
- 6.2 Priorities and trends in vocational initial and further training in Europe
- 6.3 LEONARDO DA VINCI mobility projects, conditions, target groups and performance
 - 6.3.1 Target groups for mobility projects
 - 6.3.2 Promotion of mobility
 - 6.3.3 Application
- 6.4 Uses of mobility projects for skilled people in vocational training (VETPRO Mobility)
- 6.5 Success factors for the personal development of vocational training personnel through mobility
- 6.6 Findings from the study of the effects of mobility on vocational training personnel
- 6.7 Process planning of a mobility programme
 - 6.7.1 The project idea
 - 6.7.2 Acquiring partners
 - 6.7.2.1 Contact seminars
 - 6.7.2.2 Databanks / compendium
 - 6.7.2.3 European project and product databank ADAM
 - 6.7.2.4 Compendium and websites of other national agencies
 - 6.7.3 Application
 - 6.7.4 Preparation phase
 - 6.7.5 Preparation of contents
 - 6.7.6 Project implementation
 - 6.7.7 Revision phase
- 6.8. The europass mobility documents
 - 6.8.1 The europass mobility
 - 6.8.2 The europass CV
 - 6.8.3 The europass language pass - the cultural dimension
 - 6.8.4 Quality criteria for the mobility europass
 - 6.8.4.1 The agreement between the sender organisation and host organisation
 - 6.8.4.2 Linguistic preparation
 - 6.8.4.3 Support abroad from a mentor
- 6.9 Materials / instruments for the implementation of mobility projects
- 6.10 Practical experience from learning placements in the framework of EU projects

Practical tasks

The participants work out independently in this module the planning process of a mobility project and present the result before the learning group.

6.1 The meaning of international competences and experience abroad

International competences and experience abroad are becoming increasingly important for economy as well as for each individual. The economy needs qualified, skilled people who have international experience, foreign language proficiency and key qualifications such as teamwork ability, intercultural understanding and can work under pressure. It is the only way to counter international competition and profit from globalisation in the long term.

Placements abroad relating to vocational practice present a golden opportunity to acquire international competences and apply them in the interlinking processes of initial and further training, as in mobility training projects trainees/ vocational students, technical staff from companies and training personnel can be included in the initial vocational training.

The LEONARDO DA VINCI European programme supports organised learning placements abroad in Europe. Learning partnerships and mobility projects are flexible in their design, the contents can be designed to suit the needs of the organisers and accordingly become an element in the interlinking of initial and further training.

The economy needs qualified, skilled people who have international experience, foreign language proficiency and key qualifications such as teamwork ability, intercultural understanding and can work under pressure. It is the only way to counter international competition and profit from globalisation in the long term. The individual with international competences and experience abroad has better opportunities in the labour market.

6.2 Priorities and trends in vocational initial and further training in Europe

To achieve these objectives the European Commission has set the 6 following priorities for the mobility sector for the coming years:

Priority 1: Further development of qualifications of tutors and instructors in vocational training

The objective is to enable protagonists in vocational initial and further training to support the system changes in vocational training, to arrange for closer interlinking of training and professional life and contribute to the further development of the teaching and training plans.

Priority 2: Improved quality and attractiveness of the vocational training systems

The further development of quality assurance in vocational initial and further training, the transmissibility of the training systems – from the vocational training through to university education and closer cooperation between participating concerns should contribute to the realisation of this priority.

Priority 3: Transparency and mutual recognition of competences und qualifications

This priority targets principally the implementation of EQF and ECVET. The European Qualifications Framework - EQF serves as a translation instrument that should make the national qualifications throughout Europe comparable and understandable. The aim of the EQF is to promote the mobility of skilled labour and learners between the different countries and make lifelong learning easier. The European Performance Points System ECVET should facilitate the recognition of learning results abroad and accordingly contribute to mobility in the vocational initial and further training fields. EQF and ECVET follow the same agenda and support each other.

Priority 4: Development of adult skills in the labour market

This priority targets the following principal objectives:

- Improved vocational further training on the job, development and creation of workplaces that contribute to the promotion of vocational further training.
- Measures to determine and provide further training related workplaces. The focus here is on digital competences, proficiency in technical foreign languages and encouragement of creativity and entrepreneurial thinking.

Priority 5: Enhancement of competences of risk groups and disadvantaged people

This priority specifically targets groups with particular handicaps (illiteracy, people from immigrant backgrounds and other handicapped people) to help better their chances in the labour market. This priority should also help to address the demographic changes in Europe and guarantee a greater share of jobs for older employees.

Priority 6: Development of a suitable learning environment

This targets innovations in the pedagogic field with the application of IuK technologies and also self paced learning.

6.3 LEONARDO DA VINCI Mobility projects, conditions, target groups and performance

Placements abroad relating to vocational practice present a golden opportunity to acquire international competences.

The LEONARDO DA VINCI European programme supports organised learning placements abroad in Europe. These mobility projects are flexible in their design and the contents can be designed to suit the needs of the organisers. They can run to a maximum duration of two years and single or several practical placements, training or further training measures abroad. Several groups of participants can be sent to various target countries for different durations in this framework.

6.3.1 Targets groups for mobility projects

1. People in Initial Vocational Training (IVT)

- Trainees
- Vocational students
- Technical vocational students
- People preparing for vocational training.

The minimum duration of a placement abroad is three weeks, maximum duration is nine months.

2. People in the Labour Market (PLM)

- Employees
- Self employed people
- Job seekers
- University graduates

The prerequisite is a completed vocational training or two years of vocational employment. Here the minimum duration of a placement abroad is three weeks, maximum duration is six months.

3. Vocational Education and Training for Professionals (VETPRO)

- Instructors
- Tutors
- Vocational advisors
- Management of training facilities

The minimum duration of a placement abroad for this target group is one week, maximum duration is six weeks.

6.3.2 Promotion of mobility

There is a financial grant for the costs of the stay, the travel, the linguistic and intercultural schooling of the participating organisation of the project. The amount of the grant depends on the target country (living costs) and the length of the stay. All grants are paid as a flat rate i.e. the use of it need not be itemised. This reduces the administration outlay for the applicant.

6.3.3 Application

Interested organisations apply to their national agency for the LEONARDO DA VINCI mobility projects.

6.4. Uses of mobility projects for skilled people in vocational training (VETPRO Mobility)

VETPRO Mobility is an important impulse for modernisation and innovations in the systems for vocational initial and further training.

In the newer EU member states it is particularly clear to see that mobility programmes have forced the application of methods relating more to trainees. The consequence is the objective of teaching key qualifications - also in project work.

VETPRO Mobility has had above all the following positive effects on vocational training facilities:

- The attractiveness of vocational colleges and training facilities has been enhanced,
- There is an innovative climate throughout the facilities, the experience there has been quickly utilised in the form of new teaching and learning methods and new training contents,
- The quality of initial and further training has improved in these facilities,
- The intercultural and linguistic competences are being encouraged,
- Better development opportunities for vocational training concerns both in the respective facilities the general labour market,
- Various partnerships and networks are being initiated,
- Schools and training facilities can present better profiles in the competitiveness of the training market.

6.5 Success factors for the personal development of vocational training personnel through mobility

Which factors decide whether or not vocational training personnel profit personally from mobility programmes.

The vocational training personnel profits from mobility programmes in particular if:

- the opportunity arises during the mobility to organise regular exchanges with other participants, the guest facility is well suited to them and the acceptance of the employees is positive,
- the newly acquired vocational skills, knowledge, procedures etc. find an application in lessons;

- vocational training personnel see the participation in mobility as a motive connected to the improvement of their own vocational facility, furthering of technical knowledge, new contents and methods.
- an innovative climate prevails in the sender facility and the management there broadens its scope of activities, plans to make offers from the facility international and is interested in broadening its employees' horizons;
- preparations – most possibly in the group - have been made and these were of a high quality.
- the vocational training personnel aim to convince their managers and ministries that mobility is important for the improvement of lessons and the competences of the tutors;

6.6. Findings from the study of the effects of mobility on vocational training personnel

The EU Commission has commissioned a study under the title: "Study of the effects of Leonardo da Vinci programme mobility projects on the quality of vocational initial and further training systems ". The objective of the study was to analyse the personal effects of transnational mobility programmes on training staff, their facility and the national vocational training systems. In addition, problems and challenges should be identified.

The 10 most important statements on the study of the effects of mobility on vocational training personnel:

Effects on the training personnel

1. 80% of vocational training personnel profit personally to a high degree from mobility experience. The personal effects are numerous: qualitative changes in particular, such as stronger personal links to improvement measures in vocational training systems or more responsibility in the workplace are mentioned and also vocational promotion processes which are connected to higher income.
2. The knowledge, skills and experience acquired in placements abroad can often be applied and used in the practical work.
47% of those asked can apply training contents, 45% new teaching and learning methods and 47% new work techniques and practices, 42% are more involved in the active joint design of work processes, 42% are taking part in the development of new training concepts and 39% have successfully initiated completely new processes and innovations.

Effects on the sender facility

3. Mobility of training personnel leads to decisive changes and innovations. They confirm that the LEONARDO DA VINCI programme is a catalyst. 55% of the training facilities are following an internationalisation strategy and 55% view the participation of their employees as an important instrument for improved quality of initial and further training. With the mobility experience of their employees the facility has a stronger foothold in transnational networks (48%) and embraced the "philosophy" of the facility (45%). The mobility of the training personnel means new contents can be introduced into initial and further training (45%) and new teaching and learning methods (45%). 39% of the facilities asked now have a further training plan for tutors and instructors.
4. The facilities have improved their profiles through the mobility of training personnel. The attractiveness of the facility is enhanced and an innovative climate characterises the methods and design of contents in the training practice. The quality of the facility has improved noticeably. For the training personnel the result is better career opportunities in the respective facility and the labour market. Various partnerships and networks are being initiated, which with their multiplier effects lead to more sustainability. The training facilities gain an improved profile in the increasingly competitive training world.

Effects on the national vocational training system

5. The mobility experience of training personnel has positive effects on the improvement of quality, the regional and international network formation and the acceptance of international competences. 57% of those asked are convinced that they could contribute to a general improvement in quality. 56% of the training staff confirm a clearer recognition of the importance of international competences and a noticeably higher level of the internationalisation of vocational initial and further training. The mobility projects of training personnel have served to initiate transnational, national and regional networks as a consequence of the dissemination of their results.

6. The mobility of training personnel is an important impulse factor in the internationalisation, modernisation and innovations in vocational initial and further training. The greatest positive effects of the transnational mobility of training personnel are their contribution to the promotion of intercultural and linguistic competences and their support to institutions – above all school authorities and chambers - to motivate transnational measures. Their mobility experience has driven the application of targeted learning methods and the use of multimedia in vocational training. In general, innovative teaching and learning methods in initial and further training have spread due to this impulse. Sustained effects from mobility projects can be strengthened through the transfers in the training practice if the employees, supported by the management of the training facility transfer the results to their own teaching and training activities.

7. In Europe mobile training personnel is enormously important and particularly effective as a multiplier. Training staff do important development work in the European and national qualification frameworks (EQF/ NQF). They assume a decisive role in the future adaptation of procedures for the determination of competence targeting learning results. Mobile instructors and tutors considerably increase the international mobility of trainees. Placements abroad as an element of vocational initial and further training of training personnel could further strengthen this effect.

Notes on practical project implementation

8. Especially successful concepts for the mobility of training personnel underpin highly practical uses if they contain tandem partnerships and personal lessons. The greatest effects on the acquisition of knowledge and competence come from hospitation (71%) and exchange with colleagues abroad (79%). A noticeably high effect however comes from tandem of tutors and instructors (30%) and personal teaching and training activities abroad (23%), which should be strengthened in the future.

9. Especially successful concepts for the mobility of training personnel also touch on general personnel and organisational development strategy. The contribution of a mobility project as a solution strategy to improve the training practice in the training facility leads to particular success if a general audit of the employees and the management is carried out. This analysis will identify existing problems in the training practice and the need for qualifications and determine the roles, contents and possible solutions for the placement abroad.

10. Especially successful concepts for the mobility of training personnel involve the training staff in the preparation of the technical contents. Self conceived projects from tutors and instructors with individually adapted contents are especially successful. The effect on the placement abroad is strengthened if the management of the facility approves the broadening of the further training offer and the qualifications of the tutors and instructors, the internationalisation or improvements in the quality of the initial and further training offer.

(Source: NA-BIBB A. Mohoric 01.12.2010; http://ec.europa.eu/education/moreinformation/doc/2010/vetprosum_de.pdf)

6.7 Process planning of a mobility programme

6.7.1 The project idea

First you must determine the framework for your project:

- Should it be a practical placement or completion of an entire training segment abroad?
- What duration has been projected for a placement abroad?

Basically, the following people can be sponsored:

1. People in initial vocational training / IVT,
Possible duration of the placement abroad: 3 - 39 weeks
2. People in the Labour Market / PLM),
Possible duration of the placement abroad: 3 - 26 weeks
3. Vocational Education and Training Professionals / VETPRO,
Possible duration of the placement abroad: 1 - 6 weeks.

6.7.2 Acquiring partners

A reliable partner abroad is a decisive factor for the success of a mobility project. You agree with the partner the schedule and content of the foreign qualification and the support and technical guidance for the participants.

For a LEONARDO DA VINCI mobility project you need at least one partner organisation in one of the other countries participating in the programme.

The participating countries are:

- the EU member states
- the EWR states, Iceland, Liechtenstein and Norway
- Turkey
- Switzerland
- Croatia

A partner should be sought in good time, before the applications begin as the partner must already have your letter of intent in his facility to explain that you plan to implement a project with him.

6.7.2.1 Contact seminars

Contact seminars are conducted by the national agencies of all countries participating in the programme. They serve for making the acquaintance of suitable partner organisations. These seminars offer a good opportunity for making contact, especially for institutions just beginning their European cooperation and do not yet have network structures. The participation in a contact seminar can qualify for a grant.

6.7.2.2 Databanks / compendium

Databanks and compendiums offer an overview of European vocational training activities and an opportunity to find a project partner.

6.7.2.3 European project and product databank ADAM

The project and product databank ADAM (Advanced Data Archive and Management System) offers comprehensive information on projects, products and results from the LEONARDO DA VINCI programme.

Link: Databank ADAM (<http://www.adam-europe.eu/adam/homepageView.htm>)

6.7.2.4 Compendium and websites of other national agencies

The websites of other European agencies for the LEONARDO DA VINCI programme offer hints or compendiums on possible partner organisations.

Link: Addresses other European agencies

(http://ec.europa.eu/education/programmes/llp/national_en.html)

6.7.3 Application

LEONARDO DA VINCI offers grants for

- Stays (incl. travel costs)
- Linguistic, intercultural and technical preparation
- Organisation of projects (administration costs).

The amount of the grant depends on the target country (living costs) and the length of the stay.

The annual application dates are generally announced at the beginning of each year. Information can be found on the website of the National Agencies.

6.7.4 Preparation phase

Linguistic, intercultural and technical **preparation** for the stay abroad contributes greatly to the success of a project.

Two further important points that should be made clear in the preparation phase concern the format of the agreement and insurance cover.

Glossaries are helpful in the understanding of vocational training in topics in Europe.

Glossaries:

- CEDEFOP Glossary (<http://europass.cedefop.europa.eu/en/home>)
- Technical glossary - training
(http://www.bmbf.de/pub/jobstarter_betriebliche_ausbildung_deutsch_englisch.pdf)

6.7.5 Preparation of contents

Aspects of the preparation:

Intercultural training includes:

- Awareness of personal cultural imprint,
- Knowledge and recognition of other cultures,
- Personal such as tolerance, openness and understanding,
- The ability to adapt, flexibility, empathy.

Intercultural knowledge

- Working knowledge of the host country,
- Customs,
- Do's and Don'ts,
- Conduct.

Foreign language proficiency

A basic working vocabulary is important in the preparation of a placement abroad to cope with everyday situations, such as asking for directions etc.

Drawing up a learning agreement

The question here is, which contents of the vocational training (training segments) are to be learned abroad?

6.7.6 Project implementation

Your mobility project should be carefully planned and prepared in order for it to be successful for all participants. The chief aim is the quality standard.

During the stay abroad you should "monitor" with your partner facility the adherence to the agreed learning programme, the technical progress and the social integration of the participants in the working and learning routines in the host country.

6.7.7 Revision phase

Subsequent to the placement abroad all participants evaluate the project together. They should inform the participants of their personal and intercultural experiences and their successful technical and linguistic learning results in the host country.

They balance the strengths and weaknesses in the individual phases of the project jointly with the participating partners in a project related.

The results of this evaluation could be utilised in the development of possible follow-up project.

The documentation of placement abroad is issued to the individual participants as the EUROPASS mobility. (<http://www.europass-info.eu/>)

The EUROPASS, apart from the proof of mobility, consists of four further instruments with which people can present their qualifications and competences throughout Europe in a uniform and transparent form. In this way they can better represent themselves in the national and European labour markets.

6.8. The europass mobility documents

The europass mobility enables the documentation of experience and learning abroad and the opportunities of the mobility in the future occupational life.

The europass CV is the ideal document for your application and the europass language passport shows how well you can hear, read and speak it.

The europass certification and the europass Diploma Supplement declarations should be self explanatory. The certification explanations should ensure that vocational certification will be comparable throughout Europe; the Diploma Supplement is acceptable in universities.

All five documents target therefore the learning results and competences. A growing number of institutions, chambers and associations are working on establishing the europass documents as an essential model for an application.

Source: <http://www.europass-info.de/>

6.8.1 The europass mobility

The europass mobility is the actual "passport" among the five europass documents. The europass mobility is a document of proof of a learning placement abroad in Europe - whether it be a practical placement, a segment of vocational initial and further training or study. It records the documented learning experience of each type, each level and each objective. The prerequisite is that definite quality criteria are maintained. The document serves for all citizens of the EU and EWR member states as well as Croatia, Macedonia, Switzerland and Turkey.

Everyone involved profits from the europass mobility: participants in placements can document their acquired knowledge and competences comprehensively; heads of personnel in companies can form a precise picture of the abilities acquired abroad and can assess their quality better. A meaningful europass mobility document is also an advantage when it accompanies an application - for both the applicant and the potential employer.

Unlike other europass documents, the europass mobility cannot however be filled out by the bearer.

6.8.2 The europass CV

Clear, transparent and correct – the three essential advantages that make the europass CV a plus factor for every application. The document enables the systematic presentation of acquired qualifications and competences and offers a comprehensive profile of the actual person. The presentation is in a flexible, chronological form.

The europass CV uses an approach for the description and definition of the qualifications that targets the learning results. It makes a statement therefore on the knowledge and skills of applicants which is not bound only by educational methods, learning times or institutions. In europass CV all qualifications and competences are presented "freehand", regardless of formal or informal training methods, informal knowledge or social competences such as social conduct and teamwork ability. The europass CV can be self designed.

6.8.3 The europass language pass – the cultural dimension

Not only the technical aspects are relevant to success in vocational life – social competence too considerably enhances the opportunities in the labour market. A learning or practical placement abroad always has a linguistic and cultural dimension. A part of the European language portfolio documents knowledge of languages with the aid of a grid chart for self assessment, based on the general European frames of reference. This enables the personal listing and assessment of knowledge of languages based on criteria recognised throughout Europe.

6.8.4 Quality criteria for the europass mobility

The europass mobility can only be granted if the quality criteria defined in the EU Council Order have been met. These ensure the high significance and substantive contents of the document - an important aspect for the participants as well as for institutions, companies and concerns.

6.8.4.1 The agreement between the sender organisation and host organisation

Before the europass mobility is activated and filled out its salient contents agreed between the sender organisation, the future recipients of the document abroad and the receiving host organisation in the target country are agreed in writing and documented. This document must also be presented to the National Europass Centre (NEC) or another issuing office in the country of origin if required. Criterion 1 is valid when applied to a single person defined programme without a sender facility. Here the contents of the respective sponsored programme are presented to the responsible NA who has checked and approved tem with selection board.

6.8.4.2 Linguistic preparation

Knowledge of languages is one of the most important prerequisites for a stay abroad, in that some should be learned, Persons who are sent to a learning segment placement abroad should therefore have knowledge of the languages spoken there. This is written into the framework of the approved programmes and an integral element of the application. No further proof is necessary as the sender organisation has assumed responsibility for linguistic preparation with the acceptance of the quality criteria.

6.8.4.3 Support abroad from a mentor

During the learning placement abroad participants should have a mentor on hand - for technical guidance and advice in linguistic, cultural and other questions.

6.9. Materials / instruments for the implementation of mobility projects

Manual on intercultural competence training, country familiarisation thematic modules, online quiz: IKULT - intercultural training modules for SMEs in Europe for the promotion of mobility and knowledge transfer (<http://www.ikult.eu/>)

Interactive learning platform for working situations in company practical placements: COMMPACT – Vocationally oriented language community and learning materials for the Polish and Czech languages (<http://www.language4.biz/>)

Multilingual instruments for the implementation of stays abroad, such as applications, self assessment, teaching agreement, sample agreement, training plan, didactic models, comparison of vocational trainers etc.:
<http://www.vetint.eu/downloads.html> (<http://www.vetint.eu/>)

Intercultural assessment and portfolio of intercultural competences:
Intercultural Competence Assessment (<http://www.incaproject.org/>)

Quality handbook for transnational education:
TQP - Transnational Quality Project (<http://www.leonardo-tqp.eu/index.php/download>)

Learn about online languages, cultures and the working world in gastronomy:
BE-CuLT (Basic e-cultural and linguistic training) (<http://www.bildungsmarkt.de/>)

The VOCAL Project (Vocationally Oriented Culture And Language) offers internet based material for the inter cultural and linguistic preparation for a stay abroad. (<http://www.vocalproject.eu/>)

6.10 Practical experience from learning placements in the framework of EU projects

SAZ Schwerin/Deutschland

Leonardo da Vinci Partnerschaft - Projekt: KELAB

"Competence development through new learning cultures für protagonists der Berufspraxis – European Zugänge"

The objective of this partnership examination and exchange of views on the opportunities for qualification of people involved in the vocational training process, current trends regarding new and/or country specific methods and proven tools and methods for training. These questions should be addressed on the basis of an exchange of experience. It concerned giving skilled training operatives and tutors innovative action guidelines, methods and products to enable them to react promptly and correctly to increased requirements und continually changing challenges. As the competence of the vocational training personnel is decisive for the quality of the vocational training, it culminated in a quality boost in vocational training for everyone involved in the project and - depending on the multiplier effect of the accessible online- competence platform - for all interested protagonists outside the partnership too.

The topic of the partnership, competence development through new learning cultures, has been comprehensively prepared. The debate considered two main perspectives: first, from a broad view, which instruments and methods facilitate a positive habitus regarding (further) qualifications and which forms and methods of motivation for lifelong learning in the individual partner institutions are recognised and proven.

In a second phase the topic was analysed microscopically: the questions "what?" and "how?" took precedence; which qualification building blocks, contents and modules should be taught and how the forms and method of competence development should be applied.

All questions were related to the requirements and needs of the economy and these were consequently targeted. The key questions in all cases should be: how to shape and promote further training cultures (and learning cultures) tutors, skilled workers in training and instructors in the context of a flexible working environment and promote lifelong learning for the best effects on the sustained acquisition of competence by training personnel for a boost in quality in vocational training. Each partner country has had different experience in this subject. The aim of this project was not to homogenise frameworks and contents of the acquisition of competence by the target group but rather to find approaches that allow the transfer of methods and (components of) learning cultures that have been especially well proven (good practice examples) in the partner countries.

SAZ , as the coordinating facility, has accordingly introduced its concept of practice modules for learning process guidance. This forms the basis for the service initial and further training instructors. The implications of a learning friendly working environment developed in SAZ take first place. Broken down, this means the creation and sustained availability of learning friendly and process relevant workplaces and therefore flexible learning cultures in the workplace that target the creation of the respective qualification needs and are firmly tied into the work and the learning.

Similar to SAZ, respective qualification concepts for training personnel have been projected in the participating partner facilities from which the suitable company pedagogic experience has been gained. There is a plan to isolate elements of these concepts and experience and make them transferable, with active help from the developing partner, to the concepts of the other partners.

After the exchange of experience between the cooperation partners, more concrete agreement has reached on the transfer of the modules and methods on offer. Each partner has accordingly developed a transfer concept with the most important contents and organisational essentials.

The questions to address were: is there a new role for the personnel involved in training in all cooperating countries and if so, what? How can the attitude of instructors, skilled workers in training and practical tutors to personal further qualification be sustainably modified to obtain active enthusiasm and motivation for further training in the target group? How can the new learning cultures be shaped to flexibly meet the respective needs in the long term? Which modules and methods of qualification are there in the partner countries for the transfer and which transfer concepts are there?

The results of the project were the transferable design of qualification elements for the vocational training personnel of the partners involved. In addition, these isolated qualification elements were made available to cooperation partners as individually accessible platform. The respective, country specific, company pedagogic experience was transferred to the qualification modules of the partner facilities. To encourage the wide dissemination of results and their sustainable utility, the partner facilities involved have provided a freely accessible online platform and diverse publications.