

Work Package 3

COMPARATIVE ANALYSIS

Synthesis



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EXECUTIVE SUMMARY

In April – May 2012 a comparative analysis between the French VET system and the VET systems of the European partner countries of the QALEP project (Austria, Hungary and Romania) was carried out, with the focus on quality aspects / approaches used, and mainly based on the one-day visit of the European partners to the Lycée des Métiers des Energies Louis Bleriot in Suresnes (on April 5th) as well as the partners' knowledge of the French system from other sources. The Hungarian Observatory Centre for Educational Development coordinated the contributions received from the other project partners.

With the aim to ensure that the VET system descriptions of the partners will contain more or less similar information and thus promote the comparability of the inputs, **common criteria for the comparative analysis** were defined in collaboration with the French partner. According to this, the **four main topics** the comparative analysis covered were as follows:

1. VET system management (on institution level)
 - a. The principal role (functions, autonomy, dependence, economic independence, hierarchy link).
 - b. Mode of governance (establishment of school project, develop bodies for dialogue, others etc.).
 - c. Organisation (services, pole(s) of education and training, mission(s) of the staff /educational and not educational/, evaluation).
2. Life in the VET Lycée des métiers
 - a. Missions: sanctions, absences, disciplinary board, rule of procedures, the home liaison diary.
 - b. Atmosphere/ambience/life outside the classroom/environment: dedicate spaces for the students, dedicate spaces for the teachers, academic space, movement/circulation (corridors), oversight.
3. Teaching
 - a. Organisation: timesheets, balance between professional teaching and general teachings (math, sciences, languages etc.), practices in the enterprise, articulation between each of them.
 - b. Pedagogy: relationship trainees and adults, trainees and professional teachers/tutors etc.
4. Partnerships
 - a. Organisation and implementation of partnerships (With whom? Why? How?)

The Hungarian partner – coordinator of WP3 prepared also **Guidelines** regarding the content, length and format of the comparative analysis. The partners were requested to describe the relevant practice of their country in relation to each of the sub-criteria, identify some similarities and / or differences in their systems compared to the French VET system and also highlight quality assurance / quality management aspects of the practices described.

The inputs provided by the project partners were synthesised by the Hungarian partner, in two formats: 1. Word format which helps reading and getting acquainted with the practices of the individual countries and 2. Excel format to facilitate the comparison of the VET system elements along the pre-defined (sub-)criteria.

Some conclusions:

1. The VET system descriptions of the QALEP partner countries provide **a lot of valuable information** about the operation of these systems both on VET system and VET provider levels. While in the Austrian and Romanian cases the emphasis is more on the system level structures, frameworks and activities, the Hungarian case provides also a deep insight into the provider – practical – level activities.
2. Though the context the VET systems work in is different (each country has its specificity), and also the extent / depth to which the sub-criteria were elaborated varies from country to country, still there can be **some common similarities** (mainly in general terms) outlined, just to mention a few examples:
 - Single responsibility of the headmaster for the professional and legal operation of the institution, for the pedagogical work, rational and cost-efficient management, for the elaboration of the regulatory documents and for quality management. His/her work is supported by deputies, in terms of quality management by the school quality manager and also by the (teaching) staff.
 - The main regulatory documents include Mission Statement, Quality Policy, Pedagogical Programme/School Project, School Development/Action Plan, Rules and Procedures of Operation, Internal Order etc.
 - Bodies are developed for dialogue between the school management, the staff and other stakeholders like School Board/Management Board/Board of Administration, Pedagogical/Educational Council, Pupils' Self-government, Parents' Association etc.
 - To have a quality management system in place is a requirement for VET schools in each of the partner countries. They all have a national quality assurance framework in place which is compatible with the European principles and criteria for Quality Assurance in VET (CQAF/EQAVET). Self-assessment is a central element in these frameworks.
 - Issues like absence, discipline, drop-out rate, pedagogy all are of utmost importance in every country.
 - Vocational practical training is organised in a very similar way in the countries, it has two main elements: 1. vocational training school practical training taking place in the school's training workshops mainly to practise basic vocational skills; 2. practical training taking place at workplace, in business companies / enterprises in the framework of student contracts (a kind of apprenticeship training).
 - Good relations and cooperation with economy and actors of the labour-market.

3. Beside the commonalities, some **differences** can also be identified. For example, in France education/VET is a centralised system while in all the other partner countries a more decentralised system. Or, except Hungary all the 3 countries have a school inspection system in operation which performs external evaluation and controlling tasks. But as proven by the oral feedback made just after the visit, some more differences can be revealed on “bilateral basis”. Here some examples will follow for the concrete differences between the French system and the system of the partner countries:

Austria:

- Quality management in VET schools and colleges in Austria is discussed as a promoter of school development. QIBB has been developed as a quality management system based mainly on self evaluation. Peer Review in QIBB only recently has been implemented as the first instrument for external evaluation. Nevertheless, since QIBB encompasses school level, provincial level (school inspection) and national level (legislation) certain control and accountability aspects are also taken into account. For example, quality reports serve as a basis for management performance reviews between schools (the headmaster) and school inspection as well as between school inspection and DG VET in the BMUKK.
- VET schools and colleges in Austria focus on different professions (vocations), not on special firms.
- Graduates of VET colleges (5 years) gain admission to universities (30 - 50% of a graduation class follows further higher education).

Hungary:

In the French system the professional work of the teachers is evaluated and controlled by the inspector. In Hungary this is part of the quality management system. In the Institutional Quality Management Program the schools should define the processes, procedures and tools of **staff performance measurement and evaluation system** which usually comprises all the staff members (also the non-educational staff) despite the fact that only the criteria and procedure used for the teaching staff has to be defined and documented. The professional work of teachers is evaluated each year by the heads of the teaching teams, then the top management completes and finalises the evaluation which is always personalised and fed back. The evaluation criteria include professional activity (professionalism, methodological culture, assessment-evaluation, fostering talented students, catching-up), educational activity (general tasks, form master’s tasks, extracurricular activities) and other aspects (commitment to school, co-operation, managing partnerships, communication, work discipline, administration). In case of middle and top management specific criteria related to the evaluation of leaders’ work (like management of the school and partnerships, leadership capabilities, managerial knowledge, creativity, communication) are added. In the best schools the evaluation of the non-core activities takes also place which includes the organisation of events, preparing students for competitions, participation in team work and carrying out quality assurance related tasks. These evaluations enable management to assess an individual’s job performance and determine appropriate promotion opportunities, compensation and recognition.

Romania:

In France the accreditation of VET institutions – similarly to the practice of the other partner countries – is voluntary. But in Romania, according to the legislation in force, the school may undertake educational activities only after an **evaluation** performed by the Romanian Agency for Quality Assurance in Pre-University Education to appraise whether the **quality standards** have been met and a positive decision in this respect. The quality standards and procedures focus on the following fields and criteria:

- A. Institutional capacity, defined by the following criteria:
 - a) Institutional, administrative and management structures.
 - b) Physical assets.
 - c) Human resources.
 - B. Educational effectiveness, appraised against the following criteria:
 - a) Study programmes content.
 - b) Learning outcomes.
 - c) Scientific research or methodological activity, as appropriate.
 - d) Financial activity of the organisation.
 - C. Quality management, appraised against the following criteria:
 - a) Quality assurance strategies and procedures.
 - b) Procedures on the initiation, monitoring and regular review of programmes and activities performed.
 - c) Objective and transparent learning outcomes assessment procedures.
 - d) Procedures for the regular assessment of the quality of the teaching staff.
 - e) Accessibility of adequate resources for learning.
 - f) Data base on the internal quality assurance systematically updated.
 - g) Transparency of information of public interest related to study programmes and certificates, diplomas and qualifications awarded, as appropriate.
 - h) Functionality of quality assurance structures, compliant with the law.
4. Some **recommendations** for the (further) development of the French quality approach can also be made:
- **The focus of quality management initiatives should be made clear:** are schools being taken into account for performance (control) or is the main focus self-evaluation and school development? (Although mixtures are usual and reasonable, in that case it is even more important to clarify the – different – goals, responsibilities and roles should be clear, especially if school inspection is involved (consulting vs. controlling)).
 - **Within the overall – comprehensive – self-evaluation system of the schools the staff’ and students’ views, perceptions should be taken into account;** their regular feedback is essential in self-evaluation. But not only teachers’ and students’ points of views should be part of self-evaluation: also parents, (local) enterprises and industry, social partners and all other stakeholders should be heard. Following the principle of "triangulation" means that feedback of all relevant groups should be considered adequately. As a good practice, the Hungarian Institutional Quality Management Model

“Partner-focused operation” can be mentioned but also the other two countries have a similar system of partner surveys in place.

- The **process-orientation** of the quality approach (to be) used should be strengthened. Start with focusing on the teaching-learning-training process and then step by step involve the processes having a direct influence on this learning process like the management processes, and also the processes supporting the teaching-learning-training process/activity (e.g. providing teaching aids, resources, infrastructure).

In the following the IVET system descriptions of the European partner countries of the QALEP project (as of May 2012) will be presented.

IVET SYSTEM IN AUSTRIA – 2012

1. VET system management (on institution level)

a. The principal role (functions, autonomy, dependence, economic independence, hierarchy link).

Austrian VET schools and colleges (starting at the age of 14) are:

- VET schools:
 - o duration 3 or 4 years: full time school from the 9th school year; IVET qualification.
 - o duration 1 or 2 years: full time school from the 9th school year; vocational training basis
- VET colleges:
 - o duration 5 years: full time school from the 9th school year; IVET qualification AND university entrance exam (Matura).

The BMUKK's (Federal Ministry for Education, Arts and Culture) Directorate General for Vocational Education and Training, Adult Education and School Sport: The units [within the DG] that are responsible for VET fulfil those tasks related to school administration within the VET sector which – according to legislation – are within the BMUKK's remit. School legislation is implemented in the governmental school authorities, i.e. the regional education boards at provincial level. The VET-related units are responsible for the following areas of school-based education and training (at the upper secondary level): pedagogical matters and subject- and occupation-specific issues (e.g. curriculum development); continuing and further training of teachers; facility management; school development and research on education, training and qualifications; international cooperation. Public VET school and college attendance is free. The federal government bears the costs for facilities and maintenance of public VET schools and colleges and also meets the salaries of teachers at VET schools and colleges.

School Inspection: At the upper secondary level, responsibility lies with the regional education boards competent at provincial level. Regional school inspectors, each of them in charge of a particular school type, are entrusted with supervision.

All VET schools and colleges follow the same quality management system – the VET Quality Initiative – QIBB (Qualitätsinitiative Berufsbildung). The quality management system is not limited to the school level but also covers the provincial level (school inspection) and the national level (DG VET at the BMUKK). The cornerstones of QIBB are medium- and short-term plans on the basis of school and work programmes, evaluations, quality reports and the agreement on development and implementation of objectives within the framework of management and performance reviews. At school level the headmaster is fully responsible for quality management. Middle management in schools vastly doesn't exist.

Austrian VET schools and colleges provide initial vocational education and training programmes of differing duration from the ninth school year (see above), the majority of students follow 3 different paths of education and training: (1) engineering, arts and crafts; (2) business administration and (3) management and service industries, tourism.

b. Mode of governance (establishment of school project, develop bodies for dialogue, others etc.).

Teaching: As long as the outline curriculum (set up by BMUKK) is respected, the school/headmaster can decide on key aspects of activity and specialization in his school, e.g. school projects and autonomous focuses.

School development: Following the quality cycle as rooted in QIBB objectives for quality improvement are set by each school. Additionally common objectives at the levels of schools, school inspection and BMUKK are regularly agreed upon. Communication and involvement of teaching staff and other interested groups at school level is secured by the headmaster with the help of his quality manager.

c. Organisation (services, pole(s) of education and training, mission(s) of the staff /educational and not educational/, evaluation).

Mission statements, work programmes/school programmes and quality reports at school level are developed under the umbrella of QIBB (The VET Quality Initiative – QIBB). The headmaster develops these documents with a school SQPM's (school quality process manager) help and in consultation with colleagues. Self evaluation is conducted at school level – external evaluation is not compulsory (schools can volunteer for a Peer Review which focuses on school development). The Federal Ministry provides an internet platform where numerous evaluation instruments can be used online.

2. Life in the VET Lycée des métiers

a. Missions: sanctions, absences, disciplinary board, rule of procedures, the home liaison diary.

Attendance in class is obligatory and students who do not show up are noted in a so-called "class book" (the introduction "electronic class books" has just taken place in Austria). Absences must not exceed a determined extent for successful completion of a school year. Grades for behaviour are part of school reports.

b. Atmosphere/ambience/life outside the classroom/environment: dedicate spaces for the students, dedicate spaces for the teachers, academic space, movement/circulation (corridors), oversight.

To dedicate space for cooperative learning for students is an upcoming topic – the planning of new school buildings takes this into account. Lack of space for teachers on the other hand has been discussed for a while in Austria. Teachers do not have their own desks at school – they work at home to a large extent.

Educational guidance and counselling at VET schools and colleges is provided by specially trained teachers, who are available for information and guidance, preparation for decision-making, assistance and individual advice to pupils. One to three teachers at every school are active in educational guidance and counselling, depending on the number of students there.

3. Teaching

- a. Organisation: timesheets, balance between professional teaching and general teachings (math, sciences, languages etc.), practices in the enterprise, articulation between each of them.*

Timesheets for teachers are predetermined. Professional and general education in VET schools and colleges is well balanced – with a slight emphasis on professional education (both theoretically and practically). Cooperation with the business sphere plays a major role for all those concerned in the field of VET schools and colleges. On the one hand, curricula and special focuses are thus adapted to the requirements of the economy, on the other, enterprises offer places for mandatory work-placement. Diploma projects are frequently supported by cooperative firms and nearly all teachers of occupation-related and practice-oriented subjects hold practical experience in the private sector.

- b. Pedagogy: relationship trainees and adults, trainees and professional teachers/tutors etc.*

VET schools and colleges are full- and daytime schools, students range from 14 to 19 years. The situation is similar to secondary higher general education (there the age range is from 14 to 18).

Adults follow different paths of education. CVET is organised in evening courses.

4. Partnerships

- a. Organisation and implementation of partnerships (With whom? Why? How?)*

VET schools and colleges in general do have good connections with local enterprises. Alumni-clubs are common especially among schools and colleges for engineering, arts and crafts. Partnerships are important for schools to stay in touch with current trends and potential future employers. Many practical teachers are only part-time in school and still have a position in an enterprise/ in industry. Sponsoring on the other hand is not a big issue.

Source of information:

Brochure "Technical and Vocational Education and Training in Austria" GD for Technical and Vocational Education, Adult Education and Sport, Austrian Federal Ministry for Education, Arts and Culture

www.bmukk.gv.at

www.berufsbildendeschulen.at

IVET SYSTEM IN HUNGARY – 2012

1. VET system management (on institution level)

a. The principal role (functions, autonomy, dependence, economic independence, hierarchy link).

In Hungary decentralisation is a key feature of the administration of public education – where vocational training schools and secondary vocational schools belong, too. School maintainer's competences are exercised by a large number of local governments (municipalities, 98%), and also by churches and foundations.

The institution system of public education comprises independent institutions legally separate from their maintainers, enjoying full professional autonomy, but otherwise controlled by the decisions of the maintainer. **Conditions of mandating as head of an educational-teaching institution** are regulated by the Act on Public Education. Differently from the French practice, the head of an institution will be chosen through open competition for a period of 5 years, the mandate can be prolonged several times, every time based on a new application. The content requirements of this application document are the headmaster's programme for leading and managing the institution and his/her concepts for further development / improvement based on professional analysis of the position, situation of the institution.

The qualification requirements for this position are tertiary-level teacher's qualification necessary for performing pedagogical activity, furthermore pedagogical special examination and at least five years' professional experience in a teaching post. Headmasters will be appointed by the school maintainer (e.g. mayor) who practices also the employer's rights over them but this practice will change from the next school year and similarly to the French system, headmasters will be appointed in the future by the minister responsible for education. The teaching team should offer an opinion on the headmaster's programme but also the parents' organisation, the trade union, the pupils' self-government and the competent chamber can express their views.

The headmaster holds single responsibility, his/her work is supported by deputies, their number (1-2-3) is stipulated by law and depends on the pupils' number. Above 500 pupils 3 deputy headmasters can be employed. Characteristically there are deputies being responsible for general and technical subjects, for education, organisation and development, for practical training and at institutions with an independent economical sphere of authority for financial management. The tasks prescribed in the Act on Public Education are distributed among the deputies by the headmaster, this can be linear or functional distribution of tasks. Those in leader's position have to teach also, the number of classes depends on the number of forms in the school (e.g. in schools with 12 or more forms it is 2).

The head of the institution is responsible for the professional and legal operation of the institution, for the pedagogical work, rational and cost-efficient management, and also for the elaboration of the regulatory documents as Pedagogical Programme, Rules and Procedures of Operation, Institutional Quality Management Programme, Internal Order. The documents are prepared in teams, adopted by the teaching staff and approved by the maintainer of the school.

The primary sources of **funding** for operating a VET school are a) the central government budget (VET institutions receive allocations from the state on the basis of their student numbers – this is the so-called per capita financing); (b) the budget of school maintainers (they typically have to supplement the State contribution from their other revenue). In Hungary, the costs of acquiring the first vocational qualification is free (i.e. financed from the state budget), those who want to obtain a second (or more) qualification have to pay a tuition fee.

The maintainer **controls** the legality of operation and management, specifies the budget, and supervises the finances as well as the legal operation and the efficacy of professional work. The procedures of controls to be carried out by the maintainer are defined in the Quality Management Programme of the Maintainer (ÖMIP). The Educational Authority exercises official jurisdiction as well as organises national examinations and surveys (i.e. PISA, national competence tests) and participates in the organisation and coordination of control, assessment and evaluation tasks related to all levels of education. Presently the external evaluation of professional work is not so much in the focus, this is the task of the headmaster. In the future this will change: The school inspectorate system abolished in 1985 is planned to be reinstated in a somewhat different role. The main aim will be to support teachers and school development. The new system is hoped to combine the merits of the old school inspectorate and the current quality assurance system. The inspectors are meant to act as counsellors and disseminators of good practices rather than authorities controlling the teacher's professional qualities. At the same time, the inspectorate will also evaluate the quality of implementing the Pedagogical Programmes of schools on a case-by-case basis according to a common set of criteria and values. The counselling role of the inspectorate will be emphasised in this respect as well.

b. Mode of governance (establishment of school project, develop bodies for dialogue, others etc.).

The order of operation and the **institutional bodies** are regulated in the Rules and Procedures of Operation of the institution. The bodies the management of the institution keeps on dialogue with are the teaching staff, the Pupils' Self-government, the Parents' Association and the School Board (similar in the French system to Board of Administration). The School Board includes the same number of representatives of teaching staff, students' and parents' associations, and some members may represent the maintainer, minority local governments as well as Business Chambers. In some schools Pedagogical Council (which is similar to the Educational Council in the French lycées) is also in place (composed of the headmaster, the deputies, the financial manager, the head of practical training, heads of the teaching teams, quality manager) which is the forum for preparing and making decisions.

The Quality Improvement Team (MICS) coordinates the implementation of the school's quality improvement tasks, they monitor the implementation of the work / quality plans and organise the execution of the tasks of the quality improvement process. The MICS usually consists of 3-6 members who get monthly remuneration for their work with quality.

The **Pedagogical Programme** (PP) regulates the content and the pedagogical aspects of the school's work. The Pedagogical Programme shall be endorsed by the teaching staff and comes into effect with the approval of the maintainer of the institution. The PP consists of two main parts: the educational programme and the local curriculum of the school. The *educa-*

tional programme defines – amongst others – the pedagogical principles, aims, tasks, materials, methods of educational and teaching work at school, the pedagogical tasks in connection with the development of personality, community, talents, the requirements and procedures of pupil's assessment, the environmental protection and health education programmes, the forms of cooperation with partners etc. In the *local curriculum* the subjects taught in the various forms, the compulsory and optional classes and their number, the required teaching material and its requirements are defined. In case of VET schools the local curriculum contains the **professional (vocational) programme** which is based on the vocational and examination requirements (SZVK) for the respective qualifications of the new, modular, competence based National Qualifications Register (OKJ) and the central programme which provides guidelines for vocational subjects or modules. The minister for the relevant sector issues both of these documents. The SZVK are of modular structure and define the entry competence requirements, the maximum duration of the training programme, the balance of the vocational theory and practical work, the vocational / professional (learning outcome) requirements (task profile and the related professional, methodological, social and personal competences), content and rules of the vocational examination. 20% of the curriculum / teaching content can be defined by the VET school itself.

The Pedagogical Programme should be published on the school's website. The implementation should be evaluated – and the PP revised accordingly – every 4 years.

c. Organisation (services, pole(s) of education and training, mission(s) of the staff /educational and not educational/, evaluation).

On system level, in 2004 the integration of IVET institutions has started (on the example of the Dutch ROC model) to improve effectiveness and efficiency. For the time being, more than 90% of VET schools belong to one of 85 Regional Integrated Vocational Training Centres (TISZK). Based on the new Act on VET, from 2013 this system will be restructured and in each of the 19 counties and the capital Budapest 1 or 2 huge VET centres will be established with more than 10.000 students each and they will carry out the tasks of TISZKs.

The seven Regional Development and Training Committees (RFKB) – which are dominated by representatives of the economy and also include the social partners – ensure coordinated development and provision of IVET in line with regional labour-market demands, prepare regional VET strategies, tender development funds, define the regional lists of shortage-jobs and also the regional demands for VET, the desired vocational training programme offers and relative shares of student enrolment, suggest the regional volume of development funds and propose purpose and allocation of development subsidies among schools (such as develop practical training infrastructure, focus on specific qualifications).

On institutional level, the rules of organization and operation of the school are regulated in the Rules and Procedures (SZMSZ) and the Institutional Quality Management Programme (IMIP).

Schools prepare an annual work plan, taking into consideration, which contains the objectives defined for the school year and also the working order of the school year. There are meetings organised on regular basis, e.g. meetings of the teaching staff at the beginning, in the course and at the end of the school year, meetings for assessment-evaluation of the students' perfor-

mance at mid-term and end-term, staff meetings with the involvement of all staff. The tasks of the staff (both educational and not educational) are defined in work descriptions which are revised and updated – in the discussion with the employees – on regular basis.

The service provision activities of the schools are described and evaluated on the basis of the ESZÖM VET-specific self-assessment model (developed in 2010 in compliance with the EQAVET Framework).

The Act on Public Education obliges schools to have a **quality management system** in place. Since 2004 it is compulsory to elaborate the *Institutional Quality Management Programme (IMIP)* containing the quality policy, quality improvement system, definition of long-term principles and concepts, definition and description of processes of the institutional operation: management, planning, control, assessment and evaluation, period and methods of organisation-wide self-assessment and criteria and procedure of the performance assessment system of teachers. This IMIP in case of institutions maintained by local governments must be aligned with the Quality Management Programme of the Maintainer (ÖMIP). The teaching staff should evaluate the implementation of IMIP each year with the involvement of parents and based on this, define improvement actions.

The system of evaluating institutions comprises both self-evaluation by the schools and external evaluation by the maintainer. Maintainers are required to conduct regular audits (at least every four years) of public education institutions, covering the evaluation of financial management, the legal compliance of operations, efficiency and the effectiveness of teaching, and to publish their evaluation results of the work of their institutions. The indicators included in the ESZÖM Model are also important elements in external evaluation like the key indicators as number of students, drop-out rate, completion rate, employment rate, progression rate to higher studies etc. Evidences of efficiency are also the results of the National Competence Tests as well as the maturity / school leaving exams and vocational qualification exams.

Internal control, measurement, evaluation and quality management is the responsibility of the head of the institution. In the IMIP the school should define the processes, procedures and tools of evaluation and control. The internal (performance) evaluation system usually comprises all the staff members (also the non educational staff) despite the fact that only the criteria and procedure used for the teaching staff has to be defined and documented. This contains the evaluation criteria, the plan of control and evaluation with predefined frequency, formative evaluation discussion between the leader and the employee where the strengths and areas for improvement of the teacher and also the measures supporting the further development/improvement of the teacher offered by the head will be listed. From the next year onwards there will be an external organization involved in the evaluation of teaching staff which will be combined with a qualification system.

2. Life in the VET Lycée des métiers

a. Missions: sanctions, absences, disciplinary board, rule of procedures, the home liaison diary.

The rules of procedures relating to students are defined partly in the SZMSZ and in the Internal Order of the school.

If a student neglects his or her duties deliberately and seriously, he or she can be disciplined on the basis of disciplinary action or in a written resolution. The disciplinary punishment can be: reprimand, severe reprimand, reduction of certain benefits and allowances, or their withdrawal, transfer to another class, study group or school, prohibition from continuing the school year in the given school, expulsion from school. Absence should be justified in writing, if the unjustified absence is up to 250 classes or 20% of the classes per subject (including the practical training) the student is obliged to repeat the grade / school year. In case of 1 class of unjustified absence the school should notify the parents immediately and launch at the same time the disciplinary action / sanctions. In case of the 10 unjustified classes the competent youth protection organisation and also the notary of the competent municipality should be notified. This procedure applies only to students under compulsory education (now age 18, from the next school year – age 16). The disciplinary actions and punishments of students should be recorded in the school documents (class logbook, registry sheet) and the parent should be notified in writing which usually happens through the student's report book or a written resolution. Participants at a disciplinary hearing are the parents, the teacher responsible for youth protection, the representative of the external training site and the Students' self-government. Information (marks) related to a student will be documented in the student's report book and at the end of the school year, in the certificate. VET schools apply in growing numbers digital class logbooks where electronic access is provided to both the students and their parents thus ensuring the up-to-date information provision. Keeping contact with parents is helped by the parents' meetings held usually two times per a school year and also the consulting hours where they can consult in person any member of the school management, subject teacher or the youth protection professional.

b. Atmosphere/ambience/life outside the classroom/environment: dedicate spaces for the students, dedicate spaces for the teachers, academic space, movement/circulation (corridors), oversight.

The atmosphere and also the internal and external environment of the Hungarian VET schools vary a lot. Regarding the conditions of education and training, the Hungarian VET schools are equipped better than the average as in the course of the last decades they could obtain (through tenders or from the vocational training contribution paid by the companies) more funds for their technology development. In VET, the vocational and examination requirements (VER, see also 1.2.) define also the minimum the tools, equipment required for the teaching, training of the vocation in question. Schools organise extracurricular activities in addition to regular classes, in line with the interest, and needs of students which help students to spend their free time in a meaningful way. These extra classes are special student circles, hobby circles, self-learning circles, choirs, artistic groups, school sports clubs, library, sport and cultural events, vocational and cultural competitions inside and outside the school.

The students are not allowed to leave the school during or before the end of the teaching time, in the breaks they are supervised by teachers on duty. Many schools hire safety guards or use electronic entry – exit system. Within the quality management system of the schools the processes regarding the safe operation of the institution should also be controlled and described.

There are also buffet, canteen, resting places and other places suitable for spending the leisure time at the students' disposal. Smoking is forbidden at all in the Hungarian education establishments on the whole territory of the school and for everybody.

The schools are striving for the maximum (high quality standards) in terms of cleanness and order. The role model schools in quality management often use the 5S workplace organisation and management method helping them to create amongst others a clean work place and sustain the new order.

The work conditions provided for the teachers vary also from school to school. Usually teachers have a teachers' room but sometimes they are crowded and as such cannot guarantee peaceful and comfortable work environment for them. There are also rooms for collecting the tools, apparatus etc., and offices for the teaching teams where computers help the work of the teachers. In many places there are reception rooms established where the headmaster, deputies, subject teachers, vocational trainers can meet with and undisturbedly talk to the parents. It is also a common practice that the schools organise excursions, different kinds of celebrations, and family days for the (teaching) staff.

3. Teaching

- a. *Organisation: timesheets, balance between professional teaching and general teachings (math, sciences, languages etc.), practices in the enterprise, articulation between each of them.*

The tasks in connection with **organising the school year** are defined by the minister of education and laid down in the order of teaching year (teaching time, breaks, holidays, exams etc.). Teaching starts on the 1st working day of September and ends in the middle of June the following year. According to this the school year usually consists of 182-185 days, and of five-day weeks of teaching. The school day typically starts at 8 o'clock and ends about 2 p.m. Weekly and daily timetables of students are decided by the school heads in accordance with the relevant statutory provisions. The timetable is always set out for one school year. When the timetable is compiled the guiding principle is that the length of theoretical teaching classes is generally 45 minutes. In the vocational grades the number of compulsory vocational theoretical classes for students cannot exceed seven classes a day and the number of vocational theoretical and practical training classes, eight classes a day. The vocational practical training must be organised consecutively in 60-minute classes. However, no practical training can be organised on school days when theory classes are held, nor on the day of vocational examinations.

In IVET the **theoretical education** takes place in the vocational school and the practical training either in the school workshops or at external practical training sites (e.g. business company, enterprise). The proportion between the theory and practice is defined for each qualification in the OKJ, it is for example for the handicraft-type qualifications (as hairdresser, bricklayer) 30% theory and 70% practice. Vocational theoretical education and practical training usually change within one week. **Practical training** is based on the content-related requirements defined – on the basis of the central programme – in the curricula. (See also 1.2.) In the grades 9 -12th of the vocational secondary school and in the 9th grade of the vocational train-

ing school practical training takes place in the school's training workshop(s) to practise basic vocational skills. Following this, practical training should continue as far as possible at workplace, in business companies / enterprises in the framework of student contracts (a kind of apprenticeship training). The students have to search for external practical training sites themselves, the teachers / trainers of the school and also the competent chamber of commerce can help them if failed. The legal status of a student contract is similar to an employment contract, it establishes a legal relationship between the student and the enterprise. While it provides various advantages to learners, it does not alter their status as students. The student is entitled to get a regular monthly allowance in the defined proportion of the minimum wage and also depending on his/her results achieved in training and also social security benefits. The time in apprenticeship training is counted as a period of employment when calculating pensions. Training based on a 'student contract' is supervised by the appropriate territorial economic chamber. In recent years financial incentives have been introduced to encourage enterprises to offer apprenticeship training and also employment to the graduated students. The number of student contracts is continuously growing. Alternatively, under certain conditions, a VET school may conclude a cooperation agreement with an enterprise to provide practical training for its students. In this case learners are not contractually linked to the employer, neither do they receive remuneration (only for the duration of their practice during the school summer holidays).

The Public Education Act defines the maximum as well as the **average number of students per class / vocational groups**. The average number of students in a class varies between 25 and 30, in the grades 9 and 10 of the vocational training school this number is 23 – the lower number helps the catching-up (competence development) of weakly performing students. The students in one class study one or two qualifications. For language and information technology lessons and physical education classes must be divided into groups. During the practical training the maximum number of students in one vocational group is 12.

Students' knowledge, results, work and behaviour shall be assessed with marks during the school year by teachers and trainers, both at mid-term and at the end of the term. The rules and common criteria of **students' assessment** are regulated in the Pedagogical Programme of the school. These relate to the number of marks, the requirements of the oral, written and practical exercises, projects and also to the rules of recognition of prior learning / training (modules). The performance and progress of pupils are regularly evaluated throughout the school year. Usually a five-grade scale is used for the assessment of students' knowledge: excellent (5), good (4), satisfactory (3), pass (2), and fail (1) accompanied by a descriptive evaluation.

The students' performance in practical training shall be assessed by the organiser of practical training, however, it is always the teaching staff of the school who makes decisions about the students' grading, going on to a higher form and allowing him or her to take a vocational examination. There are some **innovative assessment methods** used in practical training such as intermediate examination, effectiveness test, masterpiece prepared for the exam which with its complexity shows learners' expertise; complex assessment of field practice/on-the job training supports the assessment of learner competences how are they able to apply their

knowledge in the real labour market circumstances; assessment of projects is suitable for assessing activity in groups, and also for judging the improvement of personal competences in ability of cooperation, communication, accepting responsibility and dealing with conflicts etc.; assessment of individual works (short presentations, findings of a research, independent problem solving, own projects, practical tasks, portfolios, masterpieces and their documentation) of the learners.

The **vocational examination** at the end of vocational studies is a state examination, which has to be taken in front of an independent vocational examination board consisting of a chair appointed by the minister responsible for the qualification and members delegated by the competent chamber of industry and commerce and the vocational school. In case the learner has complied with the vocational examination requirements, the vocational examination board grants him/her the certificate of vocational qualification which is a public document and qualifies its holder to take a job.

Many VET schools participated in quality improvement projects and as a result have introduced a documented quality management system comprising all the processes that may affect the education, teaching and training activities of the institution. Besides those in IMIP, the institutions have defined, controlled, operated and **described** the **processes**, which are of key importance in view of the realisation of the **education, teaching and training** aims of the institution, too. The main fields of education and training activity where the institutions have regulated their processes are: Planning of the local education offer, Common requirements of education, teaching and training (methodological tools and culture, support to learning, the role of the teachers responsible for leading a group or a class (group leader, form-master)), Co-operation of teachers (co-operation of teachers who are teaching in the same class, co-operation of teaching teams (including the teaching team of form-masters and of day-care teachers, of teachers teaching the same subject and of those conducting vocational training)), Annual pedagogical planning of the progress of a given group, Definition of the common requirements and the tools of measurement for assessing pupils' performance. Many schools have elaborated a Quality Management Handbook which contains the process descriptions.

b. Pedagogy: relationship trainees and adults, trainees and professional teachers/tutors etc.

The most important partner group of an educational and teaching institution is that of the students. Treating them as real partners is rather new in the modern education, though their opinion, satisfaction and the changes in their demands, needs and expectations may basically determine the future of the institution. Beside teaching and training, each school dedicates special attention to the education (pedagogy) of the students, it is a key task of each and every teacher (form master, subject teacher, vocational trainer) in the school. This is helped by the form-master classes held on a weekly basis, the individual classes as well as other regular class and extra class activities and programs.

A person responsible for youth protection helps the work of the teachers, he/she is supported in his/her work by the competent bodies, institutions, organs outside the school (e.g. police, child and family protection authorities). There is a close cooperation between the teachers of the school, the educator in the dormitory and the trainer/tutor at the enterprise in opening-up

and finding solutions to the occurring educational problems. An important educational organisation is the community / teaching team of the teachers teaching in the same class which is lead and run by the form-master; here they can discuss the (special) issues, challenges related to the education of students in a particular class. An important part of the educational activity is prevention, prevention of crimes and teaching of healthy lifestyle. The schools cooperate with the school doctor, nurse, child welfare institute and other supporting organisations. In many schools there is also school psychologist service available for those in need. In addition to the above services, every school offers some form of individual career guidance and counselling. Typically teachers who are responsible for guidance and counselling and the form masters who know the students best assist students in making their decision about further studies or choosing a career. Vocational schools provide this type of assistance in the context of curricular career guidance and counselling classes. They help students acquire first-hand experience about the labour market through visits to various employers, invitation of employers' representatives etc.

4. Partnerships

a. Organisation and implementation of partnerships (With whom? Why? How?)

The institutions regulate their partnership relations in the Rules and Procedures (SZMSZ) and the Institutional Quality Management Programme (IMIP). Many schools in Hungary have implemented a Partnership in focus approach which is a basic value of quality improvement as it promotes the development of the mutual commitment between the education-training institution and its partners. In the Hungarian practice partners are identified and grouped into direct and indirect partners on the basis of the closeness of their contact with the institution. The most important *direct partners* of a VET school are the primary actors of the learning, teaching and training process – students, teachers, trainers, supporting staff, chambers, practical training sites –, as well as the direct commissioners of the institution, namely the parents and the maintainers, who set up expectations to and/or grant resources for the educational establishment. The *indirect partners* of the institutions are those who express and/or mediate social and professional demands and expectations towards the institution through some kind of a regulatory system, such as the Ministry. Further, indirect partners are the institutions who may assist the establishment in achieving its goals by their co-operation, for instance, civil organisations, social, cultural and economic organisations, churches, sport facilities etc., or, which spell out expectations concerning the process of learning, teaching, training and other educational activities and/or its results. The latter include, among others, the professional organisations, higher education institutions, in service training providers, adult training institutions or social partners' (e.g. employers') organisations etc. They also define – taking the needs of the direct and indirect partners and also the expectations of the institution into consideration – the requirements (e.g. frequency, persons involved) and the form of contact keeping. An important input regarding continuous quality improvement is to get acquainted on regular basis with the demands and satisfaction of the partners, it is also prescribed by the law. For this purpose the institutions mainly conduct questionnaire-based surveys in case of the most important direct partners as students, parents and teachers each year. Based on the

analysis of the partners' feedback received the institutions define and implement improvement actions to meet the partners' expectations in a fullest possible way.

Managing partnership relations is one of the controlled processes of the institutions. In the work descriptions of the staff the obligation of contact keeping is also defined and laid down (with whom, when and how?). There are also procedures for handling, managing the partners' complaints in place.

Recently the Hungarian Chamber of Commerce and Industry (MKIK) has played an ever growing role in the national VET management / coordination activities thus becoming a more and more important direct partner for the VET schools. They contribute to defining learning outcomes required for OKJ qualifications and participate in organising IVET examinations – in cooperation with national economic interest representation organisations. They also perform quality assurance functions related to school-based VET (monitoring apprenticeship and other forms of work-based training). Following the 2010 agreement between the government and MKIK (the Chamber takes over most of the VET-related tasks performed previously by the State), the chamber became responsible for developing core curricula and examination procedures for 125 occupations instead of the former 27.

1. VET system management (on institution level)

a. The principal role (functions, autonomy, dependence, economic independence, hierarchy link).

Initial training within the pre-university education system in Romania is delivered through vocational education, technological education and post-high school education.

Training equips students for lifelong learning and it aims at two-fold recognition: academic (baccalaureate) and professional (certification of professional qualification).

Currently the educational system in Romania is undergoing a transition phase which is necessary in order to fully implement the provisions of the National Education Law passed in January 2011.

Professional qualification programmes within the pre-university education were designed and developed considering two main routes:

- a. Training of students for EQF level 4 qualifications, acquired through the direct route – 4-year high school education. The related curriculum was designed to ensure both the necessary learning to enable students to continue their studies with higher education after having passed the baccalaureate exam, and the necessary skills to allow for the certification of a professional qualification.
- b. Training of students for EQF level 2 qualifications, acquired through a progressive route – 2-year programmes where qualifications build up successively. Upgrading the qualification level to EQF level 3 is enabled by 1-year programmes; graduates may continue their studies and enhance their education and professional qualification level by acquiring an EQF level 4 qualification upon graduation of a 2-year programme within the upper high school cycle.

Currently, during this transition period, professional qualifications delivered by pre-university education are acquired upon graduation of:

- a. 720-hour practical training programmes. These programmes target graduates of compulsory 10-grade education who do not want to continue with the upper high school cycle.
- b. 2-year VET programmes starting this autumn, which target graduates of the 9th grade who want to acquire an EQF level 3 professional qualifications. These programmes focus mainly on practical training, especially work-based training, which is allocated 60% of the hours during the first year and 70% of the hours during the second year. Graduates have the opportunity to continue their studies and graduate technological high school.
- c. Technological high school programmes for EQF level 4 qualification, delivered through a direct route – 4-year high school education.

High school graduates may acquire an EQF level 5 qualification by continuing with post high school education.

The school management falls within the Management Board responsibility. The operational management is performed by the headmaster and by the deputy headmaster. Among other responsibilities, the headmaster should:

- (a) Organise educational activities.
- (b) Represent the school and perform its executive management.
- (c) Be accountable for compliance with the legislation in force within the school.
- (d) Ensure the strategic management of the school in cooperation with local authorities.
- (e) Ensure the operational management of the school.
- (f) Ensure the correlation of the specific objectives of the school with the objectives set at national and local levels etc.

The school educational provision (number of classes, qualifications provided) is defined according to the development project designed in partnership with the stakeholders (employers, local community, parents, other stakeholders).

The educational process is undertaken according to the national curriculum and the locally developed curriculum requested by employers and approved by the Management Board.

According to the legislation in force, the school may undertake educational activities only after an evaluation performed by the Romanian Agency for Quality Assurance in Pre-University Education to appraise whether the quality standards have been met and a positive decision in this respect. The quality standards and procedures focus on the following fields and criteria:

- A. Institutional capacity, defined by the following criteria:
 - a) Institutional, administrative and management structures.
 - b) Physical assets.
 - c) Human resources.
- B. Educational effectiveness, appraised against the following criteria:
 - a) Study programmes content.
 - b) Learning outcomes.
 - c) Scientific research or methodological activity, as appropriate.
 - d) Financial activity of the organisation.
- C. Quality management, appraised against the following criteria:
 - a) Quality assurance strategies and procedures.
 - b) Procedures on the initiation, monitoring and regular review of programmes and activities performed.
 - c) Objective and transparent learning outcomes assessment procedures.
 - d) Procedures for the regular assessment of the quality of the teaching staff.
 - e) Accessibility of adequate resources for learning.
 - f) Data base on the internal quality assurance systematically updated.
 - g) Transparency of information of public interest related to study programmes and certificates, diplomas and qualifications awarded, as appropriate.
 - h) Functionality of quality assurance structures, compliant with the law.

The national quality assurance framework for vocational education and training was generalised in its current version in 2006. It is correlated with the fields and criteria provided by law,

and it is based on **7 quality principles** covering the quality fields which should be considered by VET schools. Each quality principle is detailed through a number of **performance descriptors** defining the optimal level of VET activities and processes. The performance descriptors are based on the *European Guide on Self-assessment* for VET providers (CEDEFOP, 2003) and are defined so that they cover the wide variety of existing technical and vocational education and training provision. The quality assurance system of each school is based on evidence collected from all categories of stakeholders and institutions involved, it considers all school activities and it combines self-assessment with external evaluation followed by guidance and recommendations.

The schools are funded by the state budget for payment of staff and by the local councils (town halls) for utilities (electricity, water), or endowment and modernisation respectively. The budget follows the standard costs per students rule.

The budget proposal is developed and substantiated by the school, then submitted for approval to the local administration, who decides on the expenses.

Starting with the next school year (2012-2013) schools are responsible with the competition-based selection and contracting of all staff: teachers, administrative staff etc.

Compliance with the national curriculum and the legal framework regulating school activities, as well as appraisal of school performance are ensured both by internal procedures provided by the school quality assurance system and by external procedures, through guidance and control inspections performed by school inspectors from the county school inspectorates. They focus on managerial aspects as well as on pedagogical criteria, teachers' training, fairness of assessment, and relationships with the local community etc.

Schools develop a yearly report on the activities undertaken and their performance, which is available for the public.

b. Mode of governance (establishment of school project, develop bodies for dialogue, others etc.).

School development planning is correlated with the labour market requirements. Strategic planning takes into account three crucial elements:

- a. Early anticipation of professional training needs.
- b. Collective complementary action of institutional actors at various decision-making levels, namely national, regional, county and local levels.
- c. Assuming responsibility for defining the targets and actions during the planning process.

The school development plan, entitled School Action Plan, includes:

- a. The mission statement, based on a thorough analysis of the national context, of the regional and local priorities and objectives and of the school performance over time.
- b. Identification of main development aspects (priorities and overall objectives) through an analysis of the internal and external environment.
- c. Definition of school (specific) objectives and targets and of actions planned to reach the objectives.

- d. Necessary resources, including partnerships, human resources development and financial resources.
- e. Organisation of the consultation process and involvement of partners in the development of the plan and in the monitoring, evaluation and updating activities.

Annual plans, including the educational plan (qualifications, number of classes, staff etc.) are developed based on these decisions, taken on medium term.

c. Organisation (services, pole(s) of education and training, mission(s) of the staff /educational and not educational/, evaluation).

The organisation and functioning of schools is regulated by order issued by the minister of education. The regulation is developed in compliance with the provisions of the National Education Law. According to the local specificity, the schools develop an internal regulation comprising obligations and responsibilities, rules and procedures for each category of participants to school activities: teachers, students, administrative staff etc.

- The design, implementation and monitoring of specific school activities are performed by commissions created for this purpose, among which:
- Quality Assurance Commission – develops the quality assurance manual of the school, reports on compliance with the quality standards, and indicates improvement proposals;
- Curriculum Commission – proposes the locally developed curriculum based on the requirements of employers who are partners of the school.
- Departments – are responsible for the design, implementation and assessment of specific activities to ensure student performance according to the level provided by standards. Among other duties, they contribute to the identification of teachers’ professional and personal development needs.
- Educational Programmes and Projects Commission.
- Discipline Commission etc.

Through their specific organisation, the schools develop an organisational culture favourable to fulfilling the mission they assumed within the community.

2. Life in the VET Lycée des métiers

a. Missions: sanctions, absences, disciplinary board, rule of procedures, the home liaison diary.

The visit to Lycee des Metiers des Energies Louis Bleriot enabled partners to identify several aspects worth mentioning:

- The curriculum focuses on development of skills through practical activities undertaken using school equipments which reflect the technologies used in the labour market;
- Curriculum development is pragmatic, and contents are selected from their usefulness viewpoint. The contents of curricula studied during the visit, including those for the baccalaureate examination, indicate that all subject matters studied are delivered so that they are strongly linked to the qualification field and to the respective professional qualification. Thus, mathematics and natural sciences are studied from an applicative perspective, with examples from the qualification field. The mathematics or physics concepts are pre-

sented with examples related to the qualifications provided, chemistry is related to personal and environmental protection, drawing uses examples which could be applied in product design (e.g. wood processing), focuses on chromatic principles and the use of shapes in work activities, social integration is supported by the integrated presentation of specific regulations (health and safety, general provisions of labour contracts etc.) with procedures related to counselling and guidance (job search, rights, preparation for job interviews, behaviour during job interviews, entrepreneurial elements etc.).

- Learning activities are undertaken in locations similar to the work place.
- Both theoretical and practical activities are undertaken in spacious training rooms that meet any high standards.
- The qualification is acquired through the same experiences both by young and adult trainees (they study together).
- Special attention is given to the relationships with students' families. Proper resources are allocated for the successful achievement of programme objectives: the director in charge developed and used a "carnet de liaison" which details and indicates regularly or whenever necessary essential aspects related to the progress and the educational and professional development of each student;
- Active partnership, which highlights growth in the relationship with stakeholders. It is worth mentioning the partnership with employers, both to ensure practical training through internships and assessment of student performance (to confirm whether student performance meets the standards according to employers' understanding and requirements).
- Management with a clear mandate, supported by the quality of the relationships with the local community and partners.

b. Atmosphere/ambience/life outside the classroom/environment: dedicate spaces for the students, dedicate spaces for the teachers, academic space, movement/circulation (corridors), oversight.

Posters, programmes and documents made available demonstrate that both professional qualification and educational progress are targeted as both are crucial for students' integration in society.

The organisation of spaces allocated to students' and teachers' activities contribute to creating "alliances" in reaching common targets.

Participation in project-based activities creates the necessary climate for acquiring key competences that guide and lead to student personal fulfilment.

Prevention of student misbehaviour is an important concern for teachers and the management team.

3. Teaching

a. Organisation: timesheets, balance between professional teaching and general teachings (math, sciences, languages etc.), practices in the enterprise, articulation between each of them.

In Romania, pre-university professional qualifications equip their graduates with the necessary attainments to access further education and training programmes in order to enhance their skills or education level. Therefore, the number of hours allocated to school disciplines that develop key skills varies between 60% and 30% of the total number of hours, depending on the programme. The specialised disciplines/modules also focus on competences that integrate, quite significantly in some cases, key competences which support maintaining a job regardless the future changes in the job requirements. In the programmes delivered according to the previous Education Law, the specialised disciplines were allocated over 60% of the study hours, while 10-15% was allocated to the study of Romanian, modern foreign languages, mathematics and natural sciences, and 5-9% was allocated to the study of other disciplines. Students' training is delivered both in the school laboratories and workshops and through work-based placements (internships provided by partners). During internships, the tutors representing the employers ensure work-based learning and student assessment together with school representatives, according to the objectives defined in the agreements signed by all parties involved.

Employers' representatives may participate in all significant training activities: they may propose specialised modules for the locally developed curriculum, may ensure the practical training of students and their assessment upon completion of internships, they may contribute in the design of tests used for the graduates' professional qualification certification exam, and they may participate in the certification exam, as assessors.

b. Pedagogy: relationship trainees and adults, trainees and professional teachers/tutors etc.

Student training is provided by teaching staff who may be:

- Debutant teachers at the beginning of their teaching career and who are supported by the school to perform their tasks until they have passed the tenure exam;
- Experienced teachers holding various teaching degrees, acquired after passing specific exams, organised when they meet certain requirements related to seniority, performance and teaching experience;
- Partners' staff appointed as tutors who are responsible with students' training and assessment through practical training internships. Only employees who are trained and certified for this purpose may be tutors.

Once the provisions of the National Education Law are fully enforced, only graduates of a pedagogical master's programme may work as teachers in the Romanian educational system.

4. Partnerships

a. Organisation and implementation of partnerships (With whom? Why? How?)

Representative school partners are:

1. Employers and employers' associations; important participation in ensuring the practical training of the students, in the development of the locally developed curriculum, in the organisation of the certification examination, in the design and implementation of the school development plan, in promoting student support (scholarships, prizes etc.).

2. Local and Regional Development Agencies – provide data on the local development plans with reference to the qualification needs and estimated job dynamics.
3. Employment Agencies – present the dynamics of employment by age groups and jobs, the dynamics of the unemployed and of vacancies.
4. Chambers of Commerce and Industry – represent the interests of employers at local level.
5. Teachers’ Training Houses – ensure continuing teacher training.
6. Non-governmental organisations.
7. Town, local and county councils.
8. School inspectorates.
9. Other schools, usually providing the same professional qualifications. In some cases, common activities are undertaken according to the joint operation decision within partnership networks.

A prerequisite for the approval of the educational plan is that the respective school should ensure practical training under real work conditions, by signing a practical training agreement with employers. The agreement regulates work-based learning and it indicates the obligations and responsibilities of the parties. The following are considered: health and safety, payment of the trainee students for their activities, support types, tutor’s responsibilities (both employer and school tutors), and competences planned to be acquired, learning activities and assessment procedure etc.