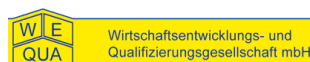


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Project Workshop 2

Vocational Education Systems in Europe

Teaching intercultural competences
a question of system or persons?

11. – 13. March 2013

Technological Park Lavrio
Greece

Summary



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1. Vocational Education Systems in Europe

Before being able to discuss a common teaching concept for intercultural learning in vocational education, the framework of education system, teaching methodologies, the role of the teacher in the system must be discussed. The participating organisations and their teachers there for prepared a presentation for the workshop based on the following topics and lead questions:

- The system of vocational education and training in the country
- Which steps in vocational education and training are the students undergoing?
- How much time do they spend in practice and how much time in school and how is the practice is organized?
- Are there co-ordination problems between practice and school?
- At which steps or points probably competences are lost and why?
- What are the pros and cons of this system and how can it be optimized concerning the training of key competences and there especially intercultural competences?

The Results:

Austria: vocational training takes place in the company and in the vocational school according to the “DualSystem”. In Austria – at least in gastronomy – 60% of the students are failing the final examination due to the different contents and requirements in company and school. There is a lack of team skills and soft skills like speaking, presentation and the like. Students are trained mainly for disciplinary skills: to be on time, good manners and behaviour, sharp appearance (especially in tourism), specialized knowledge, motivation to work, working speed, overtime readiness, loyalty to the working place, how to handle with customers (especially in tourism).

Presentation Skills and Communication are getting more and more important nowadays. On the other hand the vocational training is very practical and close to the needs of the companies, so the chance to get a job afterwards, often in the company where the training took place, is quite good.

Germany: the situation in Germany is quite similar to Austria as also here vocational training is following the Dual model”. Just the bad results in the final examinations can not be stated for Germany, most of the students who “stand” the 3 or 3 1/2 years of vocational training pass their final examination. Also for Germany the 2 locations for vocational training were emphasized, the company and the school. Problems are that the learning contents in



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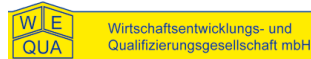


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company and school sometimes don't coincide and that German vocational school often can't catch up with the technological development in the companies. This is a problem especially for the theory lessons. Similar to Austria competences are lost between the learning places company and school. These competences are:

- free space in the curricula to develop social and communication competences of the students
- training management practices and leadership development
- train and practice foreign languages, going abroad during vocational training

Greece: in Greece vocational training is taking place on secondary level in General Lyceums and Technical Vocational Educational Institutes. The objective of the Technical Vocational Educational Institutes is to provide both general education and special technical and vocational skills to prepare pupils for the labour market. They last for 3 years. In the end the students obtain a licence to practice a profession depending on their specialization and the legislation in force. For further vocational training they can:

- enrol in a post-secondary Vocational Training Institute (IEK) as from the second year of studies in the same specialization, or in the first year in any other specialization.
- apply for admission to a Technological Educational Institute (TEI) in a corresponding or related department, by sitting the national examinations in two general education subjects and one specialised subject.

The TEIs cover a total of 81 specialisations in the following fields:

- Graphic Arts and Art Studies
- Management and Economics
- Health and Caring Professions
- Applied Technology
- Food Technology and Nutrition
- Agricultural Technology
- Music Technology.



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Problems and losing competences are due to:

- a lack of equipment or laboratories, especially in Vocational Schools.
- in many cases teachers are appointed late during the school year, so that many basic lessons aren't being taught at all!
- Emphasizing more the theoretical knowledge rather than practical skills
- Vocational Schools are diminished and thought to be attended by students with behavioral problems, learning difficulties or those who come from a low social background

PROS AND CONS

- | | |
|--|--|
| • quality of staff | • lack of equipment and staff |
| • good theoretical basis | • little interest in learning how to learn |
| • multiculturalism | • low social competences |
| • both general and practical education | • low sense of initiative and innovation |
| • at least one foreign language | |

But: the greek system gives space for: multiculturalism, both general and practical education, at least one foreign language, creativity projects, travels abroad. It has a good quality of staff and a good theoretical basis

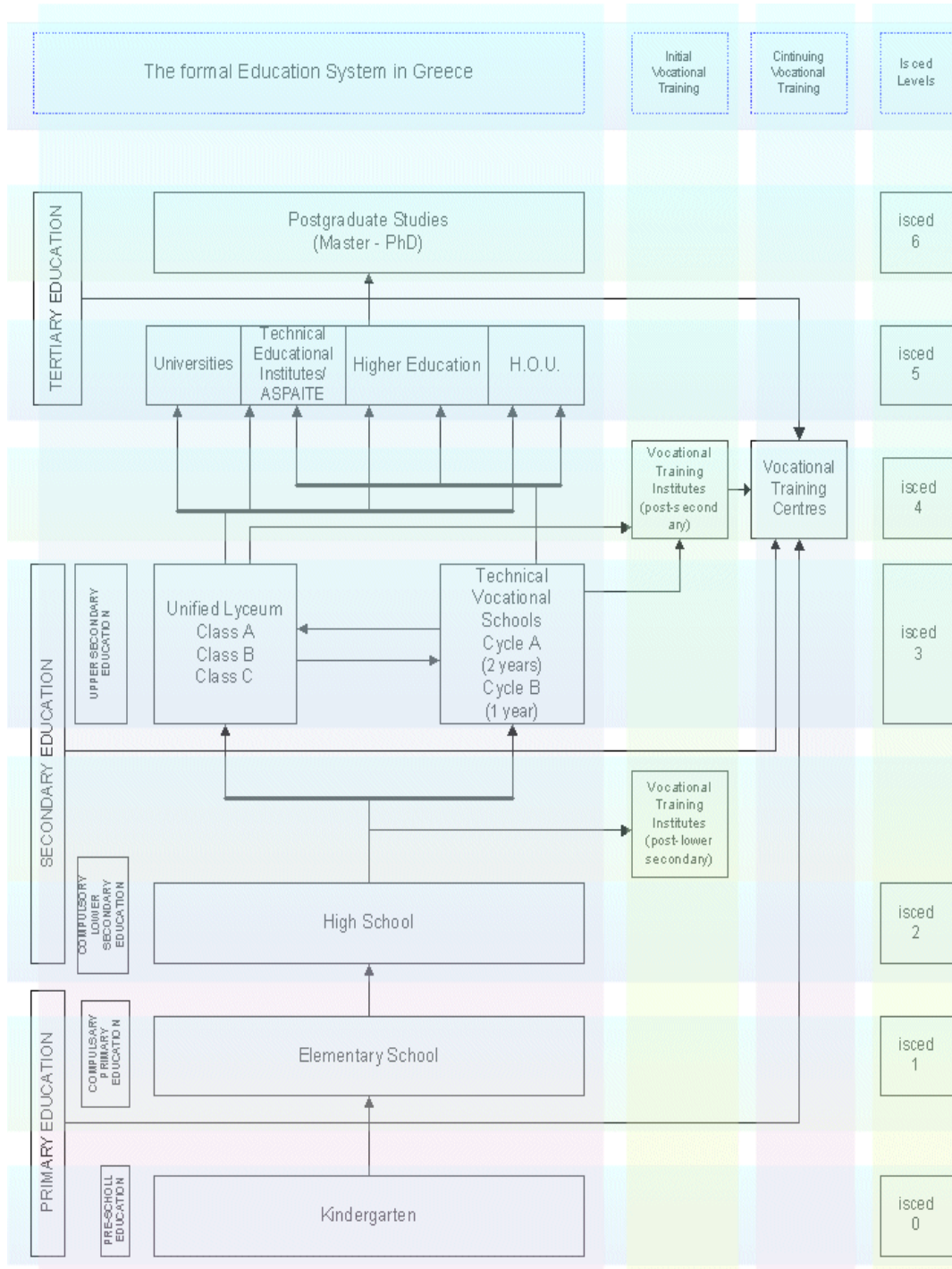
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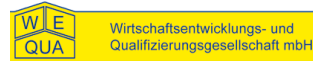
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The greek educational system



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Sweden: in Sweden vocational education lasts for 3 years including 15 years of practice, sometimes in other European countries. There is also an apprenticeship education where at least half the time is spent in a company. There are Technical colleges where municipalities, educational institutions and businesses are working together to enhance the attractiveness and quality of technical oriented courses. All over the country the vocational education is organized along certain programmes, e.g.: Child and Recreation Programme, Building and Construction Programme, Electricity and Energy Programme, Vehicle and transport Programme, Business and Administration Programme, Handicraft Programme, Hotel and Tourism Programme, Industrial Technology Programme, Natural Resource Use Programme, Restaurant Management and Food Programme, Health and Social care Programme, HVAC and Property Maintenance Programme, Aesthetics and Media Programme.

Problems are the big differences between programmes and schools over the country and a lack of companies for practice. Concerning intercultural competences there is a clear commitment in the curriculum for vocational education towards the ... "internationalization of the Swedish society and increasing cross-border mobility which place high demands on the ability on the people to live with and appreciate the values inherent in cultural diversity".

There is project work and at least English and another language are obligatory.

Netherlands:

Vmbo: voorbereidend middelbaar beroepsonderwijs

The vmbo (*voorbereidend middelbaar beroepsonderwijs*; literally, "preparatory middle-level applied education") education lasts four years, from the age of twelve to sixteen. It combines vocational training with theoretical education in **languages, mathematics, history, arts and sciences**. Sixty percent of students nationally are enrolled in vmbo. Students can choose between four different levels of vmbo that differ in the ratio of practical vocational training and theoretical education. Not all levels are necessarily taught in the same high school.

- *Theoretische leerweg* (vmbo-tl; literally, "theoretical learning path") has the largest share of theoretical education. It prepares for **middle management** and the mbo level of tertiary education, and allows students to resume vocational training at havo level. It was previously known as "mavo".
- *Gemengde leerweg* (vmbo-gl; literally, "mixed learning path") is in between vmbo-tl and vmbo-kl.
- *Kaderberoepsgerichte Leerweg* (vmbo-kl; literally, "middle management-oriented learning path") is composed of an equal amount of theoretical education and vocational training. It prepares for middle management and vocational training at the mbo level of tertiary education.



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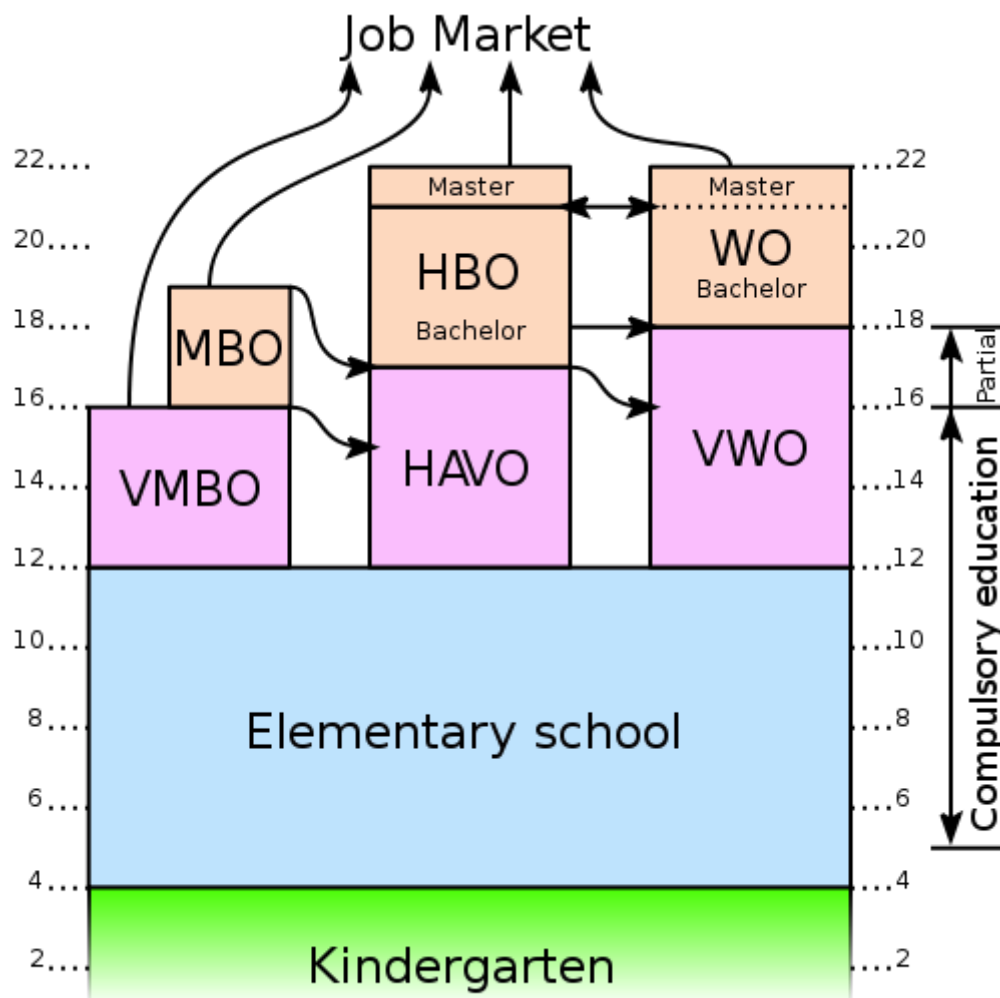
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- *Basisberoepsgerichte Leerweg* (vmbo-bb; literally; "basic profession-oriented learning path") emphasizes vocational training and prepares for vocational training at the mbo level of tertiary education.
- *Praktijkonderwijs* (literally, "practical education") mainly consists of vocational training. It is tailored to pupils who would otherwise not be able to obtain a vmbo-diploma. This form of on-the-job training is aimed at allowing pupils to enter the job market directly.

At all of these levels, *Leerwegondersteunend onderwijs* (literally, "learning path supporting education") is offered, which is intended for pupils with educational or behavioural problems. These pupils are taught in small classes by specialized teachers.



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Turkey: Vocational Training in Turkey takes place in the frame of general secondary education (age 14 – 17) and has a duration of 4 years. There are two types of secondary education institutions implementing curriculums preparatory for either higher education only or for both professional life and higher education.

General and vocational–technical secondary education has abundant institution diversity. There are more than 30 types of institutions. The school types are:

- Technical and Industrial Vocational Schools
- Technical and Industrial Vocational Schools for Girls
- Hotel and Tourism Vocational High School
- Commerce High School
- Health Vocational High School
- other Special Education Vocational Schools
- Multi-Programmed High Schools

The vocational and technical education system in Turkey includes two main dimensions:

- Theoretical (school training)
- Practical (in-company training)

The vocational education system includes:

- Vocational and technical high schools providing training in more than 130 occupations and giving access or leading to the qualification of specialized worker and technician;
- Apprenticeship training, which is a combination of mainly practical training provided in enterprises and theoretical training provided in vocational education centres;
- Informal education can be provided primarily through vocational education centres.

School and Practice:

- Students start to practice in 11th and 12th grade in Turkey.
- Students go to practice 3 days a week in both grades.
- The practice is organized by schools and controlled by the responsible teachers.
- Students can do practice both in governmental and non-governmental organizations

Pros and Cons of This System:

- students can decide their field and branch.
- they have both theoretical and practical training.
- it is difficult to contact governmental and non-governmental organizations.
- the coordination between schools and other organizations is weak because of bureaucratic procedures

Turkey is just about to reform its vocational education and training system



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The overall objectives of VET reform in Turkey are;

- Raising the quality of Turkish VET system to the level of EU and other developed countries.
- Improving/updating the provision of VET in line with socio-economic requirements and principles of Lifelong Learning.
- Paving way to 12 year compulsory and uninterrupted basic education.
- Key elements being addressed during the reform process are as follows;
- Linking VET provision with labour market needs
- Developing occupational standards and respective training standards
- Development of competency based and modular VET curricula and learning outcomes
- Strengthening social partner involvement in VET
- Increasing VET teachers' and managers' quality
- Complying with European Qualifications Framework and bringing in lifelong learning concept
- Supporting the establishment of Vocational Qualification Authority

Portugal: Secondary education takes place at the age of 15 – 18 years. It is organized in 2 different forms, either targeted to further studies or to the “world of work”. Secondary education takes 3 years and offers 4 types of courses:

- Scientific-humanistic courses
- Technological courses
- Specialized artistic courses
- Vocational courses

The modules of vocational training are organized by different areas of training

Portuguese children learn foreign languages, especially English and new technologies since kindergarten. They are genetically “born to go abroad” also by history. They are being well trained in presentation techniques, retorics in the vocational schools. Active participation in European projects and intercultural exchange throughout the world is a programme of many secondary schools. This includes also professional internships abroad which prepares very well for international work surroundings.



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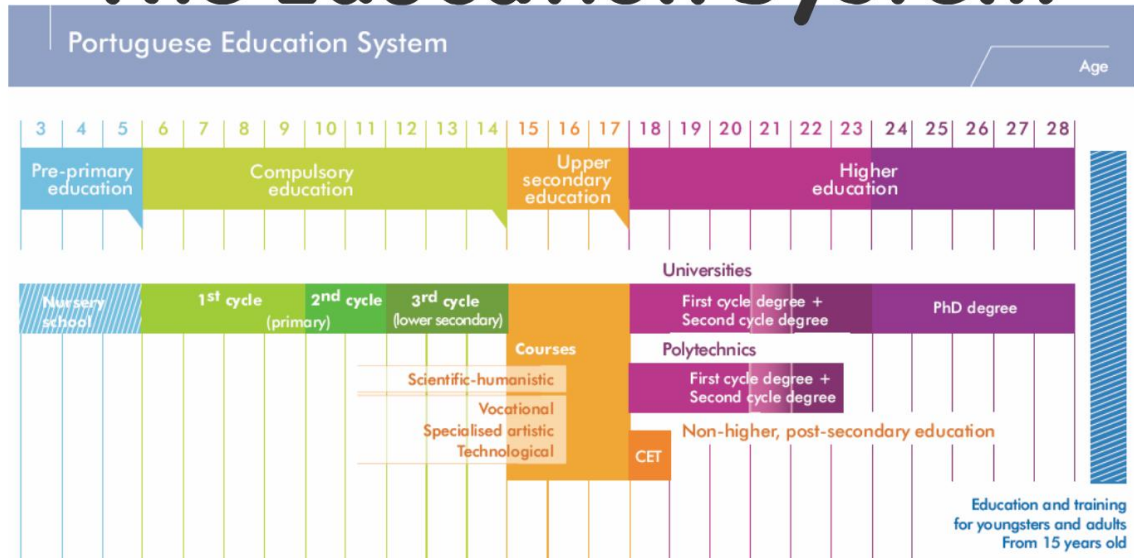
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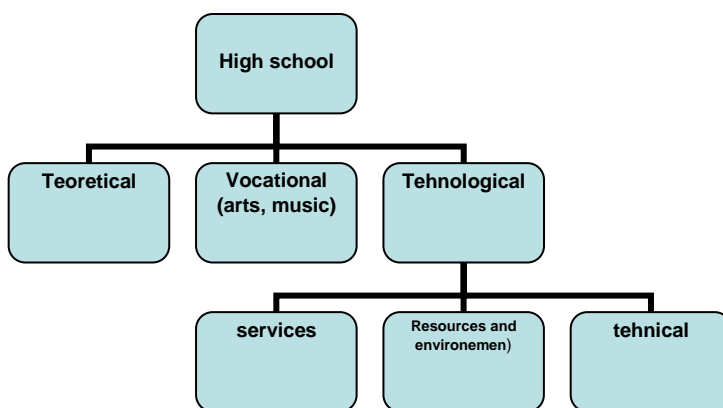
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The Education System



Romania:



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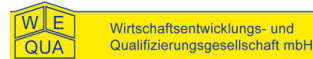


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Practice in technological high schools

- 9 grade 3hours/week + 3 weeks at the end of school
- 10 grade 2hours/week + 3 weeks at the end of school
- 11 grade 3hours/week + 4 weeks at the end of school
- 12 grade 3 weeks during the year

Practice in professional schools – the students can go after they finish 9 grade

- First year – 40%
- Second year – 70%

Hungary: the system of vocational education in Hungary is undergoing a profound change at the moment. Vocational education takes place:

- a) in Vocational Schools
 - 1+2 years/ 2+2 years / 2+3 years
 - 1 or 2 years basic knowledge (mathematics, literature, culture, languages, etc.) and some trade subjects (mainly theoretical – approx. 15-30% of the weekly lessons)
 - The next two years : 30-70% or 40-60% (more practice – possibility to go to tradesmen or entrepreneurs) – Week A/ week B – or 2/3 days at school + practice
 - Depends on the schools' local schedule
- b) Technical schools
 - 4 years – final exam (college, university)
 - Basic subjects and trade subjects from the beginning (approx 20-30% - 5-8 lessons a week)
 - Practice at school
 - + 2 years - technicians (vocational subjects, theoretical and practice and specialised foreign language) – vocational exam

Czech Republic: vocational training in the Czech Republic on different levels of secondary education. There are 2 lower secondary levels (general and vocational), 2 upper secondary levels (general and vocational) and 1 post secondary, non-tertiary level. In the upper secondary levels a maturity (A-level) examination can be made. Apprenticeships in vocational schools are mostly taking place in the school. Theory and practice are mostly organized in a two-week cycle (training week, theoretical teaching). Vocational training in branches has mostly 2 weeks of uninterrupted practice on real workplace.



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The school SPSOŠ in Roudnice nad Labem is offering studies in the branches:

- management of bussiness
- management of tourism
- waiter
- shop assistant
- hairdresser

For vocational practice the school has:

- a training kitchen
- a training restaurant
- a training bar
- and a training hairdresser

But: Practice in school sometimes isn't enough for some companies

At which steps or point probably competences are lost and why?

- Students have big problems with communicative competence, they have problems:
 - to find connections
 - to communicate with the other people
 - to say their own opinion
 - to understand vocabulary
 - to express conectly
 - to learn foreign languages

The pros of this system

- qualified professional teachers
- good conditions for vocational training
- plenty of practice by the apprenticeship
- use of modern technologies
- good coopariton between the school and the practice

The cons of this system

- lack of experience in fields of study
- to excessive use of modern technologies
- little room for discussion, communication
- few hours of a foreign language
- greater emphasis on grammar than vocabulary and communication



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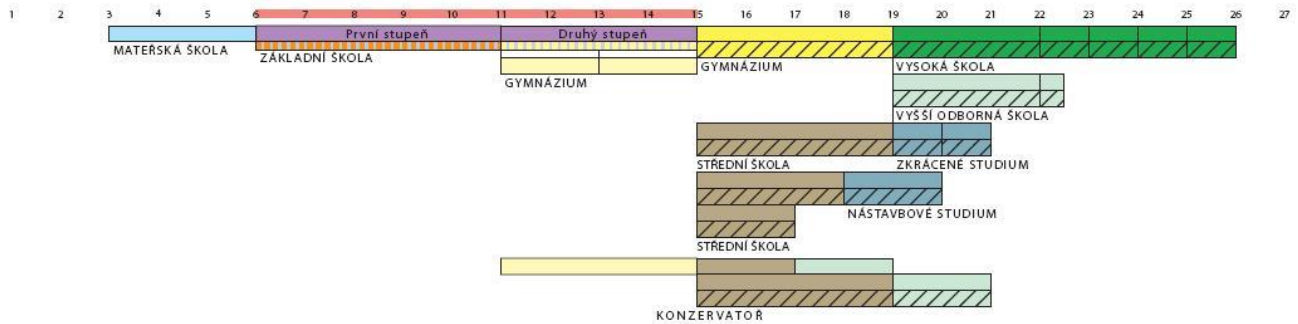
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W E QUA Wirtschaftsentwicklungs- und Qualifizierungsgesellschaft mbH

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Pre-primary - ISCED 0 (for which the Ministry of Education is not responsible)	Lower secondary general - ISCED 2 (including pre-vocational)	Tertiary education - ISCED 5B
Pre-primary - ISCED 0 (for which the Ministry of Education is responsible)	Lower secondary vocational - ISCED 2	Tertiary education - ISCED 5A
Primary - ISCED 1	Upper secondary general - ISCED 3	Part-time or combined school and workplace courses
Single structure (no institutional distinction between ISCED 1 and 2)	Upper secondary vocational - ISCED 3	
	Post-secondary non-tertiary - ISCED 4	Study abroad

Allocation to the ISCED levels:	Compulsory full-time education	Additional year
ISCED 0	Compulsory part-time education	Compulsory work experience + its duration
ISCED 2		
ISCED 1		

Italy: the vocational training system in Italy is regional, funded by the regional governments and often supported by the ESF. It is not co-ordinated very well, so many private training organisations are involved. The general education is organized by the state. Recently the government has started a definition of training contents on national level. It is also involving non-formal and informal competences.



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2. Outline of a structure for the teaching concept

The presentations, discussions led to the following outline for a teaching concept for intercultural competences in vocational education and training:

Teaching concept for intercultural competences.

1. Introduction: key competences and intercultural competences.

- Tolerance
- Openness to other cultures
- Interest in other cultures
- Knowledge of different religions and habits as a starting point
- Multicultural reality in the schools as a starting point
- Results from "XENOS"

2. Teaching strategies

- comparison of different teaching approaches in European countries
- exchange ideas

3. Examples of good practices

4. Places to teach ICC

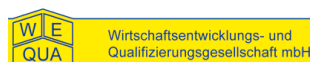
- From Kindergarten on...
- Primary and Secondary education (General and Vocational Training)
- Going abroad
- Family and social environment

5. Methodology of teaching ICC

- Train the teachers
- Projects
- Working in multicultural teams
- interviewing people from other countries and present the results
- external training
- exchange programs
- behavioral competences

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Feedback:

- company
- schools
- students
- teachers
- families
- experiences from exchange programs (Romania, Germany, Greece, Portugal, Sweden, Turkey, Czech Republic, Italy).

6. Teaching material

- new technologies
- social networks
- arts
- food
- games/ game play

7. Conclusions

- experiences