

European
Vocational Skills Training
as Learning Modules within
Initial Vocational Training
Activities Abroad



Programme
for Lifelong
Learning

INTAKT –
European Vocational Skills Training
as Learning Modules within
Initial Vocational Training Activities Abroad



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Foreword

When the European Union started the new generation of its European “Lifelong Learning” education and training programme in 2007, the goal was to enable people from all European member states to participate in work placements abroad. Around 80,000 people annually were to gain further occupational skills through the LEONARDO DA VINCI mobility programme by 2013. The improved scope of support is designed to give trainees from non-academic occupational areas in particular an opportunity to experience Europe. Compared with the “Erasmus” tertiary education mobility programme, which is already a model for success, the proportion of those spending phases of training abroad had remained small, even though “international skills” are increasingly regarded as an important aspect in occupational training and continuing training.

To increase support for the “international mobility” of trainees and employees, participation in so-called “pool projects” could be applied for from 2007. These, which can be used to authorise a larger number of work placements, are especially designed to promote the occupational mobility of individual participants and so-called “free movers” within the EU.

Promoting mobility: Europe-wide and close to the target group

This re-orientation in promoting mobility increased the challenges of organising mobility measures for project managers such as ARBEIT UND LEBEN. Work placement programmes had to be adapted to a larger number of participants and at the same time oriented towards all their different individual skills, experiences, learning needs and specific interests. The quality criteria formulated for the “pool projects” also prescribe the holding of personal selection and advisory interviews with appli-

cants, to ensure an individually tailored match with a work placement organisation. The fact that interested applicants without any prior contact with a sending organisation could freely apply for this form of exchange created particular challenges in organising work placements abroad. Exchanges between the sending organisation and applicants were generally limited to relatively short periods. The identification of learning and qualification needs usually had to be based on the results of a brief selection interview.

Out of this situation emerged the idea of developing a process in which learning goals for participants in mobility projects would be set in a dialogue process that would be integrated into the application process, in which hosting organisations in the host countries would also be involved as early as possible. This approach was implemented as part of the “COMPASS – Occupation-oriented definition and documentation of intercultural skills acquired in work placements abroad” innovation transfer project, which is promoted as part of the LEONARDO DA VINCI programme (DE/08/LLP-LdV/TOI/147166) (see also www.compass-europe.eu).

In cooperation with partners from Denmark, Germany, Great Britain, Finland, Austria, Poland and Spain, a database was developed and trialed over the course of the project with which mobility project applicants can create individual personality profiles and personally assess their professional and personal skills so as to agree on learning goals that meet the participants’ expectations and ideas as precisely as possible.

So far around 500 people have undergone this COMPASS process. As a result of the greater involvement in their individual learning goals, participants also take on more personal responsibility for carrying out their work placement abroad. The ability to be actively involved in formulating and documenting their own learning achievements after completing their work placement is especially appreciated. The number of trainees who complain about their work placement abroad or break off their placement has also fallen considerably.

The COMPASS process soon reached its limitations in placing participants in brief placements however. Inadequate foreign language skills and a lack of international experience make it difficult for many participants to carry out more complex occupational activities in the host country. Their work placements are often limited to very simple activities that do not always fit in with the participant’s qualification

profile. This is particularly the case in services occupations, in which most work processes involve communicating with customers and business partners. Activities carried out during a work placement abroad therefore often do not provide any insights into the skills acquired as a result of the placement.

This was the initial position for the innovation transfer project, “INTAKT – Intercultural investigations of occupational fields in the form of training-related learning units in work placements abroad for acquiring further occupational skills” (DE/10/LLP-LdV/TOI/147319). Building on experiences from the COMPASS project, the process of agreeing on the learning goals and content of work placements abroad will be complemented by an agreement on an “intercultural investigation” task involving various occupational areas. The goal is to enable the skills acquired abroad to be better recognised also in cases where participants have not been able to undergo a classic company placement.

This document sums up the experiences gained from this project. In the introduction, Benedikt Eimann describes the conceptual background to and process steps involved in “intercultural” and “European Vocational Skills Training”. Sebastian Welter then outlines the systemization of skills and competencies that the process is based on and the basis for assessing learning achievements. Examples of “intercultural investigations” follow. These were drawn up during the project to illustrate the diverse possible applications of this approach in various occupational fields. Under the heading of “Lessons learned”, we pass on our experience in implementing this approach in various mobility projects; complementing it with an evaluation of the feedback and comments from participating trainees and heads of training from the test phase of the process. Finally, we describe the functioning and possible applications of the online database developed for the INTAKT project. The database aims to make the INTAKT process for creating and documenting “intercultural investigations” available to as broad a range of mobility project organisers as possible.

This documentation includes in its appendices more details on partner organisations that participated in implementing this project and details on how to apply for registration in the INTAKT project database.

At this point we would like to warmly thank everyone involved in implementing this project for their support. As is so often the case in international cooperation, not everything could be done as quickly as we had planned. But the various

perspectives that emerged in the discussions held across Europe proved to be very inspiring in helping to develop solutions to the problems recognised.

We hope with this project to contribute to improving the quality of European mobility support, hope that the project results developed will be disseminated and applied as widely as possible, and we hope you enjoy reading about our experiences.

Sebastian Welter

Project Coordinator

ARBEIT UND LEBEN Bundesarbeitskreis

Benedikt Eimann

What is INTAKT?

The European Vocational Skills Training concept

Increasing the value of the content of occupational work placements abroad such as those offered in the LEONARDO DA VINCI programme by having participants work on projects relevant to the occupation they are training for – that is the basic idea behind European Vocational Skills Training – EVST. To coordinate the learning achievements and setting of occupational investigation tasks and make it easier to evaluate and document “occupational investigations” among participants so that the links between (non-formal) learning achievements acquired abroad and the training schedule in their own country can be verified: these are the benefits and functions provided by the online database developed during the project.

The organisations involved in this project have had good experiences with intercultural occupational investigations over several years. The approach so far has however been based on agreements between individual vocational schools, companies and agencies. To make this approach generally useful for the promoting of transnational mobility in initial vocational training, eight European partners further developed the “intercultural occupational investigations” to create the European Vocational Skills Training (EVST) concept. The EVST database is at the core of European Vocational Skills Training supporting this transfer. Vocational schools and mobility agencies in Germany, Denmark, France, Great Britain, Ireland, Poland and Spain were involved in developing it under the aegis of the INTAKT innovation transfer project.

The initial situation

Jennifer is training to be an office communications specialist. She is 18 years old and would like to do a work placement at the end of her second year of training - as a fan of the “emerald island” preferably in Ireland. Her boss supports her plan, but has misgivings about its duration: “Not too long – the apprentices are already so often out and about!”, by which he refers to the fact that they also spend time in vocational school and other non-company training courses. Jenny’s vocational school is also in favour of her doing a work placement abroad, as long as it’s in the holidays, “So that she won’t miss so much school.”

Konstantin, aged 20, is completing training as a Marketing and Communications specialist. He is ambitious and wants to do a work placement in Spain. His Spanish is however not too good and his professional skills are not yet extensive enough to enable him to independently take on a complex occupational task elsewhere without a great deal of induction. “We have difficulties in putting someone like Konstantin in a four-week placement that fits in with his qualification profile. Without intensive induction, Konstantin, with his limited language skills, could generally only perform simple tasks and the host company has no time for such induction. He’d only just get to know the company’s processes, then he’d be gone again”, as Maria Ruiz, director of the Spanish exchange organisation ESMOVIA, describes the problem.

Esra, aged 19, is training to be a sales assistant in a branch of a well-known department store chain in Berlin. She wants to improve her foreign language skills, but her training officer is not in favour of a work placement abroad. “She can go overseas in her holidays. I don’t think that she can learn much about her work in four weeks, however exciting and enriching it may be for her personally.” In the end Esra does as many others do and goes on the work placement during her holidays.

These examples, drawn from real events, represent frequent vocational training situations. On the one hand, demand for work placements abroad during training is increasing, but at the same time they have to be limited to a maximum of four weeks for organisational or economic reasons. This causes new problems. It is hard to verify the training-relevant practical vocational learning effects of placements in this brief period if trainees cannot demonstrate their skills in the exercise of more complex occupational tasks. A certain value is placed on improved language skills and personal skills development, but for some training officers, references to the positive effects on personal development associated with a work placement abroad are not enough if there is no proof of their occupational skills relevance as well.

At the same time, the constantly growing number of trainees interested in work placements abroad makes it harder for host organisations abroad to find suitable companies that are willing to take on young people in work placements for brief periods.

“As I understand European occupational investigation, it’s the investigation of an occupation in another country. This can be done through interviews or surveys.”

Tamara Riesenbeck, trainee

Many of those involved in European mobility promotion in vocational training well know the following questions: How can the quality of occupational work placements abroad be improved, when on the one hand placements are of very short duration (and should be or must be), and on the other hand trainees’ limited language skills and occupational abilities mean that they cannot really perform complex training-relevant tasks? How can learning outcomes achieved abroad be verified in a way that is relevant to training?

Occupational investigation – a solution?

The approach of having participants work on “occupational investigations” during their work placements abroad is not designed to replace company placements. In the skilled trades in particular, in which work processes are similarly structured and direct contact with customers is fairly rare, participants can usually make good use of their technical skills even if they lack the language skills for quick and flexible communication in a work setting. The possibility of focusing on special aspects of your own occupational field in a project in the destination country should rather be regarded as complementing the content of a company work placement. This would enable trainees to participate in work placement who, due to their lack of skills, would otherwise be rejected in the selection process. The “European occupational investigations” approach has proven its worth, also in longer work placements abroad, in which the participants have demonstrated their occupational skills by working on model projects, such as designing websites, brochures and advertising materials that they have previously developed the concepts for themselves.

“In a European occupational investigation you explore topics that also play a major role in your training. You gather lots of information on the subject in a foreign country. This means that you also learn a lot about the country, the people and the culture.”

Jennifer Machts, trainee

The idea is to have trainees work as independently as possible during work placements abroad – alone or in small groups – on projects related to topics in their vocational training. In doing so they have to gather, evaluate, structure and appropriately present information, using various methods such as Internet research, visits to companies, local observations, surveys of passers-by and interviews with experts in texts, photos and presentations, through short films, graphics, websites and audio recordings. Even if the projects do not at first glance have much to do with the trainees’ usual occupational activities, they serve to expand their abilities to make decisions and act on them, which is an ability that is called for in the preliminary remarks on the framework curriculum for vocational education in Germany agreed on by the



Conference of Ministers of Education and Cultural Affairs (Kultusministerkonferenz – KMK): “Independent and responsible thinking and acting are overarching goals of training. Every methodical approach can basically contribute to achieving this goal“.

A supplementary benefit: the acquisition of intercultural skills

In this sense many “occupational investigations” do not deal with purely occupational topics but also with the society and policies of the host country. The task is also designed to encourage participants to observe conditions in another country and reflect on their impressions against the background of their own previous experience. Depending on the trainee’s individual learning goals, projects can focus on improving the ability to communicate in a foreign language or on expanding intercultural skills.

This may involve for example, surveying passers-by on the street. “We’re doing a project on clichés about the English and want to check them. Is it true that lots of English people drink tea at four in the afternoon? What about you?” – “What would say as a Frenchman: what is typical of France and the French?” – “We’d really like to get to know Valencia. Which sights would you absolutely recommend?”

Surveys of this kind make it possible to make contact with local people in a foreign language in another country and overcome communication barriers in a simple and entertaining way. In the test phase of the project, participants who described themselves as shy or reserved described this task as very enriching. Series of surveys of 15 passers-by also revealed some interesting opinions. Participants in this exercise discover a method of information gathering that they have probably never used before.

Encouraging self-directed learning and independent action

Independently organising their own work and learning processes is a new experience for many participants. They are often uncertain initially about the extent to which they will be able to independently manage the projects they have agreed on, once they are in the host country. Here they need help from the host organisation. Host organisation partners must be informed about the projects and agree to their implementation in advance so that they can provide support in organising work or arranging interviews with experts or ‘work shadowing’ in companies and organisations as required. Within the framework of the tutoring support provided to trainees, counselling and motivating participants over the course of their learning process becomes far more important. Forming small groups has often proven to be helpful, because it means that trainees can be given sub-tasks that they then put together to form a more complex project. After settling in, participants usually work very independently and develop a great deal of creativity in implementing their projects.

Working on these projects provides participants with a wealth of experiences that enable them to test their personal and social abilities and make use of their language skills. In working on the project topics they also gain insights into the daily life and world of work in their host country, which can help them to better assess the

value of their own vocational training and the career prospects related to it. As the participants' reports show, after returning from abroad they are much more goal-oriented in terms of their further vocational training and can clearly identify their wider learning and qualification needs. This greatly improves their chances of being employed in the domestic and the European labour market once they have completed their training.

The process – five steps to the goal

The INTAKT project's goal is to systematise the individual “occupational investigations” so far carried out so as to present the work results in a way that would highlight their relevance to training and have them recognised as such. It was therefore necessary to first develop a model for a process that would enable it to be used in European mobility projects. A five-step structural model was developed from a consolidation of the experiences so far. It consists of the following steps:

1. Setting the “occupational investigation” tasks
2. Preparing participants
3. Work on the project abroad
4. Follow-up and presenting results
5. Documentation and verification of learning outcomes

Applying the concept in the trial phase showed however, that implementation depends greatly on the goals and framework conditions of specific mobility projects. The preconditions were not always available for carrying out all steps in the desired intensity. An organisation running a mobility project specially designed for those completing a certain vocational training course may be far better able to prepare trainees for a planned work placement abroad as part of courses than projects that are advertised across Germany and organised for trainees from different occupational fields can.

“You spend a certain amount of time abroad and you also work on tasks relevant to your occupation, without being integrated into a particular company.”

Maurice Matthieu, trainee

This must be taken into account in the further implementation of projects so as to make it possible to carry out “occupational investigations” for different target groups and project types. A test of the process showed that as well as participants who expected clear guidelines for the tasks to be worked on, there are also trainees who were demotivated by instructions that were too restrictive and who felt constricted in their creative freedom.

The following description of the INTAKT process is therefore more of a guideline, identifying aspects that should be taken into account in planning and implementing occupational investigations.

Setting project tasks

There are basically two options for setting “European occupational investigation” tasks. They can either be prescribed by the sending organisation or participants themselves can formulate the thematic aspects they want to work on during their vocational work placement abroad.

The first option is normally used when the particular mobility project has close links with the content of a specific vocational training course, so there are binding specifications as to the learning outcomes to be achieved that are related to the curriculum. In these cases, where the sender organisation has direct contact with participants in short-term and ongoing training courses, it may be appropriate to set the planned project tasks in direct connection with curriculum content, so that the results of the “occupational investigation” can be directly included in the evaluation at the conclusion and the learning outcomes achieved recognised as relevant to training.

The second option is more suitable for mobility projects that are open to participants from different occupational fields (such as the so-called “pool projects” of the LEONARDO DA VINCI programme). Here it may be difficult to preset tasks if the various expectations of different participants and particular features of different



occupations are to be catered to in parallel. Here it is often more expedient to involve the trainees in formulating the tasks they will work on. In this context some express well thought-out ideas and concepts, which may also have been agreed on with the company offering the training. The majority however need support in this step, because they have no clear idea of what thematic aspects of their occupation might be suitable for such a project and are initially uncertain about the extent to which they will be able to independently research the information they need.

In this option, the first step of the INTAKT process therefore consists of making participants aware of their own motivation and expectations of their work placement abroad. In response to the question of their own expectations on the work placement abroad, most applicants mention the goal of improving their foreign

language skills. Further occupational learning goals and the acquisition of personal and intercultural skills are often not mentioned. By answering central questions and creating their own “skills profile”, the applicants expand their range of personal learning goals over the course of the INTAKT process, step by step. Reflecting on their skills focuses trainees on the possibilities connected with their stay abroad, on the challenges they can expect, and on their own need for further training.

After this clarification process it doesn’t usually take long to agree with participants on concrete tasks for their project. While the participants who work on pre-defined tasks during their time abroad have pre-defined topics and expected results, in the second option participants can be involved in developing the tasks for their “occupational investigation”. Using a system developed for the INTAKT project, they are then able to select topics related to their occupation and the specific aspects they want to work on, or they develop their own tasks, which they then allocate to the relevant occupational areas, topics and aspects.

This system is connected with areas of learning as formulated in the training framework plans and framework plans for many occupations in Germany. These special, partly occupation-specific thematic aspects, are classified into four topic areas to make them easier to structure:

- Corporate / economic development: Involves topics such as the classification of the company providing the training within the market and descriptions of economic fundamentals and economic policy developments
- Customer relations / public image: This topic area deals with all of a company’s customer acquisition and customer service activities
- Product creation / service provision: This topic area includes issues around quality assurance and the development of services and products
- Operational procedures / personnel management: This topic area covers aspects of the organisation of work processes, controlling and personnel management that are relevant in managing a company and making company decisions.

The topics are deliberately subdivided in this order because experience has shown that it is much easier for participants to research information on parts A and B for

their “occupational investigations”, as the relevant information is usually available to the public, than it is for parts C and D, where research often depends on the willingness of companies and organisations to provide ‘outsiders’ with internal information. To make “occupational investigations” into these topic areas possible, it should be checked with the host organisation in the destination country that participants will be able obtain the information they need locally.

The challenge in this way of setting tasks lies in identifying how realistically they have been chosen and in fact correspond with individual personal and occupational abilities. Participants tend to overestimate their own abilities, only to realise in the destination country that they cannot carry out the tasks they have set themselves in the time allowed. One solution to this could be to set tasks that are linked with learning goals selected by participants. The more comprehensive the catalogue of learning goals provided, the more complex the task or range of work results submitted should be. This could also apply conversely, since experience in this area has shown that “less can be more”. Trainees should sometimes be advised to limit their expectations of their learning goals, so as not to get into difficulties in producing the prescribed results later.

Preparing participants

Even participants who start their work placement abroad with high levels of motivation and good ideas for their “European occupational investigations” run the risk of “getting stuck” with their projects, given the different local conditions. Will there be a computer there that I can use for information research and to create my project? Can I connect my notebook to the power supply in Ireland or England without problems? How should I organise my work? How can I organise a meeting for an interview? How do I carry out an interview? How should I begin an email in English? ... Participants are confronted with a wide range of issues sooner or later. Even if they regard many of these issues as unimportant beforehand, they can be decisive in a project’s success or failure in the specific conditions abroad.

“The challenges of occupational investigation in another language, in a strange place and in a different culture are much greater than they are in a company placement ‘around the corner’. “Soft skills” such as the ability to work in a team, project management experience and conflict management, which are becoming increasingly important and unfortunately taught less and less in schools and universities, are called for and promoted.”

Jutta Quenot, Head of Training at the Federal Office
for Central Services and Unresolved Property Issues

A trainee’s experience of failure is often subsequently ascribed to a lack of organisation and support during their stay abroad. The topic of “occupational investigation” should therefore also be included in intercultural-linguistic preparations. The need for preparation can be as individual as the participants. If trainees have had an opportunity to ask questions and discuss problems, they can be given the responsibility for independently implementing the learning process agreed on subsequently when they are abroad. Experiences with and tests of the INTAKT process have shown that trainees regard methodical preparation for their upcoming “occupational investigations” as very helpful, even though it cannot be provided for all mobility projects.

Support for trainees abroad

Participants who have chosen their tasks themselves in particular usually work independently on their “occupational investigations” after arriving in their host country. They should still however be offered support in managing their work. Some work steps turn out to be much more time-consuming in a different environment than was originally estimated. There can also be difficulties, despite good preparation, that obstruct the carrying out of work steps. Checking progress in work on the “occupational investigations” should therefore also be part of the tutorial support provided by the host organisation so as to identify problems at an early stage and steer the work process in a more promising direction. Tasks and work steps should be discussed and agreed on with the partners in the host country in advance.



This applies in particular to tasks that are closely linked to the content of the German training curriculum. Here it must be ensured that trainees can actually achieve the expected learning outcomes when they are abroad.

Trainees usually need more support at the beginning of a stay abroad than they do towards the end, when they are familiar with conditions, the next work steps are planned and the necessary information has been researched. To improve the support of participants during their stay abroad however, the online database developed in the INTAKT project includes the possibility of monitoring in which the participating trainees, after consultation, publish parts of their work results in a portfolio, so that the sending organisation can follow the work process on the Internet.

It has also been shown to be helpful, especially for participants with lower skills levels, to work on “occupational investigations” in pairs as a “tandem” or in a small group. This enables trainees to use their strengths to manage a complex task that they may not be able to manage alone and to gain a more comprehensive verification of the learning outcomes achieved.

Follow-up and presentation of work results

Learning outcomes achieved abroad cannot be permanently checked and monitored, which makes it even more important to present the outcomes achieved. This is easy to arrange for trainees who return directly to the sending training organisation after their stay abroad as part of their continuing training. Having trainees present the results of the work they completed abroad as part of a larger event, if possible in the relevant foreign language, has also proven to be well worth doing. The trainees are usually proud of their achievements and these presentations impressively demonstrate the learning outcomes they have achieved.

“I think that an “occupational investigation” offers participants more freedom. I think a work placement would be difficult in certain occupational fields, because as well as the language difficulties there’s also the lack of professional expertise.”

Natascha Smolny, trainee

Follow-up meetings, in which trainees can reflect on their experiences abroad, have also been shown to be important. This applies in particular to those who assess their own learning success as fairly limited because the results did not meet their own expectations. Here talking about their experiences can help trainees to reappraise and realistically assess their achievements against the background of the different conditions abroad.

Participants often tend after their return to rank their gain in personal skills more highly than the vocational qualificatory effects. Developing the ability to independently find your way in another country and use your foreign language skills is often described as very positive experience in feedback. The effect of this gain in skills on their training and vocational qualification is however often not initially clear to trainees. In a follow-up meeting it is possible to point out this added value to

participants and advise them on how best to continue using the experiences they have gained abroad.

Documentation and verification of learning outcomes

As part of the INTAKT process, learning outcomes are verified, on the one hand in terms of training course content, which is reflected in the topics and content of the work results presented, on the other hand in terms of the skills trainees demonstrate in managing that work.

The reports often state that the trainees involved are able to use the occupational skills and qualifications they have acquired to carry out the agreed tasks, research special topics associated with their occupation in depth, and from this derive further findings.

Work results, which are often presented in the form of a report, also demonstrate the trainees' ability to express themselves in the foreign language in writing. The range of information researched, diversity of sources used, and their structuring and analysis highlight participants' skills in using these media. The investigation of topics and identification and evaluation of differences enables estimates to be made of the extent to which trainees are able to observe and describe connections, evaluate options for action, and develop possible solutions to problems. The independent implementation of "occupational investigations" in a predefined framework also documents participants' ability to organise their work and meet set targets.

This alone however does not allow for the verification of skills in all areas. Submission of a written text or PowerPoint presentation is not absolute proof of an ability to communicate in a foreign language. This should be taken into account in discussing the work results expected and participants' learning goals, so as to encourage them to produce very diverse work results and use digital media, such as video clips or audio files to document their learning outcomes.

Because sending organisations usually cannot continuously monitor the learning process, participants' own assessment of their success in learning is very important. Since this assessment must however remain subjective, learning outcomes should be documented in a dialogue process in which the host organisation, trainee and sending organisation are all involved.

Based on a renewed self-assessment of their skills, participants in the INTAKT process can themselves collaborate in the verification of their learning outcomes. They can themselves compare the extent to which they achieved their agreed learning goals and give reasons for their success or failure. If the host and sending organisations agree with their assessment, their statements can be confirmed and documented as learning outcomes. If there are differences, a consultation process will be necessary, in which particular learning outcomes that participants have not recognised as such can also be highlighted. If the agreed learning outcomes have not been achieved, results that could be documented instead must be discussed with the trainee.

To assess learning outcomes, a ‘competence matrix’ that was initially created for the KOMPASS project was further developed for use in the INTAKT process. Modelled on the Common European Framework of Reference for Languages system, it consists of so-called “can do descriptors” to which different skills areas are allocated. The function of these “can do descriptors” is to make it easy for participants to assess the extent to which they either already possess the related skills or want to set them as learning goals. Conversely, this system also makes it possible to check the extent to which skills that the trainee demonstrated by producing specific work results can be verified.

This makes it possible to link gains in personal and social skills, which participants so often mention, with their vocational qualification effects, so that learning outcomes achieved abroad can be recorded in a format corresponding with that of the “Europass Mobility”.

Sebastian Welter

The INTAKT skills system

How can the skills acquired be simply described?

Our world is becoming more multi-faceted. New media have massively accelerated communication and the global exchange of information in recent years. These developments make complex demands on people. As well as the ability to apply specialist knowledge, it is becoming more important to be able to flexibly adapt to changing requirements. These skills are also called for in occupational contexts, but usually cannot be concretely connected with occupational activities in training curricula.

Work placements abroad offer trainees a good learning environment for trialing the knowledge, experience and skills they have acquired in another socio-cultural environment. But many participants regard gains in personal and social skills as the greatest success of their time abroad, which represents an image problem for occupation-oriented mobility promotion, because the occupational added value of a work placement abroad does not seem to be very high.

To make the interaction between occupational and personal, social and intercultural skills clearer, a competences system was created for the KOMPASS project, which was then further developed for the INTAKT process.

How is competence defined in INTAKT?

A competence is defined as the ability to judge appropriately and act in a targeted way in various unexpected situations. It means that an individual is able to use his or her knowledge, skills, values and attitudes in combination to independently and successfully deal with emerging challenges, set tasks and problems.

INTAKT defines skills in terms of the promotion of transnational mobility as the ability to orient oneself in a different socio-cultural environment and communi-

cate and act in a way that is results-oriented so as to successfully manage the tasks set and problems occurring in daily and occupational contexts.

“The ability to effectively and efficiently organise and manage work, to take a structured approach to problems and to create positive conditions for dialogue is being promoted. Trainees and the companies that train them profit from these greatly in their daily work.”

Kerstin Werner, trainer at the Deutscher Rentenversicherung Bund, Berlin

This definition of competence has been derived from many years of discussion in Europe on “Key competencies for lifelong learning” and from a study carried out by the OECD to define and select key competencies (DeSeCo). The recommendation of the European Parliament and Council defines “key competencies” for eight specialist areas of application: 1. ability to communicate in the mother tongue, 2. ability to communicate in foreign languages, 3. mathematical and basic scientific and technology competences, 4. learning to learn, 5. digital media competences, 6. social and civic competences, 7. sense of initiative and entrepreneurial competences, 8. cultural awareness and expression. The DeSeCo model defines key competences in three interacting areas and focuses on the person actor. It regards as central the ability to

- effectively use media, aids or tools (for example, information technologies or language), adapt them to one’s own purposes and use them interactively.
- relate to people from different cultures and integrate within socially heterogeneous groups, and
- take responsibility for one’s own life plans and projects and act autonomously in broader contexts.

Even if it is now indisputable that key competences, in their combination of knowledge, skills and attitudes, are important factors in personal development, social integration and employability, the challenge is to find indicators that can be used to evaluate learning outcomes. Skills and attitudes cannot be assessed in the classic sense in categories of “right” or “wrong”. An action in a situation that has been shown to be expedient in one case can lead to contrary results when repeated in another context. This can be especially significant in the area of international exchanges and cooperation among people with different socio-cultural experiences.



Skills area:**Foreign language**

| Learning goal | Learning outcome | |
|--|----------------------------------|------------|
| I want to learn in another country | I have learnt in another country | |
| to understand familiar expressions and instructions and explanations on work tasks. | | A2* |
| to describe my own background and environment, education and training and work tasks. | | A2* |
| to make myself understood in routine situations in everyday life and at work with other people and colleagues. | | A2* |
| to write short notes and messages in the foreign language. | | A2* |
| to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc. | | B1* |
| to express myself simply and fluently on familiar topics and personal interests, identify problems and describe proposed solutions. | | B1* |
| to talk about experiences and events and give reasons and explanations of plans and views. | | B1* |
| to write simple connected text on topics that are familiar and of personal interest. | | B1* |
| to understand the content of complex texts and technical discussions in my own area of interest. | | B2* |
| to present clear, detailed descriptions on a wide range of subjects and express myself spontaneously and fluently. | | B2* |
| to explain a viewpoint on a topical issue, giving the advantages and disadvantages of various opinions. | | B2* |
| to write clear, detailed text on a wide range of subjects. I want to learn/have learnt to write an essay or report passing on information or giving reasons in support of or against a particular point of view. | | B2* |
| to understand long, complex texts in the foreign language and also understand their background meaning | | C1* |
| to express myself spontaneously and fluently abroad, without much obvious searching for expressions. | | C1* |
| to use the foreign language flexibly and effectively for professional and social purposes and in training and studying. | | C1* |
| to express myself in clear, well-structured text, expressing points of view at some length. I want to learn/have learnt to write about complex subjects in an essay or report. | | C1* |
| to understand practically everything I read or hear in the foreign language without any difficulties. | | C2* |
| to express myself spontaneously, fluently and precisely, giving reasons and explanations in a coherent presentation. | | C2* |
| to explain complex topics in discussions. | | C2* |
| to write complex reports or articles to present a subject in a well-structured manner, and summarise and discuss technical texts in writing. | | C2* |

* Classification according to the Common European Framework of Reference for Language Learning.

Skills area:
Professional competences

| Learning goal | Learning outcome |
|---|----------------------------------|
| I want to learn in another country | I have learnt in another country |
| to present observations and findings on structures, processes or developments in my own occupational field in a way that is related to topics in that field and structured. | |
| to use digital media for orientation and communication. | |
| o independently access information sources to work on occupational tasks. | |
| to use standard computer programmes for text and table-calculations to present results and findings. | |
| to practically apply occupational skills and competences to fulfil work-related tasks. | |
| to present similarities and differences between common structures and processes in my own occupational field, to draw conclusions about possible developments and make adjustments. | |
| to recognise and explain the importance of my own work in a broader context. | |
| to use occupational skills and competences in calculations to identify discrepancies and undesirable developments. | |
| to use computers and the Internet to research diverse information on developments and compile and evaluate options for action and solutions to problems. | |
| to use occupational skills and competences to analyse data and formulate proposed solutions for special problems in the my own occupational field. | |
| to evaluate information and critically examine contradictory information. | |
| to present information in self-designed graphics and diagrams using standard computer programmes for text and table-calculations. | |
| to investigate structures, processes and tendencies and from this draw conclusions about possible problems and describe alternative options for action. | |
| to apply new knowledge and ways of working to fulfil tasks set at work and find solutions to recognised problems. | |
| to use digital media to present the results of work in an inventive and exciting way. | |
| to use occupational skills and competences to design innovative activity and design options and plan their implementation. | |
| to integrate new methods und processes into my own way of working to optimise work processes and improve the quality of services and products. | |
| to use occupational skills and competences to position familiar things in new contexts, creatively transform them and creatively design new products or services. | |
| to organise and shape digital media and communication networks. | |
| to use occupational skills and competences to implement unconventional ideas and creations as models. | |

Skills area:**Social Competences**

| Learning goal | Learning outcome |
|--|----------------------------------|
| I want to learn in another country | I have learnt in another country |
| to estimate the possible consequences of my own actions on others. | |
| to be helpful and constructively deploy my own skills in work and group processes. | |
| to observe valid rules and regulations in carrying out work tasks. | |
| to sophisticatedly perceive and reflect on cultural and social conditions. | |
| to integrate in a team and coordinate my own activities with other people. | |
| to accept an evaluation of my own views and work results by others and criticise others fairly. | |
| to recognise different values and forms of behaviour and adapt my own behaviour. | |
| to take responsibility for carrying out sub-tasks in work processes. | |
| to respect ways of behaving that differ from those in my own culture. | |
| to adapt my behaviour to changing requirements and work situations. | |
| to take different behavioural rules and values into account in implementing work tasks. | |
| to recognise contradictions and oppositions and consciously deal with difficulties and conflict. | |
| to think in a networked way in teamwork and take part in decision-making processes. | |
| to represent my own point of view, accept different views and accept compromises. | |
| to perceive and evaluate circumstances from a different (cultural) perspective. | |
| to mediate between different positions in problems and conflicts. | |
| to take the ideas of others into account and set aside my own views in fulfilling tasks at work. | |
| to take on a leadership function in group processes. | |
| to take responsibility for my decisions and admit mistakes. | |
| to develop goals together with others and work towards their implementation. | |

Skills area: Personal Competences

| Learning goal | Learning outcome |
|--|----------------------------------|
| I want to learn in another country | I have learnt in another country |
| to realistically evaluate and use existing and necessary aids to fulfil tasks. | |
| to independently organise work and learning processes and observe deadlines. | |
| to independently orient myself and reach goals set. | |
| to carry out agreed tasks unassisted and independently organise help in the event of difficulties. | |
| to plan work steps in carrying out tasks and set priorities. | |
| to independently carry out comprehensive tasks and deal with unforeseen difficulties. | |
| to predict possible problems and find alternative options for action and solutions. | |
| to plan, examine and select work processes and approaches for their effectiveness. | |
| to think in new ways in fulfilling work tasks and to improvise. | |
| to take on responsibility for decisions in implementing innovative and alternative concepts for design and action. | |
| to systematically plan work steps, taking conditions in another country into account, and implement them in a targeted manner. | |

Based on the definition of competences outlined, an attempt was made to derive from the key competences recommendation of the European Parliament and Council and the “DeSeCo Study” competences system the skills and competences that would be relevant to transnational mobility projects, so as to develop from this a matrix that would make it easier to identify the skills and competences already acquired as well as those acquired abroad.

Modelled on the “Common European Framework of Reference for Languages” system, which is divided into the areas of “Understanding”, “Reading”, “Speaking” and “Interaction”, which define the linguistic abilities assigned to a specific standard, so-called “can do descriptors” were formulated for INTAKT. These are designed to clearly identify the skills that participants in mobility projects have before and after their stays abroad in terms of their ability to communicate in a foreign language, use of professional skills and orientation, and ability to integrate into a different cultural environment.

The different framework conditions and often unexpected difficulties that occur during stays abroad can result in significant divergences from the learning goals originally agreed on. In assessing learning outcomes that have been achieved in mobility projects, it is therefore vital to find benchmarks that make it possible to assess learning outcomes from different perspectives. Learning outcomes must be defined in a dialogue process so that participants’ perceptions of themselves and other’s perceptions of the participants can be compared, for everyone involved, and learning outcomes can be realistically assessed.

„Intercultural skills, the ability to meet cultural differences with respect, is an indispensable key qualification for us. In our view, European occupational investigations are ideal for expanding these skills. By experiencing what is strange and different and having to deal with it, the trainees also grow personally.“

Christian Maas, head of training
at the Federal Ministry of Economics and Technology, Berlin

Participants should therefore increasingly take responsibility for designing and assessing their own learning processes and be involved in setting their learning goals. This increases their motivation and willingness to pursue their individual learning goals in the host country, even if difficulties occur. Therefore they should also be

Ferrotel Duisburg and the Durley Dean Hotel

At first you can say that both hotels have a completely different style but they fits to their country. The Ferrotel Duisburg is a different hotel with a special ambience and has their own elements distributed, which make the hotel so interesting.

h style but on the other hand it in typical English style, which modern as a result of the ad lovely Hotel with an eye for

akfast hotels. Despite this, they y and night. Furthermore, both ics, like Sauna, Whirlpool and a huge indoor swimming pool 22 room in the opposite to the

is more expensive but just a bit ve place than Duisburg so it is

De Vere Royal Bath Hotel ★★★★★



mouth embodies the finest traditions of first class comfort and yled hot

German and British Hotel Grading

| |
|---------------------|
| Double room |
| EUR 130.94 - 213.11 |
| EUR 142.53 - 224.70 |

able to estimate themselves the areas in which they have identified an increase in their skills and competences.

The “can do descriptors” of the INTAKT competences matrix make it possible to agree on learning goals with participants in advance. They are also benchmarks for assessing the learning outcomes achieved. After their return, the trainees can use the INTAKT matrix to assess the extent to which they have achieved the learning goals they have set themselves. This self-assessment can then be compared with the evaluation of the teachers and trainers involved, who can confirm these learning outcomes in a coordination process or correct them in one direction or another. The goal should be to formulate the learning outcomes as positively as possible, because for trainees a stay abroad often means their first long separation from a familiar environment.

They are often filled with pride at having mastered the challenges, so it is not very motivating if this achievement, which is personally regarded by individuals as so important, is not reflected in the documentation of learning outcomes.

“For me as head of training in the Federal Foreign Office, it’s great to see the transformation that just a four-week stay in another country can bring about: Young trainees return to Berlin more mature and self-confident - full of pride at having mastered the challenges of a working trip abroad!”

Dietlind Ulrich-Mizza, head of training at the Federal Foreign Office, Berlin

The need to also describe partial successes in the learning process makes it necessary to differentiate skills according to their various characteristics and formulate “can do descriptors” that are graded accordingly. The INTAKT competences matrix undertakes this attempt. It is not meant however, to be a universal basis for definitions. The list of “can do descriptors” can be varied to fit in with different occupational and target groups. The added value of this matrix is that it offers an orientation framework with which learning outcomes can be classified in terms of competences and be made visible and comprehensible for participants in mobility projects.

The aim is to highlight the interaction of the personal and vocationally useful intercultural skills and improved professional competences that trainees acquire abroad – even if participants themselves do not initially regard these skills in this way.

“I think occupational investigation is much better. It’s not about working as much as you can abroad, but about finding out as much as you can about the job on your own. And it’s not just about the job itself, but also about the history and culture of the specific country. In my opinion this is much more useful than being stuck in a company, where because of the language barrier, which can’t be underestimated, you just do some unskilled work and then go home again and all you find out is how they align holes properly in the other country.”

Maurice Matthieu, trainee

Heinrich-W. Wörmann

Examples from an office, a workshop and a hotel

European occupational investigations in mobility projects

Over the course of the project the approach of having trainees work on “European occupational investigations” during stays abroad was tested in different mobility projects. Below we present a series of examples of projects in various occupational fields that demonstrate the range of possible results of this work in terms of content and form. We have included an assessment of the learning outcomes in each project example to make it clear that such project assessment enables conclusions to be drawn about a trainee’s existing vocational abilities and personal and social skills, which can be described in terms of competences.

Example 1: Investigating administrative structures in England

The authors are trainee administration specialists in their second year of training at the Federal Ministry of Economics and Technology in its Berlin and Bonn offices. The 18- to 21-year-old participants created the “occupational investigation” described below during a four-week stay in Bournemouth, England.

Method

Their task was to compare various aspects of economic policy and administration in Great Britain and Germany: budget formulation, reactions to the economic crisis and employment procedures for administrative employees. Complementing this, a survey of passers-by was to be carried out and recorded on video, trainees posing the question: “What do you know and think about Germany and the Germans?” Participants could also present their experiences in a “creative work”, the form of which they were

free to choose. This comprehensive task was to be completed within four weeks (in parallel with a half-day language course) by a team of four trainees.

The group wrote a six-page essay on the topic in English, which also includes graphics and is complemented by a PowerPoint presentation displaying the project's results. The survey of passers-by was produced in short film sequences. Simulated phone calls to arrange appointments were also recorded on video in English. As their "creative work" the group then compiled a photo show about Bournemouth. After their return, the participants presented the results of their work in English during a public event at the Federal Ministry of Economics and Technology to an audience of about 80 people.

In England the authors set about planning their work independently. They used the Internet and specialist literature to research information and surveyed experts, such as a member of Bournemouth City Council. They practised making phone calls to arrange appointments in advance using role playing and recording themselves on video. They structured the results of their research and converted them into graphic form for their report and presentation. To survey passers-by on the question, "What do you know and think about Germany and the Germans?", they developed interview questions, which they also translated into English. The trainees then recorded the survey on video. The authors used Windows Live Movie Maker software to work on the photo show they put together on their experiences in Bournemouth, adding opening and closing credits, intertitles and background music to their work.

Learning outcomes and relevance to training

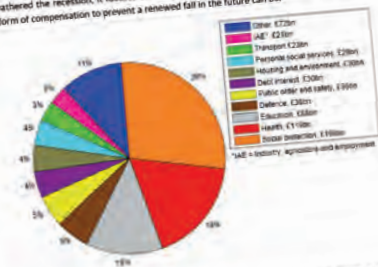
The results of this work demonstrate the following learning outcomes:

In terms of relevance to the framework training curriculum for trainee administration specialists, the work results produced during the project shed a good light on the group's skills to organise their work and use information and communications systems. They have proven their ability to cooperate in a team and communicate with people from another cultural environment. The results of the report show their ability to present and evaluate information on operational organisation, personnel management and the basics of commercial and administrative law in the host country in a structured manner.

The 21th century

A reform on the management of public finances by the Finance Ministry was in 2001. The traditional cash accounting has been replaced by the "resource accounting and balancing", which was divided into income and expenditure. This process effectively replaced the previous method of 1866.

In 2008, the Ministry of Finance of England, like all other countries with the largest banking crisis had to do for decades. The Minister and the officials were working on many occasions to nationalize British banks and to protect the fragile economy. Now that the Treasury has weathered the recession, it focuses on rebuilding the economy of the United Kingdom and the reform of compensation to prevent a renewed fall in the future can be.



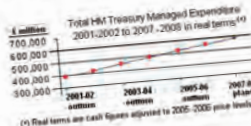
In England, the budget called as well in Germany as a legal document. This is mostly due to the legislature - the prime minister or president - approved.

Among others, only certain types of income are levied and collected. The property tax is often the basis of the revenues of municipalities and counties. In contrast, sales tax and income tax are used as a base for government revenues. Income tax and corporation tax are also the basis for national income.

The two basic elements of each household are the income and the expenditure. Government expenditures include the expenditures for the current products and services of economists from the state consumption. In addition, it includes government investment expenditure. These are investments in infrastructure or research, as well as transfer payments, which are unemployment benefits or pension.

Budget committees have an economic, political and technical basis. Unlike a purely economic balance, these committees are not developed enough to divide scarce resources for the best economic use.

In the political basis of the budget committees, is trying to represent different interests and enforce, with the aim to obtain benefits and avoid the expense.



Measures against the economic crises in England

The powerful economic nations, e.g. Germany, France and Japan, create after the economic crisis in 2008 the turning point. After a prolonged recession, they report back growth. Only the UK is still behind the leading economies.

But just the one term guarantees of success in the British economy have now emerged as an economic brake. Many years had banking industry, real estate markets and a service sector of the UK economy brings hefty profits stable. From 1992 to 2007 the economy grew in every quarter.

Even during the economic crisis, the Prime Minister Brown continues to spread optimism. When the whole world was plunged into recession, Brown insisted that Britain was better placed than other countries against the economic fall and strike again before any other path will the growth.

Relevance to the framework training curriculum: ("Curriculum for in-service instruction") Topic areas: "Citizen-oriented administrative activity" (3. "Techniques of practical communication with citizens – using questions to direct discussions", 6. "The basics of telephone conversations", 9. "Intercultural competence in encounters with citizens ... using intercultural questioning"), "Administrative management techniques" (Organisation of public authorities, budgeting, labour law).

Relevance to the framework curriculum: Learning area 1 ("Taking part in shaping your own vocational training: training"), Learning area 5: "Help organise personnel processes in a target-oriented way", Learning area 9: "Carrying out administrative procedures in a citizen-friendly way: Verbal and non-verbal communication", Learning area 13: "Fiscal control and management of public services: Prepare data and present it in graphic form", Learning area 14: "Categorize state governance in national and international economic contexts: National economic policy".

The work results of this “occupational investigation” are unusually comprehensive because the trainees involved were highly motivated and dedicated to achieving their project tasks. This was made possible based on extensive preparations, in which trainers and the trainees themselves were involved in setting the project tasks.

“Experience abroad is a vital component of vocational training. I would recommend companies to let their trainees work on a European occupational investigation in another country.”

Rolf Kleefuss, head of training,
Federal Ministry of Economics and Technology, Bonn

Example 2: Investigating tourism and marketing strategies in Ireland

This “occupational investigation” was created by a 24-year-old trainee travel agent, who independently developed and implemented the tasks in her project, working on topics related to her training. She spent four weeks in Cork, Ireland.

Method

Under the title of “Incoming Tourism & Marketing Strategies in Ireland” the author evaluated a wealth of information, statistics and various aspects of tourism in Ireland in a 25-page text and summarised the results of marketing campaigns run by the Irish tourism board in 2011 to increase Ireland’s attractiveness as destination for foreign tourists. The work first introduces readers to the topic and issues, briefly defines the characteristics and goals of the marketing campaigns, and describes Ireland’s geographic location and structure. She also designed and created an information brochure on work placement programmes in London for her host organisation.

Her well-structured and attractively formatted work evaluates the findings she obtained from Internet research and interviews in a “SWOT analysis”, in which the strengths and weaknesses, threats and opportunities for tourism in Ireland are described in detail. It concludes with a section on the prospects for the future of tourism in Ireland in terms of various target groups.

Learning outcomes and relevance to training

The work results demonstrate the following learning outcomes: Foreign language: The participant can understand the content of complex texts and specialist discussions in her own specialist field, write coherent text on familiar topics and report on her experiences and impressions in them. According to the classification of the Common European Framework of References for Languages, this is Level B1–B2.

Occupational skills, social and personal competences: The participant can identify and explain the significance of her work in a broader context. She can illustrate similarities and differences between the standard structures and processes in her own occupational area and draw conclusions about possible developments and make adjustments. She can use a computer and the Internet to research, compile and evaluate diverse information on developments, options for action and solutions to problems. She can independently carry out set tasks, organise help when difficulties arise and adapt her own behaviour to changing requirements and work situations.

Relevance to the framework training curriculum: Learning area 2: “Work organisation, information and communication systems”, Learning area 3: “Target areas” as well as Learning area 4: “Communication and cooperation” and Learning area 5 “Marketing”.

Relevance to the framework curriculum: Learning area 2 “Obtain information on products of the provider and agent”, Learning area 10 “Involvement in the marketing management of a tourism provider: Market analysis, marketing strategy, marketing instruments” and Learning area 14 “Evaluate the influence of economic policy in a social market economy” and the overarching vocational learning areas of “German/Communication” (such as further developing an understanding of texts and media), “Process information” and “Write and present texts”.

The results of this “occupational investigation” are remarkable because consultation on the investigation tasks could only take place at short notice and the trainee largely independently arranged and implemented its content. The results extend well beyond the originally agreed catalogue of learning outcomes.

Example 3: Compilation of an English technical glossary for metal-cutting mechanics

This “occupational investigation”, developed as an individual work during a four-week stay in England, was created by a “metal-cutting technology” trainee training in a medium-sized foundry, motor and mechanical engineering company. The participant, who also took part in a four-week, half-day language course in parallel, agreed on the topics of the training-related tasks in a dialogue with his host organisation.

Method

The trainee created a 15-page German-English “Technical glossary for metal cutting mechanics”, a collection of about 200 technical terms used in the metal cutting mechanics occupational sector. This work, which is also partly an illustrated dictionary, is divided into sections on ‘milling machine/Fräsmaschine’, ‘lathe/Drehmaschine’, ‘drill/Bohrmaschine’, ‘steels/Stähle’, and ‘technical terms/Fachbegriffe’. The author researched these topics in the Internet after consultation with his trainer, analysed technical publications, and spent time ‘sitting in’ at companies in England. He used office software to properly format his glossary and add images to it.

Learning outcomes and relevance to training

The work results demonstrate the following learning outcomes: Foreign language: The participant can make himself understood in routine situations in everyday life and at work with other people or colleagues, can understand discussions if clear standard language is used and it is about familiar topics from work, school, leisure and the like, and can write notes and messages. This is Level A2 in the Common European Framework of References for Languages.

Occupational skills, social and personal competences: The participant is able to practically use professional knowledge and skills to fulfil work tasks and independently access information sources to carry out work-related tasks. He can use standard text and spreadsheet computer programmes to present results and findings and

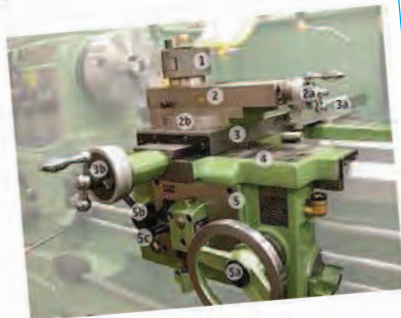
Glossar

Marius Poppe

Zerspanungsmechaniker
deutsch

- 3. cross-slide
- 3a. cross-slide DRO scale
- 3b. cross-slide feedscrew and dial
- 4. saddle
- 5. apron
- 5a. carriage handwheel
- 5b. half-nuts lever
- 5c. feed lever

- Planschlitten
- Handrad Planschlitten X-Achse
- Wegmesssystem
- Bettschlitten
- Schlosskasten
- Handrad Querschlitten Z- Achse
- Vorschubhebel
- Schlossmutter



DA VINCI mobilität pro visio

realistically evaluate and use existing and required aids to carry out assignments, to independently fulfil set tasks and independently organise help if difficulties occur.

Relevance to the framework training curriculum: Learning area 5: “Operational and technical communication” (a. Select information sources, obtain and evaluate information, f. Use English technical terms in communication, g. Obtain and use information from English-language technical documents and files), Learning area 7: “Distinguish, classify and use aids and materials“.

Relevance to the framework curriculum: Learning area “Maintenance of technical systems“ (Reading general arrangement drawings, maintenance schedules and instructions in English) and the overarching vocational learning areas of “German /English/communication: Understanding and use of technical language“, “Ordering, compiling and reproducing information from technical documents“, and “Use information and communication media“.

This project surprised representatives from both the sending and host organisations because according to the trainee himself, he did not have adequate English skills to communicate in the host country. The glossary contains technical terms that have not yet been compiled in this form.

“Trainees’ self-confidence is strengthened: participants in the “occupational investigations” have achieved something that the others haven’t. The other skilled workers in the company admire them for it, so they encourage the others and are role models in a way.”

Karl Kucher, trainer at SHW Casting
(an international iron foundry products company), Aalen

Example 4: A comparison of harbour development in London and Hamburg

A trainee freight and logistics services specialist training with a freight company in Lower Saxony, independently developed a training-related task that she then carried out in the form of an individual project during a four-week stay in England, which also included a four-week, half-day language course.

Method

Under the title “Two Ports in Comparison, London Gateway (GB) – Hamburg (GER)” the trainee created a 20-page, illustrated comparative analysis of London Gateway harbour, currently under development, and Hamburg harbour. Beginning with a description of the harbour’s structure, its geographic location, organisation and ownership, she compares statistical details on their development and discusses the changed working conditions and development possibilities of both harbours, including in terms of the related environmental discussions. She then examines the history, mainly of Hamburg harbour, because London Gateway is relatively new. In her concluding arguments, she forecasts a positive development for both harbours in the international cargo trade. The author carried out research in the Internet and consulted publications on both harbours for her work.

Learning outcomes and relevance to training

The work results demonstrate the following learning outcomes: Foreign language: The participant can understand the content of complex texts and technical discussions, including in the foreign language, in her own specialist area. She can write coherent text on familiar topics and report on her experiences and impressions in it. This is level B1 in the classification of the Common European Framework of References for Languages.

Occupational skills, social and personal competences: the participant can practically apply her professional knowledge and skills to fulfil work tasks, to illustrate standard similarities and differences between structures and processes in her own occupational area, and draw conclusions on possible developments and make adjustments. She can independently access information sources to carry out work-related tasks and use standard text and spreadsheet computer programmes to present results and findings.

Relevance to the framework training curriculum: Learning area 1.5: “Environmental protection” (a. Possible environmental damage by the company providing the training ... explain using examples), Learning area 2: “Organising work, information and communication”, Learning area 3 “Use of English in technical tasks” and Learning area 5.1: “Goods shipping and transport” (a. Compare the performance features of road, rail and air freight transport and inland waterways and maritime shipping, b. Investigate the suitability of certain types of carrier for specific goods in transit..., e. Evaluate possible applications in intermodal transport, i. Describe the ranges of application of transshipment technologies and equipment).

Relevance to the framework curriculum: Learning area 4: “Compare forms of carrier”, taking into account transport policy, ecological, geographic and economic aspects, the applications of “intermodal/multimodal transport” and “Using English technical terms”.

Example 5: The structure of retail trade in Bournemouth

A trainee retail salesperson from a department store chain with branches all over Germany independently worked on a training-related task that she carried out as an individual project, with guidance from her host organisation in England, during a four-week stay there, with a parallel half-day language course.

Method

The author, who entitled her clearly organised and well-formatted work, “The Situation of Retail Trade in Bournemouth”, writing in English, first defines the term ‘retail’, and then classifies different retail businesses according to their product types and marketing strategies. She provides a brief overview of the structure of retail trade in Bournemouth, creates brief company portraits of selected department store chains with branches in Bournemouth and compares them with the company portraits of German department store chains. She also added photos she took herself or researched in the Internet and digitally processed. To research information, she visited the department stores and researched them in the Internet. She translated the information she found in German on the companies portrayed in Germany into English herself. She prefaced her work with an outline of its structure and formulated the title. Her work was well-formatted on a computer.

Learning outcomes and relevance to training

The work results demonstrate the following learning outcomes:

Foreign language: The participant is able to make herself understood in routine everyday situations and at work with other people or colleagues and simply and coherently express herself on familiar topics and personal interests. She is able to write coherent texts on familiar topics and report in them on her experiences and impressions. According to the classification of the Common European Framework of References for Languages this is level A2–B1.

Occupational skills, social and personal competences: the participant can orient herself in a new environment and independently reach set goals. She can practi-

2.2.4 Department store

A department store is a large retail unit. It includes an extensive assortment of goods and services. This assortment is organized into separate departments for purposes of buying, promotion, customer service and control.

3. Retail outlets in Bournemouth

In Bournemouth there are more than 80 retail establishments. These retail establishments include boutiques, bookstores, stationers, department stores, shops for electronic goods and jewelry. Furthermore there are shops especially for children's, ladies and men's fashion.

4. The arcades of Bournemouth

An arcade is a covered passageway mostly with shops on either side. In the Bournemouth area are six arcades. The Dalkeith Arcade, the Balloon Arcade, the Westbourne Arcade, The Arcade, the Criterion Arcade and the Royal arcade.

5. Department Stores in Bournemouth

There are ten department stores in Bournemouth. These sell goods to customers. I will focus on 'John Lewis', 'House of Fraser' and 'Debenhams'.

5.1 John Lewis Picture 1

John Lewis is a chain of upscale department stores operating all over Great Britain. Currently there are 29 stores throughout England, Scotland and Wales. The chain is owned by the John Lewis Partnership. The revenue of 2010 is £2417.4 million. The total head count for John Lewis Partnership is 27,200 employees.



Picture 10 (http://farm3.static.flickr.com/2185/2076363140_20a470e15c_o.jpg)



cally apply and use her professional knowledge and skills to fulfil work tasks and present observations and findings on structures, processes and developments in her own occupational area in a way that is related to the topic and structured. She is able to observe valid rules and regulations in carrying out work tasks. She can use digital media for orientation and communication, independently access information sources to carry out work-related tasks and use standard text and spreadsheet computer programmes to present results and findings.

Relevance to the framework training curriculum: Learning area 1: "The company providing training: the significance and structure of retail trade", "Position of the company providing training in the market", "Organisation of the company providing training", Learning area 2: "Information and communications: using information systems", "Use autonomous learning methods", "Use technical information" and Learning area 7.3: "Self- and time management".

Relevance to the framework curriculum: Learning area 1 (Represent the retail trade company) and the aspects “Tasks and structure of retail trade”, “Presentation of the retail trade company’s performance focus and areas of operation”, “Describe the company’s organisation”, to Learning area 2 (Hold sales talks) and the aspect “Use specialist terms in the foreign language”, to Learning area 8 (Analyse business processes) and the aspects “Representation of the company’s financial and asset position”, and “Use suitable software as a documentation and information instrument”.

Comment

This project was carried out even though the trainee was supposed to end her stay abroad early, because she was unable to undergo a company placement. The results convinced her trainers however, because no trainee had ever submitted anything like such an extensive research essay in English before.

Example 6: Which hotel would you recommend?



21-year-old trainee hotel specialist training in a hotel in Duisburg independently chose a task and topic related to her vocational training for her “occupational investigation”, then carried it out during a four-week work placement in Bournemouth, England, which also included a half-day language course in parallel.

Method

Taking as her title “You’d like to visit Bournemouth? Then don’t hesitate! – Have a look and choose your hotel!”, the author created a comparative analysis in which she examines the quality features of typical hotels in England and Germany. Beginning with the tongue-in-cheek title, the author first introduces the town of Bournemouth, which is very popular with tourists. She then compares the different ratings systems for awarding “stars” in the German and British hotel sectors. Using two examples researched locally, the four-star “De Vere Royal Bath Hotel” and three-star “Durley Dean Hotel”, she describes the different standards in detail. The author then compares the two English hotels and the hotel she is training in. Her well-structured work is

complemented with photos. The information was researched on the Internet, in interviews with representatives from the hotels portrayed, and by analysing information brochures.

Learning outcomes and relevance to training

These work results demonstrate the following skills-related learning outcomes:

Foreign language: The participant can make herself understood in routine situations in everyday life and at work with other people and colleagues and is able to write coherent text on familiar topics and report in them on her experiences and impressions. This corresponds to level A2–B1 of the Common European Framework of References for Languages. **Occupational skills, social and personal skills:** the participant is able to use her professional knowledge and skills to present observations and findings on structures, processes and developments in her own occupational area in a way that is related to the topic and structured. She is able to describe similarities and differences between structures and processes that are standard in her occupational area, draw conclusions about possible developments and make adjustments. She can use digital media for orientation and communication to independently access information sources for the carrying out of work-related tasks and use standard text and spreadsheet computer programmes to present results and findings. She can use her personal and organisational competences to realistically evaluate and use available and required aids to fulfil tasks, autonomously organise work and learning processes, take deadlines into account and independently organise help if difficulties arise.

Relevance to the framework training curriculum: Learning area 2a “Explain the structure and mission of your training company”, Learning area 5: “Dealing with guests: Use professional technical terms in the foreign language” and Learning area 10: “Office organisation and communications: Carry out workplace-related written work”.

Relevance to the framework curriculum: Learning area “Product development and maintenance”, Learning area “Specialist foreign language” and Learning area “Focus on guests”.

Example 7: Presenting your company abroad

Three trainee industrial mechanics training in a steelworks in Eisenhüttenstadt were given the task in their “occupational investigation” of developing and presenting a PowerPoint presentation about the company they’re doing their training with during a four-week stay in England with a parallel half-day language course.

Method

In a work entitled “Our Company - ArcelorMittal Eisenhüttenstadt”, the authors presented an English-language portrait of the company they are training with over 12 slides. They describe the company’s history and policy of manufacturing very high-quality steel, mainly for the car industry. The company’s structure, production processes and the trainees’ everyday lives there are clearly described in English. The authors researched together for their work on the Internet and analysed their company’s own publications. For their presentation they used office software and created simple graphics to illustrate work processes and the organisation of personnel. Using drawing software, they also created a floor plan of the department they are training in and added photos they had researched.

Learning outcomes and relevance to training

These work results demonstrate the following learning outcomes in terms of skills: Foreign language: The participants can describe their own background and environment, their training and work tasks, make themselves understood in routine situations in everyday life and at work with other people and colleagues, as well as write coherent texts on familiar topics and report in them on their experiences and impressions. According to the classification of the Common European Framework of References for Languages, this is level A2–B1.

Occupational skills, social and personal competences: The participants are able to practically apply and use their professional knowledge and skills to fulfil work tasks and present observations and findings on structures, processes and developments in their own occupational area in a way that is related to the topic and structured. They can use standard text and spreadsheet computer programmes to present

2. step



Converter steel mill:



- converter steel mill has 2 240t-Converter
- in scrap, raw iron and lime is blown oxygen
- so elements are reduced (for example C)
- the different kinds of steel are produced by mixing the iron with different alloying elements

results and findings. They can integrate themselves into a team and coordinate their own activities with other people. They can realistically evaluate and use available and required aids to fulfil tasks, orient themselves autonomously and independently reach set goals.

Relevance to the framework curriculum: Learning area 1: “Production of components: Detail drawings, presentation techniques”, and Learning area 4: “Maintenance of technical systems: Company organisation. Organisation of work” and within the framework training curriculum to Learning area 2 “Structure and organisation of the training company”, Learning area 5: “Operational and technical communication: Select information sources. Technical drawings ... evaluate and make sketches. Present facts, use English technical terms in communication“, Learning area 6 “Plan and organise work” and Learning area 7: “Distinguish, classify and use aids and materials”.

This “occupational investigation” proved successful because it was these trainees’ first attempt at writing such a long text in English and because the group members all supported each other, closely cooperating to manage their task.

“Offering our trainees “occupational investigations” abroad makes us more attractive as a training company. The trainees are grateful and motivated. It binds them more closely to the company.”

Karl Kucher, trainer at SHW Casting
(an international iron casting product company), Aalen

Example 8: Intercultural learning at a language school

Trainees from a large German mobile telecommunications provider in the occupational fields of “IT systems management assistant”, “IT systems electronic technician” and “Dialogue marketing specialist”, who are training in Potsdam and Frankfurt (Oder), were assigned a project to create two PowerPoint presentations explaining the significance of “social value orientation” within their group of telecommunications companies during a stay abroad.

This “occupational investigation”, which was set as group work, was carried out during a four-week stay in Bournemouth/England, which included a parallel half-day language course.

Method

Over 20 slides the trainees deal mainly with the international character of their host organisation, the “Westbourne Academy” (WBA), a language school that hosts around 1,500 students from all over the world every year. Based on a concept of “Language Study Travel” they first describe Bournemouth, the WBA and the European LEONARDO DA VINCI training programme, going on to deal systematically with their intercultural focus. They analysed statistics on the origins of the school’s students, carried out interviews with fellow students, compared countries, and examined the changes in their own self-image resulting from the international contacts and interaction with other students.

„That was my best experience with other cultures. My stay in England opened my eyes to the rest of this great big world.“
Paul Schulz, trainee

“I became more self-confident during my stay abroad. Meeting people of so many different nationalities swept away my prejudices.“
Stefanie Stelz, trainee

Learning outcomes and relevance to training

The work results demonstrate the following learning outcomes: Foreign language: The participants have learned to describe their own background and environment, their training and work tasks in the foreign language, report on their experiences, and give brief statements or explanations on events, plans and views, and to understand discussions held in clear standard language about familiar things from work, school, leisure and so on. According to the classification of the Common European Framework of References for Languages this is level B1.

Occupational skills, social and personal competences: The participants can use standard text and spreadsheet computer programmes to present results and findings. They can autonomously carry out set tasks and independently organise help if difficulties occur. They are able to integrate themselves into a team, coordinate their activities with other people and take responsibility for carrying out subtasks in work processes. They are able to sophisticatedly perceive and reflect on cultural and social conditions, respect behaviour different from that in their own culture and adapt their own behaviour to changing requirements and work situations.

The following learning areas relate to the framework training curriculums of the occupations involved: Relevance to the framework training curriculum: ‘Dialogue marketing specialist’: Learning area 3: “Work organisation, cooperation, teamwork“, Learning area 5: “Dialogue processes“, Learning area 7: “Projects” (7.1. Project planning, 7.2. Project execution). ‘IT Systems management assistant’ and ‘IT systems electronic technician’: Learning area 3: “Work organisation and work techniques” (3.1 Informing and communicating, 3.3. Teamwork).

Relevance to the framework curriculum: ‘IT systems management assistant’: Learning area 3: “Communicating with customers” (‘Dialogue marketing specialist’) Learning area 1: “The company and its environment” and Learning area 3: “Information sources and work methods”.

The team members knew each other only partly before they went abroad. The subsequent very good cooperation among the trainees from different occupations and locations proved their exemplary ability to work in a team. It was also mentioned in feedback that the “occupational investigation” had increased the trainees’ feeling of belonging to the company they’re training with.

“Tolerance and diversity, the ability to work in a team and language skills are all important to our company. The European “occupational investigation” projects and our trainees’ contact with people from many other nations during them help us to integrate these values into their training.”

Heike Lehmann, trainer, Deutsche Telekom

Example 9: A comparison of professional qualification profiles

Four trainee paralegal and specialist notary assistants developed their own task for their project in England -a comparison of their profession in England and in Germany. This “occupational investigation” made by the small group involved creating a 7-page report in English with photos and holding an interview with an employee from a legal firm (paralegal).

Method

The authors first defined the occupation of paralegal and specialist notary assistant in English and researched information on it on the Internet. They then described their own activities during a typical day at work in their company in Germany in English and developed interview questions, which they also translated into English. An interview was arranged with an English colleague, who was asked about his profession’s general conditions. Based on the transcribed results of the interview, they drew up a comparison of the vocational training of paralegals and specialist notary assistants in Germany and Great Britain. A conclusion about the professional qualification profiles was added to the comparison. The report’s text was also illustrated with photos linked to the topic.



Learning outcomes and relevance to training

These work results confirm the achievement of learning outcomes in the following areas of competence:

Foreign language: The participants can describe their own origins and environment, training and work tasks, make themselves understood in routine everyday situations and at work with other people and colleagues and understand discussions held in clear standard language about familiar things from work, school, leisure and so on. They can write coherent texts on familiar topics and report in them on their experiences and impressions. According to the classification of the Common European Framework of References for Languages this is level A2–B1.

Occupational skills, social and personal competences: They are able to practically apply and use their professional knowledge and skills to fulfil work tasks and present observations and findings on structures, processes and developments in their own occupational area in a way that is related to the topic and structured. They can independently access information sources to carry out work-related tasks and use standard text and spreadsheet computer programmes to present results and findings. They can integrate themselves into a team and coordinate their own activity with other people, realistically evaluate and use available and required aids to fulfil tasks, autonomously carry out tasks set and independently organise help if difficulties occur.

Relevance to the framework training curriculum: Learning area 1: “The position of lawyers: Outline training regulations...including the training curriculum” and Learning area 2: “Office practice and organisation: Explain the organisation of the office you’re training in. Use of information and communications technologies in work”.

Relevance to the framework curriculum: Learning area 1: “Orientation in training and profession”, Learning area 5: “Use information and communication systems for text processing”, Learning area 11: “Independently draft work-related documents on computer” and Learning area 17: “Carry out work-related tasks with the help of standard software and communications systems”.

Example 10: An information brochure for new citizens in Cork

DThree young trainee administrative specialists training at the Federal Foreign Office (Auswärtiges Amt) in Berlin sent for a four-week stay to Ireland that included a two-week, half-day language course, created as part of their “occupational investigation” a guide to the public authorities and informative guide for foreign citizens arriving in Cork. They supplemented their work with a survey of passers-by in which they asked local people about their city and country. They recorded the results on video and also used the survey to create a portrait of the city of Cork.

Method

During a preparation seminar held about six weeks before they left, the trainees familiarised themselves with the project tasks. Working as a group, they defined the necessary work steps, estimated the time they would need, divided tasks among team members and drew up a work plan. In Ireland the trainees researched the information they needed for their work on the Internet, visiting local public authority offices and interviewing employees from the city administration and tourism board. The results were structured into topics, on which they wrote target group-oriented English texts, which were then compiled in a brochure that they did the layout for and complemented with photos they had taken or researched themselves as well as graphics. This was then produced as a photo book. In surveying passers-by in Cork's city centre, the trainees also created a portrait of the city and recorded the results on video. After creating a storyboard, they used special editing software to put the video sequences together into short films.

Learning outcomes and relevance to training

The work results provide insight into the trainees' learning outcomes in the following skills areas:

Foreign language: The trainees can make themselves understood in everyday routine situations and at work with other people and colleagues, understand discussions held in clear standard language about familiar things from work, school, leisure and so on. They are able to write coherent texts on familiar topics and report in them on their experiences and impressions. According to the classification of the Common European Framework of References for Languages, this is level A2–B1.

Occupational skills, social and personal competences: The trainees are able to practically apply and use their professional knowledge and skills to fulfil work tasks and present observations and findings on structures, processes and developments in their own occupational area in a way that is related to the topic and structured. They can use a computer and the Internet to research, compile and evaluate diverse information on developments, options for action or solutions to problems and to present work results in an inventive and exciting manner. They can integrate themselves into a team and coordinate their own activities with other people. They are able to take

responsibility for carrying out subtasks in work processes and adapt their own behaviour to changing requirements and work situations.

Relevance to the framework training curriculum: Learning area 1: “Describe the position and tasks of your department in the overall public administration system”, Learning area 2: “Work organisation” (b. Create written records, d. Arrange personal organisation of work rationally and expediently”, e. “Use specialist literature and other information tools,” f. “Use methods of working and learning in a task-oriented manner,” g. “Provide, prepare and evaluate data”), Learning area 3b: “Use information and communication systems in a task-oriented manner”, and Learning area 4a: “Render external ... services based on ... a focus on citizens and customers.” and 4c. “Make communication ... commensurate with goals, addressees and situations”.

Relevance to the framework curriculum: Learning area 8., “Provide administrative services economically and in a customer-oriented manner“.

Example 11: Analysis of early childhood education approaches and institutions

A pre-school teacher in her second year of training in Duisburg chose the work-related topic for her “occupational investigation” - a comparison of approaches and structures to early childhood education in Great Britain and Germany. She carried out her project during a four-week stay in England, which included a half-day language course.

Method

Entitled “A comparative study of early child education: Germany and England”, this seven-page project, based on UNESCO’s child education and development goals and the UN Declaration of Human Rights, examines early childhood education approaches and institutions in Germany and England. It includes a description of exemplary education projects, including special learning units working to promote perception, (self-) awareness and language development in small children. The author concludes with a comparison of support services for parents in both countries and an assessment of these. She used numerous sources in German and English, which she also lists. Her work is written in easily understandable English.



Learning outcomes and relevance to training

The work results offer insight into the trainee's learning outcomes in the following skills areas:

Foreign language: The participant can understand the content of complex texts and expert discussions in her own specialist area, write detailed texts on a range of topics and present arguments and counter-arguments for or against a certain point of view in an essay or report. According to the classification of the Common European Framework of References for Languages this is level B2.

Occupational skills, social and personal competences: The participant can recognise and explain the significance of her own work in a wider context and the similarities and differences between standard structures in her own specialist area, describe processes, draw conclusions about possible developments and propose adjustments. She can use a computer and the Internet to research, compile and analyse diverse information on developments, options for activity or solutions to problems and is able to use standard text and spreadsheet computer programmes to present results and findings. She can autonomously organise working and learning processes, taking deadlines into account.

Relevance to the framework curriculum: (among others) Learning area I: “Society and culture” (Foreign language), Learning area II: “Socio-educational theory and socio-educational practice” (Education and development), Learning area III: “Media of socio-educational activities”, (Learning area “Music”, Learning area “Play”).

Example 12: Applying for your own job abroad

Three trainee office communications specialists aged from 18 to 20 training at the Federal Office for Central Services and Unresolved Property Issues (Bundesamt für zentrale Dienste und offene Vermögensfragen) in Rostock, Erfurt and Frankfurt (Oder), were given the project assignment to look for work in their own occupation during a stay in Ireland and apply for a job there. They were required to create “job portraits”, survey people in office jobs, and record and analyse the interviews. The trainees also surveyed passers-by on the topic of “What kind of a language is Gaelic?”. This “occupational investigation” was set up to be a group project during a four-week stay in Ireland, which included an initial two-week, half-day language course.

Method

In a preparation seminar held about six weeks before they left, the trainees familiarised themselves with the topic they were given for their project. Working as a group, they defined the necessary work steps, estimated the time they would need, divided the tasks among themselves and drew up a work plan. In Ireland the trainees sear-



ched for suitable jobs in job centres and wrote applications in English, which were checked by competent experts and sent to potential employers. The participants then created a questionnaire, which they translated into English, arranged appointments for interviews and interviewed people working in offices (such as an office manager, solicitor and branch manager). The information they obtained about job titles, occupational tasks, qualification profiles, salary levels, likes and dislikes and career paths was recorded in the form of digital audio files and converted into a written report presenting six people and their occupations. Their report, clearly formatted with an appropriate graphic design, was also enhanced with photos. The trainees then presented Ireland in a ten-minute video illustrating the country's geography and history with a regional study, before going on to highlight the Gaelic language in the main part. They recorded texts they had written themselves on camera in the style of TV presenters and brought people in the city to speak and even sing in Gaelic. The trainees edited the video using special software, adding music and titles to it.

Learning outcomes and relevance to training

Their work results demonstrate learning outcomes in the following skills areas:

Foreign language: The participants can express themselves simply and coherently on familiar topics and personal interests, identify problems and describe proposed solutions, write coherent text on familiar topics and report on their experiences and impressions in them. This is level B2 of the Common European Framework of References for Languages.

Occupational skills, social and personal competences: The participants can integrate new knowledge and working methods into their occupational skills and abilities to fulfil set work-related tasks and design solutions to recognised problems. They are able to use digital media for orientation and communication and present the results of their work in an inventive and exciting manner. They can integrate themselves in a team, coordinate their activities with other people and take responsibility for carrying out subtasks in work processes. They can autonomously carry out set tasks, plan the necessary work steps, set priorities and independently organise help if difficulties occur.

Relevance to the framework training curriculum: Learning area 2.2: “Operational organisation and functional contexts” (Point g: Describe the tasks and typical requirements of selected office workplaces), Learning area 4.1: “Word processing”, Learning area 4.2: “Writing qualifications, formulating and creating texts”, Learning area 4.3: “Office communications technologies”, Learning area 4.4: “Automated word processing”, and Learning area 7.1: “Communication and cooperation in the office and office coordination”.

Relevance to the framework curriculum: Learning area 3: “Special business studies” (Special forms of communication, use of office communications technologies, communications interference, task-related communication, Organisation in word processing, data backup), and Learning area 4: “Information processing” (data processing, word processing)

“Learning to look out beyond your own horizons, that’s very important in an administrative authority that has very little contact with the public. It also upgrades the value of their training so we can use that to attract the decreasing number of very good applicants.”

Jutta Quenot, head of training, Federal Office for Central Services and Unresolved Property Issues, Berlin

Example 13: Comparing social security systems

E group of four trainee social security administrative specialists from the Deutsche Rentenversicherung Bund (German pensions authority offices) in Gera and Stralsund carried out an “occupational investigation” during a four-week stay in Northern Ireland, which included a two-week, half-day language course. Their work compares the health insurance systems in Germany and Great Britain and Northern Ireland. A person working locally in the insurance industry was portrayed and passers-by were surveyed on their opinion of the health insurance system. The group then reported on their impressions and experiences in Ireland in a “video diary”.

Method

During a preparation seminar the trainees, who didn’t know each other beforehand, familiarised themselves with the framework topic set and from this developed the concrete project tasks. Working as a group, they defined the necessary work steps, estimated the time they would need, divided the tasks among themselves and drew up a work plan. In Derry they researched relevant information on the health insurance systems on English- and German-language websites, surveyed passers-by, and carried out interviews with experts. After several independent attempts to get experts in front of a camera were unsuccessful, they organised help in making appointments from their host organisation. They recorded their interview with an insurance broker about his occupation on video.

The trainees clearly structured the information they gathered, specifying the information sources, and converted it into an appealing PowerPoint presentation in

English. They developed lectures in English and German for subsequent presentation to an audience and also produced a film on their stay in Northern Ireland, adding comments in parts and enhancing it with Irish music. All the films were edited using a special video software and have opening and closing credits, intertitles and German subtitles.

Learning outcomes and relevance to training

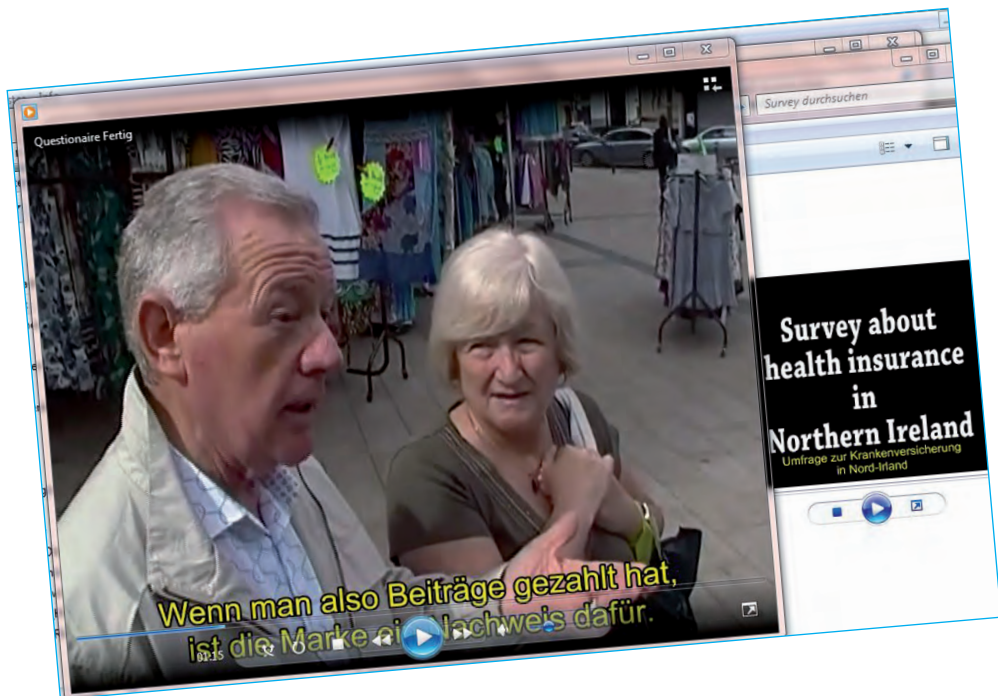
Their work results demonstrate learning outcomes in the following skills areas:

Foreign language: The participants can express themselves simply and coherently on familiar topics and personal interests, identify problems and describe proposed solutions, write coherent text on familiar topics and report on their experiences and impressions in them. This is level B1 of the Common European Framework of References for Languages.

Occupational skills, social and personal competences: The participants can recognise and explain the significance of their own work in a wider context and reflect on observations and findings on structures, processes and developments in their own occupational area in a topic-related and structured manner. They can use digital media for orientation and communication, presenting work results in an inventive and exciting manner. They can integrate themselves into a team, coordinate their activities with other persons and take responsibility for carrying out subtasks in work processes. They are able to autonomously carry out set tasks, plan work steps and set priorities and independently organise help if difficulties occur.

Relevance to the framework training curriculum: Learning area 1: “The training company” (1.2 Company goals and organisation), Learning area 2: “The mission of social security” (2.1 Social insurance in the social security system, 2.2: Insurance holders, members, 2.3. contributions, 2.4. services), Learning area 4: “Communication and cooperation”, and Learning area 6: “Use of learning and work techniques” (b. Organise your own work rationally to make it functional, c. Use specialist literature, documentation and other information tools, f. Identify the essential facts from verbal and written information, ... make the results suitable for communication to a specific audience).

Relevance to the framework curriculum: Learning area “Business studies”, (Production factors) and Learning area “Social insurance studies” (The social security



system, statutory health insurance, statutory pension insurance); supplement to the framework curriculum: “Integrated data processing” (2. Standard application software, 3. Information and communications management).

The members of this working group demonstrated a marked ability to work in a team, as well as initiative and creativity in working on tasks and solving problems, which is reflected in their impressive project results.

“The trainees deal with each other in a more cooperative, collegial and respectful manner. Their interactions with each other are now much better and they can express themselves and communicate more objectively.”

Kerstin Werner, trainer, Deutsche Rentenversicherung Bund, Berlin

Julia Kalisch

Lessons learned

Practical testing of “European occupational investigations”

Over the course of the INTAKT project, the concept of including “European occupational investigations” in vocational orientation stays abroad was tested at an early stage. In cooperation with the partner organisation, the Friedrich-List-Schule/Oberstufenzentrum Wirtschaftssprachen in Berlin, tests were carried out in the project’s first year with a total of 33 trainees from the occupations of “administration specialist”, “social security administrative specialist” and “office communications specialist” from various German cities. The Federal Ministry of Economics and Technology (Bundesministerium für Wirtschaft und Technologie - Berlin and Bonn offices), the Federal Foreign Office (Auswärtiges Amt), the Federal Office for Central Services and Unresolved Property Issues (Bundesamt für zentrale Dienste und offene Vermögensfragen - Berlin and Gera offices) and the Deutsche Rentenversicherung Bund (Stralsund, Gera and Berlin offices) were involved in this test phase. Trainees were sent to Bournemouth in Southern England, Derry in Northern Ireland and Cork in Ireland. INTAKT partners the Westbourne Academy, Partnership Europe and the Foyle Language School in Derry, which has been a partner to the Friedrich-List-Schule for many years, were the host organisations. The trial of project results was subsequently expanded to include other partner organisations in the project, ESMOVIA in Valencia (Spain), Semper Avanti in Wroclaw (Poland) and Culture et Liberté in Paris (France) and the findings were used to revise the products created in the INTAKT project. A survey of participants was also carried out.

Feedback from participants

As was already clear from participants’ earlier reports, they regard their experience abroad as greatly enriching especially in a personal sense. “That was my best experience with other cultures. My stay abroad opened my eyes to this great big world”, was the conclusion of one trainee IT systems management assistant. Katrin, a trainee

with a southern German automobile supplier, had a similar view. “The occupational investigation included visiting the language school. Here I met people from Saudi Arabia, Belgium, Brazil, Turkey, Colombia, Kuwait, Korea and Japan. We spent most of the time talking about our different cultures. We were often surprised at how much our countries have in common; we didn’t know that before.” Over 80 percent of those surveyed said they had profited from their time abroad and came back feeling more self-confident and tolerant. This assessment is shared by those in charge of training at the partners involved, such as Dietlind Ulrich-Mizza from the Federal Foreign Office (Auswärtiges Amt). “For me as head of training, it is great to see the transformation a four-week stay abroad can bring about. Young trainees come back to Berlin more mature and self-confident.” The trainer of foundry mechanics in an iron casting company in Baden-Wuerttemberg expressed a similar view. “Expanded horizons, maturity, and self-confidence are the most important points I can think of. The trainees who have been abroad can think more cooperatively, without tunnel vision. They can empathise better with other nationalities – that’s important to us in our company.” More than 75 percent of the trainees surveyed said they could imagine working abroad in future. This figure is well above this target group’s average willingness to be mobile.

Greatly improved foreign language skills, the possibility of exchanging views and ideas with local people, and getting to know another culture were also mentioned as most important learning experiences. 75–80 percent of those surveyed agreed that these statements were true for them.

The trainees’ very high level of satisfaction with their own stays abroad is reflected in their high levels of readiness to recommend participation in a mobility project to friends and acquaintances, which almost 90 percent were prepared to do.

In contrast to their generally high levels of satisfaction, the approach of carrying out “occupational investigations” during a stay abroad was not quite as positively assessed. This was due to initial shortcomings that came to light during the test phase, for which possible solutions were sought during the further course of the project. Some participants observed critically that information on the project tasks given to them was inadequate or too late and that the host organisation’s support was insufficient, so that it turned out that tasks could not be implemented on site.



There were in fact problems in implementing tasks because the necessary pre-conditions could initially not be provided locally. Plans to hold interviews with representatives of public administration authorities in England were thwarted because the relevant organisations were not authorised to provide information to third parties. For some participants the different overall conditions and language barrier proved to be an unexpected obstacle, so they could not carry out ordinary tasks within the usual timeframe and fell behind in carrying out their project tasks. For these reasons, tasks could not be carried out in precisely the way required from participants in some cases and had to be modified during implementation.

In some cases temporary infrastructure deficits also affected work on projects. Some participants did not have a computer or Internet access and sometimes had to resort to Internet cafés and public libraries.

Conclusions

After consultation with host organisations the conclusion was drawn that it would be necessary to make the basic preconditions for carrying out “occupational investigations” more concrete with the partners and involve them more in developing project tasks. Experience also showed that greater flexibility as to expected learning outcomes would be required in implementing project tasks. Carrying out the tasks agreed on in advance with the sending organisation proved to be too much for some participants once abroad.

In this context it also emerged that the basically high motivation of participants can be increased when they are involved in setting project tasks. The holding of preparatory workshops also proved its worth in facilitating the carrying out of “occupational investigations”. Participants who in advance had defined the contents of the project tasks, undergone project-related linguistic preparations in the target language and created their own group- and task-specific work plans and schedules, were much better able to carry out even complex project tasks in the host country.

The central phase of the test run, participants’ work on their projects in their destination, went smoothly due to the good communication with participating project partners. All actors confirmed that the “occupational investigations” project format is very useful in the occupational, linguistic, social and personal development of participants and basically worked very well. It was however proposed that project tasks be designed more openly to better fit in with the different prerequisites of individual participants. This would give participants more freedom of choice on how to fulfil their project tasks. The lack of necessity to intervene in case of divergences from the originally intended tasks would ease the burden on local tutors and the sending organisation’s project management.

The “Interviewing” and “Surveying passers-by” methods took on an increasingly important role in the carrying out of project tasks during the trials. These methods are especially suitable for demonstrating participants’ ability to communicate and their foreign language skills. Feedback shows that using these methods often had the positive ‘side effect’ of facilitating contact with “real Englishmen” and “real Irishmen” and alleviating initial fears about overcoming the language barrier. “My social competences have grown and my interpersonal skills in dealing with foreign

customers have improved”, says Jessica, a trainee IT systems management assistant at a large telecommunications company, of her occupational investigation. Kerstin Werner, who is responsible for the training of social security administrative specialists at the Deutsche Rentenversicherung, has noticed that, “The trainees can express themselves and communicate more objectively.”

This form of work should therefore be retained and further developed. The diversity of forms in which project results are presented should be increased and participants should be encouraged to use digital media extensively in their reporting so as to better demonstrate their communicative competences in the foreign language.

Feedback from the trainees involved in the test run confirms the enormous effect that an experience abroad can have in increasing trainees’ self-confidence and shows that independently carrying out a project increases their sense of responsibility. Participants usually show much greater determination and motivation about their further vocational training and a possible higher qualification after returning from abroad.

“I think you get a good insight into a company by doing a company placement, but it is hard to really learn to work properly there within a month. That is already hard if you do a placement in Germany. In another country there’s also the foreign language and various cultural differences as well. So I think a European occupational investigation is better at giving you a brief but precise insight into an occupation within a short period like a month.”

Tamara Riesenbeck, trainee

Bernadette Besenhofer

You have reached your goal

The INTAKT database – an online European Vocational Skills Training tool



The database, which was set up for the INTAKT project, is designed to facilitate communication between actors involved in an “occupational investigation” and includes all the functions necessary for agreeing on learning outcomes and tasks, monitoring learning processes and documenting learning outcomes. It is also designed to facilitate the coordination of mobility projects and make it easier to carry

them out. The database is designed for participants, project organisations, and mobility project organisers alike and after registration includes the following functions:

Trainees

- see examples of projects
- find suitable mobility projects
- lodge applications After registration:
- create an individual profile (upload a photo and CV)
- identify learning goals using guiding questions
- develop their “occupational investigation” tasks themselves
- coordinate the progress of their project work with their sending organisation
- upload the “occupational investigation” work results and put them online
- collaborate in the description of their learning outcomes

Project organisations

- offer mobility stipends
- publish and disseminate project results

After registration:

- view and coordinate applicant and participant profiles
- develop “occupational investigation” project tasks
- using pre-defined guiding questions, enter into dialogue with applicants about learning goals and learning outcomes
- monitor the progress of the project abroad
- confirm or reject a participant’s own assessment of his or her learning outcomes.
- document skills and competences for Europass Mobility

The database is divided into a public area and an internal area.

The internal area can be accessed after registration.

Public area

In the public area – which anyone can access – you will find:

- Information for trainees and trainers
- What is European Vocational Skills Training (EVST)?

- Examples of previous results of trainees
- Information on applying
- Contacts with sending organisations

Simply click through the menu items on the upper margin of the page:

Start page: Current examples and general information on European Vocational Skills Training (EVST)

Project archive: See all stored examples of previous ‘occupational investigations’

Mobility projects: Find funding and support programmes and lodge applications

Sending organisations: Which organisations offer European Vocational Skills Training?



Internal area for project coordinators

You can access the internal area by using your access data (user name and password). As a project coordinator, you can obtain access data from bildung@arbeitundleben.de. Click on the contact link under the menu item, 'Login project coordinator'.

In the internal area, sending organisations (project organisations) can

- describe their organisation to present it in the website's public area.
- describe their mobility projects to advertise them in the website's public area.

Specify your target groups and countries and briefly describe your mobility project content.



The screenshot shows a web browser window with the address bar displaying 'localhost:59602/Account/Login/Coordinator'. The page header features the 'EVST European Vocational Skills Training' logo on the left and the European Union flag with the text 'EU Bildung und Kultur Programm für lebenslanges Lernen' on the right. A red navigation bar contains the following links: 'Startseite', 'Projektarbeiten-Archiv', 'Mobilitätsprojekte', 'Entsendeorganisationen', 'Login Teilnehmende', and 'Login Projektkoordinatoren'. The main content area is titled 'Login Projektkoordinatoren' and contains a login form with fields for 'Benutzer-Name' and 'Passwort', an 'Angemeldet bleiben' checkbox, and an 'Einloggen' button. To the right of the form, there is a section titled 'Möchten Sie Ihre Mobilitätsprojekte in der EVST-Projektdatenbank registrieren?' which includes instructions for project registration and a link to 'Email Administrator'. At the bottom of the page, there are logos for 'kompass' (Thema Kompetenz für Europa) and 'int@kt' (Experience Europe).

- create users (applicants and participants). Those interested in participating in a European occupational investigation can contact you via the database. You can then give the interested person access data for the internal area for participants. Participants can lodge applications there (see also the information under “Internal area for participants”)
- manage users
 - Classify trainees into projects, occupational areas and target countries.
 - Sort them according to their departure and return dates.
 - “Alarm list”. Monitor all your participants’ deadlines at a glance. Have registered applicants and participants created a profile? Have they defined learning goals? Have they set project tasks? Has project work been uploaded? Have participants already assessed their own learning outcomes? Have participants evaluated their stay abroad?
- create project tasks for participants/trainees.
There are the following possibilities:
 - You give the trainees a predefined task
 - The trainees define the project task themselves
 - You freely formulate the project tasks
 - You use the ‘task generator’
 - You search the Project Archive and use tasks that have already been created.
- see project results. You can see European Vocational Skills Training results in the internal area of the respective participant. If you accept the results and release them for publication, they will be visible to everyone in the website’s public area, initially on the start page (most recent results), then in the Project Archive.
- document learning outcomes (acquired competences) for the Europass:
Participants can click on menu items to provide a self-assessment of their learning outcomes: individual aspects in the categories of foreign language, social skills, occupational competences and personal abilities are predefined. Participants give reasons for and explain their self-assessment in a text they write themselves. If the project coordinator agrees he can click to confirm. If the project coordinator does not agree he can reject it (Reset status), then consult with the participant and request a new assessment. Project coordinators can then formulate their own comments.

The entire documentation can then be converted into a pdf, making it easy to print out for the Europass Mobility.

- share participant data and project tasks with the host organisation abroad. It saves you having to write emails. Your partners abroad can see your participants' data (personal details, CV, motivation text, learning goals, project tasks and self-assessment of learning outcomes) as soon as you provide your partner abroad with access data.

Internal area for participants

Trainees, applicants and participants can access the internal area by clicking on the menu item 'Login participants'. If you don't yet have access data, you can obtain it by clicking on the menu item, 'Mobility projects'. Then you can lodge an application, create a profile or work on your project.

In the internal area trainees, applicants and participants can:

- apply and create a profile (Upload personal data, CV and photo, describe your motivation for a stay abroad)
- My learning goals: Using lead questions, they describe their motivation for their trip abroad and receive support in describing their learning goals in the areas of the foreign language, social skills, occupational competences and personal abilities.
- create project tasks: Participants are given a pre-defined project task or develop their "occupational investigations" tasks themselves – after consultation with their project coordinator.
- upload project results: Everything participants create abroad in terms of project results can be uploaded here as a file (pdf, doc, films, audio files ...). Because this is a protected area, the work results are only visible to the project coordinator. Only after approval by the participant and confirmation by the project coordinator can the results also be seen in the website's public area.
- My learning outcomes: After returning from abroad participants assess themselves the areas in which they have gained new skills and reached their learning goals. This self-assessment is then coordinated with and confirmed by the project coordinator.



EVST European Vocational Skills Training

Startseite Projektarbeiten Archiv Mobilitätsprojekte Entsendeorganisationen Login Teilnehmende Login Projektkoordinatoren

Login Teilnehmende

Benutzer-Name

Passwort

☐ Angemeldet bleiben

Einloggen

Wie kann ich mich für ein Mobilitätsprojekt bewerben?

Klicken Sie in der Menüleiste oben auf den Reiter „Mobilitätsprojekte“ und suchen dort aus der Liste ein passendes Projekt für sich aus. Nehmen Sie mit dem Projektkoordinator Kontakt auf.

Wie komme ich in den internen Teilnehmerbereich dieser Projektdatenbank?

Über die jeweilige Organisation (also die Einrichtung, die den Auslandsaufenthalt organisiert), erhalten Sie die Zugangsdaten, um in der Projektdatenbank die notwendigen Schritte zur Bewerbung für einen Lernaufenthalt im Ausland zu absolvieren.

Haben Sie bereits Ihre Zugangsdaten erhalten, können Sie sich auf dieser Seite anmelden.

kompass Maine Kompetenz für Europa intekt Lernen in Europa

- Evaluation: Here participants can assess individual aspects of their stay abroad, describe their experiences and propose improvements. The results are only visible to project coordinators and are not published.

The database is designed to make it easier for the partner organisations and participants involved in a transnational mobility project to coordinate learning processes and learning outcomes in a dialogue process. For user guidance it is adapted to the sequential steps in a mobility project, making it easier to organise and coordinate projects. Learning outcomes can also be documented in a certificate, which can be added as an appendix to the “Europass Mobility”.

INTAKT partners

The project's partners include organisations from Germany, Denmark, France, England, Ireland, Spain and Poland, which all cooperate with ARBEIT UND LEBEN in the organisation of transnational mobility projects.



ARBEIT UND LEBEN (Germany) organises over 8,000 advanced training courses with around 300,000 participants annually, including around 100 measures for young people focusing on socio-political and vocational further training in Europe. As part of the LEONARDO DA VINCI mobility programme, we also organise company placements abroad for different target groups in Germany and in our European partner countries.

ARBEIT UND LEBEN has a great deal of experience in coordinating European cooperation projects and developing further training programmes for multipliers and educators and is involved in developing methods for documenting non-formal and informally-achieved learning outcomes.

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CULTURE ET LIBERTÉ (France) consists of 15 regional associations throughout France that offer a broad spectrum of training programmes. They range from courses to improve vocational qualification against the background of changing overall con-

ditions in the world of work through to measures for promoting social engagement, environmental awareness and the idea of a united Europe.

Since the 1960s, ARBEIT UND LEBEN and Culture et Liberté have worked together to organise German-French youth encounters and have been cooperating for several years now on implementing European mobility projects.

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ESMOVIA

ESPAÑA MOVILIDAD

ESMOVIA (Spain) has its headquarters in Valencia and specialises in planning and running international mobility projects, including company placements for trainees and young employees. Founded in 2006, ESMOVIA currently employs 6 staff who organise company placements in a range of different occupational areas.

ESMOVIA is part of the ETN Group (European Training Network Group), which has over 10 years of experience in promoting mobility.

ARBEIT UND LEBEN and ESMOVIA have been cooperating in the area of transnational company placements since 2009.

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FRIEDRICH-LIST-SCHULE (FLS) (Germany) is the Oberstufenzentrum Fremdsprachen (secondary college specialising in foreign language education) in Berlin and offers various basic and further training courses qualifying participants for a range of occupations, including:

- Bilingual secretary
- Foreign language correspondent

There is also a one-year vocational school training course and courses to prepare trainees for vocational training.

As a “Skills centre for international relations” (“Kompetenzzentrum für Internationale Beziehungen”), the FLS offers comprehensive consultation services on EU education and training programmes as well as funding and support for company placements abroad for all vocational secondary colleges (Oberstufenzentren) in Berlin.

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**Partnership
Europe**

PARTNERSHIP EUROPE (Ireland) was founded in Cork to be a platform for organising mobility projects, company placements, intercultural training and language courses as well as youth encounters and advanced teacher training.

PARTNERSHIP EUROPE coordinates international contacts for education and training institutions, regional authorities and chambers of trade and commerce. It offers company placements in the following areas: tourism, hotel/catering, office communications, business management, photography, mechatronics, theatre and cultural management, graphic design and media design.

ARBEIT UND LEBEN has been working together with Partnership Europe in the area of company placements since 2009.

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SEMPER AVANTI (Poland) is a regional education and training organisation with its headquarters in Wrocław that is active in the area of international youth education and training, focusing on organising youth encounters and European volunteer programmes. SEMPER AVANTI therefore has wide-ranging contacts in Poland and Europe.

The organisation's goals include promoting international cooperation and mutual understanding between young people from all over Europe, offering them the possibility to expand their personal and occupational experiences in international exchanges.

ARBEIT UND LEBEN has been working together with SEMPER AVANTI on organising company placements in Wrocław for several years.

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SYDDANSK ERHVERVSSKOLE (SDE) (Denmark) was founded in 2009 after the merger of two formerly independent vocational schools. SDE has 650 employees and 4,300 full-time students and 16,000 part-time students every year. Their training courses focus on five main areas: technology and communications, the building trade, specialist technical training courses, transport and logistics and services.

The College for Higher Vocational Training offers courses in the areas of IT and electronics, energy and plumbing, production, and media and communications. SDE also offers a series of further formats for training measures to qualify workers in

the workplace in private and in public institutions. The key areas here are management, technical middle management, advanced teacher training, language courses and various polytechnic disciplines.

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WESTBOURNE ACADEMY (WBA) (England) is a language school in Bournemouth with a long tradition and experience in the area of transnational mobility. It has over 20 staff and every year around 1,200 students from all over the world attend the courses it offers at various levels.

The Academy has organised company placements and vocational measures for trainees in various occupational areas from Berlin and Brandenburg for many years.

ARBEIT UND LEBEN has been working with the Westbourne Academy for over 10 years on mobility projects through the LEONARDO DA VINCI programme and in this context carried out “intercultural occupational investigations” as part of its company placement programme for the first time.

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Glossary

Mobility promotion – terms and topics

Mobility from A to Z – Major key words explained in brief

Competent authorities: The Chambers representing various occupations (IHK, HWK, Chambers of Agriculture (Landwirtschaftskammer) and so on) monitor and support periods of training abroad.*

Contracts: The organiser of a LEONARDO DA VINCI mobility project concludes a contract with project participants and with the partner organisation abroad. *

Europass CV: Europass is a free service of the European Union. It promotes European mobility and helps citizens present their occupational and educational and training qualifications and skills. The Europass CV is the “covering document” of all Europass instruments. It is formally correct and standardised Europe-wide – the ideal document for applications! Anyone can use the Europass CV. Just go to www.europass-info.de and fill it out online. The great thing about it is that you can also individually design the template to be exactly the way you like it.

Europass Mobility: EUROPASS was introduced by the European Commission and consists of five different documents that enable European citizens to present their skills, competences and qualifications in a clear, consistent and internationally comprehensible form.

Europass Mobility makes education, training and occupational experience in Europe transparent and comparable. It documents the holders’ further training and activities they have engaged in as well as the occupational, linguistic, information technology, social and organisational competences they have acquired. Anyone who has spent time learning abroad or on company placements in Europe can receive one: students at vocational schools/trainees, students from schools providing general education, trainers, teachers, students, employees and participants in adult education. Certain quality criteria apply. *

European Vocational Skills Training (EVST): Training-related, product-oriented project work carried out across Europe during initial vocational training. Trainees work as independently as possible, alone or in a team, on projects on different topics within their occupation. This involves researching, analysing and presenting information. Participants are trained in various methods of obtaining information such as interviews, surveys, Internet research, observations of the city and methods of analysing and presenting information such as graphics, photos, diagrams, audio recordings, video features, websites, brochures, presentations and others, if possible in the language of the host country. In the challenging situation of a stay abroad, participants also expand their personal and social skills such as organising work, intercultural competences and the ability to work in a team. The acquisition of skills thus acquired (foreign language, occupational, media, social and personal skills) can be transparently demonstrated with the help of the INTAKT competence matrix (see the chapter on “The INTAKT skills system”) and be allocated to learning areas in the training curriculum and framework curriculum (see the chapter on “Examples from an office, a workshop, and a hotel”).

EVST database: Online tool for managing European Vocational Skills Training (EVST). It can be accessed at www.intakt-navi.eu or www.evst-mobility.eu

Funding programmes: Funding programmes are the European Union’s most important instrument for strengthening European cooperation in the area of education and training. As well as the Programme for Lifelong Learning, the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung) offers bilateral funding programmes for trainees in dual occupational training. *

Insurance: Participants in LEONARDO DA VINCI mobility projects must have accident, health and personal liability insurance. *

IVT Initial Vocational Training: People undergoing initial training are funded to do part of their training abroad through LEONARDO DA VINCI. Trainees in recognised courses that provide a vocational qualification and in courses preparing them for vocational training can receive funding if the training course can be credited towards a subsequent vocational qualification. *

LEONARDO DA VINCI is the European Union's vocational training and further training programme. It supports transnational cooperation among actors in this area by supporting and promoting vocational training stays abroad, among other things. LEONARDO DA VINCI, an individual sectoral programme under the 'umbrella' of the new action programme for Lifelong Learning (PLL), is aimed at all vocational training organisations: companies, vocational schools, Chambers, vocational training institutions etc. Taking "Mobility" as its motto, LEONARDO DA VINCI is designed for various groups of people, including trainees (initial vocational training) as well as employees and vocational training and further training experts (such as trainers and teachers at vocational schools). The goal is to enable trainees to gain practical vocational experience through company placements and further training in European companies and institutions and to improve their foreign language skills so as to enhance their labour market opportunities. Multilateral projects also offer the possibility of developing entirely new solutions in vocational training systems and processes (innovation projects) and transferring results already obtained to the specific needs of participating states (innovation transfer projects). *

Mobility projects: Mobility projects are organised stays abroad for learning in European countries that are aimed at various target groups – those undergoing initial vocational training, those in employment and those in occupational training. *

Participant preparation: Preparation for a stay abroad should include linguistic, intercultural and educational preparation and is subsidised by LEONARDO DA VINCI with a lump sum. Practical support should also be offered in the areas of travel planning, insurance and accommodation. *

Programme for Lifelong Learning: The EU Programme for Lifelong Learning (PLL) started on 1 January 2007. With a budget of almost seven billion Euros, the programme is funding and promoting European exchanges of teachers and students of all ages and European cooperation among educational organisations from 2007 to 2013. *

The EU's ERASMUS FOR ALL funding programme is the follow-up programme for the period 2014–2020. Participating states will be

- the 27 EU member states,
- the EFTA/EEA countries Iceland, Liechtenstein and Norway,
- Turkey, Croatia and Switzerland, and
- Macedonia (as a sending country only). *

Stipends: Participation in LEONARDO DA VINCI mobility projects is subsidised by means of a stipend (grant for travel and accommodation costs). The amount depends on the cost of living in the destination country. *

Training abroad: Section 2 Para. 3 of the Vocational Training Reform Act (Berufsbildungsreformgesetz) of 2005 allows for periods of training abroad for a maximum duration of up to a quarter of the regular training period. If the stay abroad serves the training purpose, additional agreements on crediting it are not required: an agreement between the company providing the training and the trainee will be sufficient. The employment relationship between the company and the trainee continues during a stay abroad. This means, among other things, that the company providing the training is still obliged to pay the trainee's agreed remuneration. *

Travel costs: LEONARDO DA VINCI subsidises the costs of a stay in the host organisation's country. The amount of the costs of a stay depends on the cost of living and distances involved. Travel costs are not reimbursed. *

Vocational Training Act (Berufsbildungsgesetz): Section 2 Para. 3 of the Vocational Training Act of 2005 allows for periods of training abroad for a maximum duration of up to a quarter of the regular training period. *

* Online source accessed on 24 August 2012:

http://www.nabibb.de/fileadmin/user_upload/Dokumente/LDV/mob/av/2011_ldv_mob_av_spI_glossar.pdf