

Study visit group report

Group No 2013_028_1

Title of the visit	Co-operation, mobility and lifelong guidance for lifelong learning
Topic	Cooperation between education and training institutions, enterprises and local communities (No. 28)
City, country	Debrecen, Hungary
Type of visit	Mixed
Dates of visit	9.12. to 13.12.2013
Group reporter	Inge Hill, PhD, UK



1ST row, left to right:

- Krisnel Nosari [I.S. "E.Fermi" – Mantova (Italy)]
- Nuria Prat Claros [Centre d'estudios Prat – Barcelona (Spain)]
- Inge Hill [padcreating Ltd & Birmingham City University – Brierley Hill (Great Britain)]

2nd row, left to right

- Alena Danielova [The regional Council of the Moravia Slesia Cohesion Region – Ostrava (Czech Republic)]
- Melinda Matrai [Éarda – Debrecen (Hungary)]
- Liesbeth Van Der Schoot [Levanto – Deurne (Belgium)]
- Filadelfo Paternò Castello [Istituto Tecnico "G.Ferraris" – San Giovanni la Punta (Italy)]
- Marina Kodba [Hrvatski zavod za zapošljavanje, Produčni ured - Čakovec (Croatia)]
- Lana Paulauska [Blidenes Pamatskola – Blidenes Pagasts (Latvia)]
- Nadia Laura Serdenciuc [Universitatea Stefan Cel Mare Suceava – Suceava (Romania)]

PROGRAMME

1st day: 9th december 2013

Let's get to know each other!

Venue: seat of Észak-Alföld Regional Development Agency (31 Széchenyi Street, Debrecen)

- Welcome do Debrecen: Ferenc Mező PhD; director, ÉARDA Nonprofit Ltd
- The Észak-Alföld Regional Development Agency: Zoltán balogh PhD; head of unit, unit of International Affairs, ÉARDA Nonprofit Ltd
- The Észak-Alföld Region: Zoltán Dorogi; project manager, Unit of Planning and Project Development, ÉARDA Nonprofit Ltd
- Programme of the study visit –scope, goals, schedule, questions, etc.: Melinda Mátrai; project manager, Unit of International Affairs, ÉARDA Nonprofit Ltd
- Mobility and guidance activities at ÉARDA Nonprofit Ltd: Melinda Mátrai; project manager, Unit of International Affairs, ÉARDA Nonprofit Ltd
- Education system in Hungary: Zoltán Bogdány; manging director, mondolat Consultancy Ltd
- Vocational education and training in Hungary – actors, responsibilities, trends: Miklós Filep; head of Education department, Government Office of Hajdú-Bjhar County
- Introduction of each participant

2nd day: 10th December 2013

The world of education

- Alföld Regional Integrated Vocational Training Centre: Béla Csontó; Managing director
- University of Debrecen
 - Education activities and traineeships
 - Services for students (vocational and carrier guidance)
 - Monitoring of students
 - Carrier tracking, employment opportunities in the labour market
 - Cooperation with companies
- András Mechwart Machinery and IT School: Lajos Barcsa PhD; Director
- The role of IT Services Hungary Ltd. in the vocational education of the region: András Harman; Head of Infrastructure management and Debrecen site, IT Services Hungary Ltd.
- Discussion of the experiences of the first two days

3rd day: 11th December 2013

The world of the institutions responsible for VET policies

Venue: seat of Észak-Alföld Regional Development Agency (31 Széchenyi Street, Debrecen)

- Activities of Employment Centre of Hajdú-Bihar County: Andrea Feld; head of department, Department of Employment Programmes, Employment Centre of Hajdú-Bihar County
- Roundtable discussion and debates with the representatives of the 3 county chambers of commerce and industry
 - Mrs. Katalin Varga Nagyné; secretary general, Chambers of Commerce and Industry of szabolcs-Szatmár-Bereg
 - Chamber of Commerce and Industry of Hajdú-Bihar County
 - Chamber of Commerce and Industry of Jász-Nagykun-Szolnok County
- Roundtable discussion among the participants about their own VET systems
 - Sharing of good practices
 - Discussion of the experiences of the day
- Guided tour of Debrecen

4th day: 12th December

The world of work

- National Instruments Hungary Ltd.: Éva Kosztin; HR specialist
- College of Nyíregyháza – cooperation with Raiffeisen Bank
- LEGO Manufacturing Ltd: Csaba Tóth; HR Manager
- University of Nyíregyháza: Headmaster of Engineering and Agricultural
- Discussion of the experiences of the day
- Closing dinner

5th day: 13th December

Let's summarise!

- Roundtable discussion with all the participants¹ of the study visit
- Finalizing of the study visit
- Evaluation of the study visit
- Discussion for the report

I FINDINGS

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

We have identified the following themes important for all of us in life long learning:

- (1) VET systems in all countries
- (2) Links between VET and companies
- (3) Transition from school and university to VET, Higher Education and Employment
- (4) Answers to youth unemployment
- (5) Challenging choices – going to university or taking up VET – and the content of university learning
- (6) Business start-up training, pre-start-up preparation and training and preparation for social enterprise start-ups
 - for young people
 - for unemployed
 - for those over 50
 - for those disadvantaged in the labour market
 - for women

We are highly motivated to learn further in order to contribute to more European cooperation in the field of vocational education and training (VET) by exploring further measures under four priority areas: implementation of common tools, promotion of quality and attractiveness of VET, development of links with the labour market and enhancement of European cooperation.

(1) VET systems in all countries

The sections below in responding to questions in 2 give a lot of information on that area.

2) Links between VET and companies / employers

In order to improve the links between VET and the labour market, it is essential to involve employers / enterprises as well as other stakeholders such as parents and Chambers in developing VET policies.

Teachers in all subjects should be trained in some business skills to understand the business relevance of the skills they teach, be they IT or engineering or arts related.

(3) Transition from school and university to VET, Higher Education and Employment

Guidance and counselling services should be improved, so that the transition from training to employment may occur more smoothly. The mechanisms that promote adult training should also be improved to further career opportunities as well as business competitiveness.

4) Answers to youth unemployment

In addition to general unemployment, youth unemployment is a big challenge. The table below give an insight into overall unemployment rates for all participating countries in this visit.

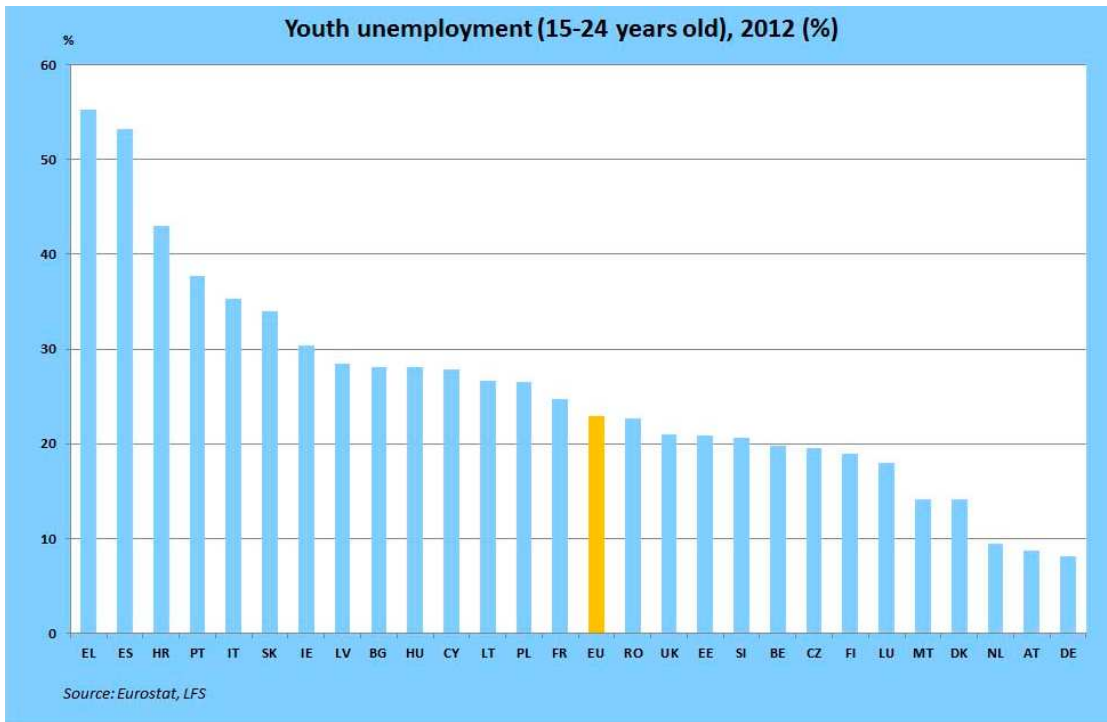
Country	Unemployment rate – total – 09/2013 (%)	Unemployment rate < 25 years, (%), Year 2012/latest available data
EU 28	10,9	22,8
Belgium	8,9	19,8
Romania	7,3	22,7
Czech Republic	6,9	19,5
Spain	26,6	53,2
Croatia	17,2	43,0
Italy	12,5	35,3
Latvia	11,9	28,4
Hungary	10,1	28,1
United Kingdom	7,4	21,0

<http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/>, accessed 6-1-2014

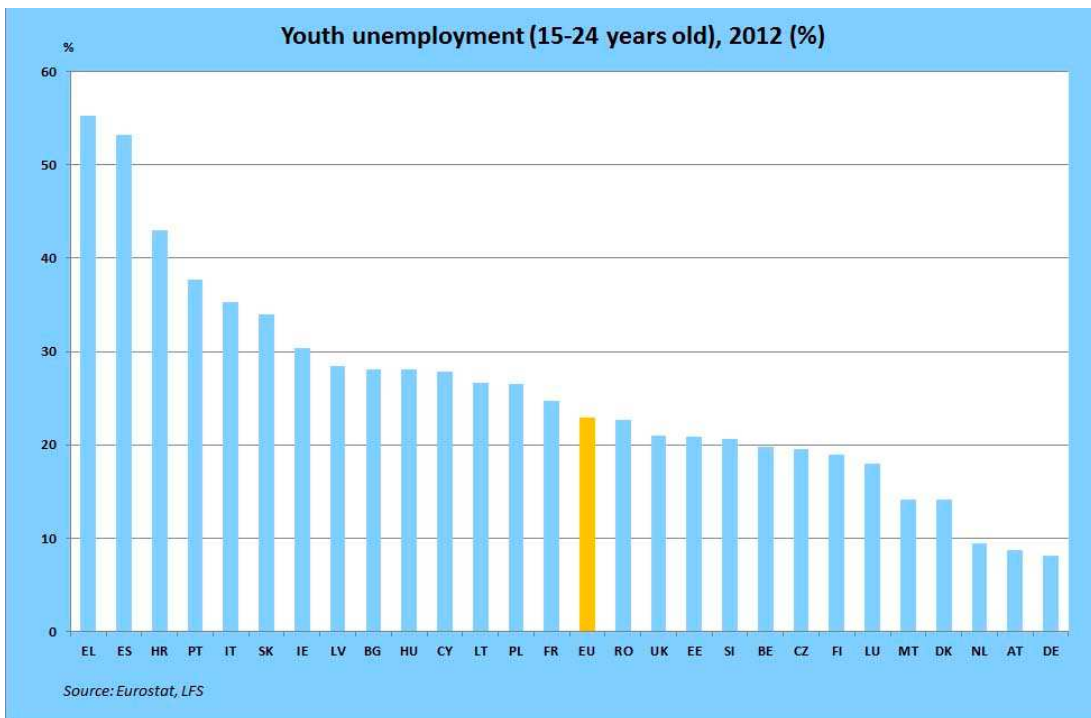
Definition: The unemployment rate represents unemployed persons as a percentage of the labour force based on International Labour Office (ILO) definition. The labour force is the total number of people employed and unemployed. Unemployed persons comprise persons aged 15 to 74 who:

- are without work during the reference week;
- are available to start work within the next two weeks;
- and have been actively seeking work in the past four weeks or had already found a job to start within the next three months.

Youth unemployment is a big problem in all outcountries at the visit, as illustrate by the statistic below:



Source: Eurostat, LFS 2013



Source: Eurostat, LFS 2013

(minority view) Promoting business start-up is only one answer to that problem, social enterprise promotion is a second one. The portfolio career is becoming the norm, not the exception, and in times of recession, less public funding young people need to be enabled to shape and build their own careers and jobs.

General skills training for professions and trades needed yet not popular is a third answer, and Hungary's list of needed qualifications and professions was a good example on how the public sector influences the kind of apprenticeships available.

Skills competition participation is a good way to showcase to young people early on where they stand nationally and internationally in a fun way. "World skills" was such an event, and so was Euroskills (see links below).

<http://www.euroskills.org/cms/index.php/events>

<http://archive.worldskills.org/2011london/index.html>

5) Challenging choices – going to university or taking up VET

The **attractiveness of VET** should be promoted much more to all target groups, in particular among students, parents and enterprises / employers. At the same time, it should be ensured that access to and participation in VET is open to all, with due regard given to people or groups at risk of exclusion. We agree with the known research findings that information, lifelong guidance and counselling services should be made more accessible to young people and parents alike. Paths enabling the progress from one qualifications level to another should also be made easier.

6) Business start-up training, pre-start-up preparation and training and preparation for social enterprise start-ups

Business start-up training should rely more on insights from good practice. In particular, funds should be given out in smaller lots and when a number of milestones have been reached. This can ensure that funding is not wasted, business owners are motivated to make an effort in order to get access to the next stage of funding. Business support should be made compulsory as part of the funding in order to ensure that learning from good / best practice is transferred and put into practice by fledgling entrepreneurs.

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

title of the project/programme/initiative	country	name of the institution that implements it (if possible, provide a website)	contact person (if possible) who presented the programme to the group	whom the project/programme/ initiative addresses	what features of the project/programme/initiative make it an example of good practice
Theme 1		VET : System in All countries			
	Hungary	András Mechwart Machinery Gepipari es Informatikai Szakkoezepiskola High School	Lajos barcsa, PhD; for the group Dr. inge Hill (inge.hill@pathcreating.com)	Secondary school age students/learners	Collaboration and sponsorship by industry with the school, offering not only language training in German, but also subject teaching in physics, history in German; key outcome is that students will be nearly bilingual Hungarian /German and will have a good knowledge of English and good IT competence.
Alternanza Scuola-lavoro (Combine Schoolwork)	Italy	http://www.fermimn.gov.it/progetti/alternanza%20scuola%20lavoro.php http://hubmiur.pubblica.istruzione.it/web/istruzione/dg-ifits/area-alternanza-scuola-lavoro	Krisnel Nosari knosari@fermimn.gov.it	Students deal with cycles of lessons that their teachers plan together with experts of the world of work. Training periods are available on the farm.	The alternation: <ul style="list-style-type: none"> It is not a new educational channel, but a different mode to achieve educational goals already constituting the path, through work experience consistent, pre-designed and focus on curricular integration, that allow the acquisition of expendable credits for the purposes of education is a combination of education and experience activities assisted at work (or in simulated work situations), designed the curriculum in collaboration with the world of work comes from overcoming the separation between the classroom and the application time, and is based on a conception in which formal, informal education and work experience are combined in one training project <u>Subprojects:</u> each course of the Technical institute collaborates with companies in the sector to explore the issues
Subprojects	Mantua				

Junior Achievement	Italy	http://www.impresainazione.it http://www.jaitalia.org/index.php/ja-i-nostri-programmi/scuolasupero/42	Krisnel Nosari knosari@fermimn.gov.it	The aim is to offer students skills and accompany them soft skill during their future professional career	The purpose of this program is to provide participants with skills and soft skills that accompany them during future professional career.
Theme 2	Link between VET and Companies				
	Spain	Centre d'Estudis Prat www.ceprat.com	Nuria Prat	Secondary school age children	
ITSH	Hungary	IT services Hungary, a company owned by Deutsche Telekom	Andras Harman, IT Services Hungary and dfrom the grou Dr Inge Hill inge.hill@pathcreating.com	Schools, universities, students	See above for detail about their initiatives
Association of School Cooperatives	Croatia www.huuz.hr	Croatian Association of School Cooperatives,	Marina Kodba	To pupils from elementary and secondary schools	In cooperatives pupils acquire and apply knowledge, work habits through learning, understanding and then mastering the complete production process. Members of cooperatives outside a typical classroom conditions and the relationship teacher- student acquire innovation and entrepreneurship. Work in the students' cooperative; <ul style="list-style-type: none"> • develop and foster work habits and skills, and entrepreneurial skills, responsibility, innovation, creativity, independence and the need for cooperation, as essential components of a creative attitude towards work; • contributes to the transfer of knowledge from teaching in practical activities to the cooperative and vice versa, knowledge of working in a cooperative to teaching, • pupils are being better prepared for school programmes and future career; • acts on the prevention of socially unacceptable behavior.

Informing and Career Counseling Centre	Croatia	Croatian Employment Service www.cisok.hr	Marina Kodba	To all citizens (pupils, students, parents, unemployed persons, employers, teachers, etc... to all persons who want to change career	The main goal of career informing/counseling is to help individuals to take the right choices in their career development, career planning and being prepared for taking optimal decisions to change their career situation in order to achieve appropriate education and employment.
Network Scuola-impresa	Italy	http://nsi.elis.org	Krisnel Nosari knosari@fermimn.gov.it	Secondary age students, enterprises.	Network Business School of ELIS is a Consortium project of networking between schools and enterprises born in 2008 to foster dialogue between schools and companies. With the sponsorship of the MIUR, Network Business School has the task of facilitating the dialogue between enterprises and schools by offering services and training courses to facilitate entry into the labour market of the best students of partner schools.
Theme 3	Transition VET, school and university and the world of employment				
Competencies for Labour Market	Czech republic	RPIC-ViP/Regional Employment Agency http://www.mamenato.cz/www/index.php?id=8	Alena Danielová	The development of key competencies (soft skills) demanded by employers can increase opportunities of students, the unemployed and employees to succeed on the labour market.	Based on the analysis of more than 2.000 interviews with employers the Competence Model was identified which includes the 14 key competencies. Within the "Competencies for Labour Market" EQUAL Project the training programmes have been developed in a form of competence training toolkits. These include training manuals for trainers and trainees, interactive DVD-video programmes, tools for testing competency level, tools for application and further development of competency in daily life, tools for training and certification of competency trainers etc.

Stage estivi (Summer internship)	Mantova - Italy	http://www.fermimn.gov.it/progetti/stage.php	Krisnel Nosari knosari@fermimn.gov.it	For pupils of classes 3 and 4 are planned periods (from 15 to 30 days) or play them at school by helping to improve the facilities of the Institute	Stage: training period in a company, an enterprise or an institution, that offers students the opportunity for a first approach to the world of work for future occupational Choice. Internship: training period held at school to improve the facilities of the Institute. (Implementation of the School Wireless Network <ul style="list-style-type: none"> • Renovation Project classrooms for "Classrooms of 2020" → Digital classrooms → Interactive Board in all classes • Creation second CAD laboratory • Renovation of the Chemical Plant • Redecoration of Gyms • UNESCO Project Web Pages)
Business School	Mantova & Italy	http://nsi.elis.org	for Mantova: knosari@fermimn.gov.it		Three years ago, our Institute was selected, among the 25 most prestigious schools in Italy, in order to participate in the project "Network School & Industry". Companies participating in the project were: <ol style="list-style-type: none"> 1. Telecom Italy 2. ENI 3. Ferrovie dello Stato 4. Marco Polo
Croatian Association of School Cooperatives	Croatia	Croatian Association of School Cooperatives, www.huuz.hr	Marina Kodba	To pupils from elementary and secondary schools	In cooperatives pupils acquire and apply knowledge, work habits through learning, understanding and then mastering the complete production process. Members of cooperatives outside a typical classroom conditions and the relationship teacher – student acquire innovation and entrepreneurship. Work in the students' cooperative; <ul style="list-style-type: none"> • develop and foster work habits and skills, and entrepreneurial skills, responsibility, innovation, creativity, independence and the need for cooperation, as essential components of a

					<p>creative attitude towards work;</p> <ul style="list-style-type: none"> • contributes to the transfer of knowledge from teaching in practical activities to the cooperative and vice versa, knowledge of working in a cooperative to teaching, • pupils are being better prepared for school programmes and future career; • acts on the prevention of socially unacceptable behavior.
University of Debrecen	Hungary	www.debrecen	<p>Miklos Nagy, Faculty of Science and Technology;</p> <p>for the group: Dr. Inge Hill inge.hill@pathcreating.com</p>	Faculty students at undergraduate level	<p>Compulsory work placement for all BSc students as part of their first degree; duration 4-6 weeks; students can choose work place, agency owned by the university brings placement opportunities in; students receive grant during placement; there is a contract in place between university and company.</p> <p>The placement is part of the degree and is graded.</p> <p>At the Faculty of Agricultural Studies the compulsory placement is even for three months.</p>
FixO	Italy	<p>The initiative is promoted and supported by the Ministry of Labour and Social Affairs, in collaboration with Italialavoro</p> <p>www.italialavoro.it/wps/portal/fixo</p>	knosari@fermimn.gov.it	<p>The project aims to support the transition of young graduates from the system of education and training to the labor system.</p>	<p>Training and Innovation for Employment. In particular, we:</p> <ul style="list-style-type: none"> • accompany the students on a path of self-knowledge and guidance; • provide students with tools and skills useful actively looking for a job; • activate relationships with universities and companies in the area; • create a database on-line CV.
KEEN	UK		<p>Dr. Inge Hill, inge.hill@pathcreating.com</p>	SMEs, graduates with universities	<p>Knowledge Exchange and Enterprise Network (KEEN) is a new business improvement programme, part-funded by ERDF, and designed specifically to help West Midlands based SME's increase their profitability and achieve growth through working with a regional university. A graduate (known as an Affiliate) who will be recruited to work full-time on a bespoke project</p>

					<p>within your business.</p> <p>Continuing support from a nominated university liaison officer.</p> <p>Ongoing mentoring and support from university experts for the Affiliate to ensure that project objectives are met.</p> <p>Access to the university's resources, including facilities and expertise.</p> <p>Access to an equipment and travel budget (worth on average £4,000).</p> <p>The KEEN programme offers a level of business support and flexibility to companies who are yet to realise their full potential. This is made possible through the transfer of knowledge and expertise directly into the business via a recent graduate (Affiliate) who is recruited to work full-time on a growth project, developed in association with the university, for a period of 6 to 24 months.</p>
KTP	UK	Knowledge Transfer Partnerships with companies	<p>For the example of Birmingham City University Dr. Inge Hill</p> <p>inge.hill@pathcreating.com</p>	Universities, SMEs, graduates	<p>What is a Knowledge Transfer Partnership?</p> <p>A relationship formed between a company and an academic institution ('Knowledge Base' partner), which facilitates the transfer of knowledge, technology and skills to which the company partner currently has no access. Each partnership employs one or more recently qualified people (known as an Associate) to work in a company on a project of strategic importance to the business, whilst also being supervised by the Knowledge Base Partner.</p>

					<p>Projects vary in length between 12 and 36 months. The Associates are either postgraduate researchers, university graduates, or individuals qualified to at least NVQ (Level 4) or equivalent.</p> <p>Aims of Knowledge Transfer Partnerships: To:</p> <ul style="list-style-type: none"> • Facilitate the transfer of knowledge through projects undertaken by high calibre, recently qualified people under joint supervision from a company and an academic institution • Provide company-based training for recently qualified people to enhance their business and specialist skills • Stimulate and enhance business-relevant training and research undertaken by the academic institutions • Increase the interaction between businesses and academic institutions, and awareness of the contribution
Theme 4	Solutions to youth unemployment after education				
Grant Scheme: "Youth on the labour market"	Croatia	Croatian Employment Service www.hzz.hr	Marina Kodba	Scheme for young unemployed people	Co-funded by EU, many projects implemented on regional/local level introduced innovative actions targeting unemployment youth; like business startup schemes for youth, development of mentoring programmes, assistance in the development of business plans, training on entrepreneurship, development of labour market networks on the regional/local level, conducting workshops for unemployment youth, etc...
On-the-Job Training without Work Contract	Croatia	Croatian Employment Service	Marina Kodba	Active Labour Market Policy Measure for	With aim to fulfill gaps between education and labour market, measure provides entry into the

		www.hzz.hr		unemployed persons without previous working experience in occupation for which they were educated	labour market for persons without previous working experience in occupation through vocational training. Training provides unemployed persons to get first working experience in occupation, which leads to the later more successful employment opportunities.
Youth Centre	Croatia	Croatian Employment Service www.hzz.hr	Marina Kodba	To young unemployed persons	In Youth Centre we offer: <ul style="list-style-type: none"> • counseling and assistance in job searching • workshops related to active job searching • employment mediation • access to computers and portals to search tenders for available jobs • publication of CV's on the website BurzaRada • lectures on important topics related to employment • information about Labour market active policy
KEEN	UK	KEEN http://www.bcu.ac.uk/business/our-research-and-expertise/keen as an example, partially ERDF funded	Dr. Inge Hill, inge.hill@pathcreating.com	SMEs, graduates with universities	Knowledge Exchange and Enterprise Network (KEEN) is a new business improvement programme, part-funded by ERDF, and designed specifically to help West Midlands based SME's increase their profitability and achieve growth through working with a regional university. A graduate (known as an Affiliate) who will be recruited to work full-time on a bespoke project within your business. Continuing support from a nominated university liaison officer. Ongoing mentoring and support from university experts for the Affiliate to ensure that project objectives are met. Access to the university's resources, including facilities and expertise. Access to an equipment and travel budget (worth on average £4,000). The KEEN programme offers a level of business support and flexibility to companies who are yet to realise their full potential. This is made

					possible through the transfer of knowledge and expertise directly into the business via a recent graduate (Affiliate) who is recruited to work full-time on a growth project, developed in association with the university, for a period of 6 to 24 months.
KTP	UK	<p>Knowledge Transfer Partnership</p> <p>http://www.ktponline.org.uk/,</p> <p>partially ERDF funded</p>	<p>For the example of Birmingham City University Dr. Inge Hill</p> <p>inge.hill@pathcreating.com</p>	For graduates small businesses and universities	<p>What is a Knowledge Transfer Partnership? A relationship formed between a company and an academic institution ('Knowledge Base' partner), which facilitates the transfer of knowledge, technology and skills to which the company partner currently has no access. Each partnership employs one or more recently qualified people (known as an Associate) to work in a company on a project of strategic importance to the business, whilst also being supervised by the Knowledge Base Partner.</p> <p>Projects vary in length between 12 and 36 months. The Associates are either postgraduate researchers, university graduates, or individuals qualified to at least NVQ (Level 4) or equivalent.</p> <p>Aims of Knowledge Transfer Partnerships: To:</p> <ul style="list-style-type: none"> • Facilitate the transfer of knowledge through projects undertaken by high calibre, recently qualified people under joint supervision from a company and an academic institution • Provide company-based training for recently qualified people to enhance their business and specialist skills • Stimulate and enhance business-relevant training and research undertaken by the academic institutions • Increase the interaction between businesses and academic institutions, and awareness of the contribution
Theme 6	Support for starting businesses and non-profit Organisations / social enterprises				

Enterprise Catalyst-pre and start-up support in a large city - Birmingham; Growth support for established businesses	UK	Birmingham City Council with delivery partners http://www.birmingham.gov.uk/enterprisecatyst http://www.enterprise-catalyst.com/	Dr. Inge Hill Inge.hill@pathcreating.com	for residents living in disadvantaged areas in the city; growth support for organisations, including social enterprises, in those areas	12 hours of pre-start-up support for residents; staged funding for milestones achieved on the way to business start-up and trading for self-employment and social enterprise; Funding for established organisation as match funding (ERDF funded)
SPEED +	UK	Universities in the UK, selected ones; example of regional programme http://www.speed-plus.org/	Dr. Inge Hill Inge.hill@pathcreating.com	Students and graduates	small grants and mentoring; free training; ERDF funded as well as universities
BSEEN	UK	Birmingham based universities http://www.b-seen.biz/	Dr. Inge Hill Inge.hill@pathcreating.com	Graduates	Training and small grants for starting businesses and social enterprises; ERDF funded as well as universities
Princes Trust	UK	http://www.princestrust.org.uk/need_help/regions_and_countries/west_midlands/enterprise_programme.aspx	Dr. Inge Hill Inge.hill@pathcreating.com	Young people 18-30 from disadvantaged backgrounds and with at least 6 months of unemployment history	Charity that is funded by sponsors; some contracts for delivery of services.
Young Enterprise – for schools	UK	http://www.youngenterprise.org.uk/	Dr. Inge Hill Inge.hill@pathcreating.com	Students in schools and teachers	Business people work with teams of school students as mentors and support them in setting up a project and run it for real, making money. The charity provides training, the business mentors deliver free support and a training framework; less work for the teachers and links to businesses.
UnLtd	UK	http://unltd.org.uk/	Dr. Inge Hill Inge.hill@pathcreating.com	For anyone interested in starting a social enterprise; for existing	

				social enterprises in need of money for growth	
School of Social Entrepreneurs	UK	http://www.thesse.org/	Dr. Inge Hill Inge.hill@pathcreating.com	For anyone interested in starting a social enterprise.	A compact training programme using action learning sets and peer support as well as mentors from private banks over one year building social enterprises that last and make a difference.
StarCube	Czech republic	The South Moravian Innovation Centre (JIC), http://www.starcube.cz /	Alena Danielová	Teams (two and more members) with a clearly defined, innovative idea or with an already existing project. Participants from 18 to 99+ years of age.	JIC helps early-stage businesses grow, create jobs and compete on the market. We support collaboration between industry, R&D institutions and public administration bodies. The support consists of education, retraining, business advice, providing interest-free loans. Innovation centers also offer for free: meetings with potential business partners work place, work instruments, relax zone, meeting zone, shared PC, Wifi, and services for a small fee.
	Belgium	http://www.nfte.be/index.php?id=home&L=2	Liesbeth van der Schooten	Business start-up support for the unemployed	
Entrepreneurship, English language, Team work	Spain	Centre d'Estudis Prat www.ceprat.com	Nuria Prat	Secondary school age children	The activity is addressed to short cycle (Vocational Training) students. The project requires students to work in a group of 4/5 members to brainstorm a realistic and innovative idea for a product or service and create a business plan. The program is divided into 12 sessions, lasting an hour each; all through the first two sessions, students are given tools to develop self-confidence, teamwork and brainstorming techniques. They create a business product /service and present it to the class. Performance-based assessment.
Impresa Formativa Simulate (Enterprises)	Italy	http://www.ifsnetwork.it/portale_ifs/index.php	Krisnel Nosari	The Company Simulated Training offers students	Is a combination of education and experience activities assisted at work (or in simulated work

and Training Simulation (IFS))			knosari@fermimn.gov.it	and teachers a chance to grapple with the issues related to the establishment and management of an enterprise, similar to real ones. A new and exciting way to explore content and approach the world interactively work and fun, through a practical simulation environment that reduces the distance between the theoretical and practical experience.	situations), designed the curriculum in collaboration with the world of work
Other competence building Projects					
	Italy	Instituto di Istruzione Superiore "Galileo Ferraris " San Giovanni La Punta	Filadelfo Paternò Castello	Young secondary School students, and one older person (retired, over 68 years old)	The informatics workshops are used to teach to some groups of aged people informatic literacy. The specific teachers are not the teachers of the school, but our students. This is an interesting dialog intergenerational. The students have money scholarships at the end of activities
Competence exchange	Italy	see above www.itisgferraris.it	Filadelfo Paternò Castello	Secondary school kids	The Multimedial workshops of the IIS are used (when there are not student's courses) to prepare other people (now teachers of other schools, but may be students of another school). This methodology permets the best use of facilities and save of resources. We avoid buying the same hardware for all schools and can use money for other activities. This practice can be used also between European partners, the mobility of students can be finalized to the acquisition of a particular competence, but the students will obtain also other: culture, integration, etc.

PAIDEIA (2007-2011)	Romania	Teacher Training Department (University Stefan cel Mare Suceava) Coordinating institution http://www.dppd.usvro/dppd2/	Nadia Laura Serdenciuc	Beneficiaries: teachers of elementary, secondary and vocational schools from Suceava and Botosani counties, Romania (aimed to develop the human resources in order to improve their methodological and pedagogical skills)	Teacher Training Programme <ul style="list-style-type: none"> • To put in act a restructured interdependence between the factual knowledge and the procedural knowledge in the process of sustaining the professional evolution of teachers • To help teachers reduce the gap between the theory and practices in their teaching activities
MAGISTER XXI (2011-2015)	Romania	Teacher Training Department (University Stefan cel Mare Suceava) Coordinating institution http://www.dppd.usvro/dppd2/	Nadia Laura Serdenciuc	Beneficiaries: teachers of elementary, secondary and vocational schools from Suceava and Botosani counties, Romania (aimed to develop the human resources in order to improve their methodological and pedagogical skills)	Teacher Training Programme <ul style="list-style-type: none"> • To contribute to the professional advancement of teachers • To help teachers to apply an innovative approach in their educational activities • To improve the <i>soft skills</i> of teachers (based on social development, emotional intelligence, attitudes regarding learning process)
PRACTeam - Practics for students of economics. Interregional labor market partnership between universities and business (2010-2013)	Romania	Faculty of Economic Sciences and Public Administration (University Stefan cel Mare Suceava)- partner institution University of Oradea, Romania- coordinating institution http://www.seap.usv.ro/practeam/	Contact person- Professor PhD. Elena Hlaciuc / Nadia Laura Serdenciuc – project manager from uceava University (Nadia Laura Serdenciuc – presented the information for the study visit group)	Beneficiaries: economics students from University of Oradea, University of Timisoara, University of Suceava	<ul style="list-style-type: none"> • How to stimulate the development of professional skills of economics students during their practical training and internship stages, for a better integration on a labour market
Campus Hungary	Hungary	At many universities across Hungary www.campushunga.org		Staff, academic and non-academic; students at all levels	Short individual and group study trips; study abroad, internship, funded. Most popular destinations are: 1. Germany, 2. UK 3. Italy, 5. Romania,

Good practice we encountered in Hungary:

Mechwart Andras Gepipari es Informatikai Szakkoezepiskola High School = technical grammar school, Debrecen

One class for the last five years at school is a bilingual class – teaching is in German and Hungary (year 9 as starting point, students at the age of 14-15). Not only language training in German is offered, but also other subjects are taught in German, including physics and maths and history. This special class of up to 30 students and the teaching in German is sponsored by German Telecom in Hungary. The school is one of the centres of IT teaching and learning in the country. Language training covers 25 % of teaching time, general knowledge 57 % and vocational training 18 %.

Other classes are one focusing on mechanics, two on IT plus two vocational courses supported by IT services.

The school is very well technically equipped, often sponsored by German companies such as Siemens and Wuerth. A lot of training is carried out on machines of the latest standards. It works with 66 companies providing practice time for students, the two biggest German companies offering practice / placements for more than 10 students each (FAG, ITSH).

Many companies offer grants for outstanding students meeting their terms and conditions.

Successes at international skills competitions show the impact of this way of teaching:

Worldskills 2013 – in the personal category 13. Place

EuroSkills 2012 – team category 1. Place

WorldSkills 2011 – personal category, 7th place.

University of Debrecen, Faculties of Science and Technology and Agriculture

1) Placement are compulsory as part of university degrees at various faculties: they vary between four to six weeks and three months. They are graded and part of the university degree.

2) Career tracking of students and alumnis – EQM based system

The graduate follow up system EVASYS, enabled with European funding.

Campus Hungary

Offering financial support for students and staff to go to other institutions in the world (see table for website)

Government services

Employment Centre:

Those on social benefits have to work voluntarily 30 hours / month

Social benefits can be cut completely for three years if the unemployed does not collaborate with the authorities, does not go for training and/or job interviews

Chambers:

Modeled on the German Chamber system with compulsory membership for professions

Good practice:

- Central register of all apprentices in the region it operates, and work placements

- Administers and controls vocational training activities (similar to Germany) and exams
- Training and testing of Masters
- Leads the County Developing and Educational Committee-organisation
- Organizes Worldskills and Euroskills competitions
- Researches the labour market and demands, and then lists and prioritises vocational training that is offered to meet the demands.
- Example for the region of Hajdu-Bihar: needed professions (Debrecen is biggest city in this region)

Carpenter, building and construction, locksmiths, metal machinist, Welder, Meat product manufacturer, industrial engineer, agricultural engineer, baker, social worker and nurse, electrician.

Encouraging take-up of shortage professions that are unpopular: unemployment rate in the last three years between 12 and nearly 15 %

- Financial incentives that can finance the household expenses of a family – parents will then influence their children to go for such a profession if they are unemployed.
- AND: the better the grade, the higher the payment.
- Other incentives: cash benefits, meal support, and overall increased employability.

Career Guidance Expo and advice

Mediation and information for parents and students on the one hand and companies on the other, and stakeholders.

IT services Hungary 100 % owned by DTAG, German Telecom AG

Largest employer in the ICT market in Hungary, won the YURA Award for efficient programme to keep the talented youth in regions where outmigration is a massive trend.

Languages are expected, and language training offered on the job:

79 % of staff speak English at level B or higher, 65 % speak German, 44 % speak both languages at that level.

On the job language training:

NORMAL 2 x 1.5 hrs / week – early morning and late evening 5-6 60 lessons constitute a course, offered twice a year

Intensive language training min. of 4 x 1.5 hours / week, 120 lessons constitute a course. Both levels are finished with an exam.

IT Services Hungary works with schools / secondary schools, universities:

Each year they offer 9-10 modules using at least five different trainers / teachers in IT related

topics, working with three faculties: Faculty of fIT – Networks or Operation Systems for non-IT students, Faculty of German linguistics: Operating Systems and German Faculty of Economics: Shared Service Expert.

With the university they participate in competitions, prepare students for them, offer placements,

Awards and prizes.

LEGO (no presentation slides were provided even though promised, which means the information is sketchy we took as notes)

In-house training with firmly installed training programme

Cooperation with two vocational schools

Cooperation – Together for future engineering Association – group founded by LEGO and other multinational companies to exchange good practice between multinational companies in Debrecen and surroundings

Skillplus for staff – talent development for all employees – for all employees

Complex business skills development programme”

In English, teaching English language

Other training: IT courses, Communication trainings, Project management, using internal and external trainers.

2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

2.1 APPROACHES TAKEN BY PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS’) REGARDING THE THEME OF THE VISIT. ARE THERE ANY SIMILAR APPROACHES/MEASURES IN PARTICIPATING COUNTRIES? WHAT ASPECTS ARE SIMILAR AND WHY? WHAT ASPECTS ARE DIFFERENT AND WHY?

Both in participating countries and in the host country (Hungary) the basic approach on the vocational education training in terms of cooperation, mobility and lifelong learning is a **regional** one, but oriented on responding, in an adequate manner to the challenges of the global competition. The representatives from each participant country: Belgium, Croatia, Czech Republic, Great Britain, Italy, Latvia, Romania and Spain found that their initiatives sustain access to learning and employment opportunities. Encouraging mobility, the participating countries help to make qualifications, professional experience and their hard and soft skills to be appreciated and used as good practices in the field.

Some similarities in most of participants’ countries: (see also our identification of the five key themes in section 1 and as addressed below)

- In most participant countries, all in Eastern and Central Europe, we are faced with the same problems: most of employers are small or even micro employers, and do not have adequate conditions, nor are they willing and sometimes capable of implementing and offering a quality internship for students from VET schools that meets the conditions. As a consequence
- It was a common trend in all participating countries that VET attracts weaker students and is perceived as a lower qualification providing less career options. Graduate traineeships are not open to those with a vocational qualification.
- Some countries are currently undertaking educational reform in Central and Eastern Europe.

- Problems with vertical mobility from VET (3 year) to tertiary education – for most participating countries
- In many countries there is tendency to focus on academic qualifications rather than VET, because that most countries trying to make VET more attractive.

THEMES:

1) VET in all countries as part of life long learning, at the start of the career and as part of re-training in later years (in case of unemployment)

The participants from **Eastern European countries, Latvia, Czech Republic, Croatia, Romania** point out that they have a very similar VET education to Hungary in place, based on the fact they use the German dual system as a model and started to develop it since the early 1990s, Romania since 2000.

In **Croatia** the role of the Chamber is similar to the role in Hungary, however, the Chambers for Crafts and Commerce are totally separate.

Spain is using a similar approach where students go to a technical school every day for two years, in Spain the government funds secondary schools to deliver these two years of training. From the start, they also work in companies after school for three or four hours to apply the knowledge. In the third year they work in the company as apprentice.

Apprentices get a minimum wage paid during that time. Another option in Spain is to go directly to a company as an apprentice when they are under 16 and work for the company. 15 % of the working time needs to be used for learning and studying.

The third option is very similar as the German dual system, where the company and the technical school share the responsibility for training the apprentice and apprentices take two exams at the end – one with the School and one with the company. The role of the Chamber is similar to that in Germany.

More detailed country specifics:

UK:

In 1994, the Government introduced Modern Apprenticeships (since renamed 'Apprenticeships' in England, Wales and Northern Ireland), based on frameworks that are now devised by Sector Skills Councils. Apprenticeship frameworks contain a number of separately certified elements:

- a knowledge-based element, typically certified through a qualification known as a 'Technical Certificate' (this component is not mandatory in the Scottish Modern Apprenticeship);
- a competence-based element, typically certified through an NVQ (in Scotland this can be through an SVQ or an alternative Competence Based Qualification);
- Key Skills and
- Employment Rights and Responsibilities (known as ERR) to show that the Apprentice has had a full induction to the company or training programme, and is aware of those right and responsibilities that are essential in the workplace; this usually requires the creation of a personal portfolio of activities, reading and instruction sessions, but is not examined.

Employers who offer apprenticeship places have an employment contract with their apprentices, but off-the-job training and assessment is wholly funded by the state for apprentices aged between 16 and 18. In England, Government only contributes 50% of the cost of training for apprentices aged 19 – 24. Employers of apprentices over the age of 25 may only get a contribution.

The 2011 Wolf report “Review of Vocational Education” by Alison Wolf highlighted the key issues in VET in England:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf

Many young people 14-19 in England neither have the right qualification or do they find long-term unemployment. They dip in and out of education and employment, yet not the most appropriate employment.

The Richard review of apprenticeships reiterates the need for basic skills in English and Maths to support adequate learning and enable achievements and employment with the help of apprenticeships.

<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/apprenticeships/a00211634/richard-review>

An **example of good practice of government support and initiatives** in the UK is the Youth Contract. The Youth Contract for 16- and 17-year-olds is delivering across England over 12 regional lots and is designed to support disengaged young people to move into education, training or employment with training. This will help to support the government's overall commitment to full participation for this age group as we raise the participation age to 17 in 2013 and 18 in 2015. This programme of additional support is focused on young people who are not in education, employment or training (NEET).

The original core target group for this programme, as defined during the procurement exercise, is focused on at least 55,000 young people who are:

- 16- to 17-year-olds currently not participating in education, employment or training (NEET) with low levels of attainment (no GCSEs at A*-C)

In January 2013 it was announced that the eligibility criteria for the programme should be extended to include 16- and 17-year-olds who are NEET and fulfil 1 of the following:

- Have 1 GCSE A*-C
- Are in care/have left care (care leavers)
- Are young offenders released from custody or serving community sentences

Providers are given complete freedom to design and tailor a programme of support to help them move into full-time education, an apprenticeship or a job with training. They receive payment by results, up to £2,200 per person, depending on how successful they are at helping young people to make a sustainable move into a positive outcome.

For further information see

<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/a00203664/youth-contract>.

Romania:

In Romania, like in the other participating countries, the efforts are made to give a better response to the changed job profiles, determined by the transformation of the labour market. In Romania, as in other East-European countries, the reform of VET education (extended at the level of entire country from 1999-2000 school year) focused on decentralisation of programme development and the responsibilities transfer to the county level. A similarity with other European countries is the extension of the time for practical application in schools and also the competence-orientated approach. Another priority for Romania and all the participating countries is strengthening the social partnership in VET governance and funding. The similarities are due to a common political and social context for the East European countries before 1989, so they have to make similar steps for a successful integration in the EU structures. Recently some important actions were done in order to strengthen the cooperation between the educational institutions and the representatives of business area, the companies interested in a high-qualified work force. The other field of a common interest is lifelong learning perspective.

Differences between Romania and other participating countries are regarding the different types of schools and studies programmes for certain qualifications proposed in relation to the structure of employment by economy sectors. From the data of the National Institute of Statistics, an analysis of employment by economic activity for 2010 shows that the primary sector and utilities represented 33,3%, distribution and transport -20,4%, manufacturing - 17,8%, non-marketed services- 13,6%, the area of business and other services- 7,2%. (National Country Report –VET- 2012).

Croatia:

VET system in Hungary versus VET system in Croatia - because of the same historical background they are practically the same, with a few exceptions.

Major upper secondary education tracks in Croatia are:

- a) Grammar schools
- b) Technical schools - 4 year
- c) Crafts and industrial schools - 3 year (or less for adopted programmes)
- d) Artistic schools

Regarding the theme of the visit the focus will be only on VET, that means on technical and crafts and industrial schools

Our VET schools are based on Bavarian (German) dual model; theory in schools (general education and professional courses) AND practice in licensed workshops or companies (practical content) - for crafts schools, that means that they are firm based.

On the contrary, technical and industrial VET is fully school based, that means they can only offer insufficient and inadequate internship practice.

Three year VET is the least selective track or upper secondary education (there are no academic requirements for entry). It includes more practical training than four year technical vocational programmes, but the applied curriculum include very limited subject choice, and there is no direct access to state matriculation exam and to tertiary education, they are preparation for labour market only.

On the other side, national educational policy makers tend to focus on four-year technical vocational schools. A larger number of pupils enroll in these programmes and most of them take the state matriculation exam and process to tertiary education.

Czech republic

The Czech vocational and training system consists of secondary vocation schools (finished by certification), secondary technical schools (finished by national exam) and tertiary professional schools (finished by professional exam). General study programmes (gymnasium) and conservatories belong to secondary education. Higher education institutions represent universities.

The Ministry of Education, Youth and Sport leads on VET. The responsibility for funding VET is shared between Ministry and founders (region authorities, companies, private entities). There are these stakeholders, which co-operate by changing carrier:

Labour offices, secondary schools, universities, organisation with Ministry certification.

Labour offices and Innovation centres support business start-ups Labour offices and Innovation centres.

Latvia

The Ministry of Education and Science as well as other ministries that supervise VET schools (Ministry of Agriculture, Ministry of Welfare, and Ministry of Culture) accept admission plans, determine time of admission, numbers of students and general admission requirements. Education institutions announce detailed admission procedures and organize selection procedures, which may or may not include entrance examinations for applicants. In some specialties there are specific requirements for health or minimum age.

Vocational education programs and institutions:

At present, according to the Law vocational training in Latvia is organized in two kinds of programmes (and institutions) – vocational education and secondary specialized education.

The following vocational education programs are available:

- Basic vocational education programs; for those who have not completed the compulsory basic education course at the age of 15. These programmes qualify for the simplest professions.
- Vocational secondary programmes of 2 or 3-year duration. These programmes provide level 2 professional qualifications. Full general secondary education course is not completed in these programmes; therefore the graduates are not eligible for admission to higher education studies
- Vocational gymnasium programmes are of 4-year duration. They provide level 3 professional qualifications and a full general secondary education course, thus making the graduates eligible for admission to higher education. This training is in principle equal to the training provided in secondary "specialized" institutions/programmes, please see below.

- Postsecondary vocational programmes consist mainly of vocational training and provide level 3 qualifications to holders of general secondary education certificates.

Secondary "specialised" education institutions have four-to five- year curricula for holders of a 9-year basic education certificate, or 2-3 year curricula for holders of general secondary education certificate. These curricula provide professional training at a higher level than vocational schools (except the 4-year programmes of the above) and simultaneously provide general secondary education.

This type of vocational education currently leads to a professional qualification level between level 3 and level 4 qualifications according to CIRETOQ classification.

The fate of the institutions of secondary "specialized" education, particularly their programmes for holders of general secondary school certificate, is currently under question.

It is becoming one of the key points in the overall education reform in Latvia to re-organize the secondary "specialized" education programmes into programs of short-cycle non university higher education programs that exist in several EU countries. After reorganization and upgrading such programmes should lead to level 4 professional qualifications and their credits should become transferable if graduates decide to continue their studies in long-cycle professional higher education programmes.

Access to higher education

In principle, access to higher education is possible for all holders of general secondary education certificates. However, the institutions of higher education are free to specify which optional subjects are to be taken at the secondary school in order to become eligible for admission to a chosen program. Knowledge of the Latvian language is tested in those cases where the applicant has not had Latvian as the language of instruction in secondary school.

Belgium

Vocational training starts in high school and can be fulltime or part-time (possible from the age of 15). In the fulltime system, the student gets a certificate after 6 years of high school and a real degree after years (=6+1year). In part-time education, the student goes to school for 2 days, and the other days he goes to work in a company to get an on-the-job training.

Good practice in Levanto - HR concerning vocational training:

- We have a training called 'logistic assistant', whose job it is to support nurses in hospitals as care support assistants / logistic assistant by doing some tasks like distributing the food, bring patients to the doctors, the operation quarter, ... For this training we work together with our local employment agency (VDAB, a Flemish service). We can only organize the training if the VDAB knows that there is enough need for logistic assistant in the hospitals. The people who can follow this course are unemployed.
- We also organize a course in construction that is only meant as an orientation course: unemployed people can get to know different kinds of jobs in construction work like builder and plasterer during 8 weeks. After the 8 weeks, they know if construction is something they want to do and in which construction job their competences and talents lie. They then can go to the actual training in that specific job.

We have on the job-trainings for people who have been unemployed for +2 years: they get a labour contract for 1 year, where they come to work with us in a specific job. During working hours they learn more about the job by doing it, and they get extra trainings, for example: Dutch speaking, safety training, how to apply for a job, ... They work on real working floors, for example: cleaning in schools and offices, (re-) building of houses, green work in parks, office assistant in accountancy, reception or personnel service, logistics. They work under supervision of an instructor who has a lot of experience in the job and/or has good learning and coaching skills.

Hungary

VET in Hungary:

Hungary seems to be dominated by the needs of large companies offering local employment as identified by the lists of needed professions, put together by the County Developing and Educational Committee. As the General Secretary of the Chamber of Commerce and Industry of Szabolcs-Syatmar-Bereg pointed out, even that often does not help, as those doing those apprenticeships, often leave the country afterwards to work in Italy, Germany or the UK (see details of good practice we identified on page 21 at the start of this report).

Those taking up professions needed and do the apprenticeship for three years (one year at technical schools, two years in the company) get a significant higher payment (dependent on grade in the technical school, between 10,000 and 30,000 Forint) than those in less needed professions. There the payment can be as little as minimum wage, often 15 % of the profession.

Mechwart Andras Gepipari es Informatikai Szakkoezepiskola High School = technical grammar school, Debrecen

One class for the last five years at school is a bilingual class – teaching is in German and Hungary (year 9 as starting point, students at the age of 14-15). Not only language training in German is offered, but also other subjects are taught in German, including physics and maths and history. This special class of up to 30 students and the teaching in German is sponsored by German Telecom in Hungary. The school is one of the centres of IT teaching and learning in the country. Language training covers 25 % of teaching time, general knowledge 57 % and vocational training 18 %.

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Many companies offer grants for outstanding students meeting their terms and conditions.

Successes at international skills competitions show the impact of this way of teaching:

Worldskills 2013 – in the personal category 13. Place

EuroSkills 2012 – team category 1. Place

WorldSkills 2011 – personal category, 7th place.

If students stay study for two more years, they leave school as a technician in IT.

Italy

While there is a law in Italy, for companies to employ apprentices, only few companies actually do it. The machine workshop is the site where the learners practice theory.

2) Link between schools, VET and companies – please see the number of examples for this topic in the table under question 1

Latvia

The company CEMEX that is located in the Saldus area had a programme in which they offer students from vocational schools and secondary schools, after graduating, to study in Germany in the university for two years. CEMEX pays all expenses, and afterwards these students had been provided with a job in the CEMEX company.

<http://www.diena.lv/sodien-laikraksta/bonuss-vai-nepieciemamiba-746664>

Hungary

IT services Hungary 100 % owned by DTAG, German Telecom AG

Largest employer in the ICT market in Hungary, won the YURA Award for efficient programme to keep the talented youth in regions where outmigration is a massive trend.

Languages are expected, and language training offered on the job:

79 % of staff speak English at level B or higher, 65 % speak German, 44 % speak both languages at that level.

On the job language training:

NORMAL 2 x 1.5 hrs / week – early morning and late evening 5-6 60 lessons constitute a course, offered twice a year

Intensive language training min. of 4 x 1.5 hours / week, 120 lessons constitute a course. Both levels are finished with an exam.

IT Services Hungary works with schools / secondary schools, universities:

Each year they offer 9-10 modules using at least five different trainers / teachers in IT related topics, working with three faculties: Faculty of fIT – Networks or Operation Systems for non-IT students, Faculty of German linguistics: Operating Systems and German Faculty of Economics: Shared Service Expert.

With the university they participate in competitions, prepare students for them, offer placements, Awards and prizes.

Belgium:

We have 2 types of higher education: college and university. Colleges have mainly bachelor-level education and are more practical,)(similar to former Polytechnics in the UK, Fachhochschule in Germany), as in university, you have bachelor+master level (and Phd). The aim is to get more theoretical knowledge. In college education, students go to companies to do an internship. It depends of the study how long the internship is and how many internships you do. Internships of and for university students are more rare.

3) Transition school to HE

Belgium

Everybody who graduates from high school can go to higher education. The last years we see a big increase of different disciplines and an increase of students in both systems. The result is that there are a lot of disciplines now that don't lead to a job in that discipline, for example: marketing, sciences in communications.

The 'ASO'-level is the highest level in secondary schools that prepares students on going to university or college. People who don't go to university or college after ASO-studies have difficulties in finding a job because they only had a general, mainly theoretical education.

UK

HND = Higher National Diploma "A vocational qualification, usually studied full-time, but can be studied part-time. It is roughly equivalent to the first two years of a 3-year-degree (with honours). An HND takes two years of full-time study, or one year full-time following successful completion of Higher National Certificate part-time study takes longer.

The advantage of that qualification is that it can be taken at many local colleges and some specialist secondary schools. For those students from either disadvantaged backgrounds or those where nobody in the family had been to university this lowers the psychological and geographical threshold, as these students do not have to leave home or / and move to another town away from friends and family. This saves money on travelling and/or accommodation.

Many universities will take students who have completed their HND into the third year of a degree course (particularly in areas such as Business) - and the second year of a computer science or an engineering degree ("top-up" degrees).

One example: Fine Art HND <http://www.bcu.ac.uk/courses/fine-art-hnd>

This approach is partially similar to the approach offered by the technical grammar school in Debrecen. Students can stay on after having finished normal school time and then leave as a technician. The main difference lies in the fact that there are more options on offer in the UK than in Hungary.

4) Employability and youth unemployment after school and VET and HE - differences

We all agree that youth unemployment is one of the biggest problems our countries face.

The statistics below reflect the challenges across the UK, that apply to all participating countries to some degree:

- Youth **unemployment rate is more than twice as high** as the adult one – 23.3 % against 9.3 % in the fourth quarter of 2012.
- The **chances** for a young unemployed person **of finding a job are low** – only 29.7 % of those aged 15-24 and unemployed in 2010 found a job in 2011.
- When young people do work, their **jobs tend to be less stable** – in 2012, 42.0 % of young employees were working on a temporary contract (four times as much as adults) and 32.0 % part-time (nearly twice the adults' rate).
- **Early leavers from education and training** are a high-risk group – 55.5% of them are not employed and within this group about 70% want to work.

- **Resignation** is an increasing concern – 12.6 % of inactive youth wanted to work but were not searching for employment in the third quarter of 2012.
- In 2011, 12.9% of young people were **neither in employment nor in education or training** (NEETs).
- There are significant **skills mismatches** on Europe's labour market.
- Despite the crisis, there are **over 2 million unfilled vacancies** in the EU.
(<http://ec.europa.eu/social/main.jsp?catId=1036>)

Belgium

- Most students in high school aim very high: they begin in the highest level, and fall down to lower levels during their school period. I think one of the reasons is vocational training is underestimated and the opportunities in finding a job after school (especially in technical courses) aren't well known by the students.
- If you don't have sufficient points, you can't go to the next year in high school, so there are a lot of students in high school who drop out when they are 18, without having a degree in anything. This leads to a high level of youth employability. Plus: youngsters are complete demotivated when they leave school without a degree and it's very difficult to motivate and activate them.
- We still have a lot of fields of study in high school that don't lead to a job, but they still have a lot of students. Examples: office studies, sewing and embroidery. Even when they have a degree after high school, it is very difficult to find a job because there isn't a lot of question for this type of jobs. In office studies there is, but after high school, the competences of the students don't match with the high demands of the companies.
- I think we have to invest more in the attraction of technical studies like we have seen in the school yesterday, and co-work with different companies. As I don't work in a school, I don't have any knowledge about good practices of that in Belgium.

2.2 CHALLENGES FACED BY PARTICIPATING COUNTRIES (INCLUDING HOST) IN THEIR EFFORTS TO IMPLEMENT POLICIES RELATED TO THE THEME OF THE VISIT. WHAT ARE THE CHALLENGES? ARE THEY COMMON CHALLENGES? IF SO, WHY? IF NOT, WHY NOT?

General considerations:

Among challenges faced by host country, Hungary, in its efforts to implement policies related to the theme of the visit, we can mention the fluctuation in the structure and functionality of the educational system, influenced by the political changes at the government and at local level. So the actors in the VET sector get confused and lose their self- confidence in implementing any type of policies. In Romania, and in the rest of the East European countries, there are similar problems regarding social involvement of actors in different sectors and this in a consequence of a strong centralized past. The various initiatives, proposed by governmental structures in a short period of time, without adequate measures for implementation at the local level, contribute to the gap between the political speech and the practical use of the initiatives. So a challenge for a successful VET education development is how to increase the active participation of the actors responsible for the implementation of the educational policies at all levels.

Another common challenge is the *difficulty of thinking regionally*, because there are still functioning structures at the county level and the success of an initiative is also related to

the specific traits of communication established between similar institutions in different countries.

Another challenge for Hungary is a small number of big companies and an increased percentage of microenterprises associated to their fluctuation on the labour market. Thus, it's difficult to establish long-term strategies regarding partnerships with the business field. We can observe a similar situation in Romania because of the multiple and rapid changes in the political, economic and social sectors.

Similarly, the threat of out-migration is big, once a qualification has been achieved. IT services Hungary as pointed out won an Award for ensuring that this happens less due to the training and jobs they offer.

Some similarities in the most of participant countries:

The risk of the user/or abuse of apprentices as a way to lower the cost of labour was a consistent issue across a few participants. It raises the issue of supervision of employers in how they treat apprentices.

The modernization of the existing curricula as well the development of new programmes is not fully carried out in many Central and Eastern as well as Southern European Countries.

The importance / lack of the pedagogical skills of the schools teacher's and masterteacher's in the workshops.

There is a mismatch between the pupil's skills and demands of employers in the labour market.

The importance of "soft skills", working attitude, behaviors and the mind set to the young people before going into apprenticeship.

The financial awards for apprenticeship.

There is a gender imbalance in some sectors, all countries should strive towards a gender balance and remove gender discrimination, in particular in technical and engineering related fields.

The mobility of apprentices, in particular international mobility (language problems, differences in skills level, housing....)

There tends to be a disconnection between different stakeholders, in particular between employers and formal education. This leads to mismatch between the skills delivered by the educational system and the needs of employers. The common challenge is that old vocational profiles and craftsman are changing rapidly, due the modern high technology; new profiles are arising on the labour market, which challenges the educational system to change its approach towards the new professions.

All participants agreed that every country does not need more and more university graduates, because they are enough in every field, but all need more craftsman and vocational professionals.

1) VET in all countries

Latvia

In Latvia students mostly search the place for practicum by them own, but there is also an address (web page) where he/she can make a profile and put information –what kind of practice does he need etc. and companies can send him a letter with practice offer.

http://www.prakse.lv/veiksmes_formula.

Sometimes schools help to search a place too. But in many cases placement is just for ticking a box: the student doesn't really work in a company; the company only fills in the papers for him.

Enrolment in three-year vocational programmes has seen a steady decline over the past 15 years, and they are not popular amongst the pupils. One of the initiatives formulated even was to make upper secondary education compulsory. The reasons why are not popular are many: provided education is not usually framed in terms of pupils needs with respect to learning and professional development, social integration or active citizenship, it is understood almost as a means of fulfilling labour market needs. What is more important, these programmes do not enable access to matriculation nor do they provide a pathway to tertiary education - pupils have to complete the fourth year.

Regarding practical training:

Particularly for three years crafts occupations in Croatia we can identify several problems: discrepancy between the regulative framework for firm based training and real practice, employers lack pedagogical skills, workplace training and scheduled tasks (work diaries) are only formally monitored, schools do not contact employer enough, practical training is often no connected with the curriculum, usually is limited to the school practical training coordinators making monitoring visits to students practical training mentors and schools fell the lack of cooperation on employers side. On the other side, employers ask for more influence to admission quotas and curriculum.

Based on feedback of three-year graduates, they are most likely to change career paths by being beneficiaries of active labour market measures or going back to school and taking a second change by enrolling in the adult education courses.

Belgium

Some examples of Institutions in VET for adults:

- www.vdab.be
- www.atel.be
- www.levanto.be
- www.groepintro.be
- www.vokans.be

Are there too many people going to university:

In Belgium we have university (bachelor, master, PhD) and we have colleges (bachelor-level). Colleges are more practical studies with internships in companies. The last years we see a big increase of different disciplines and an increase of students in both systems. The result is that there are a lot of disciplines now that don't lead to a job in that discipline, for example: marketing, sciences in communications.

Most students in high school aim very high: they begin in the highest level, and fall down to lower levels during their school period. I think one of the reasons is vocational training is underestimated and the opportunities in finding a job after (especially in technical courses) aren't well known by the students.

If you don't have sufficient points, you can't go to the next year, so there are a lot of students in high school who drop out when they are 18, without having a degree in anything. This leads to a high level of youth employability. Plus: youngsters are complete demotivated when they leave school without a degree and it's very difficult to motivate and activate them.

We still have a lot of fields of study in high school that don't lead to a job, but they still have a lot of students. Examples: office studies, sewing and embroidery. Even when they have a degree after high school, it is very difficult to find a job because there isn't a lot of question for this type of jobs. In office studies there is, but after high school, the competences of the students don't match with the high demands of the companies.

I think we have to invest more in the attraction of technical studies like we have seen in the school yesterday, and co-work with different companies. As I don't work in a school, I don't have any knowledge about good practices of that in Belgium.

Another big opportunity are jobs in the social profit, as nurses, nurturing of old people and childcare. There are a lot of vocational trainings in this sector for unemployed adults. A big challenge is to motivate more unemployed people to follow these kinds of trainings.

Another big challenge is the language: we have a large amount of immigrants who are very interested in vocational training, but they don't speak enough Dutch to attend the trainings. So we invest a lot in language trainings for foreigners, before they can attend the actual vocational training.

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Croatia

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Regarding practical training. Particularly for three years crafts occupations in Croatia we can identify several problems: discrepancy between the regulative framework for firm based training and real practice, employers lack pedagogical skills, workplace training and scheduled tasks (work diaries) are only formally monitored, schools do not contact

employer enough, practical training is often not connected with the curriculum, usually is limited to the school practical training coordinators making monitoring visits to students practical training mentors and schools feel the lack of cooperation on employers side. On the other hand, employers ask for more influence to admission quotas and curriculum.

Based on feedback of three-year graduates, they are most likely to change career paths by being beneficiaries of active labour market measures or going back to school and taking a second change by enrolling in the adult education courses.

Only about 9 percent students from three-year vocational schools move into tertiary education. Because that, and reasons mentioned above, legislative changes in year 2012 obligated all schools with three years programmes to organise an additional (tuition-free) year students aiming to continue high education. For now, data indicates that this provision has had a very little results in practice so far. Most schools fail to organise this additional year due to the lack of material and human resources and the lack of interest in the scheme.

In year 2008 the National Council for VET was established as a key advisory body within the national framework of VET in Croatia. It acts as a high level forum for discussion and coordination between competent stakeholders (three partite council: state, educational system, employers, civil society, unions, chambers...). Vocational education is divided into 30 specific vocational fields, grouped in 13 educating sectors, each having a sectorial council.

VET in Hungary – Croatian view

Constant changes in vocational education in Hungary, currently a new reform comes into force in 2013 in practice. Many issues are similar in Croatia.

One of the challenges is:

A dual educational system is being introduced, similar to the German apprenticeship system, which creates already many challenges, as companies are not ready for it and cannot see the economic benefit of it. Many company staff has no training on what to do and how to support apprentices. While some payment should be made, in practice very few actually receive regular payment while being on an apprenticeship scheme.

Hungary

VOCATIONAL ACTIVITIES TAX – financing the apprentice awards.

The Vocational Training Tax in Hungary encourages employers to give a training contract to trainees, the final result is the benefits for both side: trainee and company. Bilingual classes in presented high school and university.

Maintaining long-term and disadvantaged unemployed recipients of social assistance active in the labor market through job retention skills - work for the public welfare.

The group expressed concerns who is checking the enterprise placements and ensuring that minimum standards are required – good practice in Hungary, Chamber of Commerce and Industry: supervision and controlling of the vocational training places and activities, creation and controlling of the trainee contracts and operating an advisory network, training and testing of masters. The creation of a post for career advisor in the Chamber

was specifically to engage with more employers and to promote vocational training and training contracts.

Machinery and IT School in Debrecen: Special features of cooperation with companies: cooperation in helping the students prepare for the WorldSkills and EuroSkills competitions, meeting the demands of special corporate trainings, providing scope for practical vocational training, Job interviews organised in the school, career tracking.

Romania

In Romania, and in the rest of the East European countries, there are similar problems regarding social involvement of actors in different sectors. This is a consequence of a strong centralised past. The various initiatives, proposed by governmental structures in a short period of time, without adequate measures for implementation at the local level, contribute to the gap between the political speeches and the practical use of the initiatives. Thus, a challenge for a successful VET education development is how to increase the active participation of the actors responsible for the implementation of the educational policies at all levels.

Another common challenge is the *difficulty of thinking regionally*, because there are still functioning structures at the county level and the success of an initiative is also related to the specific traits of communication established between similar institutions in different counties.

Another challenge for Hungary is a small number of big companies and an increased percentage of microenterprises associated to their fluctuation on the labour market. Thus, it's difficult to establish long-term strategies regarding partnerships with the business field. We can observe a similar situation in Romania because of the multiple and rapid changes in the political, economic and social sectors.

Latvia

- In Saldus, Latvia, the Labour Centre does not think about what is needed in the labour market. They offer to unemployed people courses what are not needed in labour market. For example they offer hairdresser courses all the time, but the job market is fulfilled with specialists like that.
- In Vocational schools in Saldus area is the same problem. Programs for students are out-of-date, because the schools offer one and the same programs for many years. They are not researching labour market to get to know what kind of professions will be needed, so that's why a lot of students graduate schools and they can't find a job in their profession.
- Students often don't think about where they study and what education diploma they will receive. They often choose program where they have to study less, but they don't think about that afterward they won't get secondary school diploma after graduating, but in Latvia in labour market it's often required.

<http://www.diena.lv/sodien-laikraksta/bonuss-vai-nepiecesamiba-746664>

Italy

One challenge is to have a common European system of certifications for competences in a wide range of skills, to align all companies to refer to one European curriculum. Something agreed for all EU countries would be useful like other existing certifications in IT (ECDL, CISCO, ...)

(6) Learning at university - practical versus wide academic skills.

A lot students after finishing universities cannot get a job because they have only theoretical skills and maybe practice in a very narrow area. Universities in our country are based on theoretical knowledge. That is why students learn for 4 or 5 years, spend a lot of money and most of them can't find the job in their own working field. The other problem is that many companies ask for specialists with previous experience and students don't have it, because in university is not good enough practice.

2.3 NAME AND DESCRIBE EFFECTIVE AND INNOVATIVE SOLUTIONS YOU HAVE IDENTIFIED THAT PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS) APPLY TO ADDRESS THE CHALLENGES MENTIONED IN QUESTION 2.2. PLEASE MENTION SPECIFIC COUNTRY EXAMPLES.

The institutions responsible for VET development from **Hungary**, or other participant countries, try to make the educational field attractive for the business area. The ITSH, the German owned largest telecommunication company in Hungary, became interested in financially and practically supporting some bilingual (Hungarian- German) study programs in two vocational secondary schools from Debrecen. The company needs high-qualified workers, after a short period of time and it is very interested in this type of cooperation because they don't sustain the entire training program for students, but only a part of it. The school is interested in attracting more beneficiaries, so the cooperation with ITSH seems to be one, which is very motivating. For the students this measure also determines to choose the secondary vocational school because their chances regarding employment are bigger than in other cases.

The activities of the Alföld Vocational Centre from Debrecen, Hungary, are successful examples of integrated vocational training, with great performances at the Worldskills and EuroSkills competitions. The projects implemented by the institution are various in the field of a continuing development of the field of the integrated centre, mobility programs (for new learning opportunities, sharing experience and expanding procedural knowledge), cooperation with business areas through learning contracts between students and companies, responsible for the offer of a competitive practice context for beneficiaries. Lifelong learning training programs for adults, organised by Alfold Centre aims to contribute to the human resource development and to sustain companies in Debrecen with a well trained work force. Alfold Centre is also an example of a good cooperation with a large number of vocational schools in the region. They implement follow-up measures to track their students evolution in the professional career and they use the collected data to organise particular training courses related to the labour market needs and the potential beneficiaries expectances.

As a good practice regarding the development of the **Romanian** VET system is the involvement of the country, through the National Labour Research Institute, in the anticipation exercises currently financed by the CEDEFOP aiming to produce a mid-term

(2020) forecast of the demand and supply of skills in Europe (in conformity with the data of the Romania country report on VET- 2012). Another Romanian initiative (according to the country report on VET) developed by the National Labour Research Institute (www.incsmps.ro) is the investigation of the labour market trajectory of high school graduates so as to enable school inspectorates to adjust their education and training supply, including initial VET, in accordance with labour needs (project ended in 2012 and sustained by the ESF funding). The ACS- Anticipating changes on the labour market is a project implemented by ANOFM (www.anofm.ro) between 2011- 2013, financed by the European Social Fund via the Sector Operational Program Human Resource Development SOP HRD (Priority Axis 4). The aim of the project is to increase the capacity of anticipating the short and medium term developments on the labour market at local, regional and national level. The outcome of the project is to identify adequate employment measures and to improve/develop new ones for labour market participation of a large number of jobseekers through 16 forecasts on regional labour market and 2 at the national level.

Some similarities in the most of participant countries:

The risk of the user/or abuse of apprentices as a way to lower the cost of labour was a consistent issue across a few participants. It raises the issue of supervision.

The modernization of the existing curricula as well the development of new programmes.

The importance / lack of the pedagogical skills of the schools teacher's and masterteacher's in the workshops.

Mismatch between the pupil's skills and demand of employers in labour market.

The importance of "soft skills", working attitude, behaviors and the mind set to the young people before going into apprenticeship.

The financial awards for apprenticeship.

Gender imbalance on some sectors, strive towards a gender balance.

The mobility of apprentices, in particular international mobility (language problems, differences in skills level, housing....)

There tends to be a disconnection between different stakeholders, in particular between employers and formal education. This has lead to a partial mismatch between the skills delivered by the educational system and the needs of employers. The common challenge is that old vocational profiles and craftsmanship are changing rapidly, due the quickly changing modern high technology. Similarly, new profiles are arising on the labour market, which challenge the educational system to change its approach towards the new professions.

(1) VET in all countries

Croatia

Only about 9 percent students from three-year vocational schools move into tertiary education. Because that, and reasons mentioned above, legislative changes in year 2012

obligated all schools with three years programmes to organise an additional (tuition-free) year students aiming to continue high education. For now, data indicates that this provision has had a very little results in practice so far. Most schools fail to organise this additional year due the lack of material and human resources and the lack of interest in the scheme.

In year 2008 the National Council for VET was established as a key advisory body within the national framework of VET in Croatia. It acts as a high level forum for discussion and coordination between competent stakeholders (three partite council: state, educational system, employers, civil society, unions, chambers...). Vocational education is divided into 30 specific vocational fields, grouped in 13 educating sectors, each having a sectorial council.

Regarding to lack of number and lack of quality of training in licensed crafts or companies a very innovative approach is integrated training centre host country in Debrecen.

In student cooperatives in Croatia pupils acquire and apply knowledge, work habits acquired through learning, understanding and then mastering the complete production process in many different fields. Members of cooperatives outside a typical classroom conditions and the relationship teacher - student acquire innovation and entrepreneurship.

Active Labour Market Policy in Croatia:

- 1) On the Job Training without Work Contract - the purpose of the measure is to improve the skills of young unemployed persons with no work experience with aim of better preparation for a concrete workplace in their occupations.
- 2) Start Up Activities: Self-employment Subsidies: two level of assistance: a) advisory role regarding to conditions and opportunities for job opening, b) concrete financial support for open own businesses.

Hungary

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The Vocational Training Tax in Hungary encourages employers to give a training contract to trainees, the final result is the benefits for both side: trainee and company.

Maintaining long-term and disadvantaged unemployed recipients of social assistance active in the labor market through job retention skills – unemployed work up to 30 hours for the public welfare.

The group expressed concerns who is checking the enterprise placements and ensuring that minimum standards are required – good practice in Hungary, Chamber of Commerce and Industry: supervision and controlling of the vocational training places and activities, creation and controlling of the trainee contracts and operating an advisory network, training and testing of masters. The creation of a post for career advisor in the Chamber was specifically to engage with more employers and to promote vocational training and training contracts.

Mechwart Andras Gepipari es Informatikai Szakkoezepiskola High School: Special features of cooperation with companies: cooperation in helping the students prepare for the WorldSkills an EuroSkills competitions, meeting the demands of special corporate

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The co-operation model between secondary vocational schools and private companies developed in Debrecen can be used as a best practice example of transferability for Romania VET education development process. This is possible because of the similarities between the structures and functionality of the two educational systems, because of the openness to change of Romanian actors involved in the implementation of VET education. The cooperation in the form of the learning contract type can also be used to increase the practical perspective of the students' professional development.

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(2) Link between VET and companies – see also the list of good practice in section 1

Italy / Sicily

Joint venture to firmware development

ST-Microelectronics is a partner of our School. The company gives some professional kits (commercial kit that can be bought elsewhere), so that our students develop software. This software will be used from ST-Microelectronics to implement the firmware on the boards on STM32 technologies (family processor STM32, an ARM processor of ultimate generation for industrial automation). This project can be defined as a “training out the factory”; the advantages are hardware for the school, competences for the students, a laboratory with materials for the future students.

(3) Transition school / VET to HE and the world of employment / starting a business

Italy / Sicily

1-Erasmus program for vocational training

This programme, directed towards higher education, focuses on “improving the quality and strengthens the European dimension of higher education, it encourages mobility in Europe and the improvement of the transparency and full academic recognition of the studies and qualifications in the entire European Union”.

On the one hand, the Erasmus programme allows the participants, students and teachers alike, to benefit from the enriching experience of getting to know a work environment in an European Union country or in countries with agreements with the CE; the programme also aims to help widening the cultural background and language skills of its participants and, finally, it contributes to the education of future qualified professionals, with a high cultural level, adaptability to change and professional experience.

2- Scholarships or study grants.

For those students that they are brilliant, we began to do a scholarship, is the same that university do. That means when the student finish the training, the company can keep it for 10 month more working maximum 4-5 hours per day to get all the knowledge, after that

she/he began as a worker. For companies it is cheaper and it is help to have a good practice.

(4) Employability (soft skills, such as team building, communication skills, and technical competence in a job / profession) and youth unemployment after school, VET and HE.

Hungary

In Hungary, the Department for Employment as part of the County Labour Office offers training programmes to increase employability, mainly with the outcome of a vocational qualification. However, the vocational training offered is based on the demands expressed by the employers in the employer survey.

UK – preparing for the world of employment – while studying

1) Placements

Many universities offer placements as part of the studies, a so-called sandwich year. This is a one-year placement with a company that is supported by a lecturer and the placement office. After two years of studying, students carry out the placement, and then return to do their degree for another year. Significant increase in employability and even entry salary are the effect of such an arrangement. Other courses only recommend doing a placement.

2) Knowledge Transfer Partnership <http://www.ktponline.org.uk/>

A relationship formed between a company and an academic institution ('Knowledge Base' partner), which facilitates the transfer of knowledge, technology and skills to which the company partner currently has no access. Each partnership employs one or more recently qualified people (known as an Associate) to work in a company on a project of strategic importance to the business, whilst also being supervised by the Knowledge Base Partner, an academic.

Projects vary in length between 12 and 36 months. The Associates are either postgraduate researchers, university graduates, or individuals qualified to at least NVQ (Level 4) or equivalent.

Aims of Knowledge Transfer Partnerships: To:

- Facilitate the transfer of knowledge through projects undertaken by high calibre, recently qualified people under joint supervision from a company and an academic institution
- Provide company-based training for recently qualified people to enhance their business and specialist skills
- Stimulate and enhance business-relevant training and research undertaken by the academic institutions
- Increase the interaction between businesses and academic institutions, and awareness of the contribution academia can make to business development and growth

KEEN (Knowledge Exchange and Enterprise Network)

<http://www.bcu.ac.uk/business/our-research-and-expertise/keen>

The Knowledge Exchange and Enterprise Network (KEEN) is a new business improvement programme, part-funded by ERDF, and designed specifically to help West Midlands based SME's increase their profitability and achieve growth through working with a regional university.

Example: Working with Birmingham City University - businesses will gain:

- A graduate (known as an Affiliate) who will be recruited to work full-time on a bespoke project within your business.
- Continuing support from a nominated university liaison officer.
- On-going mentoring and support from university experts for the Affiliate to ensure that project objectives are met.
- Access to the university's resources, including facilities and expertise.
- Access to an equipment and travel budget (worth on average £4,000).

Theme 6 (Business start-up training, pre-start-up preparation and training and preparation for social enterprise start-ups

- **For young people**
- **For unemployed**
- **For those over 50**
- **For those disadvantaged in the labour market**
- **For women**

Czech Republic:

Start-ups

Czech labour offices support start-up for self-employed (f.e.: mechanic, hair-stylist, butcher, baker) within institute: active employment policy. There worked 18,8 % of selfemployed in 2012.

Innovation centres (f.e.: <http://www.jic.cz/home>, <http://inkubator.vsb.cz/en>, <http://www.inovacentrum.cvut.cz/main/en>) contribute to the development of technical (innovation) start-ups. The support consists of education, retraining, business advice, providing interest-free loans. Innovation centers also offer for free: meetings with potential business partners (<http://startupyard.com/>, <http://node5.cz/>), work place, work instruments, relax zone, meeting zone, shared PC, Wifi, and services (printing, copying, meeting rooms etc.) for a small fee. Results of the oldest innovation centre are available here: <http://www.jic.cz/annual-report>

Spain:

TITLE: To be an entrepreneur

CONTACT PERSON: Núria Prat

KEY WORDS: Entrepreneurship, English language, Teamwork

AIM: To promote entrepreneurship in our students, communication in English, initiative and creativity

DESCRIPTION: The activity is addressed to short cycle (Vocational Training) students.

The project requires students to work in a group of 4/5 members to brainstorm a realistic and innovative idea for a product or service and create a business plan.

METHODOLOGY: The program is divided into 12 sessions, lasting an hour each; all through the first two sessions, students are given tools to develop self-confidence, teamwork and brainstorming techniques. They create a business product /service and present it to the class.

3rd and 4th sessions: guidelines are given to define their project; students prepare a written statement which describes it (Who,What,Where,How,Why);

5th and 6th sessions: Financial plan.

7th and 8th sessions: Market research.

9th and 10th sessions : Marketing Strategy.

11th session :coaching for the final presentation.

12th session : Final presentation of all the projects.

EVALUATION : Performance-based assessment.

RESOURCES : Classroom equipment such as laptops and data projector.

UK

ERDF part-funded start-up programme in disadvantaged areas in Birmingham, managed by Birmingham City Council, UK:

<http://www.birmingham.gov.uk/enterprisecatalyst> and <http://www.enterprise-catalyst.com/>
 Programme description (from the programme website, see link above): Enterprise Catalyst aims to help bring positive change to some of the most disadvantaged areas of Birmingham by supporting a wide spectrum of businesses including social enterprise and entrepreneurship. A full range of support services, from developing: a robust business idea; a business plan; core business skills and knowledge, and access to a range of grants (ranging from £250 to £50,000) are on offer. To be eligible for a grant you must be either an individual resident within: **Aston, Bordesley Green, Hodge Hill, Ladywood, Lozells and East Handsworth, Moseley and Kings Heath, Nechells, Soho, South Yardley, Sparkbrook, Springfield and Washwood Heath**, or a business trading within these wards. Grants are subject to a competitive process and (apart from the Kick Start Award) require at least 50% match funding, the submission of a grant application and a Business Improvement Plan.

The programme offers workshops in business skills, 1-2-1 business advice, and match funding, for a grant of £ 250.-, £ 1,000.-, £ 2,500.- and up to £ 50,000. If grants with exception to the £250.00 are subject to Match Funding.

Latvia & Italy

Junior Achievement company.

Junior Achievement (also JA or JA Worldwide) is a non-profit youth organization founded in 1919 by Horace A. Moses, Theodore Vail, and Winthrop M. Crane. Junior Achievement works with local businesses and organizations to deliver experiential programs on the topics of financial literacy, work readiness, and entrepreneurship to students in kindergarten through high school.

Latvia

In Latvia many schools lead JA programs to teach students how to create company, how to lead it and understand how money comes and goes from a company. Its easier to go bankrupt at the age of twelve not at the age of 40.

All participants agreed that their countries do not need more and more university graduates. One reason is that those university graduates with low degree results are unemployed for long periods of time and often only gain employment in jobs lower than their level of qualifications.

However, there are a number of trades and crafts that need apprentices and skilled trades people. Hungary presented a good list of those skills, which included baker and electrician.

Belgium

NFTE Belgium believes in youth and young adults! Especially those in need of unique or distinctive opportunities.

NFTE Belgium offers an **innovative** curriculum in Flanders, Wallonia and Brussels. Trainers with extensive business experience, who are trained coaches, lead courses. NFTE provides additional opportunities for under-privileged youth to succeed in their professional and personal lives. The young people experience the power of **entrepreneurship** in a very **practical** way; as well as the importance of positive and **enterprising attitudes**. More than **3300** youth and young adults in Belgium have successfully completed a NFTE training over the past ten years.

The NFTE Concept

By initiating young people into the world of the entrepreneur and giving them the spirit of the entrepreneur, NFTE tries to revitalize youth who have had difficulty fitting into the conventional business world or the formal education system. How? First by identifying an individual's area of interest. Then by developing and preparing a business plan together, which will transform what they like to do into a profitable business venture, while taking into account the reality of the markets.

Practical and No-Nonsense

The NFTE training gives youth a basic understanding of the business world and at the same time helps them use this knowledge in their everyday lives. Although the material of the program focuses on starting a business, frankly, if the student finds work or resumes their formal education as a result of their training, it is also considered a success.

Teaching is done with practical examples and a no-nonsense approach with an emphasis on each student's interests, abilities and knowledge.

Teaching by using practical examples and a no nonsense approach gives students a basic understanding of the business world. We provide them with a model to the path to opening their own business. First, with a fictitious company and later, if they so choose, with their own project.

Ongoing Mentorship

After the program, those who choose to start their own business can benefit from the continued support and training offered by NFTE Belgium. They can count on NFTE supported by the guidance of a mentor from the corporate world. Finding a job as an entrepreneurial employee or continuing their trainings is considered a success.

Certified NFTE Trainers

Our trainers use their own experiences and personal success as convincing examples of the benefits of the entrepreneurial spirit. This type of teaching motivates the students to forge ahead with a positive attitude and an open mind to achieve their principal objective. This occurs in an open, enjoyable and amusing atmosphere. All trainers must complete theoretical and practical training. Those who have successfully completed this training are then certified to teach the NFTE courses. The quality of the training and the trainers is of utmost importance.

2.4 ASSESSMENT OF THE TRANSFERABILITY OF POLICIES AND PRACTICES. COULD ANY EXAMPLES OF GOOD PRACTICE PRESENTED IN THIS REPORT BE APPLIED AND TRANSFERRED TO OTHER COUNTRIES? IF SO, WHY? IF NOT, WHY NOT?

HOST country Hungary

We believe that there are many examples of good practice which the group discussed inspired by the examples presented by the HOST and reported on by group members. However, challenges in transferability lie in different levels of autonomy and funds by similar organisations in participating countries, different legal context and economic capabilities of the national economy and similar institutions.

The most obvious example is the different power and influence of Chambers of Commerce. While Germany and Austria have strong Chambers with compulsory membership for professionals and trades people, other countries such as the UK, have very weak Chambers, rather like membership organisations.

The Chambers in many East European Countries, including Hungary and Croatia, are based on the German model.

We believe that the already featured good / best practice company / school collaboration could be applied and transferred to all other countries.

It needs to be adapted to the local conditions of the region and the needs and capabilities of the school and students as well as that of the company. (National Instruments, IT Services Hungary).

We believe that the following projects can be transferred with little effort to other countries:

- Talent Project
- Vocational Activities Tax
- Professional Open Day
- Hungary Campus Programme
- Hungarian Employment Service: Virtual Labour Market
- Labour Market Survey – by e-mail
- Working for public welfare when unemployed.

Private sector:

National Instruments: the model of education: each department independently decide on the necessary training and has its own budget

Call Centre in RBank: – IT monitoring the degree of satisfaction with the services rendered

2) Other countries:

UK - Higher Education:

1) Alumni System,

All universities in the UK engage with their alumnis to provide links between current and former students, offering training and updates for alumnis and bringing in placement and employment opportunities with former students.

Birmingham City University is offered as an example: <http://www.bcu.ac.uk/alumni>

2) Placements for university students:

a) Obligatory work placements for undergraduate students at the University of Debrecen

b) Voluntary placements are offered to all university students in the UK via faculty and/or central university employment offices. Birmingham City University Business School has a faculty employment and placement office supporting students in finding placements and recruiting employers to offer placements. <http://www.bcu.ac.uk/bcbs/services-forbusiness/placements/types-of-placement>

There is also a central university careers and employment office supporting students developing their careers – gaining skills while studying. The link provides a list of services with further information <http://www.bcu.ac.uk/alumni/careers/our-services/overview>.

c) In the UK, some university degree courses have a compulsory one-year placement after the second year of studying that highly improves the employability skills of students and enables them to find applied dissertation topics as well as employment afterwards.

UK –**Enterprise Catalyst start-up programme**

This programme can be transferred easily in its main features to other countries. Key points are business advice and workshops, and that funding is given out in small chunks, and not one lump sum at the start of the business development process.

Government support for collaboration between universities and employers and graduates: KEEN and KTP as outlines above. This programme can be easily transferred to many countries.

Romania:

Cooperation model between secondary vocational schools and private companies developed in Debrecen can be used as a best practice example of transferability for Romania VET education development process. This is possible because of the similarities between the structures and functionality of the two educational systems, because of the openness to change of Romanian actors involved in the implementation of VET education. The cooperation in the form of the learning contract type can also be used to increase the practical perspective of the students' professional development.

Croatia:

Regarding to that there is no systematic evidence what graduates are doing after leaving the secondary or tertiary education in Croatia, the Croatian representative is planning to implement an Alumni register. After tracking the employability and destinations of school leavers and university graduates for a few years at County level we will be able to coordinate mismatch between demand and supply in labour market and hopefully pathway the enrolment policy in the right direction. This is based on presentations on working with

Alumnis, by the University of Debrecen and the secondary School Mechwart Andras Gepipari es informatikai Szakkozeopiskola (IT High School).

The example of compulsory work placements as part of a number of university degrees at the University of Debrecen for undergraduate students (between four to six weeks in one case and three months in another) inspired to increase employability of graduates. Students even receive a grant for the time of working for the company to compensate the lack of payment or small payment during that time. This is an example that could be realized in Croatia as well.

For good reputation of schools and learners' self-confidence it is very important to participate in prestige competition like EuroSkills and Worldskills. Two of the visited institutions reported on their successes. The Croatian representative will make all efforts to inform the relevant stakeholders in Croatia how to apply, gain sponsorship etc.

The two visits to secondary schools offering vocational training in collaboration with businesses through integrated training centres inspired the Croatian representative to support stakeholders to take advantage of EU funding to develop training centres similar to the ones visited.

3. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether and which ideas for future cooperation have evolved during meetings and discussions.

A number of ideas have been discussed for further projects amongst group members with the start of the new European funding regime and calls going out in January. This includes co-operation through Erasmus and establishing contacts between the various Territorial Employment pacts in participating countries.

The HOST created a "drop-box" to provide a place to upload information from each country, for visit presentations and where we share our pictures. This will be used for any possible collaboration and writing bids as well. Interest is in Erasmus+ for example.

We will be staying in contact via social networks and maintain continuous contact and seek opportunities for future cooperation.

Future collaboration that was considered during the visit:

Romania, Spain and Italy consider a project on teacher training in vocational schools; mobility in the practice field – placements for teachers in international companies.

Innovative pre-start-up training and start-up funding – UK group reporter developed contacts to Hungarian institution for a potential project.

Innovation centre and labour office in Czech republic works with starting businesses

Training teachers in enterprise education – Romania and UK

TO SUM UP

4. What is the most interesting/useful information that the group believes should be communicated to others? To whom, do you think, this information will be of most interest?

We believe that cooperation between business and educational institutions leads to a smoother transition from education into the labour market and creates more productive citizens for the benefit of the whole society. More active participation of all stakeholders (schools, policy maker on national and local level, employers, employment office, unions, chambers, development agencies, public sector, universities, small businesses etc.) in the VET system is fundamental in achieving successful outcomes from education.

We believe it is of the most importance to communicate to young people the value of and potential career and other successes and opportunities offered by VET. More effort needs to go into generating awareness of the value of VET and to attracting pupils from different ranges of background and academic abilities.

We regard the approach to working with educational institutions by IT Services Hungary (ITSH) as the most interesting insight they gained during the visit. ITSH is owned??? By the Deutsche Telekom. ITSH works with technical secondary schools: it has for example sponsored equipment for the secondary School Mechwart Andras Gepipari es informatikai Szakkozepiskola (IT High School) and sponsors the German teaching in the one class running over three years that offers lessons in maths, physics and history in German.

This is in our view an example of best practice of collaboration between school and industry: students start early to learn skills and knowledge practically relevant for the labour market and at the same time not only learn a language in language classes, but also through being taught other subjects in German.

This example is most interesting to schools / technical schools and large international companies / employers how to train potential staff early and make a large social impact in the community while gaining for themselves at the same time.

They also work closely with universities, for example the university of Debrecen since 2009, with the faculty of German Linguistics, Economics and IT. They go into the university, give training themselves, in IT and language lesson, sponsor equipment

In Hungary some companies we visited (National Instruments) also carry out a yearly evaluation of each employee in order to check if they are still content with the job and meet the requirements of constantly changing jobs.

HR system at National Instruments:

The global company with about 7,500 employees has one large office and manufacturing facility in Debrecen. They offer a number of internships and yearly take on over 100 graduate trainees. There is a split in responsibility between central HR and departments for training. While general training is commissioned / carried out by central HR, departments have their own training budgets to organize training in competence development and technical skills for the job.

Staying in touch:

We participants have decided to stay in touch via social media and exchange information, pictures and future work via “drop-box” – this enables us to provide a place to upload information from each country.

We will maintain continuous contact and seek opportunities for future cooperation

II Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and Cedefop to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only one box (☑) that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.

		All agree	Most agree	Most disagree	All disagree	Not applicable
e.g.	The size of the group was good.	x	<input type="checkbox"/>	x	x	x
1.1.	The programme of the visit followed the description in the catalogue.	x	x	x	x	x
1.2.	There was a balance between theoretical and practical sessions.	x	x	x	x	x
1.3.	Presentations and field visits were linked in a coherent and complementary manner.	x	x	x	x	x
1.4.	The topic was presented from the perspectives of the following actors of the education and training system in the host country:					

		All agree	Most agree	Most disagree	All disagree	Not applicable
1.4.1.	government and policy-makers	x	x	x	x	x
1.4.2.	social partners	x	x	x	x	x
1.4.3.	heads of institutions	x	x	x	x	x
1.4.4.	teachers and trainers	x	x	x	x	x
1.4.5.	students/trainees	x	x	x	x	x
1.4.6.	users of services	x	x	x	x	x
1.5.	There was enough time allocated to participants' presentations.	x	x	x	x	x
1.6.	The background documentation on the theme provided before the visit helped to prepare for the visit.	x	x	x	x	x
1.7.	Most of the group received a programme well in advance.	x	x	x	x	x
1.8.	The information provided before the visit about transportation and accommodation was useful.	x	x	x	x	x
1.9.	The organiser accompanied the group during the entire programme.	x	x	x	x	x
1.10.	The size of the group was appropriate.	x	x	x	x	x
1.11.	The group comprised a good mixture of participants with diverse professional backgrounds.	x	x	x	x	x
1.12.	There were enough opportunities for interaction with representatives of the host organisations.	x	x	x	x	x
1.13.	There was enough time allocated for discussion	x	x	x	x	x

		All agree	Most agree	Most disagree	All disagree	Not applicable
	within the group.					
1.14.	The Cedefop study visits website provided information that helped to prepare for the visit.	x	x	x	x	x

2. If you have any comments on the items 1.1. - 1.14 above, please write them in the box below.

EVERYTHING WAS EXTREMELY WELL ORGANISED BEFOREHAND. MELINDAS WAS ALWAYS VERY FRIENDLY, OUTGOING, PERSONABLE, WENT OUT OF HER WAY TO MEET INDIVIDUAL EXTRA DEMANDS. SHE IS A GREAT HOST THAT CAN BE RECOMMENDED INTERNATIONAL VISITS. THE OTHER COLLEAGUES AT THE AGENCY WERE VERY OPEN AND HOSPITABLE AND SUPPORTED OUR STAY WHERE THEY COULD. THEY WERE ALWAYS AVAILABLE TO HELP OUT. THE GREAT SUCCESS OF THE VISIT IS ALSO DUE TO THE GREAT TEAM EFFORT AT EARDA.

III Summary

1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. Indicate the number of participants for each category, e.g.

Very satisfied

Very satisfied Satisfied Somewhat satisfied Not satisfied Neither satisfied nor dissatisfied

2. What elements and aspects of the study visits do you think could be changed or improved?

As pointed out above, we are very satisfied with the visit and only have three smaller points to make:

It would have been most beneficial if some of the guest speakers who spoke in Hungarian only had sent the Hungarian presentations slides to the organisers beforehand so that they would have had sufficient time to translate the slides into English. This would have enabled us to follow much better the presentations and also the organisers to prepare for the translations of the spoken word around the slides.

It would have added value to be able to talk to active students at schools, in VET and/ or university to get an insight into their perceptions as well.

It would have helped to have the slides at least after the visit from those presentations in Hungarian in English. For the group report we had to rely on our notes taken during these presentations and will have left out a number of important details due to the speed of the spoken word. A pity!

3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below or attach a separate sheet.

The study visit was very well organized and managed by an excellent local host Melinda Maitra. She made every effort to accommodate individual needs of participants. The whole staff of ÉARDA Non-profit L.t.d. was most helpful and engaged to make this visit a success.

THANK YOU!

TO MELINDA MATRAI !!

THE 2013 VISITORS

The report was submit to Cedefop (studyvisits@cedefop.europa.eu) the 13th of January 2014