

Results of the 3rd Erasmus+ partnership meeting in Linz, Austria

“European Trainer Teacher Tandem (ETT Tandem)”

1.) Interim Report

The Interim Report has to be finished until 30.04.2016. We agreed that all partners will send their final versions to ZWH until 04.04.2016. ZWH will provide three templates (intellectual output, management costs, travel costs). All partners will complete these templates for the duration from November 2014 until March 2016 and annex the time sheets for the same period.

All partners have received a 40% payment up to now. The second payment will be wired in summer 2016. 25% of the second payment will be temporarily retained by ZWH for any instance and will be wired as a final payment after the end of the project.

2.) Intellectual Outputs

Implementation of Tandems

We discussed that for the success of the project we should try to put more focus on real tandems (teaching together) and less shadowing. XABEC presented a provisional agenda of the next meeting in Spain. Main issue: The host teachers should get detailed information before the meeting so that they can prepare themselves. Furthermore the host teachers should provide some topics they can imagine to teach during the tandem meeting.

Exchange of ETT Tandem experience and documentation

Documentation of meetings and tandem experience was done by ZWH for the first two meetings. We agreed that from now on the host partner will provide the first draft of documentation which will be completed by ZWH.

Documentation of the ETT Tandem

BFI will send the photographed flip charts of the reflexion and a summary of the discussion groups 1 and 2 to ZWH. ZWH will add the results of the groups 3 and 4 and complete the documentation of the Austrian meeting.

ZWH will provide a questionnaire for the host organisations to reflect on their experiences with organising and arranging the ETT Tandem. BFI as well as TEC will have to fill in the questionnaire in retrospect.

Dissemination of the ETT Tandem Model

All partners will use their media and networks. The website will be updated by ZWH. All partners are invited to bring inputs. The dropbox will be used continuously.

Quality management plan

A quality management plan has been developed by XABEC and adapted in the project consortium.

Dissemination and sustainability plan

ITCG and OAED will present their updated draft at the next meeting in Spain.

Collection of good practice examples

BFI will present its first results at the next meeting in Spain.

As there will be several topics to be presented and (maybe) discussed on within the next meeting in Spain, we recommend to plan in sufficient time for these points.

Next meeting in Valencia

The next meeting will be held from May 10th until May 12th, 2016 in Valencia. XABEC stated that there is no maximal number of teachers/trainers who can be hosted. Antonio presented a methodology called ProjectX that will be tested with the tandem in Valencia: for the first time, teachers and trainers from the partner countries will actually jointly teach in Valencia. Preparations for the meeting need to be started immediately and good cooperation of the partners is obligatory. Trainers and teachers have to fulfill some basic requirements as good English skills and the will to teach the Spanish students in the host's system.

3.) Visits

BRP Rotax, Gunskirchen

- Founded in 1920
- Broad range of powersports vehicles, engines and technologies
- In total 1.140 employees
- In total 46.000 m²
- EUR 546 million revenue
- More than 2.000 Rotax maintenance technicians trained by standardized training program
- Own training center (RIC)
- Apprenticeship training in the field of mechatronics, production technician, machining technician, metal technician with focus on mechanical technology, aircraft technician, automotive technician
- Since 1954 training of technical and commercial apprentices
- 120 apprentices, 25% thereof girls
- 10% continue to studying at college or university
- Modular training, mentoring program, feedback, individual development plan, learning by experience, training center

Opening and presentation by the principle of the company's training center RIC (Regional Innovation Center). Tour thru the company, the labs and the factory plants. Common lunch.

In the afternoon the project's participants were divided into management group and teachers group. The management group discussed the above mentioned organizational topics. The teachers group was divided into smaller groups of two or three teachers. The teachers had the chance to talk to the trainers of BFI, the trainers of Rotax/RIC and the apprentices. The groups interviewed the staff of the milling/turning department, the CNC programming department, the electric-lab. The welding department was part of the interviews, too. On the following day the teachers group continued with the trainer/teacher shadowing and with interviewing/shadowing the apprentices.

Vocational part time school, Linz

- Competence center for electricians, electronic technicians, mechatronics and cooling plant technicians
- Attended 10 weeks a year by the apprentices
- Modular system (basic module, different main modules)
- 14 laboratories
- 12 classrooms
- 3 computer rooms
- 2 seminar rooms
- 1 workshop
- 11 teachers for general subjects
- 36 teachers for technical subjects

Opening and presentation by the principal of the school. Guided tour thru the school, the classrooms, the labs and the workshops. Talks with the students. Common lunch.

Production school, Wels

- Low based project for socially disadvantaged persons between 15 and 25 years
- Invented in Denmark
- Aiming to decrease youth unemployment
- Stabilizing the adolescents in order to continue with VET
- Vocational and social integration
- Intensive support for the young participants
- Connection between work and learning
- Real products and services (metal, bicycle repair, wood, catering, sales, logistics and computing)

Opening and presentation by the pedagogical supervisor. Tour thru the production plants. Testing self-made pastry. Conversation with the principle of the school.

4.) Reflection

World Café – Reflection in 4 blocks

- Arrangement of the Austrian VET system
- Observations of the way of teaching in the Austrian VET system
- Evaluation of the host VET system
- Possibilities of transfer into other VET systems

Block 1 – Arrangement of the Austrian VET system

- The Austrian system is similar to Denmark but deals with different target groups. Austria is being aware of the maturity of students/apprentices and there are different approaches for different target groups. Furthermore there are possibilities of reintegration of drop-outs (students/apprentices with special needs). Austria gives the students more chances in order to do vocational education and training (special projects for disadvantaged people – financed by the public employment service and/or the state).
- There are connections of different paths in the education system, although there is a very early separation of the kids (at the age of 14/15). In comparison, Italy starts at the

age of 16 with vocational education. The Greek partners stated, that in southern Europe the VET system consists of more theory and less practice than in Austria.

- Regarding the dual system there is a good connection between companies, public employment service, training centers, unions, etc. The Spanish partners stated that in their country different ministries are influencing the VET system and that there is no good coordination. Spain does not have a long tradition of dual training, furthermore there are different political interests to be considered and the law changed quite frequently within the last decades. Italy stated that North-Italy is comparable to Austria, the South has different laws.
- In Austria there is one official training regulation for each apprenticeship profession. These training regulations are published by the federal ministry of science, research and economy and are valid for all companies and in the whole country. In comparison, Spain has different laws in different states and therefore no general degrees for the whole country. Nevertheless, the Spanish VET system is getting more attractive. Both, Italy and Spain stated that it is often difficult to convince companies in order to accept apprentices.
- The Austrian VET system intends to include different target groups within dual training: classic apprentices who have a contract with the company, disadvantaged youngsters who have their contract with a VET center (such as BFI), being trained at the company and in the VET center, skilled worker training for adult people. All those have to present the same final examination at the Chamber of Commerce in order to get the same final degree.
- Part-time vocational school is very scheduled and well organized in Austria. The contact between teachers (school) and trainers (companies) could be more intensive.
- There is a good mentoring system in VET centers and bigger companies (BFI, youth coaches, etc.). Denmark has a similar system.
- In Austria vocational dual training has a quite good image, although nowadays lots of young people decide for academic professions. Money is seen as motivation to go for a dual vocational education.
- The Austrian system tries to get more girls in technical professions.

Block 2 – Observations of the way of teaching in the Austrian VET system

- In Austria the teacher is not the trainer. The teachers are responsible for the apprentices annually 10 weeks at part time vocational schools. The trainers are “teachers of practice” in the training center or the apprentice workshop respectively a kind of social advisor or social assistance. If the apprentice works in the company site, the trainer is the supervising worker.
- In Austria there are 3 institutions responsible for teaching, training and social competence: company-school-training center.
- The trainers inspire the apprentices by setting a good example and stay with the apprentices the whole time.
- Trainers also do a social job. A lot of the trainers hold a diploma of social pedagogy.
- In Austria there is less interaction between company and school.
- In Austria the school (teachers) doesn’t have to look for employment of the apprentices. Apprentices, who cannot stay in their company after finishing their apprenticeship/education, usually find a new job on their own.
- In small companies the principle is learning by doing.
- Big companies have training centers. If a small company cannot guarantee their apprentices to get fully prepared and having all skills, they can send them to training centers of bigger companies, where the apprentices get trained (they have to be

sent by law). So they can ensure their apprentices of being skilled for passing the final exam.

- At school: theory and practice is trained in the same classroom.
- In Denmark: electronic student planner/ apprentice planner. Students/apprentices, teachers and trainers (in company) can take the register (attendance) and check the progress of an apprentice.
- In Denmark: the teacher stays one week at the company for qualification and dialog with the trainer.
- In Austria even apprentices can submit improvement proposals to their companies.

Block 3 – Evaluation of the host VET system

1) What's new for you?

- Good students are together → no mix with the weak ones
- The close integration of working and learning place has been new to participants from Denmark and Spain → this has different aspects: some participants regard it as somehow dangerous, because the company can have a deep impact and influence on the young students; but also there is a big chance to use a lot of synergies due to closeness of both educational elements
- The organization between company and school has been something new
- Also the system of the Austrian production schools has been a new aspect for participants from Greece and Spain
- Evaluation of maturity
- The fact that schools can choose their own teachers

2) What aspects of teaching are most interesting to you/ do you like the most?

- Students think and combine all subjects (holistic way)
- Wondering how the feedback between teachers and students works
- Differentiation between the students, how is it handled?
- Students do the same exercises like they have to do in the company
- Spatial combination of classroom and working station
- More practical orientation than in Italy
- Missing the look at the difficulties/ problems
- Trainers in the companies: closer look at train the trainers

3) At which aspects/ methods/... would you have liked to look closer?

- Social aspects, how the students are supported
 - Participants would like to have a closer look to all aspects mentioned before, but also want to see other/smaller companies

4) What works better/ what works less good in your organization?

- Compared to partner organizations there is a different degree of integration of the companies; In the Austrian system, companies should give some tasks to the teaching organization (Denmark)
- The flexibility is better; possibility to change exercises (Spain)

- The human factor is missing in Austria (Italy)
- Austria: more intense way of teaching in the big companies (e.g. Rotax)
- Social responsibility is better in Denmark
- Not enough time in the school in Austria (Greece)
- Connection to the company in case of breakdown (e.g. during a financial crisis) could be a problem
- Small classes are good in Austria; teachers have time to teach
- In Italy: more paternalist way of teaching
- Spain: teachers visit the companies
- Personal improvements are more in the focus in the Spanish system

Block 4 – Possibilities of transfer into other VET systems

- The method of passing a final interview at the end of an exam was seen as an aspect that has potential to be transferred into other educational systems: it offers higher flexibility to scoring and can help the teacher/ trainer to get an extensive impression of the student/ apprentice; it can also be used as a method of feedback between trainer and/or teacher and apprentice. In general, the systematic testing of the students in the Austrian VET system is an aspect, that colleagues from the other systems would like to transfer.
- A teacher from Denmark wondered whether the lean culture of the company (e.g. Rotax) can be implemented / transferred into vocational training. The discussions came to no solution, but this could be a possible further discussion point.
- A (higher) salary for the apprentices/ students is an aspect that all teachers/ trainers would like to transfer into their vocational education system.
- Trainers and teachers would like to transfer the technical organization of the workshops in Austria into their system.
- Having training centers in companies that allows apprentices from different (sized) companies learn together is desirable for all participants. But the groups have figured out certain possible problems connected to this aspect. Companies might have constraints opening up their company sites to apprentices from other companies due to competition/ security/ protection of innovation.
- Some partners have training centers in their countries and would like to establish a close link and collaboration of training centers and companies.
- The participants find a close connection between employment agency and VET system like in Austria very reasonable.
- One aspect that has been observed, but is (rather) not possible to transfer is, that the apprentices seemed to have a different/ better behavior and motivation than those in the partner's countries
- (institutional) support for people with special need of care like in the production schools
- A good practice example that could be transferred to Austria is a more "human factor": it means that the wishes and needs of the students/ apprentices themselves should be taken more into account.
- Also the partners have observed a lack of general education in Austria, gaps in the curriculum should be completed.

- Activities in school-based mobility and rotation of students around Europe could be strengthened
- The participants agreed that in Austria young students have to choose too early their career path.

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