



Assessment and Documentation of Non-formal Learning – Tools and Practices



CATALOGUE of Best Practices, Methods and Well-developed Tools from Production Schools and Youth Workshops in Austria, Denmark, Finland, France, Germany and Slovenia



Catalogue produced by staff from the member organizations. Managing partner is the Danish Production School Association. All organizations can be contacted with questions regarding their tools and practices. Published fall, 2017. More information on www.ipso.li/projects/paving-the-way



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TABLE OF CONTENTS

INTRODUCTION.....	8
Project <i>Paving the Way</i>	8
This Catalogue.....	9
Non-formal and Practice-based Learning in Production Schools and Youth Workshops	9
Learning by Doing and Learning in Production Schools and Workshops	10
Documentation, Assessment and Recognition of Skills and Competences	11
Structure of the Catalogue.....	12
AUSTRIA.....	13
The Austrian National Framework.....	13
<i>BFI in the educational system</i>	13
<i>The Austrian Production Schools</i>	13
The BFI Production School in Steyr, Upper Austria: Documentation and Assessment	16
<i>The selective module</i>	16
<i>Assessment through practical work using the example of carving a spoon</i>	18
<i>The Competence Board</i>	18
<i>The assessment conversation</i>	19
<i>Vocational orientation: Future Map and internship</i>	20
<i>“Experiencing & Moving” – an experiential pedagogical method</i>	21
<i>Further documentation</i>	22
<i>Certificate of participation</i>	23
<i>Central principles and conventions</i>	23
DENMARK.....	24
The Danish National Framework	24
<i>The production schools and their participants</i>	24
<i>Legal status and attachment to the Danish VET system</i>	24
<i>The Danish VET system</i>	25
<i>Production schools and VET reform</i>	25
The Danish Production Schools: Documentation and Assessment.....	26
<i>The Course Plan</i>	26

<i>Guidance counselling</i>	28
<i>Prior Learning Clarification (RKA)</i>	28
<i>Spider Chart</i>	30
<i>Portfolio</i>	31
<i>Competence Boards</i>	32
<i>The Competence Certificate</i>	32
FINLAND	34
<i>The Finnish National Framework</i>	34
<i>Youth workshops in the Finnish service system</i>	34
<i>Statistics on workshops</i>	35
<i>The National Workshop Association TPY</i>	35
<i>Reform of vocational education</i>	35
Finnish Youth Workshops: Documentation and Assessment	37
<i>Skills described using terminology of the national curriculum</i>	37
<i>National recognition report for the learning environment</i>	38
<i>The national skills certificate template</i>	38
<i>OSSUs: elaborated curricula</i>	38
<i>Skills map</i>	38
<i>The process of validation from the workshop’s point of view</i>	39
<i>The process of validation from the workshop participant’s point of view</i>	40
<i>The frequency of recognizing skills among Finnish workshops</i>	40
<i>Challenges in the validation process</i>	41
FRANCE	42
<i>The French National Framework</i>	42
<i>The beneficiaries</i>	42
<i>The results</i>	42
<i>Partnerships</i>	43
<i>How it works</i>	43
<i>Goal</i>	43
<i>The fundamentals of a Production School</i>	43
<i>National French Education system</i>	44

The French Production Schools: Documentation and Assessment	45
<i>Summary</i>	45
<i>Introduction</i>	45
<i>Reference tables</i>	45
<i>Assessments</i>	46
<i>The behavior</i>	47
<i>The manual apprenticeship (professional)</i>	48
<i>Examples</i>	49
<i>The intellectual apprenticeship (theoretical)</i>	51
GERMANY	52
The German National Framework.....	52
<i>How production schools are attached to the formal system</i>	52
<i>Production schools: target groups, aims and financial founding</i>	53
The Production School BBW Leipzig: Documentation and Assessment	55
<i>The Production School BBW Leipzig</i>	55
<i>Input phase</i>	55
<i>The interview</i>	55
<i>Observation during the trial period</i>	56
<i>Employment and qualification phase</i>	57
<i>Development conversations and education planning</i>	57
<i>Competence observations</i>	58
<i>Written documentation</i>	59
<i>Competence assessment: Hamet 2-test</i>	59
<i>Final phase - internship</i>	60
<i>Certificates of participation</i>	61
<i>Long-term documentation</i>	61
<i>From interview to certificates</i>	61
SLOVENIA	62
The Slovenian National Framework.....	62
<i>Formal education</i>	62
<i>Non-formal education</i>	63

<i>Example: PUM – project learning for young adults: a relaxed and creative way to knowledge ...</i>	63
<i>Example: production school in Slovenia.....</i>	64
OZARA: Documentation and Assessment.....	65
<i>Tools and practices.....</i>	65
<i>Individual rehabilitation plan.....</i>	66
<i>Opinion on the level of working ability, knowledge, working habits and vocational interests.....</i>	66
<i>The report on the result of evaluation and final assessment.....</i>	67
<i>Form on surveillance/monitoring of employability and work efficiency of person with disability</i>	68
<i>Evaluation form for participants of the social inclusion program</i>	70
SUM UP.....	73
<i>Lastly,.....</i>	75
APPENDICES.....	77
Austria	77
<i>Appendix 1: Anamnesis questionnaire</i>	77
<i>Appendix 2: Assessment conversation.....</i>	81
<i>Appendix 3: Internship Feedback.....</i>	82
Denmark	83
<i>Appendix 4: A Participant’s Individual Course Plan.....</i>	83
<i>Appendix 5: RKA Tools</i>	85
<i>Appendix 6: A workshop’s competence board.....</i>	87
<i>Appendix 7: A participant’s Competence Certificate.....</i>	89
Finland	93
<i>Appendix 8: National Recognition Report</i>	93
<i>Appendix 10: OSSU</i>	97
<i>Appendix 11: Skills Map</i>	98
France.....	99
<i>Appendix 12: Reference Tables.....</i>	99
<i>Appendix 13: Internship Assessment</i>	100
Germany	102
<i>Appendix 14: Observation sheet.....</i>	102
<i>Appendix 15: Internship evaluation list.....</i>	103

<i>Appendix 16: Certificate</i>	104
Slovenia.....	105
<i>Appendix 17: Opinion tool</i>	105
<i>Appendix 18: Evaluation form</i>	107
<i>Appendix 19: Assessment tool</i>	108

INTRODUCTION

The amount of European youths in the NEET-group (not in employment, education or training) is high: massive youth unemployment is a persistent phenomenon throughout Europe, and has been for some time now. Transitions from school to work are insecure and challenging. It is obvious, that a large group of young people need to find alternative paths to education and/or the labor market.

Project *Paving the Way*

In the field of non-formal learning, there are great opportunities to enhance new roads towards stable employment. Production schools and youth workshops provide practice-based learning in supportive working communities. Production schools' and workshops' potential should be fully utilized: they are capable of matching the educational, social and professional needs of a great number of young people. Without looking for alternative paths, Europe is looking at a very large NEET-group (over 6 million¹) who risk never finding their footing in the labor market.

In the Erasmus+ supported project *Paving the Way* it is pointed out, that there is a remarkable amount of young people who need individual support and coaching to find their interests, and who proceed best through 'learning by doing'. The objective of the project *Paving the Way* is to put focus on non-formal and practice-based learning taking place across Europe and to strengthen its possibilities to integrate young people into the labor market.

One way to enhance effectiveness and quality of non-formal learning is through documentation, assessment and recognition of obtained skills and competences. The project *Paving the Way* is gathering and sharing knowledge on how to document and assess learning within European production schools and workshops.

The six project partners come from Austria, Denmark, Finland, France, Germany and Slovenia. The institutions/organizations, which the partners represent, all take up different positions in the spectra from non-formal to formal learning. They represent organizations working with young people who have been left behind by the educational system and/or labor market because they have not been able to find their position or fit into the conventional educational system. Thus, production school and workshop activities are aimed especially at young practically-minded people who are not ready for formal education and need support to discover their ambitions and make their choices and plans.

¹ Eurofound (2016), Exploring the diversity of NEETs, Publications Office of the European Union. p. 11

This Catalogue

This Catalogue introduces best practices, methods and practical tools on documentation and assessment of skills and competences acquired in production schools and youth workshops. The Catalogue is made in order to inspire and guide others who work in the field of non-formal learning. Actors in non-formal practice-based institutions can implement presented tools and practices and use it in their own work in encouraging young people to find their way into education and/or the labor market.

All project partners have contributed to the Catalogue based on their own experiences. Each partner has unfolded their approaches and ways of documenting and assessing their participants in production schools/workshops.

This Catalogue also briefly explains why we document and assess in practice-based learning: what are the main purposes and benefits from a societal and individual aspect. It also includes a short description of the project partners and the role they take in their national educational and societal system.

Documentation and assessment of learning presented in this Catalogue does not concern only professional skills, but also includes social and personal competences. This because, the participants go through professional, social and personal maturing processes with the guidance offered by the staff in production schools and workshops.

It must be remarked, that this Catalogue presents examples of good practices and useful tools used in the institutions involved. It does not present a comprehensive picture of all tools and practices - but insights and possibilities through examples. Altogether, this Catalogue is supposed to make practice-based learning and the path from non-formal to formal education more visible and accessible. The goal is that by presenting and sharing a range of possibilities for documentation and recognition we could be paving the youngsters' way to further education and working life.

Non-formal and Practice-based Learning in Production Schools and Youth Workshops

In production schools and youth workshops, the participants are presented with a learning concept building on practical work and production of real goods and services, which are purchased by real costumers. Here learning unfolds in binding working communities where theoretical instructions are integrated in practical work. Production schools and workshops also provide guidance, coaching and mentoring. Thus, the learning environment is supervised, supported and social. In particular, the non-formal learning in production schools and workshops applies itself as "another start" for those who need this.

In the project *Paving the Way* it is stated that there is a growing need for the approach of practical work, learning by doing and supportive individual coaching. The project emphasizes recognition of practice-based learning as an indispensable part of the

educational system. Therefore, it sheds light on the possibilities and meaning of pedagogical approaches together with practice-based non-formal learning in production schools and workshops.

Non-formal learning is learning which, in contrast to informal learning, takes place through planned activities, where learning support is present. It can include e.g. programs to impart work skills, education for early school leavers and in-company training². In other words non-formal learning indicates learning in which activities are planned, have an educative component and are designed but not necessarily have the end goal of an examination. Non-formal learning and its documentation are closely attached to the concept of lifelong learning. Lifelong learning means “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective”³.

In *Paving the Way*, the project partners vary in terms of affiliation to the national educational systems. This means that all the partners take different positions in the spectrum of non-formal to formal learning, e.g. some are not connected to the educational (VET) system while others are closely connected and, while still being non-formal, are issuing formally recognized certificates.

The documentation and assessment of learning are necessary tools when inspiring to learn more and to motivate towards further education. The usual goal after production school or a workshop stay is that participants continue in and finish formal education or find their place in the labor market.

Learning by Doing and Learning in Production Schools and Workshops

Learning by doing is the most common method used in production schools and workshops. Through this method of concrete tasks and practical work, participants gain new skills, competences and knowledge. Participants learn to recognize their own strengths and abilities through work and feedback. The tasks and training can be individually tailored and will become more demanding as the participants’ skills increase.

Participation is an essential component in learning by doing: rather than just thinking about abstract concepts, learning by doing involves a direct encounter with the phenomenon in question. It utilizes actual experience with the phenomenon to validate a theory or concept. It is suggested that ideas cannot be separated from experience: they must be connected to the learners’ lives in order for learning to occur.

² Council of European Union, “Council recommendations of 20 December 2012 on the validation of non-formal and informal learning”, Official Journal of the European Union (2012), accessed June 28th 2017, <http://bit.ly/NVvgP3>

³ European Commission, “Proposal for a Council recommendation on the validation of non-formal and informal learning” Council of EU (2012) p. 3, accessed June 28th 2017, <http://bit.ly/2sg1ks>

In addition, reflection on an action must take place – action and reflection are the core parts of learning through experience and learning by doing.⁴

Learning by doing and experiential learning is of value when it comes to the importance of relationships, the role of conversation and why it is essential to ‘start where they are at’⁵. Experiential learning refers to the learners’ ability to make use of previous skills and experiences while learning new ones and to the ability to build new, useful skills and knowledge. In experiential learning, you are allowed to try, test, make mistakes, fail, retry and receive instant, constructive and motivational feedback. Individual instructions and coaching presented in production schools and workshops will support areas relating to the increase of both professional skills and social empowerment.

Documentation, Assessment and Recognition of Skills and Competences

For the participants in production schools and workshops it is essential that their acquired competences are assessed and that the assessment phases are visible to the participant. The documentation they receive should be comprehensive and accurate, yet not too complex. It should help to strengthen the participant’s self-understanding and self-esteem as well as be useful when entering further education or working life.

The full process from identifying, documenting and assessing to formal recognition is often referred to as validation. Validation offers the opportunity to have one’s competences recognized irrespective of how and where the learning has taken place. Competences are made visible and expressed in words and can, thus, be indicated e.g. to potential employers or educational institutions.

According to Cedefop (The European Centre for the Development of Vocational Training) there is common consensus on the importance of making the knowledge, skills and competences gained through life and work experience visible. People should be able to demonstrate what they have learned and how to use it in the future for further education.⁶

Validation of non-formal learning and its impacts can be remarkable in better matching of skills and labor demand; it can also contribute to fighting social exclusion by providing a way for unemployed individuals or early school leavers to improve their employability. Validation is also considered to contribute to the personal development of young people by reinforcing their self-esteem and motivation.⁷ Validation can also be seen as a shift from

4 Bart P. Beaudin, “Experiential Learning: Theoretical Underpinnings”, Colorado State University (1995), accessed June 28th 2017, <http://bit.ly/2tny54m>

5 John Ord, “John Dewey and Experiential Learning: Developing the theory of youth work” Youth & Policy, no. 108 (2012) p. 64, accessed June 28th 2017, <http://bit.ly/2tnwVWu>

6 Cedefop, “Validation of non-formal and informal learning”, European Union, accessed June 28th 2017, <http://bit.ly/1wbw1F3>

7 ibid

education to learning, from course descriptions to competence development and learning outcomes.⁸

The validation process also gives employers clear data on abilities and skills of the jobseeker, which will ease the recruitment process and further training in the workplace. Recognition and validation can also accelerate studying processes and optimize the achievement of full qualifications.

Structure of the Catalogue

This Catalogue consists of six main chapters written by the project partners from Austria, Denmark, Finland, France, Germany and Slovenia. Each chapter has two parts. First, the national context of the partners' institution is introduced by describing the role and relation of their organization to societal services and especially to formal education in their country. Then each partner presents its best practiced and well-developed tools concerning documentation, assessment and validation. These tools and practices are the core of the Catalogue. Different tools are concretized in the Appendix by examples. You can also find useful background information and more tools on the website of the International Production School Organization: www.ipso.li.

⁸ NVL, "Validation and the value of competences: Road map 2018", Nordic Network for Adult Learning, accessed June 28th 2017, <http://bit.ly/2t0fQPq>

AUSTRIA

The Austrian National Framework

BFI in the educational system

The *Berufsförderungsinstitut* (BFI) is an Upper Austrian vocational educational institute and one of three Strategic Divisions of the BBRZ Group (vocational education and rehabilitation center). BFI provides all forms of services concerning returning to work, further education and areas of health and social training. The offers include a whole range of qualifications at different levels, right up to academic certificates. The institute operates special facilities, which relate to either the current labor market situation, or particular social needs. The trainings have their focus on affordability and accessibility for people who want to find a new chance in training and employment.

BFI is a pioneer in educational programs for individual target groups, e.g. for immigrants, NEETs and generally young people who have failed in regular schooling or in the labor market. The basic for vocational education is formed by training of basic skills like Math, Reading and Writing. With the primary aim to support people in developing and utilizing their professional and social opportunities, there is a focus on new learning strategies and personal development.

The Integrative Vocational Training is for young people who need special treatment to develop and use their abilities. This vocational education lasts two years and is divided up into theoretical and practical education. Intensive basic training and individual coaching lead to the goal of part - apprenticeship. Some become successful in the labor market, others continue with education to reach the apprenticeship. Vocational training, courses for certified social care workers and production schools complete the extensive offer in the context of vocational training.

The Austrian Production Schools

The position of the production schools is located between the educational system and the vocational trainings, in the non-formal part of education⁹.

In the production schools, both production and coaching is essential: the production is supervised by coaching and the coaching is based on the experiences in the workshops. The connection to the formal education is the possibility to start an apprenticeship, but this only happens to a minority of participants.

In Upper Austria, production schools were founded in the late 1990s in response to an increase youth unemployment. In 2010 there were sixteen production schools in Austria,

⁹ "The Austrian Educational System", Euroguidance Austria, accessed June 26th 2017, <http://www.bildungssystem.at/en/>

which followed the Danish model. The realization of this concept was focused in Upper Austria. Since 2013 the Ministry of Social Affairs Services have implemented production schools as a result of nationwide coaching.

These institutions dissociate from the conventional task of learning by practical working and act as barrier-free projects for maturing of young people. At these institutions, the participants focus on bettering themselves in Math, German and IT as well as labor market relevant soft skills¹⁰.

The possibilities of vocational training offered by production schools are first steps to get in touch with basic education and practical training for many young people in the NEET-group. The age of participants is between 15 and 25 years with the most participants being under the age of 19. The gender assignment is balanced and typically, approx. 60% have a migration background. Every fifth participant has no school graduation and is at risk of poverty. The focus and goal of the production schools is to motivate its participants to enter into vocational training and to get them in a sustainable connection to the labor market. The second goal is to give young people the sense of being appreciated and to heighten their self-confidence. Consequently, production schools are located between education, coaching and training.

The way to get into the production school is through the labor market service. After the registration that presupposes the willingness to work, the young people get the first consultation with the aide. The result of this talk may be to join the two assessment weeks in the production school. If the expectations match both on the youngster's and on the production school's side, the training starts. There is a need to document the progress and to mark the presence in the workshops. This is the basic for the payment from the labor market service.

The staff in the production schools is composed of the leader, pedagogical staff and trainers in the workshops. The leader is responsible for the team, makes public relation and keeps in touch with customers. The trainers are the ones who have the professional experience and didactical knowledge to train the participants in specific subjects and to motivate them to reach their own goals. The workshops of Austrian production schools are all different and adapted to local needs. Common fields are wood, metal, office, creative, decoration, bicycle, graphics, textile, ceramic, jewelry, videos and floral. The purpose is that participants get their first experiences and positive feedback in working in real jobs for customers. The job of the pedagogical staff is to get in touch with the participants, to offer individual coaching and to participate in their development process during their stay in the production school. The pedagogues stay in contact with the trainers and discuss the progress of the participants. Together they find ways to reach the optimal goal with each participant.

¹⁰ Bergmann, Nadja and Schelepa Susanne, "Bestandsaufnahme der österreichischen Produktionsschulen", L&R Sozialforschung (2011), accessed June 26th 2017, <http://bit.ly/2tM5P8e>

The result is as individual as each participant is. For some it is necessary to stabilize their life situation after a past with narcotics and to learn some basics of regular living again, while others need the assistance to get into work or start a vocational education¹¹.

¹¹ Anita Platzer (BFI OÖ.), Hermann Theußl (FAB), Andreas Schicker (JaW): Quality Standards of Austrian Production Schools (2012)

The BFI Production School in Steyr, Upper Austria: Documentation and Assessment

At the production school in Steyr, the participants can choose between the workshops wood, metal, kitchen and IT/office. In these workshops, job-relevant skills and competences are learned. Additionally, there is coaching for professional orientation for each participant throughout the participant's stay in the production school. Using the example of a young person who is attending the production school in Steyr, the documentation process is explained in this chapter. This procedure is specific and does not apply directly to other production schools in Austria. As the job center assigns all participants, the participant has to fulfill the following requirements in order to get an invitation to the production school:

- job-seeking notified at the job center
- age of 15 to 25 years old
- educational and/or apprenticeship dropout and/or
- socially disadvantaged and/or
- in development crises and/or
- with language deficiency.



It is a precept that the individual progress and development of the participant's educational path is based on the needs of the youth and on the production school aim to "integration into the labor market". The young person including his/her individual resources and competences is the focus of the learning and development process in the production school.

As a first step in the coaching process, stabilization of psychosocial level is supported. The handling of individual problems, empowerment of self-confidence and learning motivation, which concerns the majority of the target group against the backdrop of demotivating educational and vocational experiences, are requirements for qualification and integration. The second step is about learning competences. Both social and basis competences constitute an essential criterion for integration opportunities. The third step concerns vocational integration; this means a direct integration into labor market and trainings.

The selective module

When entering the production school, the young person gets comprehensive information concerning offered spectrum and possibilities within the framework of the production school. (S)He defines own expectations and reflects on his/her motivation and willingness to take self-responsibility and prospective self-initiative. In conjunction with seven other young people, the person accepts the agreement and hears about the meaning of being a production school participant:

“Learning and working with a serious attitude in four different workshops (wood, metal, kitchen/serving and IT/office), in order to:

- stabilize and develop the personality through experiencing productivity and learning & working in a structured daily routine
- strengthen a positive attitude towards work
- adopt knowledge by practical activity
- get to know his/her own resources
- obtain key skills
- acquire and advance social, cultural and corporative competences
- develop vocational perspectives.”

The first two weeks, the participant takes part in the selective module to give the workshops a trial and to develop a favorite workplace for the next six or twelve months. Additionally, the pedagogues and trainers come to know the youth and discover, whether (s)he conforms to the target group or not (yet). Among others, the following methods are applied:

- assessment of personal data through a questionnaire (Appendix 1): personal data, social situation, school career, employment career, health questions and financial situation. All schools use an IT system called eIVIS to keep all the participants’ data.
- group dynamic exercises for the selective module participants, for example:



“Fröbelturm” – an exercise for teambuilding and cooperation, patience and fine motor skills; each participant is holding a rope and – together with others – trying to stack wooden stocks; it can be varied in seeing and blind, talking and mute; Or filling in a personal profile – for getting to know each other; the participants give information about their favorite movie, food, animal, color, and so forth.

- Monitoring by the pedagogue and the trainers concerning work attitude and professional skills, as well as motivation and social skills
- one-to-one-interview between the pedagogue and the participant based on the following guidelines:
 - o welcoming, clarifying the subject of conversation, emphasizing familiarity, analyzing the actual situation, elaborating on problems and finding solutions, developing goals, summarizing the dialogue and goals, reflecting and saying good bye

- feedback from the trainers to the participant and the pedagogue with emphasis on feedback rules:
 - o For the giver: wording is appreciative; descriptive, useful, articulate, desirable, specific and viable, giving new information, balanced (positive and negative aspects are included), focused on prospective behavior, setting priorities;
 - o For the receiver: hearing somebody out, no justifying, explaining or defending, taking time for reflecting the contents and finally giving thanks.

Assessment through practical work using the example of carving a spoon

After a successful entrance module and an exit interview with the pedagogue, the participant is admitted to a workshop, the wood workshop in this example. The participant signs the agreement of commitment and confirms the observance of internal regulations and rules. The target of this contract is, among others, the creation of obligation and motivational clarification as the basis for the further cooperation.



The brochure “safe working in the workshops” describes universal instructions about the handling of tools and dangerous goods, hygienic rules, ergonomics of PC-workplace, as well as first aid and fire safe regulations. The participant gets an adequate schooling and confirms the notice with his/her signature.

The first task for the participants in the wood workshop is carving a wooden spoon. The whole assessment process is characterized by demonstrating, replicating, reflecting and once more replicating.

The production school concept makes sure that the skills, resources and needs of the participants are extended individually. When awarding contracts the trainer steadily considers the technical, social and personal development of the participants.

This individual work on resources and competences contains an intense involvement with his/her former career and life, the personal parameters and possible concepts for the future.

The Competence Board

In order to fit the participants for apprenticeship or employment in wood working occupations, a training plan is made together with the trainer and the pedagogue. A systematic target planning, a definite orientation and specific steps for an individual learning process are developed and determined. Consequently, the acquisition of the participant’s competences during his/her engagement in the production school is documented continuously. At this point, the competence board is used.

Based on the Danish competence board, this method is modified such that it is convenient and useful for the production school in Steyr. It shows professional, social and personal competences and serves as a description of formal, non-formal and informal acquired competences. The board supports the participants realizing their acquired competences, using them in their further educational and vocational activities and leading to supplemental learning processes¹².



Periodically the competences of the participants are checked and the magnets adapted where necessary. For example, the trainer changes the magnet “punctuality” from yellow to green. In the conversation together with the trainer and the pedagogue, the participant e.g. explains, that (s)he succeeded in rising earlier, catching the bus and being on time at his/her workplace. Additionally, the pedagogue observes this behavior and confirms it. That way all competences are reviewed and updated.

Conversely, the participant can insist that the magnet changes. (S)He believes that (s)he acquired new skill in handling the band saw. In that case, the participant demonstrates the handling. The trainer attests the new competence and changes the color of the magnet. The pedagogue observes and documents this procedure in order to register the development process and to draw on it.

The assessment conversation

Every Wednesday after the participants end their work, an assessment conversation, a so-called “participants’ talk” (Appendix 2), takes place, where the trainers and pedagogues are talking and documenting the participants’ developments. The workshops alternate with one another weekly. Finally the vocational and personal development of a production school participant is examined every fourth week.

At the forefront, the trainer can ask his/her workshop participants for their self-assessment. It concerns questions about cognitive, social and technical competences, which are to be replied in the system of marks (1=very good, 5=fail). The results provide the basis for the participants’ talk and are compared with the trainers’ and pedagogues’ external assessment. The professional orientation of the participants is always part of the participants’ talk. The responsible trainer for placement support gets information about the current behavior of the participants. Then (s)he can arrange potential internships. In the case of former internships, (s)he can give feedback from the internship company to his/her colleagues.

¹² Cf: The Danish Production Schools: Documentation and assessment: Competence Boards, p 32.

Similarly, the pedagogue from the selective module can explain, e.g. about the family background, the financial situation or other circumstances about the history of the participants.

Because of this efficient, closely networked information exchange of the trainer-team, the participants can be supported on a need-basis, and helped individually in their development. Following the participants' talk, a conversation between the participant, the trainer and the pedagogue takes place the next day. It purports the behavior from the last weeks, the current situation and the further steps concerning the achievement of objectives. Another content of this talk is the feedback from the trainer-team.

Vocational orientation: Future Map and internship

Vocational orientation as a comprehensive principle is positioned in every learning area of the production school. Finally, the participants should find a profession or educational field suitable for them. Therefore, during the full stay in the production school, accompanying internships for development and support of matured occupational choice are offered as well as intensive placement support and application training. The aim is to coordinate the participant's own perception about an occupational profile with the reality of the job market. In the early phase of the vocational orientation process, the "Future map"¹³ is offered to the participant. It contains worksheets and exercises concerning abilities, skills, interests, the life path and plans for the future. In this way, the participant becomes more clear about his/her capabilities and possibilities. In further consequence, the desired career and its demands is compared with the professional and social skills of the participant. After this strength analysis, the participant gets assistance in writing his/her resume and formulating an application. If a participant needs help, either the application trainer is helping or peer-to-peer-learning is used. It means that a participant who has already written an application can assist his/her colleague. The external assessment from a colleague is sometimes more accepted than from the trainer.

During the vocational orientation phase, the internship company is contacted – either by the participant him/herself or by the trainer, if wanted, in order to fix an appointment for a job interview. It is common for the trainer to take part in this interview, because (s)he is able to explain the aims and backgrounds of a production school. Additionally, the trainer can reduce the participant's nervousness.

In most cases, a first internship is fixed for four days (Monday to Thursday). It is time enough for the company boss and workers to assess the participant's job performance and the other way round for the participant to receive a first impression. On Fridays, there is a discussion between the participant and the application trainer about the experience.

¹³ „My future - Schritt für Schritt zum Wunschberuf“, AK Oberösterreich, accessed June 26th 2017, <http://bit.ly/2tcS2uo>

The company boss gives feedback with a questionnaire after the trial internship. The following items are to be answered (1=very good; 5=not satisfying) (Appendix 3):

- punctuality, behavior when ill
- interest in working
- learning ability, perseverance, capacities
- self-reliance, self-initiative
- endurance, resilience
- concentration ability
- ability to establish contact
- motivation
- social interaction with superiors, colleagues, customers

Additionally, there are questions about the participant's aptitude for this job and special occurrences, strengths and weaknesses. If both sides – the company and the young person – agree, a long-term internship is arranged. While the participant is working in the internship the trainer is always in contact with the company to ensure the ambitions, which was formulated preparatory. The participant has the opportunity for reflection during and after the internship. The own perception is compared with the employer's evaluation. The application trainer documents all results, interviews and arranges further steps concerning the internship and vocational training in the production school's database.

“Experiencing & Moving” – an experiential pedagogical method

The production school Steyr offers experienced-based pedagogic lessons once a month which last for half a day. The trainer for outdoor activities in consultation with the pedagogues selects the games. Considering the participants' needs and necessities, the games are focused on orientation in order to make arrival easier for the participants and make it possible for them to be oriented into the group. And next time the methods are conceptualized such that teambuilding, cooperation, communication or conflict management is central.



The game “blind caterpillar” is a perfect method for building confidence and accepting responsibility. The person in front is blindfolded leading the group walking behind one another across an area. A possible modification could be walking barefoot, so that more senses are activated. The observations of behavior in different situations are a very good method for measuring social competences. By

comparing the trainers' and pedagogues' observations, quite reliable statements can be made.

Questionnaires of self- and external assessment before and after the training bring competences and resources to light.

For any outdoor activity and experiential pedagogical method, it is essential to prepare every step by using quality objectives. One common tool is the SMART model¹⁴:

S – SPECIFIC	What exactly do you want to achieve? What learning do you want to see?
M - MEASURABLE	How will you know it has been achieved? What can you measure or observe?
A – ACHIEVABLE	Given what you know about the people involved, how likely is that they can achieve this in the time available and with the resources available?
R – REALISTIC	How realistic is this objective? What other influences and circumstances might affect the likelihood of success?
T – TIMED	What are the timescales? When do you want to start? When do you want to finish? What other factors will affect the timing?

Social competences can also be measured and documented by using KODE¹⁵ or Keystart2work¹⁶.

Further documentation

Parallel to the documentation of the participants' talk and the internship feedback, all relevant episodes, special behavior and personal steps of development are documented by the pedagogues in the database. These include for instance:

- team-minded behavior during outdoor activities:
The "Egg catapult" for example is an exercise for a group of people to construct a machine wherein an egg should fall to the ground without being damaged. For the trainers and pedagogues it is very interesting to watch the interaction. For reflection the "vehicle parts" can be applied.
Each participant thinks about his/her role in this exercise and which part of a vehicle (s)he could have been: the steering wheel because of telling the group how things ought to be; the brake because of decelerating or the safety belts because of recalling the egg's safety and so on.
- knowledge acquisition in small groups – lessons:
Each participant gets the opportunity to take part in lessons for general education, such as Math, German, Geography or civic education. Specific tests can show the learning progress.

¹⁴ Jonathan Bowyer, Tools for Learning: How to create and develop, SALTO-YOUTH (EuroMed Resource Centre 2012), accessed June 26th 2017, <http://bit.ly/2sdnt2Z>

¹⁵ "KODE – KompetenzAtlas", Competenzia, accessed June 26th 2017, <http://bit.ly/2tMkVL8>

¹⁶ "KeyStart2Work", Erasmus+, accessed June 26th 2017, <http://training.keystart2work.eu/en/>

- special willingness in projects like democracy courses, license for finances, visit an exhibition

Documentation and assessment not only happens for visualizing the participants' developments but also for ensuring their salaries. Each day the pedagogue takes the participants' attendance and at the end of the month, the job center gets the list and pays out the salaries.

The job center also demands the "weekly work report". At the end of the participant's working day, each participant notes a few words about what (s)he was working at and gets a signature from the trainer. In this way the self-reflection of the participant is trained. (S)He can reflect his/her work result and define goals for next time.

Certificate of participation

At the end of production school stay, each participant gets a certificate of participation including a schedule of all passed tasks and acquired skills and competences. In the ceremony of saying good-bye, where all trainers, pedagogues and participants come together, the participant is presented with his/her certificate, a greeting card from all staff, and a thumb drive with all his/her documents and scanned reports on it.

Central principles and conventions

Observation and feedback are the central tools for assessment in the production school in Steyr. By watching a young person when trying to carve a spoon for the first time, the trainer is able to know the development status. The task is practiced until such time as the wooden spoon is finished: it depends on the skills the participant has. A skillful person can be instructed first by the trainer, but later on by a competent colleague so that the gainful peer-to-peer-learning is used. The participant learns systematically to take over responsibly and self- and external assessment can be compared.

Another essential tool is the close cooperation between the trainers and the pedagogues. The participant with his/her competences, skills and resources is always at the focus of attention. This is a production school principle and the staff lives for it. Every personal or professional development of a participant is noticed and shared with the trainers or pedagogues. Consequently, it can be said that the trainers and pedagogues observe the participants' behaviors and their job performance, they note and share the appreciations with their colleagues, they give feedback to the participants and together they arrange the next goals.

DENMARK

The Danish National Framework

The production schools and their participants

The fundamental aim of the production school is the same as it was from the very beginning: to create a practical learning environment, which can qualify young people to start and complete general and vocational education or qualify them to enter into the labor market. The main pedagogical means to obtain this is learning through producing real goods and services for real customers in professional workshops and in binding working communities.

There are currently (2017) 81 production schools spread across Denmark varying in size (approx. 40 participants to over 200) and educational offers. The average number of participants per trainer in the production school is 10-12. Approx. 15.000 youths attend a production school per year. A youth can attend a production school for maximum 1 year, but the average length of stay is approx. 6 months. (S)he receives a salary¹⁷, which can be deducted in case of absence.

Requirements for attending a production school: The youth 1) has to have fulfilled 10 years of compulsory education, 2) must not have finished any secondary education, 3) has to be target group assessed by a Youth Counsellor and 4) has to be less than 25 years of age when starting at the school.

In 2013, 57% entered into further education after end of production school stay and 7% entered into the labor market, while the remaining continued in other activities incl. unemployment.

Legal status and attachment to the Danish VET system

Since the first production school projects in the 1970s, the schools have developed into an independent school form attaining its own legislation in 1985, and mainly financed by the state since 1996.

Since the 1970s, the schools have experienced increasingly tighter legislative demands, which lead them on a road where they are more aligned with the formal educational system. It is stated in the legislation that “The offer should be organized in order for the young person to acquire qualifications leading to the completion of an education, especially with regard to VET”. Since 2007, the schools have been obliged to sign contracts of cooperation with the vocational educational institutions in their local area, and to offer participants ‘combined courses’ in cooperation with the local VET schools.

¹⁷ Salary per week: Participants under 18: 350 DKK, over 18 and living with parent(s): 350 DKK, over 18 and living on their own: 1250 DKK

The Danish VET system

The Danish VET system is a dual system where periods in school alternate with periods of training in an enterprise. This principle ensures that the trainees acquire the necessary skills, which are in demand by the labor market. The vulnerable point of the dual system is to ensure enough training places. It is each student's own responsibility to find a training enterprise, although the VET school may help with this. Many enterprises will not take trainees or apprentices due to financial reasons¹⁸. Looking at reasons for dropping out of the VET system, one of these is not being able to find a training place.

In 2015, a reform of the system was launched. The main goals have been to reduce dropouts, raise the standards and make the educations more attractive to a broader range of young people. For the first time, specific admission requirements have been set. This means that students wishing to start a VET education need passing grades in Danish and Math.

Production schools and VET reform

According to the political parties' agreement on the VET reform, the production schools should "play a key role in preparing young people for the new requirements". The new requirements put forward by the VET reform have an influence on the preparatory work done at the production schools. During 2014/15, PSF together with the schools have developed special 'targeted tracks' for participants who are clarified with regard to further VET education, but still lack some competences. During these courses, the participant, with help from his/her workshop leader, the teachers of Danish and Math, and the counsellor, will focus on the specific education's requirements and try to prepare for these in the best possible way.

Many production schools also offer other types of education, which are formal, but because of the production school location and cooperation is bridging the formal and non-formal educational system¹⁹.

¹⁸ Although the apprentice salary is very low in the beginning, it means costs for the enterprise

¹⁹ Further information about these educations can be found at www.ipso.li

The Danish Production Schools: Documentation and Assessment

The Danish production schools have a focus on assessment and documentation through different channels in the production school. Some of the ways the schools document and assess are pedagogical tools and methods, and some are documents from the law of production schools²⁰. Many of these are used in cooperation and to supplement each other. They have in common that they focus on the participants' personal, social and professional development. This focus is stated in the law and written in the Charter of the Danish Production School²¹ as principle no. 2:

“Learning takes place in a binding working community. The aim is the young person’s personal, social and professional development”.

The documentation and assessment, which the law of production schools requires, are also at all times in order to help the participant into further education and/or the labor market.

Documentation and assessment are increasingly in demand as the production schools are preparatory schools. Still, the methods in use are all developed with ‘learning by doing’ in mind – the participants in production schools need to be part of a working community. Thus, it can be seen that the tools and methods described in the subsequent chapters have a focus on learning in the workshops – developing competences useful for further education, the labor market and life in general. As such, the most important learning tool in the production school can be said to be the production itself. The documentation and assessment are the tools the production schools use to highlight and visualize the learning.

Ways of documenting are combined in different ways, complemented by other methods and are adapted to the individual school as well as the participant. The Danish production schools' documentation and assessment tools, described in the next chapters, include both older and newer initiatives.

The Course Plan

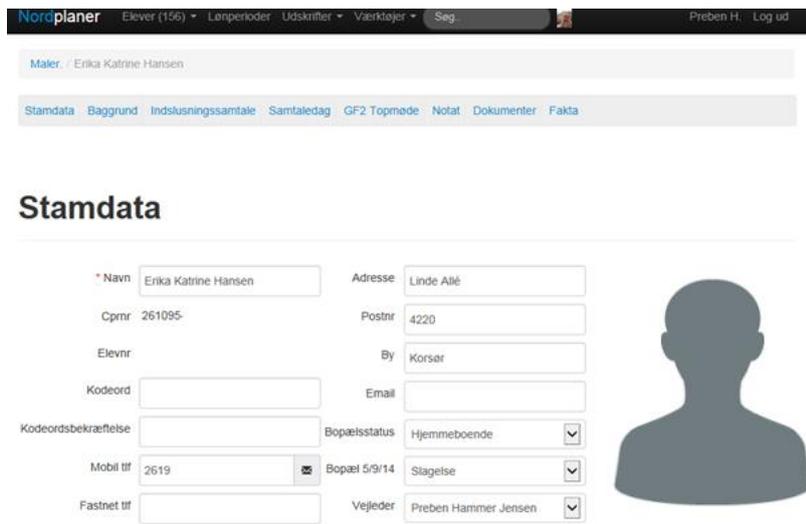
§1, Cl. 2. Admittance and discharge of a participant takes place continuously, taking into account each participant's needs. At admittance, a plan for each participant's course is prepared.

When a young person enters into a production school, (s)he has a meeting with the guidance counsellor and the course plan, which will be in place during the entire production school stay, is set up. The law of production schools requires the school to keep track of the participant's progress through an individual course plan (Appendix 4). This is not only an educational plan, but also a plan, which takes into account the participant's social and personal development – as well as professional development. The intent of the course plan is

²⁰ “Bekendtgørelse af lov om produktionsskoler”, Retsinformation, accessed June 26th 2017, <http://bit.ly/2rTnD06>

²¹ “Charter for the Danish Production Schools”, The Production School Association, accessed June 26th 2017, http://www.psf.nu/images/charter/charter_engelsk.pdf

a description of the clarification- and learning process happening for participants who are unsure of choices regarding education and occupation. All schools use an IT system to keep all the participants' data, and to update the course plan (figure 1). The course plan is set up when the participant enters into the production school and has to be revised at least every three months, making the pedagogical tool dynamically useful for both the school and the participant who can track his/her development and be reminded of his/her goals and purpose of being at the school.



The screenshot shows the Nordplaner interface for a student named Erika Katrine Hansen. The form includes the following fields:

* Navn	Erika Katrine Hansen	Adresse	Linde Allé
Cprnr	261095	Postnr	4220
Elevnr		By	Korsør
Kodeord		Email	
Kodeordsbekræftelse		Bopælsstatus	Hjemmeboende
Mobil tlf	2619	Bopæl 5/9/14	Slagetse
Fastnet tlf		Vejleder	Preben Hammer Jensen

A silhouette of a person is shown to the right of the form.

Basic data using "Nordplaner"

The course plan has to include the following components:

- The participant's indication of own personal goals within the production school stay, including a description of the professional, social and personal skills expected to be achieved
- Choice of workshop
- Description of how the production school stay is expected to contribute to the achievement of goals and sub-goals
- Date for the revision of the course plan (guidance counselling)

A course plan can also include information about:

- Participation in education of basic skills
- Participation in work placement
- Participation in special education or other forms of special educational offers
- Participation in education, training and courses outside of the production school

At the end of the production school stay, the individual plan intends to form into an educational plan, which the participant can bring with him/her when entering into further education. However, initially it takes its point of departure in the participant's plan for being at the production school. For the participants who continue in vocational education and training, the course plan will naturally be continued as an educational plan, which helps the participants keep track of their own educational path throughout their education. The course plan from the production school (together with the Competence Certificate) improves the possibility for accounting for one's experiences and competences within a given subject.

Guidance counselling

§ 2 Cl. 2. *The offer has to include education- and career counselling.*

While guidance and assessment is taking place continuously in the workshops, it is required in the law of production schools that the participants at least once every three months have a meeting with their guidance counsellor and/or workshop trainer. As mentioned in 'The Course Plan' the participant has his/her first meeting with the guidance counsellor at the beginning of the production school stay. It is also written in the Charter that the production schools "[...] support each participant in setting realistic goals and in reaching these goals during their stay at the school." (Charter: 9th principle).

The revision of the participant's course plan is the point of departure and tool for the conversation between the participant and the guidance counsellor. Here the course plan is being updated for the participant to advance in terms of competences, plans for further education, plans for work placement/internships etc. However, the guidance counselling often entails much more. As the production schools support and assist the participant in advancing personally, socially and professionally, other topics such as personal economy, housing and social conditions can be relevant for some participants, while topics such as rights and duties in a democracy, cooperation, independence, deadlines etc. can be beneficial to others.

Prior Learning Clarification (RKA)

In 2005, a handful of production schools, in collaboration with 17 test schools, made a series of ICT tools, which are available for all of the Danish production schools²². The tools were made for the production schools, because the VET schools have to assess new students in terms of prior learning. Because the Danish production schools aim to transfer many participants into VET education, it placed an increasing demand on the production schools to also assess and document prior learning. The tools are considered as a contribution to the qualification of assessment and documentation already taking place in the production schools. When a production school uses the RKA tools, the tools also serve as a basis for the participant's course plan. Consequently, it is a tool made and used mainly by guidance

²² "Realkompetenceafklaring", EU Social Fund, accessed June 26th 2017, <http://www.realkomp.dk/>

counsellors to keep track of the development of the participants, and the RKA can help steer the conversations between the participant and the guidance counsellor and the guidance counsellor can profitably include the workshop trainer in the work with the RKA.

RKA is a tool that can be used for several things. 1) Document the individual participant's skills/competences displayed at the production school, 2) document the production school's work with competence development and 3) Ensure that the participant gain the utmost during his/her production school stay.

It is the task of the production school to help clarify participants in terms of education and to help them develop professional, social and personal competences based on practical work and production. Consequently, it is in under these terms that the RKA aims to clarify the participants' "prior learning". Thus, the charts that RKA presents as a working tool is developed by asking: What should the participant learn during a production school stay?

- 1) The participant has to progress/learn what is set forth in the course plan.
- 2) The participant has to learn to be part of a working community.
- 3) The participant has to achieve the basic competences to be able to carry out an education/job.
- 4) The participant has to learn a minimum of professional skills to be able to carry out unskilled labor within the workshop's industry.

Together these four answers are what the participants should generally be able to learn during a production school stay, and they are the foundation for the models – the RKA tools.

The four areas of competences which the RKA model (Appendix 5) deals with are:

- Professional Competence: To be able to understand and be knowledgeable, and to use and be able to enter into society using these professional competences. In the production school, this is the focus on technical skills in the workshop.
- Social Competence: The ability to balance own needs with that of others/the community in an appropriate way. As well as taking active part in the community with the purpose of fostering own as well as others' interests.
- Competence of Choice (outer - personal): The ability to reflect over own actions, professional competences, skills, intelligences, abilities and learning approaches.
- Competence of Self (inner – personal): To have all-access to own feelings. Experience and feel in order to be able to express oneself and, thus, choose and act from this.

Looking at the models for competence development, together they equal the development of life competences. Figure 2 is the model developed, but in real life all four areas of competence act together in complex constitutions – and affect each other in their development.

Life Competence: The items under each of the four areas of competence are illustrative and not necessarily complete

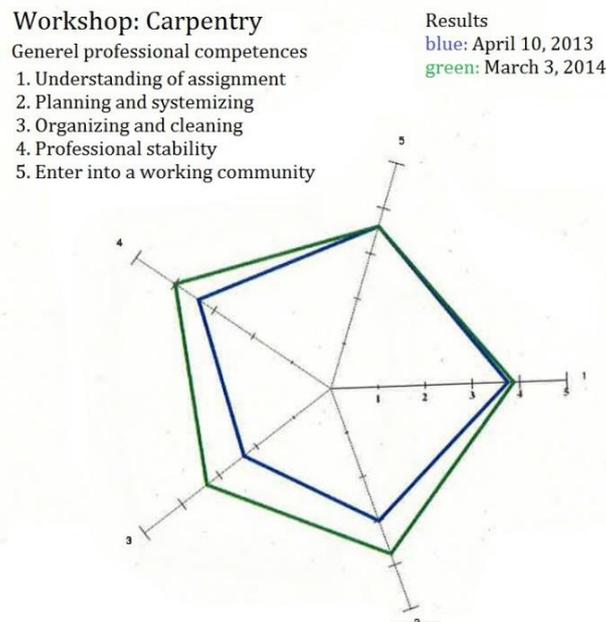
Life Competence	Qualification	Self-determination
External	Professional Competence <ul style="list-style-type: none"> • Basic qualifications • Technical and general professional skills • Understanding the tasks/assignments • Quality awareness • Contributing to problem solving 	Social Competence <ul style="list-style-type: none"> • Relational competence • Ability to enter into binding community, including democratic communities • Empathy • Ability to take the role of leader and apprentice • Conflict resolution
PERSONAL COMPETENCES		
Internal	Competence of Choice (outer) <ul style="list-style-type: none"> • Reflection / self-reflection • Self-assessment competency • Assessing own approach to learning • The ability to construct - and reconstruct one's life story 	Competence of Self (inner) <ul style="list-style-type: none"> • Emotional competence • Be in touch with one's inner self • Use own feelings as inner guidance • Distinguishing significant from insignificant

Spider Chart

A competence Spider Chart²³ is used to concretize and visualize the participant's social, personal and professional competences. It can show competences in areas such as acceptance of challenges, engagement in activities at the school and in the workshop, cooperation, responsibility, accountability, initiative, independence etc. As with the portfolio (next tool) – a spider chart or radar graph is a well-known tool used for presenting the capabilities of "X". In a production school context it is often used to track the participant's competences by using it with certain intervals, thus, displaying the development of the participant. The spider chart is most often used together with the RKA as a way to display improvement visually.

²³ Also called a Radar Graph or Radar Chart.

The Spider Chart will be introduced to the participant when (s)he has been in the production school workshop for a short while, as the guidance counsellor and workshop trainer assesses “X” capabilities of the participant. The spider chart will typically be used at the quarterly talks the participants have with their guidance counsellor or maybe only when entering and leaving the production school.



Portfolio

Contrary to the abovementioned tools, which are managed by the staff, the portfolio is managed by the participant. A portfolio can be a helpful tool in the non-formal education that the Danish production schools are, because the participant can collect diplomas, examples on products, references etc. The portfolio is a systematic collection of the participant’s work and experiences, but it can also display the participant’s efforts, development and achievements. The portfolio can also be very helpful in the fact that it can help the participant to understand own learning, abilities and knowledge. The use of a portfolio is very workshop specific. In some workshop, they have time set aside e.g. every Friday to update the portfolio with pictures and descriptions of any product which have been finished during the week. That way, the portfolio also acts as practice in writing, and can also be incorporated into Danish classes for the participants who have chosen to be in a Danish class.

The portfolio is made for the benefit of both the participant and the education/labor market in which they will engage after the end of their production school stay. The Association of Danish Production Schools has no set standard/template for portfolios as its use differ for each workshop.

Competence Boards

When entering into the production school workshop, many participants will have their first meeting with the competence board. A majority of Danish production schools use competence boards to track the participants' professional competences (Appendix 6). Competence boards are aimed at tracking the participants' development of professional competences, and it is always workshop specific. The workshops list the competences, which can be achieved, and combines them with different colors for respectively; beginner, practiced, experienced and competent as levels. The competence boards are in big formats, and are placed visibly in the workshop. Albeit, some workshops have them on computers or flat screens, if they prefer to use the tool on a computer. Crucial is that each participant knows (visibly) how they are doing in terms of improving. The participants can then discuss their progress and development opportunities with their trainer, and the trainer can "place" (and upgrade) them on the board. This way, the competence development at the production school is visible every day.

Competence Board

Name	Machine Processing	Manuel Processing	Assembling Methods	Measuring and Drawing	Boat Maintenance	Boat Equipment	Safety	Navigation	Generally	Generally Professionally
	Leveling Planing Sawmilling Routing Milling Turning Finish	Tool sharpening/grinding Planing Sawing Routing Finish	Nailing (wood/wood/boats) Glue (fiberglass/foam) Tapping Dovetailing Lacuing	Measuring technique Understanding of drawings Sketching Understanding of materials	Lacquering Painting Carving Rope work Daily Supervision	Sails Ropes Knots Rigging Motor Check	Personal Vest Williams Turn (man over board)	Collision Regulations (navigation) Helmsman	Rowing Cooperation and Overview Nautical Language	Planning Quality Assessment Cleaning Maintenance of Working Place Safety Waste Sorting Calculating Physics Danish Mathematics
Christopher										
Rikki										
Mathias										
Kenni										
Mads										
Nikki										
Inuk										
Robin										
Christoffer										
Sebastian										

● Beginner (1)
● Practiced (2)
● Experienced (3)
● Competent (4)

The levels used for the competence board is the same as the taxonomy in the Competence Certificate, making it easier to transfer the competences to the certificate. Thus, the board is a working tool in preparing the certificate as well as a pedagogical tool in the daily work in the workshops.

The Competence Certificate

§2, Cl. 8. At the end of a production school stay, the school, after consultation with the participant, issues a competence certificate. The participant can abstain from receiving the competence certificate if the stay has been less than 3 months.

It has been the law for all Danish production schools since August 2012 to issue a competence certificate when a participant is discharged from the production school.

The Competence Certificate (Appendix 7) documents the participant's achieved professional competences as well as any social and personal competences related to the professional (cf. Charter: 10th principle). It is a professional assessment and not a personal assessment. The competences are mainly competences achieved through work in the workshops, but also competences observed through other activities such as work placement, Math/Danish lessons, involvement in school activities etc. Consequently, and the law also prescribes this, the certificate is made based on the course plan. However, also many other tools can be used to make the best certificate for the participant – e.g. the competence boards.

The Association of Danish Production Schools was in charge of the implementation phase and issued a template for the Competence Certificate. It is not required by law to use the exact template, but it is encouraged. However, the content is set by law. The rationale for creating a common Competence Certificate was to make it easier for each school to be in compliance with the law, and for the certificate to have a greater impact on both the educational system and the labor market and, thus, serve the participants when leaving the production schools. Each school can attach appendices to the Competence Certificate. Often this will be a description of the workshop and its orders and tasks as well as a personal statement from the workshop trainer about the participant.

FINLAND

The Finnish National Framework

In February 2016, there were 46,100 young people under 25 years of age registered as unemployed job seekers in the Finnish Employment and Economic Development Offices. In addition, approx. 40,000 young people in Finland are excluded from both education and employment and all societal services. In total, there are approx. 120,000 young people aged 20–29 with no education qualifications, apart from basic education. Permanently integrating them into the labor market has proven challenging²⁴.

Youth workshops in the Finnish service system

It is seen that more and more young people outside the education and labor market need intensive and personalized support in order to integrate into education and the working life. Workshops are one answer to this need. Workshops in Finland are communities that aim to support the participants' everyday management, social empowerment, and employability skills, and, thus, promote their access to education and work.

In Finland, workshops are intended for both young people and adults in a weak position in the labor market. The workshop participants include unemployed young people and adults with no vocational education or work experience, job seekers with disabilities or diminished ability to work, substance abuse and mental health patients, long-term unemployed and immigrants who require help integrating into the labor market. The main purposes of a workshop are coaching and guidance. It is a systematic process tailored to individual needs, with activities, work, and learning through practical work being the ways to reach individual goals. Practical methods used, include work training and personal and group coaching, and both are based on educational and pedagogical principles. Youth workshops are defined in the Finnish Act on Youth (1285/2016).

Workshops in Finland are multi-sectoral and they operate in the interfaces of youth services and social services, rehabilitation, the education system, and the open labor market.

Workshops are an established part of the Finnish service system and they produce various coaching, guidance, rehabilitation, training, and employment services. However, workshops are not part of the formal education system. They direct young people into education and support the educational system, e.g. in a situation where the young person is at risk to dropout. Nevertheless, it is possible to complete parts of vocational qualifications or even a full qualification at a workshop where the learning environment and the skills acquired have been recognized and if the workshop has been approved as a learning environment of an

²⁴ Myrskylä, Pekka, "Nuoret työmarkkinoiden ja opiskelijien ulkopuolella" (Helsinki 2011) and Statistics of Ministry of Employment and the Economy (2015)

educational institution, or if the skills are validated with a demonstration (competence-based qualification). In any case, only educational institutions have the right to give formal qualification certificates.

Statistics on workshops

In Finland, a workshop-related survey by the Ministry of Education and Culture is sent to workshop actors every year. In 2016, 200 workshop organizations responded to the survey. The field of workshop activities is slightly larger in reality, and, according to the survey, there was a total 25,449 workshop participants in Finland in 2015. Out of these participants, 14,733 (58%) were young people aged under 29 years and most of them (61%) were male. Altogether, workshop activities covered over 90 % of the municipalities in Finland.

The workshops are administered either by municipalities (nearly 70%) or maintained by associations (approximately 17%) or foundations (approximately 11%). The participants are typically directed to the workshops by the Employment and Economic Development Offices, municipal social services, outreach youth work and/or educational institutions. Most of the coaching periods (57%) lasted a total of 1–6 months in 2015. The participants take part in various services and measures at the workshops. In 2015, the most common services were rehabilitative work activities, work try-outs, and pay-subsidized work. After the workshop period (of all young people) 28% were participating in education, 25% were participating in some other services, 15% were employed, and 22% were unemployed.

The National Workshop Association TPY

The National Workshop Association (TPY) is an umbrella organization for the workshop field, founded in 1997 by workshop professionals. 240 organizations were members of TPY in the spring of 2017. TPY's actions strengthen both skills of the professionals working in the workshops and the operational preconditions of workshops. TPY offers its members trainings, network activities and conferences supporting vocational development, as well as various development and influence work. TPY is one of the youth service and development centers appointed by the Ministry of Education and Culture.

Reform of vocational education

In Finland, there is an ongoing large-scale reform of vocational education: the reform renews the entire vocational education and training (VET) system by 2018²⁵. The funding, supervision, structure of the degrees, form of carrying out the studying and the organizational structure of education will be revised. The reform will consolidate young people's and adult's education into single entities. According to the reform, education will be competence-based and customer-oriented: each student will be offered the possibility to plan an individually tailored path to finishing an entire qualification or a supplementary

²⁵ "Reform of vocational upper secondary education", Ministry of Education and Culture, accessed June 27th 2017, <http://minedu.fi/en/reform-of-vocational-upper-secondary-education>

skill set. Learning in the workplace will be increased and competence-based qualification will be the only way to graduate.

The reform strengthens the cooperation between workshops and educational institutions and brings new opportunities to utilize workshop activities. From the standpoint of workshops' target groups, work-based learning is a good improvement. The challenge is, that many students need all stronger support and guidance services, and it might be questioned, if educational organizations have adequate resources for that. Nevertheless, along the reform (theoretically), the educational system is now taking an interest in what has already been learnt, and to recognize and validate the skills and competences conducted also during the workshop coaching.

Finnish Youth Workshops: Documentation and Assessment

During the last ten years in Finland²⁶, the development of recognizing skills has been conducted both as national and regional development projects and as local collaboration between educational institutions and workshops. As a result, various methods and practical tools have been developed for making the vocational and other skills, acquired in work-based activities, visible.

Skills described using terminology of the national curriculum

In the models developed, skills and competences are compared with the national curriculums and described with the terminology used by the educational institutions. Initially, the recognition of skills conducted at the workshops meant mostly the individual courses completed by vocational students at the workshops. Nowadays, the workshops have moved from tailoring the recognition for each individual case along the way, to analyzing the various opportunities offered by the workshop environments in advance – this is called recognizing the learning environment.

The following four central practical tools for recognizing skills and competences have been created in the development projects and national work groups in which TPY has participated: OSSUs (curriculum-based planning tools for producing and gathering skills), a skills map template, a skills certificate template, and a recognition report for the learning environment. The objective of the common national models is to unify the practices of the field and to increase its value.

The vocational requirements and evaluation criteria of vocational qualifications create a map for recognizing the level of competence required by the labor market and form the basis for the universal recognition of skills. In addition to vocational skills, the workshop activities increase life management skills. When analyzing these skills, curriculum of the preparatory education for vocational training can be utilized.

The process of recognizing skills is not meant to turn the workshops into educational institutions: they will stay independent from the formal education. Skills and competences are acquired at the workshops and can be recognized there, but skills are validated only in the educational institutions. That is to say; the workshops do not issue qualification certificates, only skills certificates. The process of recognizing skills and competences can also be seen as a part of the quality management of the workshops.

The Finnish National Board of Education has created the national qualification requirements together with the representatives of the labor market. Thus, the level of competence of

²⁶See e.g. Salo 2015, Kovanen 2013, Hämäläinen & Palo 2014, Schellhammer-Tuominen 2013

vocational qualifications also meets the needs of the working life. The skills-recognition tools based on qualification requirements also support creating a common language between workshops, educational institutions, the working life, and other interest groups.

National recognition report for the learning environment

The recognition report for the learning environment (Word document – Appendix 8) provides information on the process of recognition. The report specifies in which fields and in which parts of the qualification competences can be acquired at the workshop concerned. The report describes the facilities, machines and equipment of the workshop and services and products produced by the workshop, as well as the coaching provided for the participants. After filling in the report, the organization can issue skills certificates based on the national skills certificate template.

The national skills certificate template

When the learning environment of the workshop has been recognized, the workshop participant's skills can be compared with the vocational qualification requirements and written on the national skills certificate template (Word and Excel versions – Appendix 9). The skills certificate describes the skills and competences acquired by the workshop participant during the workshop period. The skills are recognized both as skills related to the vocational field in question and as general employability skills (called the common competence base).

OSSUs: elaborated curricula

The OSSUs are curriculum-based planning tools for the systematic acquirement, recognition, documentation and evaluation of skills. In the OSSUs, the requirements of vocational qualifications have been written as concrete skills requirements and presented as a table (Excel – Appendix 10).

OSSUs have been created for 19 different fields of education, for a total of 74 different professions. The table visualizes the various fields, parts of the qualifications, and competence requirements. The OSSUs also include drafting tools for monitoring the acquirement of skills, making the process suit each individual. Each competence unit also includes criteria for evaluating the competences and a description of the different ways to demonstrate vocational skills.

Skills map

A skills map (Excel file – Appendix 11) can be seen as the curriculum for the workshop. The map describes what kinds of vocational skills can be acquired at the workshop, and what kinds of tasks help building the skills. The map has been developed for the recognition of the learning environment, and it also includes the levels of skills-recognition used by the organization and the evaluation criteria of the National Board of Education. It can also be

used to recognize skills and competences and to create skills certificates based on the national template.

The process of validation from the workshop's point of view²⁷

From the workshop's point of view, the process of recognition and formal validation can be described in steps:

- Analysis of the learning environment and comparison of the learning environment and the curriculum
- Elaborating on the curriculum and evaluation according to the curriculum
- Description of the skills demonstration, an evaluation plan, and approval of the demonstration opportunity
- Communications

The analysis of the learning environment specifies what can be learned in the workshop. It describes what types of tasks and work are done in the workshop, and what kinds of methods and equipment are used. The staff of the workshop will participate in this step as much as possible. During the comparison, the national requirements of the vocational qualifications close to the workshop activities will be analysed. During this step, the most appropriate part of the qualification will be chosen, and the learning environment of the workshop and the curriculum will be compared to each other.

During the **elaborating on the curriculum**, the objectives of the analysis of the learning environment and the curriculum will be combined and written as concrete tasks which can be done in the workshop. During this step, it will be described in detail which workshop tasks and equipment will be used to acquire the competences specified in the curriculum. Both workshop coaches and the teachers of the potential partner VET-school will be asked for their opinion.

The skills and competences of the workshop participants will be **evaluated according to the evaluation criteria in the curriculum**. However, the conventional three-grade evaluation scale (satisfactory; good; excellent) can be expanded into a five-grade scale: no experience; familiar with the subject; competent when instructed; independently competent; ready to instruct others. In addition to vocational skills, general employability skills will be evaluated for each part of the qualification where they are relevant with regard to employability. The skills and competences acquired in the workshop and the evaluation will then be written on a detailed skills certificate.

²⁷ Schellhammer-Tuominen, Maija, "Opinnollistamisen prosessi työpajalla". In Osaamista yksilöllisillä poluilla. Opinnollistaminen osana oppilaitos-työpajayhteistyötä. (Tampere: Silta-Valmennusyhdistys ry, 2013) pp 58–67

The formal recognition and the grade included in the study certificate will always be evaluated by the educational institution. A description of the skills demonstration (competence-based qualification), an evaluation plan, and approval of the demonstration opportunity can be written in a case where the workshop has a partner school that will approve the completion of studies. The demonstration usually requires the demonstrator to be a student in the educational institution in question. And finally, communications both at the workshop and at the educational institution are important in order to utilize the developed method of operation in the best possible way.

The process of validation from the workshop participant's point of view²⁸

From the workshop participant's point of view, the process of recognizing skills can also be described in steps. When creating **an individual plan**, the personal objectives of the participant's workshop period are written down. The objectives and its completion are monitored regularly during the period. In addition to vocational skills, objectives related to e.g. life management and the rules of the working life are taken into account in the plan. As for work activities in the workshop central aspects are feedback and evaluation, both for the work competences and for the behavior within the work community. According to the work activities, the workshop participant will be given a **skills certificate**, which describes the vocational and the general employability skills.

The skills acquired in the workshop can be evaluated and validated through demonstration, which will be conducted according to the **personal plan** either at the workshop as a part of the work tasks there, or at another location agreed on. Feedback and evaluation of the demonstration will be discussed jointly, and the workshop participant, the trainer and the workshop coach will participate in it. A formal certificate will be awarded on the completed part of the qualification. It can be validated as a part of a vocational qualification. At the end of the workshop period, further guidance according to the individual needs is a central step. The purpose is to find a further path towards the working life, education, or other appropriate services.

The frequency of recognizing skills among Finnish workshops

The National Workshop Association has sent a national-level survey related to recognizing skills to its member workshops in 2015. Out of the organizations who responded to the survey²⁹, 41% (n=43) had at least partially recognized and documented the tasks of the workshop participants. 15% (n=16) of the organizations had started the recognition of skills and learning environments, 26% (n=27) were planning to start this and 17% (n=18) of the organizations had not planned to start the recognition of their activities.

28 Schellhammer-Tuominen, Maija, "Opiskelijan polku" In Osaamista yksilöllisillä poluilla. Opinnollistaminen osana oppilaitos-työpajayhteistyötä. (Tampere: Silta-Valmennusyhdistys ry, 2013) pp 68–75.

29 A total of 105 organisations responded to the survey (the response rate being 47%).

79% of the organizations recognizing skills had collaborated with an educational institution and 63% with a developing project. Most of the respondents (79 %) issued skills certificates to at least a part of the workshop participants. Issuing certificates was the most common when collaborating with an educational institution, and 50% of the organizations reported issuing skills certificates to most or all participants. In rehabilitative work activities, the corresponding number was 39%, and in work try-outs, only 32%. It would be important to strengthen the recognition of skills also within these services. However, it was typical that the organizations had only issued 1–5 certificates during 2014 (36%). Out of the respondents, 12% had not issued a single certificate, and only 15% reported issuing more than 20 certificates during the year, even though, there had been thousands of workshop participants during the year.

The survey also showed that small organizations have rarely conducted the recognition of the learning environment or skills, even though they were very interested in the subject. If small actors are not better supported in starting the recognition of the learning environment and skills, much of the potential recognition of competences cannot be implemented.

Challenges in the validation process

Common challenges with the whole validation process, based on practical experiences, are related to professionalism, conspicuousness and trust. The staff teaching in educational system and coaching in workshops have different professional backgrounds and use diverse special terminology. Common language cannot be considered obvious. The cooperation between the educational system and workshops might at some places be far from profound, and workshop methods and processes might be virtually unknown in some learning institutions. Collaboration between workshops and vocational schools has been developed in several projects, but after the project's funding has expired the continuity of the processes has been varying.

Good practices in improving the validation process concern personal contacts, joint meetings and visits, active communication and e.g. named contact persons both in educational institutions and in workshops. The purpose is to be acquainted with each other's working culture and different procedures. It is also essential to make agreements both on the organizational level and on the individual (participant's) level. The cornerstone is to see the mutual aim – to support the participant in his/hers endeavors.

FRANCE

The French National Framework

Fédération Nationale des Ecoles de Production (FNEP) is the organization for French Production Schools. French Production Schools are vocational training centers, for young people aged 14 to 20 years of age. All of them are non-lucrative and private. During two, three, or four years, they prepare the youngsters to professional life and to National Education diplomas (from level V to level IV).

The first Production School in France (Ecole Boisard) was created in 1890 in Lyon. Today, there are 17 Production Schools in France, nine of them are located in the administrative area around Lyon (Région Rhône Alpes).

The beneficiaries

90% of young teenagers joining Production Schools have great difficulties in the classic educational system. Nevertheless, admission in the school is independent from their school results: the requirement is a motivation for practice learning, learning by doing, which is quite a different way for vocational learning compared to National Education.

The results

At the end of the time spent in a Production School, each young people will have an exam according to the National VET requirement, and, thus, delivered by this National Education system: CAP (level V) or Bac Pro (level IV).



Despite their initial difficulties in the National Education system, 90% of the production school participants are successful in their examinations. From there, 50% find a job and start their professional life with a contract, 45% pursue studies in the National VET system in order to gain a higher-level diploma as a result of feeling better and more confident in the learning system. In addition, a significant number of youngsters participate in national vocational competitions and earn prizes on a regular base each year while being enrolled in a Production School.

Partnerships

The strong link to the National Education Ministry e.g. comes from adapting the courses to the diplomas, to prepare the examinations, to manage the organization of the examinations in schools' workshops, to participate in corrections etc. Additionally, French Production Schools have built strong partnerships with vocational branches in the connected industries³⁰. These partnerships allow the schools to be recognized in the referred industry as efficient training centers, to receive funds for specific projects, to receive internship- and employment proposals for the participants, and of course, to receive production orders which are necessary for the Production School pedagogy. The Production Schools also have strong ties to the Regional Council ("Conseil Régional"), in charge of secondary education in the administrative region: this is the main public financial contributor to Production Schools. This is mainly true in Rhône-Alpes and North regions.

How it works

Two-thirds of training time is spent in workshops, dedicated to production of orders for real customers (industry or private) and to market commercial conditions. This gives Production Schools 40-50% of their financial incomes. One-third of the training time remains for general education (French, Math, Science, History etc.). Contrary to the National Education system which works with "sandwich training" ("alternating between learning 2 weeks in industry and 2 weeks at school), Production Schools do the "sandwich training" at the same place: practical training and theory learning at the Production School.

Goal

Connecting responsibility and personal help, in a common job produced together with the trainer, will soon draw the participants into a valorization and success spiral: he is not working first for marks, but for customer's satisfaction. Consequently, a Production School is a place for progressive integration in professional and adult life: theory teaching becomes understandable, training is for knowledge but also for behavior, for all training, the goal is to reach professional excellence.

The fundamentals of a Production School

All schools willing to use the "Production School" name must fulfill the eight following fundamentals. Their use is checked in regular audits performed in the schools by FNEP.

³⁰ Mainly UIMM for metallurgic industry, FFB for building industry, ANFA for automotive industry, FIBRA for wood industry

The fundamentals for an 'Ecole de Production'

Ecole de Production (Production School) is a method of training just as a LEP^[1] or a CFA^[2]

This is a private technical school, non-profit, declared to Academy Rector^[3].

It meets the following fundamentals:

. Training for a job with a goal of excellence :

vocational skills training, preparation for a job and for an integration into working life (to employment or to the continuation of vocational studies).

. A pedagogy starting from the practice to go to the theory :

"Learning by Doing." A clearly stated and implemented pedagogical target, not only in vocational subjects but also in general subjects.

. Combining theory and practice in one place :

practical training and theoretical training take place on the same location, with the same trainers for vocational subjects and with a close link between them and the teachers for general lessons.

. A significant number of training hours in a production situation :

at least 60% of the total time.

. A significant volume of Production (products and services)

for sale in the real market conditions.

. A School opened to all students, from 15 years old ,

who express an interest in vocational training. Admission is independent of their school history. They receive individual and personalized support.

. A clearly educative teaching approach,

not only vocational, formalized in a written project and structured.

. A board of directors or a specific steering committee

guarantees the specificity of Production School and includes professionals from the taught jobs.

National French Education system

There are three kinds of schools in France:

- State schools: buildings and teachers are paid by the state,
- Private schools with contract: are linked to the government with a contract which allows them to have their teachers paid by the state (they have the propriety of their buildings),
- Private schools without contract: teachers and buildings are under responsibility of the schools, they have to find the necessary funds to pay for the teachers and for the maintenance of the buildings. French Production Schools, because they do not propose the same amount of hours in the training course for general knowledge and spend hours in production, are Private Schools without contract.

The French Production Schools: Documentation and Assessment

Summary

Based on the working system of Production Schools, documentation and assessment is clearly linked, on the one hand, with the National Education diplomas and, on the other hand, with industry requirements for technical know-how and behavior.

To reach this double goal in terms of assessment, the system is based on production and real production for real customers in market economic conditions. Main assessment is related to the quality of the production and to the necessary skills. In parallel, assessment is necessary in order to reach the goals of the National Education in order to pass the exams.

Introduction

French Production Schools (FPS) are part of the very centralized French education landscape. The French Vocational Education and Training (VET) organization is ruled by:

- The ministry of National Education and its national and regional administrative services (namely: “Académies”).
- The employers' bodies, by business branches. These intervene in the vocational training in the authorization for opening classes and in building the training programs. They also offer possibilities to assist in the functioning and the investments.

The French Production Schools distribute degree courses. Therefore, they are submitted on one hand to the reference tables dictated by the department of education for every diploma, and on the other hand to the professional sectors which give their agreement to open a class according to the labor market needs of the given branch.

Reference tables

For every diploma, the Department of Education supplies a reference table that describes not only the details of what every participant must have learnt during his or her training, but also how much weekly time the participant must spend in each course (Appendix 12). It is according to these reference tables that the participant will be judged during the examinations. All schools have to submit themselves to this reference table.

PRESENTATION DES CAPACITES ET DES SAVOIR-FAIRE

CAPACITES		SAVOIR-FAIRE
S'INFORMER ET COMMUNIQUER	C 1	<ol style="list-style-type: none"> 1 - Décoder, analyser les consignes, les plans, les schémas et les documents techniques. 2 - Décoder les gammes de fabrication, les modes opératoires. 3 - Effectuer un relevé de cotes, de formes simples. 4 - Informer l'entreprise, le client.
TRAITER ET DECIDER	C 2	<ol style="list-style-type: none"> 1 - Traduire une solution technique. 2 - Inventorier, classer les phases, choisir le moyen pour réaliser. 3 - Définir les phases de fabrication. 4 - Etablir la feuille de débit d'un ouvrage simple ou partie d'ouvrage. 5 - Identifier et/ou rechercher par un tracé des données de fabrication.
METTRE EN ŒUVRE REALISER ET ENTRETENIR	C 3	<ol style="list-style-type: none"> 1 - Organiser et préparer le poste, l'aire de travail, le site de pose, de maintenance. 2 - Réaliser l'usinage et/ou la conformation. 3 - Réaliser le montage et la finition de tout ou partie d'un ouvrage à l'atelier. 4 - Réaliser la pose et/ou l'installation de tout ou partie d'un ouvrage et en préparer la réception. 5 - Assurer la maintenance périodique des ouvrages. 6 - Vérifier et maintenir en état.

Each school, whether a State school or a private one, has to organize their working time in order to reach the training level as described; but each State school and private school with contract also has to spend the dictated time for each course.

The French Production Schools are all fully private (none of them has a contract with the government). On the one hand, this status disadvantages them financially. On the other hand, it allows them freedom from the point of view of work organization, such as:

- the time spent at school (time dedicated to internships, holidays time, duration of the school year etc.),
- the weekly timetables,
- the ratio between time spent on vocational training versus time spent on general courses.
- This freedom regarding National Education allows welcoming low performing participants (especially those unable to withstand long theoretical hours on the same day), so as to review with them the necessary reference table relying on their interest for the practice, in what we call "learning by doing", spending minimum 60% of the training time in production workshops.

Assessments

In the same way, the French Production Schools have much freedom in their way of assessing the participant. Nevertheless, the reference table remains the basis (especially because of the National exam at the end), and the French assessment habits are applied with the "school report book". In France, the basic assessment and documentation reporting way (widely used in National System and common to all the French Production Schools) is the

"bulletin scolaire" ("school report book"). It is intended, item by item, to hold the participant's homework, regarding the general subjects, as well as the products made in the workshop for technical skills. So, all year long, a continuous evaluation will be made.

To go further, three main kinds of skills shall be distinguished to be assessed in the Production School:

- The behavior
- The manual apprenticeship
- The intellectual apprenticeship (theoretical)

The behavior

Every Professional Trainer³¹ and every teacher of general subject is brought to consult at least once a week on the case of every participant: especially to comment on the behaviors, which cause problems and, later, in order to check the expected improvements. This factual assessment can e.g. be translated into a letter (A, B, C or D) or a mark, or documented as an appreciation sentence in the participant file. In case of an inadequate behavior regarding the school rules or unexpected human relations towards a responsible adult or a co-participant, a strong feedback is necessary. A search for the best way to intervene with the participant is made:

- Individual interview with the concerned staff member(s)
- Individual interview with the Director when necessary,
- Interview in the presence of the Director and of the responsible adult outside the school (relatives, educator...) for the worst cases.

In any case, the participant will have mentioned, on an individualized document, the "contract" agreed with the participant, the possible penalties. It will consist of an assessment of the participant's behavior documented on that day. This will be the basis for a next evaluation to verify his/her progress in relation with the required level for the success of his/her future professional life. The participant will have a follow-up talk on the bases of the objectives established specifically for him/her on his/her personal document in the participant file.

The P.T. regularly reviews the progresses relative to the expected behavior, not only during meetings with the relatives or the educators, but also with the participant alone in order to

³¹ P.T. = is at the same time the trainer for the vocational subjects in the manufacturing workshop and the team leader responsible for the production required for the customer

make the participant responsible for his/her own behavior. This requirement review is also documented in the participant file.

The manual apprenticeship (professional)

The P.T. has a list of skills, which every participant has to master to pass his/her examination and also to reach the level of a good professional. The training in workshop is made in several steps. Two different examples for the same CAP level (Certificat d'Aptitude Professionnelle) in 2 years:

- for car repairing training, during the 1st quarter, the car body repairer works on testing vehicles. It will only be in the 2nd quarter and the following ones that the participant will work on a customer vehicle, i.e. in real production conditions; the P.T. adapts the work on those vehicles according to the participant's level.
- for metal machine training, as soon as the first week spent in the school, the participant is able to produce in real conditions, for real customer, because the machine (s)he is working on is computer managed, and the program lines are already installed by the P.T. So the participant has to reproduce an action with very limited risks. Little by little, the participant is proposed to learn more and more technical skills and prepares him-/herself to go further in his/her technical knowledge. First, linked with a new order received from a customer, (s)he will be explained how to change a tool in the machine. Later, in the same production conditions and after having proved to be able to change a tool, (s)he will be explained how to check and correct the position of the tool according to the result of his/her production. In parallel, (s)he will receive information from another P.T. on how to calculate, cutting speeds, or (s)he will be asked to enter in the computer the program lines. At any time possible, (s)he will also be asked to check the dimensions of the produced parts and, thereby, (s)he will learn how to use the checking tools.
- So all along the first year of training, the participant is little by little driven to the basic knowledge in a production situation.
- Later, during the second year, (s)he will be documented and assessed on further knowledge, as programming and full driving capacity of production machines.

These examples on two different jobs show that every job is going to have its own reference table and its personalized approach. The closeness of the P.T. with his/her participant allows to individually know each participant's situation concerning the acquired knowledge and the ones still to be acquired. These skills are still not formalized on an individual document. Nevertheless, for every participant, gradual tasks will be provided according to the participant's level. Of course, the P.T. will explain at each working stage the reason why (s)he gives a certain task to a participant, and not a more difficult one. The participants have to know that it is a gradual process where they cannot skip stages.

It is important for the participants' motivation to realize that, in any case, the final work evaluation made in Production School for their apprenticeship, is the customer's evaluation. The customer is the one who accepts the result of the work (the mechanical part, the masterpiece, the prepared dish, or the repair) and pays for it. In their future professional situation, this will remain the main evaluation, the unique one, which will provide them an income for their work.

Innovative Production Schools have set up a formalized system of evaluation, which aims at:

- giving responsibility to the participant,
- setting him/her in a real working situation with continuous feedback
- self-evaluation
- checking the knowledge on the general subjects, such as French and Maths, which are also very useful.

Examples

At the end of the day, the participant fills an index card for every hour spent in the workshop and details of the work done. This index card allows his supervisor to know every billable hour spent for the customer, or for any works related to the apprenticeship. The statistics give a correlation between charged hours and hours of apprenticeship. This documentation shows the degree of progress of the participant (know-how, speed of execution).

Once a month, the participant fills in the margin of the reference table, his/her guess on what (s)he has acquired. For example, pin/mortise assembling system, for a woodworker. The evaluation sheet is reviewed individually between the P.T. and his/her participant. This review allows the P.T. to confirm or reject the participant's evaluation of his/her own progress. In the case of error in his/her evaluation, the participant will be notified that in the previous week, for a certain job for a customer, s(he) failed or had to ask for help. (S)He is asked to redo its pin/mortise assembly system demonstration and has to work on this point still for a few weeks. On the other hand, the P.T. will notify the acquired skills that the participant may have forgotten to mention.

These two tools have shown an excellent factual mean for the educational assessment. They do not substitute the notebook (school report), but they are an efficient addition.

2nd example for manual apprenticeship assessment: establishing a skills report in 2 pages. The front page describes the project: name, pictures, explanation, goal for the project, technical data, possibly a technical scheme. The second page is an assessment grid summarizing all the skills required for the job (and for the prepared diploma). The participant who self-assesses his or her competencies for the given project completes a

column of this assessment grid. The P.T., who speaks with the participant to verify the self-assessment, discusses it and proposes an evaluation of his/her professional skills completes the following column.

Nom de la réalisation : PORTAIL COULISSANT en acier du Lycée le Marais

Descriptif général

Portail coulissant autoportant (sans rail au sol) ouverture latérale automatique

En acier, avec 8 panneaux plats, dont 3 découpés d'une inscription,

Fabrication en atelier de l'ensemble du portail, et pose au lycée le Marais

Hauteur :
Longueur : 10 à 11 mètres

Focus sur détail(s) ou étape(s)

Travail en équipe de 3 élèves et un maître professionnel

Poutre métallique autoportée, associée à une monture

Portail motorisable

Travail de finition : ébavurage et meulage, réglage de la planéité, arrondi des angles du portail

Participation de l'élève		Evaluation des compétences mises en œuvre			Commentaires
		Auto-évaluation par l'élève	Evaluation professionnelle		
Compétences					
Analyse et essai	Acier de série (sauf de projet)	X	X	X	L'ébroue se contrôle bien. Contrôle série.
	Choix de la fabrication	X	X	X	
	Choix de la pose	X	X	X	
Détail	Qualité de la découpe				Bon travail, à contrôler à contrôler.
	Choix de la découpe				
	Choix de la pose				
Tronçage	Travaux en atelier sur la série	X	X	X	Travail correct. Il faut tenir.
	Travaux en atelier				
	Choix de la pose				
Usinage / usinage	Choix de la pose	X	X	X	Apprendre le tableau de pose de travail.
	Choix de la pose	X	X	X	
	Choix de la pose	X	X	X	
Montage / Assemblage	Choix de la pose	X	X	X	Bon travail, à contrôler lors des montages
	Choix de la pose	X	X	X	
	Choix de la pose	X	X	X	
Soudure	Choix de la pose	X	X	X	Très bon travail de soudure
	Choix de la pose	X	X	X	
	Choix de la pose	X	X	X	
Dressage des assemblages	Choix de la pose	X	X	X	Chauffage en cours d'occupation
	Choix de la pose	X	X	X	
	Choix de la pose	X	X	X	
Finition	Choix de la pose	X	X	X	Bon travail
	Choix de la pose	X	X	X	
	Choix de la pose	X	X	X	
Pose sur chantier	Choix de la pose	X	X	X	
	Choix de la pose	X	X	X	
	Choix de la pose	X	X	X	

Skills Report

3rd example for manual internship assessment (appendix 13) - all along the 2 years training period in a French Production School, the participants are required to go in industry, in companies, for internships.

ASSESSMENT FOR INTERNSHIP PERIOD

PARTICIPANT :
Name : ABOU-TOLEB Surname : Mohamed

INTERNSHIP :
Hosting company : ROZIERES
Professional responsible : M. COMTE / M. MERFI
Dates : from september 12 to september 30, 2016
Participant activity during the internship : workshop job

Company assessment	Very good	Good	Medium	Low	Very low
Assiduity, punctuality	X				
Presentation and behavior	X				
Understanding requirements			X		
Manual skill			X		
Working celerity		X			
Perseverance in serial job		X			
Resistance in efforts		X			
Working care			X		
Quality of production			X		
Ability for team work		X			
Ability for initiative					
Ability for remarks acceptance	X				
Ability to explain clearly			X		
Ability for calculation			X		
Ability for writing			X		
Interest for this job		X			

GENERAL COMMENTS FROM THE COMPANY RESPONSIBLE :
Good information -
Some efforts needed for calculation -

During 3 or 4 weeks, they will have to use their skills in real professional life, working within real conditions with professionals in the job for which they are training. At the end of this internship period, a very interesting assessment is formalized on a reporting sheet, called "Evaluation du stage en entreprise" (assessment for the internship period).

The responsible person in the hosting company fills in this reporting sheet: so it is a real assessment from the industry point of view on the skills of the participant after a consistent period in the company. This assessment refers to both behavior (attention, punctuality,

presentation and behavior, ability for remarks, acceptance etc.) and professional skills (quality of production, working care, ability for teamwork etc.). It also refers indirectly to intellectual apprenticeship (ability to explain clearly, for calculation, for writing etc.) in order to make the participant understand that these intellectual abilities also have some importance for the recruiting companies.

The intellectual apprenticeship (theoretical)

For this theoretical part of the learning process, the assessment way is copied from the one historically used in the Department of Education, because it is linked to the subjects taught in all French schools. The evaluation is made on quoted exercises and the marks are registered on a monthly or quarterly notebook (school report). However, in most of the Production schools, the level of the education is adapted to the participant because it is well-known that the majority of the participants who have joined the Production School do not have an interest in these theoretical subjects. They did not find it interesting in the conventional school system and, thus, generally have a low knowledge level in these subjects. These participants change their attitude in front of these general teachings because they understand the need for them being in front of the concrete problems in the workshops. Actually, the manufacturing process they are implementing and learning in the workshops requires some general knowledge they do not have. If the assessment process is identical to the regular French schools, the results of the evaluations are different because the motivation is better and their work of apprenticeship bears fruits.

The assessment of this intellectual knowledge, in general education, can be performed in the manufacturing workshops when the participant has to solve a complicated calculation and when the P.T. has to intervene to help for a mathematical difficulty. This “on site” assessment, made by the P.T., can then be documented and reported to the Math teacher. (S)He can then use this matter in his/her next theoretical course (the same applies on a vocabulary or reading difficulty, linked with the French teacher). By this way of operating, the practical tasks lead the participant to the theory, the interest of the hands-on tasks leads to the interest of the theoretical learning.

GERMANY

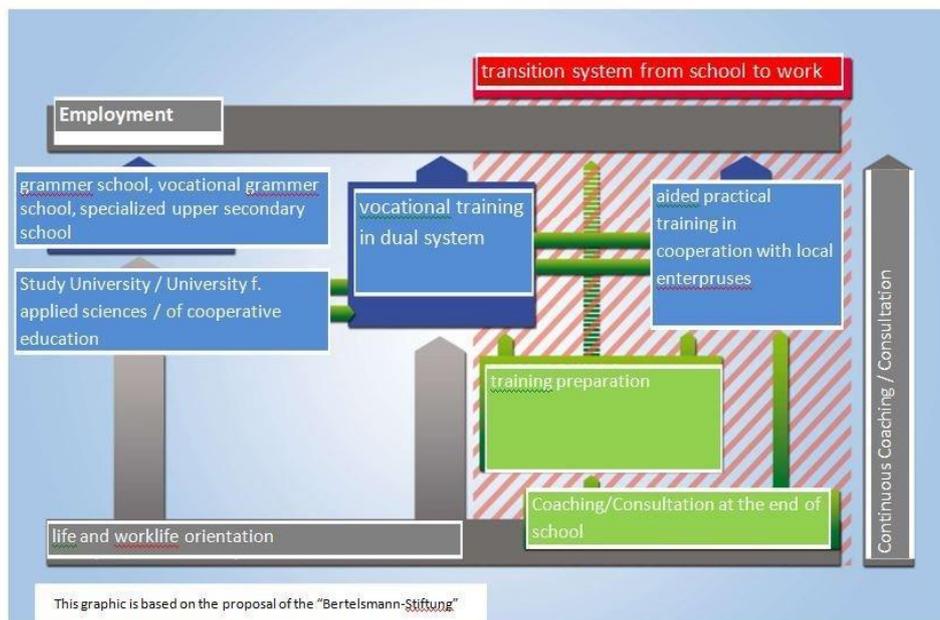
The German National Framework

How production schools are attached to the formal system

At the end of the 1970s until the early 90s, several academic vocational reformers suggested establishing production schools as a contemporary method and structure within the dual educational system in Germany. Since the 1990s, many production schools have been established especially in the past decade. Every year there is the possibility for 7.500 participants to learn and work in 170 production schools. With regard to an uneven geographical distribution (north–south divide), the individual production schools have different target groups, which in turn results in a highly diverse funding.

The umbrella organization “Bundesverband Produktionsschulen (BvPS)” founded in 2007 has 131 member schools. Furthermore, several federal states have developed production school-initiatives. In 2014, the Federal Association classified the production school as the central element in the new transitional stage. The position in the educational system is shown in Figure 3 hatched in red.

Production schools in Germany are caught in between education, employment market and the youth welfare sector. They are generally located in the region of the transition system (vocational orientation, preparation as well as training). The educational concept is mostly inspired by the Danish production schools.



German educational system

The educational concept of production schools in Germany is based on the interplay between work, learning and production processes in order to support young people in their

development of competences. Withal, these production processes are accompanied by tasks in realistic working environments. Important skills, abilities and behaviors, which are necessary for the commencement of employment, as well as the execution of a vocational training or an occupation respectively, will be developed and supported. These realistic structures (workshops or service providing sectors) convey a professional orientation pertaining to the work environment.

Production schools: target groups, aims and financial founding

It is the primary objective of all German production schools to provide youngsters – especially those belonging to the risk group – with the same chance of professional and social integration as the average youngster. The participants are between 15 and 25 years old. They can be:

- slow learners or learning disabled
- school leavers and dropouts
- socially disadvantaged
- vocational training dropouts
- endangered youngsters, especially within the law
- youngsters with a problematic family background

In addition to the above-described content of vocational orientation and qualification, the production school aims at promoting classical virtues and the democratic core values in order to integrate the described young people into society.

All in all, the main focus lies on the youngsters' situations. Their considerably smaller chances in the working world are meant to be improved by the production schools by setting up parameters corresponding with their individual needs. The staff relies on the individual development of participants and confronts them with tasks that challenge and encourage them. On the other hand, there are market requirements, customer needs, quality requirements and deadlines, which both, participants, pedagogical trainers and instructors, have to work with.

There is usually a fluid intake of participants throughout the year, the participants come to the production school when they have the need and leave after about a year or in case of vocational training after three (maximum three and a half) years. This requires a systematic, but also tailored and individual supervision, and supports from the admission until exit or transition. As established in the common quality standards³², each production school should follow a special structure from assessment and promotion to the acquirement of formal and non-formal competences.

Production schools operate according to the principles:

- Learning by doing

³²“Qualitätssiegel QPS“, BV Produktionsschulen, assessed July 10th 2017, <http://bv-produktionsschulen.de/qualitatssiegel-produktionsschule-qps/>

- Orientation towards potential (not shortages)
- Learning in and from the group
- Acceptance of responsibility
- Participation and involvement
- Valuation and appreciation

There is no homogenous type of production school in Germany, but there are central similarities. In Germany production schools are not directly and continuously financed by the state. The community, job centers and work agencies are mostly financing them. In addition, the municipality, the country and European Union financially support some production schools. In addition, the production schools have a 5–25 percentage self-financing by selling own products and/or services. Sponsors and fundraising firms are being contacted for investments and additional equipment.

The Production School BBW Leipzig: Documentation and Assessment

The Production School BBW Leipzig

Berufsbildungswerk Leipzig (BBW) has a total of 80 places for young people with different kinds of disadvantages: The production school offers 24 places and a project called “Netz Kleiner Werkstätten” (The Net of Small Workshops) has 56 places. The production school Leipzig, like the other nine production schools in Saxony, was founded as a project with funds from the European Social Fund and from the Region of Saxony as well as with a 10% share from the Youth Office of the City of Leipzig. It is organized under BVPS and operates according to the common quality standards for production schools. There are three workshops: kitchen/housekeeping, wood/carpentry and sales/retail.

In every workshop, eight young people from the age of 15 can be employed. The workshops are guided by a workshop trainer. The trainer is assisted by social workers, who supports by consulting and monitoring with the use of supervision tools. Participation time varies depending on individual’s needs and can last six to 24 months. Admission and exiting the production school happens throughout the year in order to meet the needs of the participant.

In the following, the instruments and documentation possibilities for the acquisition of the participants’ non-formal acquired competences will be described.

Input phase

When youngsters are about to enter into the production schools, individualized assistance is put into place. Thus, the production school picks up its participants from exactly where they stand in life and development. In order to individualize the offer, the following instruments are used:

The interview

The first contact with the future participants is mostly done by phone, often initiated by the job center or other social partners. As a result, a date for an interview will be agreed upon. In this interview, already acquired formal or non-formal skills are collected and recorded in a questionnaire (Figure 4). On the one hand it is about personal, biographical and academic data. On the other hand, it captures practical experience, interests, goals or present barriers. In the interview, the school gets a first insight into the personality of the future participant. Consequently, working priorities can be derived and production goals be named.

...

Graduation: no yes, which? _____ Until which year?: _____

School for learning disabilities secondary school others

Started training as _____

Other projects, where I was? _____

...

Personal perspective / target

Personal skills, interests and strengths? (from work, training, hobbies ...)

Interruptions? Why? Which Problems? Weaknesses?)

Personal limitations / diseases/ childcare?

Other projects, where I was? _____

Excerpt from the interview's accompanying questionnaire

All information and impressions are to be questioned again at a later stage during the course and are adapted to the actual circumstances. The questions asked and answers given in the first interview, vary depending on the course of the conversation. Young people give the school verifiable facts, such as degrees or practical experiences, but they also make subjective statements, e.g. their strengths, their weaknesses and their self-assessment. The youngsters decide themselves in which workshop they are interested. As soon as a place becomes available, they will be included in this workshop.

Observation during the trial period

Participation in the production school always begins with a trial period. During this time, the participants are introduced to the structures of the working area and observed by their responsible coach. The observations are evaluated in a conversation and written down after the end of the trial period (Appendix 14).

Personality and Social competences are for example:

- the handling of themselves and others
- family background
- behavioral patterns

Practical work is for example:

- the attitude to the work
- concentration, endurance
- gained experience and skills
- motor impairment

Learning ability is for example:

- the ability to understand and implement tasks
- the ability to apply acquired knowledge
- the willingness to get involved



Observation Sheet

The observations complement the findings from the interview, and often portrait a stable image of the participants, their social structure, their working methods and their action patterns. These are the basis for further cooperation.

Employment and qualification phase

In the subsequent employment and qualification phase, the participants, together with trainers and coaches, work intensively towards the set goal(s). An important tool is the competency-based approach, the approval of the participants by all employees and co-participants, the respect for individual personalities and a total renunciation of the focusing on weaknesses and barriers. Through selective reflection on their experiences as well as a feedback from their coaches, participants gradually strengthen their professional and personal competences.

At the forefront is;

- practical work with socio-educational support,
- gaining of fundamental motivation,
- overcoming of hopelessness and placement difficulties,
- stabilization of social skills.

Depending on the level of development, the participants step-by-step acquire practical professional knowledge and skills. In the workshop, and later in the internships, the participants will learn and experience, which activity fields belong to which job profiles, what demands companies have for their employees and how teamwork works.

Development conversations and education planning

After the trial period, the first development dialogue between the workshop trainer and the participants will take place. The results are described in an advancement plan (Figure 6).

				
What am I good at?	What is difficult for me?	What do I want to reach?	What support do I need?	By when....?
What do I like?	What causes me problems?	Where do I want to go?	Who can help me?	Who should look at it?
What have I achieved?	What annoys me?	What is my biggest dream?	How do I get there?	Does it help me when someone controls?
Who is good for me?	Things that bother me are:	What do I wish secretly?	Which steps are important?	
Who are my friends?			Whom can I trust?	

Excerpt from the advancement plan

In the conversations, focus is always on the current state, the strengths and weaknesses, personal and/or professional goals, the assistance needs and the time that will be necessary for it. The choice of professional coaching is also part of the development conversation. The objective of this is to develop a professional plan together with the participants...

... which is achievable: Meaning: Is the participant, in his/her current situation, able to do and does (s)he want to practice an apprenticeship or a job?

... and realistic: Meaning: Do the ideas about training and later occupational aspiration or alternative activity options correspond to the requirements of the labor market (achievement preconditions, willingness to move etc. are questioned)?

A professionally sounded decision for a selection of suitable professions is not only the basis for a successful employment, but also simplifies the search for a training place. Instead of uncoordinated searches, all activities can be strategically geared to the professional goals. Participants develop the choice of a profession with the support of the employees. The goals are realistic and can be adopted by the participants.

The production school looks at the participants holistically and looks for solutions that integrate unchangeable barriers, such as physical or mental achievement limitations, in the support and integration strategy. For many participants it is new to deal so intensively with their own personal obstacles. This can temporarily lead to the fact that professional goals are in the background. It is important that participants and staff must not lose sight of the professional and personal objectives. The regular development interviews (approx. every six to eight weeks) help with it. Participants are often unable to recognize or to formulate their own progress. The education planning helps participants in their self-reflection. They learn to confront themselves and their needs, capabilities and barriers and to recognize developments in the course of development. This especially happens when partial objectives are achieved or barriers were overcome.

Competence observations

The social behavior, an approach to the world of work, a recognizable professional development and the expression of the ability to learn are reflected not only in their daily work, but documented in education plans. The competence observations are always contents of the production school team meetings or case discussions.

The workshop coaches with their intensive relational work have a great influence on the competence development of the participants. Through the daily cooperation and conversations with the participants, they can reflect not only on the progress and the increase in competences, but they also assess the setbacks accurately. Additionally, the social workers stay in close contact with the participants. By exchanging information with other social partners the staff gains profound findings on the participants' state of development.

The social workers give the workshop trainers feedback on the course of their work with the participants. Through the close cooperation between all employees, a continuous and goal-oriented work is ensured at all times. All these observations and the information exchange help to have a competent and comprehensive insight into the current situation of the participants.

Written documentation

Written documentation is used continuously to record all the important observations, events, conversations, developments or information in a digital contact history.

Each production school staff can view the contents at any time and use it for working with the participants. The contact history is an effective and simple tool for professional practice, not only for the socio-educational contents. It helps to make processes and developments over a long period of up to two years accountable and to assign and store information. This eliminates a confusing collection of notes in a hand file.

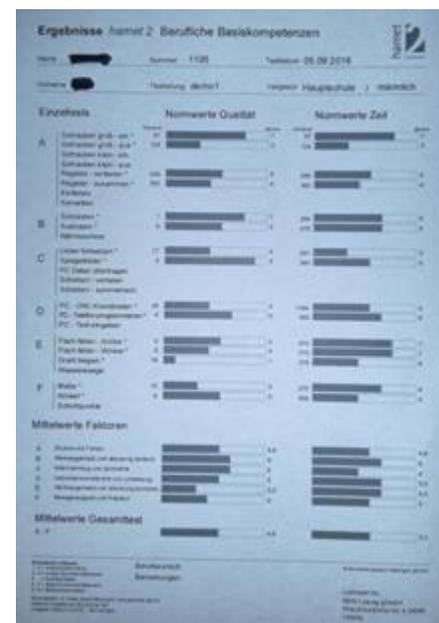
For the participants it is important that contents and information are not lost, even when personnel changes occur in the team. This is a precondition for a continuous, trusting and reliable cooperation.

Competence assessment: Hamet 2-test

The production school is able to use the nationwide recognized and long-standing proven method for competence assessment: the Hamet 2-test (Figure 7), in which mainly crafts and social skills are processed. It is primarily used for youngsters with learning disabilities. As part of the school performance assessment of Mathematics/German, the field-proven BWB instruments are used. For several participants a competence assessment is carried out by the Employment Agency; in some cases a supplementary medical report is created.

The socio-educational staff members are trained to use the Hamet 2-test. The school performance assessment is made as part of the remedial teaching.

All these instruments give a prognosis as to whether and at what level the future vocational training is settled. This can be done with reduced theory and supported with e.g. pedagogical and/or a psychological accompaniment. The point of all these reports and competence assessments is to plan the future trainees in training courses, which they can successfully complete.



Hamet2

Final phase - internship

Participants who have proven themselves in their daily work in the workshops will be encouraged to enter into internships in potential training enterprises. Thus, internships are not a compulsory part of the production school process, but still necessary. Internships are usually two-six weeks and multiple internships are possible. With broken biographies, with bad or no qualifications, after long periods of unemployment or unexplained breaks in their resumes, participants have little chance in the normal application process against other candidates. An internship gives them experience on their resumes. During the internship, participants will get to know the realistic requirements of the labor market under different conditions and, thus, extend their experience and skills.

At the end of an internship, the companies are asked to issue a certificate. They can use the evaluation sheets from the production school (Figure 8 and Appendix 15). Internship experiences and good practical assessments may open doors to the labor market for participants. For many young people the internship certificate is the first document, which proves their skills. Some young people come back with a training contract from the internship.

Internship assessment					
...					
Location of the internship:					
...					
Contents of the internship:					
...					
The work will be assessed as follows by the company or supervisor (please tick):					
Rating scale:	Clearly exceeds the requirements	Meets the requirements to a high extent	Meets the requirements	Fulfills the requirements with limitations	Does not fulfill the requirements
Criteria:					
Care and quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Endurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Excerpt from the evaluation sheet

Certificates of participation

At the end of the production school period, participants will receive a certificate of participation (Appendix 16). It contains information about

- duration of participation
- work contents
- skills and competences acquired in the workshop
- participation in particularly important projects
- internship(s)

This certificate of participation serves as verification for the participation and its contents and outcomes. It is used for future applications.

Long-term documentation

A request from the European Social Fund is that the former participants contact the production school six months after completion. Thus, the production school can register their status. This form of long-term documentation is a good feedback for the production school. It shows how the youngsters deal with the new knowledge and whether the acquired competences are used targeted and sustainably.

According to the documentation, some participants who were discharged without having a connection to the labor market or further education, were in vocational education or working when they contacted the production school six months later. They had the necessary stability and maturity to apply independently.

After the practical and positive experiences at the production school, these young people want to stay active. The former participants would not want to return to their previous cycle. Many have learned to be responsible, to make decisions and have developed a new joy of learning or working.

From interview to certificates

Competence assessment is made at the production school Leipzig through observation, interviews and testing procedures. The skills of the participants are evaluated and described comprehensively and reliably. The consistent and continuous documentation and concrete certificates helps to describe the developments understandably.

SLOVENIA

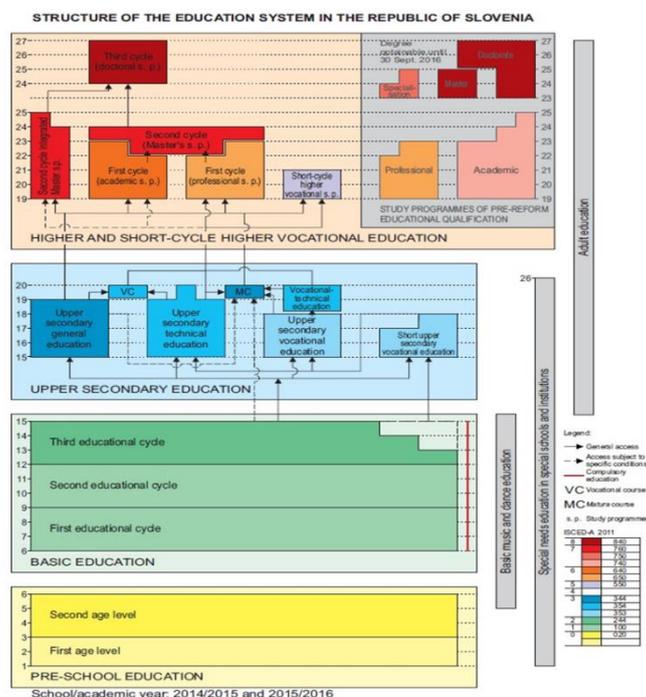
The Slovenian National Framework

Formal education

In Slovenia, primary and lower secondary education are unified and last for 9 years (three-year cycles). There are three types of secondary schools:

- Vocational education programs (lasting for two-and-a-half or three years, the latter offering the possibility to continue in a two-year upgrade program or lead directly to the labor market);
- technical education programs (four-year programs in different areas); and general education programs (classical grammar school).
- Higher education is regulated by the Higher Education Act. According to the Bologna Declaration by 2016 Diploma Supplement and the gradual implementation of a three-cycle higher education system is being implemented. Public higher education is free of charge for native full-time students and for students from EU countries. Part-time students and post-graduate students pay tuition fees.

In the following diagram, the structure of the national education³³ is shown within the framework of the whole cycle of education respecting national circumstances and refers to formal part of it.



³³ "Slovenian Higher Education", Study in Slovenia, accessed June 27th 2017, <http://studyinslovenia.si/study/slovenian-higher-education/>

Non-formal education

Opportunities for non-formal education in Slovenia are abundant and varied, although efforts to improve access for all adults to further training are continuing. During the 1990s significant attention was placed on increasing programs for adults at all educational levels — basic education, upper-secondary levels, and higher education. An adult education master plan for the 10-year period lasting until 2010 was to be adopted by the National Assembly in 2001, outlining the main strategy and goals for adult education in the country. A wide variety of schools and institutions have offered educational programming to adults, and the number of offerings has increased over time, particularly after Slovenia moved to privatize industry and enterprises.

Traditionally, adult education has been provided through people's universities (ljudska univerza); in addition, schools and higher education institutions catering to youth also include courses for adults, which have been adapted to the needs and learning styles of more mature learners³⁴. Both day and evening courses and programs are available, including apprenticeship training, through full time and part time schedules, covering academic subjects as well as professional, vocational, and in-service training. Post-graduate studies are also available to adults in Slovenia. Private companies and various interest organizations also offer educational programming for adults. The Slovenian Institute for Adult Education³⁵ has supported projects involving independently run learning centers, opportunities for educational exchanges, study circles, multimedia-supported learning, and distance education.

Example: PUM – project learning for young adults: a relaxed and creative way to knowledge

The program³⁶ is intended for young adults from 15 to 25 years of age who, at the time, are not part of any formal education process, do not have a job or vocational education, and have left school at early stage for various reasons. Their unsuccessful formal path of education and/or training can, thus, represent a psychological and economic burden for themselves, their parents and society at large. Therefore, the PUM program provides an opportunity for co-operation and social contacts with young people of the same age and similar problems. It is also a form of creative leisure time spending; it can be regarded as a sort of preparation for making decision about one's own future, possible vocation or employment, or another inclusion into/continuing of a given educational program.

The participants of PUM program, which is sometimes also referred to as “school of life”, can form a new vocational strategy, attain a higher level of employment, broaden their general

³⁴ Seznam Ljudskih Univerz, Republika Slovenija Ministrstvo za Izobraževanja, znanost in Sport, accessed June 27th 2017, <http://bit.ly/1zM4axs>

³⁵ Slovenian Institute for Adult Education, accessed June 27th 2017, <http://www.acs.si/index.cgi?lang=4>

³⁶ PUM, Slovenian Institute for Adult Education, accessed June 27th 2017, <http://www.acs.si/pum-o>

knowledge and gain various new skills by the help of their mentors and associate professionals. The PUM program thus represents a form of education without stress, tiredness or frustration.

Besides various practical projects, the activities within the program include language courses, ICT courses, different craft courses (e.g. knitting, pottery, carving etc.), workshops with various topics (motivation, self-esteem improvement, healthy lifestyles, communication skills, public performance skills, functional literacy), issues that concern everyday life of youngsters, international co-operation, co-operation with local initiatives, presentations and host presentations, sports, film events etc.

Example: production school in Slovenia

The curriculum of the Production School in Jarše³⁷ offers a short but intense daily work therapy treatment that is focused on the development of specific personal characteristics, acquisition of functional knowledge and social skills. It has been designed with special emphasis on well-being and relaxed attitude towards youngsters. Hence, it leaves much space to individual initiative, creativity and flexibility. For this reason, the weekly timetable is limited to minimum time orientation framework, designating only the beginning and the end of learning process together with intermittent breaks, with no sound bell signaling the phases of learning process. The work is organized into small groups directed towards clear and quickly visible efforts of one's work. Favorable atmosphere is stimulated by taking into account the needs of young adults, responsiveness to their individual needs and troubles, and by positive emotional directedness with emphasis on rewards (which does not mean that there are no negative sanctions). Further, good social atmosphere is also achieved by encouraging, empowering and respect for young adults. Of course, by being successful the participants identify with the educational goals more easily, they are ready to accept responsibility for their actions and for active participation in school activities' management. Besides, the positive school atmosphere is enhanced by good co-operation between parents and mentors. Fields of interest included into the program are as follows:³⁸

- ICT intended for learning of the different computer programs in relation to design, writing, photo shopping etc.
- Functional literacy skills
- Social skills training
- Screen printing and color raster print
- Sewing

³⁷ Produkcijška Šola, Mladinski dom Jarše, accessed June 27th 2017, <http://www.mdj.si/produkcijaska-sola.html>

³⁸ ibid, <https://www.mdj.si/produkcijaska-sola/program.html>

OZARA: Documentation and Assessment

Tools and practices

In Slovenia, the following types of documentation are being used in order to assess, evaluate and monitor people with disabilities in the field of education and training:

- Individual Rehabilitation Plan,
- Opinion on the Level of Working Ability, Knowledge, Working Habits and Vocational Interests,
- Report on completed evaluation and final assessment
- Evaluation of Employability/Working Efficiency and Performance,
- Evaluation form for the participants of the Social Inclusion Program

At the beginning of the process the person is included into the programs of vocational rehabilitation, as advised and directed by the Employment Office of Slovenia. The programs of vocational rehabilitation are intended for unemployed and employed people with disabilities, together with difficult employable persons with severe occupational limitations resulting from illness, physical impairments and/or functional distortion. Every year there are more young people included in the programs, many of them are also facing other problems than unemployment. Among them are young people with disabilities, social and personal problems, which are excluded from professional field. In the years to follow, many new programs for inclusion of young people in employment field are being implemented and young people are going to become a new target group.

Within the framework of the process, OZARA aspires to follow the elements of professional, interdisciplinary, holistic and individualized treatment, thereby, simultaneously taking into account the ethical standards, measurements and integrity of each individual.

The services of vocational rehabilitation are managed, coordinated and evaluated within the professional team consisting of interdisciplinary set of experts (work therapist, work engineer, psychologist, sociologist, specialist in medicine of work and psychiatrist).

Combined knowledge with interdisciplinary approach helps to achieve best possible results concerning social and vocational (re)integration of people with disabilities (PWDs). Of course, within the work, the most recent trends and guidelines of professional development are continuously followed.

Within the given rehabilitation programs, the initial documents (i.e. professional opinions) are provided and prepared regarding the level of work abilities, knowledge and skills, occupational interests. This can, together with appropriate psychosocial support, career guidance, help with job search, work placement and necessary adaptations of the workplace/work tools, continue with the training at the actual workplace and, consequently, conclude with the evaluation of the work results achievement. Consequently, the services of

vocational rehabilitation offer the individuals an integral training connected to an actual line of work, support with making contacts and, finally, help with work placement/employment. During rehabilitation program, individuals are included in workshops, which represent real working environment to train their working skills, abilities and habits.

Individual rehabilitation plan

The aim and purpose of the tool: The individual rehabilitation plan is used to monitor the progress of participants in a given rehabilitation program or employment in accordance with separately defined goals/services (e.g. job search, work placement, group work etc.). The program is concluded by a final report and evaluation of working results achieved by each participant.

At the beginning of the process, the professionals determine long-term and short-term objectives for each participant in the rehabilitation, whereas the monitoring and the achievement of the goals are performed together, i.e. by the participant in the rehabilitation process plus team of professionals. Thus, the goals can be described as achieved, partially achieved, or not achieved by the participant during the time of rehabilitation.

What do the participants gain from the tool: The results give a complete outline of the participant's functioning: his/her social skills, working ability, vocational interests and needed workplace adaptations. Thus, the results stated in the final report can be regarded as a reference describing a person that enters the labor market.



Frequency of assessment: It consists of the preparation of the plan upon the inclusion into the rehabilitation program, plus evaluation or analysis of the plan after the expiry of the referral issued by the Employment Office of Slovenia when a candidate completes his/her vocational rehabilitation.

Opinion on the level of working ability, knowledge, working habits and vocational interests

The aim and purpose of the tool: The Opinion on the Level of Working ability, Knowledge, Working Habits and Vocational Interests provides a complete evaluation of PWD's vocational and social functioning (Appendix 17).

The evaluated parameters include:

- punctuality,
- approach to practical work and other tasks,
- concentration, motivation and accuracy at work,

- the PWD's adaptation to the workplace and atmosphere (his/her physical and mental response),
- adaptation to possible change,
- quality and quantity of the work provided by PWD, etc.

The plan of service implementation, its contents, main points of interest, service providers together with forms and ways of situational assessment are conducted for each individual separately, thereby, taking into account his/her needs and abilities. The service is implemented individually with the provision of necessary group activities combining work and training/learning situations.

What do the participants gain from the tool: The aim of this service is the definition of further activities and measures needed for the formation of a suitable rehab plan, and improvement of possibilities for actual career advancement. The participants, thus, gain insight into their own functioning at the workplace and in their social environment, whereby the emphasis is put on the preservation and/or improvement of abilities that they can successfully use in their work environment. In addition, special attention is paid to the possible adaptations of the workplace, all in accordance with participants' limited work ability. Hence, the report serves as a basis for the acquisition of the individual's disability status and as a reason for the continuation of the individual rehabilitation process.

Frequency of assessment: The report is prepared upon the completion of previous the rehabilitation treatment/process.

Opinion Tool

The report on the result of evaluation and final assessment

The aim and purpose of the tool: Evaluation of the work results achievement is a service intended as:

- the definition of the amount of salary subsidies due to the lower work results as a consequence of personal disability,

- a professional basis of the evaluation of employment possibilities regarding the unemployed PWD in accordance with the Rules on criteria and procedure to acquire the status of disabled person and the right to vocational rehabilitation, and to assess employment opportunities of disabled persons and on activities of rehabilitation commission and Rules on criteria and procedure for determining the subsidy amount for salaries of disabled workers.

Thus, the evaluation of the work results achievement is based on the comparison of the work results of healthy persons employed at normal workplaces.

What do the participants gain from the tool: The report on the results of the evaluation includes concrete data related to the work efficiency of PWD concerning the given work tasks obtained during the evaluation period together with his/hers medical history and an overall assessment of individual's functioning at the workplace. Final assessment opinion represents a qualitative and integral evaluation of work ability and degree of his/her impairment in the field of workplace adjustment, achievement of the expected work efficiency/results, scope of the needed adjustments or help plus stability of the individual worker within the defined work environment at the given workplace. A special emphasis is put on the assurance of equal employment opportunities for PWD that cannot achieve the expected work results because of the nature of their health condition or other physical impairments. Concerning all the rules and measures stated above finally we can determine and issue a general assessment of a PWD's work efficiency.

Frequency of assessment: The procedure concerning the evaluation of the work results achievement of an unemployed PWD is considered as the final phase of employment rehabilitation upon the completion of the workplace-based training, or upon the transition into employment status at the same workplace.



Form on surveillance/monitoring of employability and work efficiency of person with disability

After the completed vocational rehabilitation, such individual can be employed in some kind of tailored work environment depending on the results of final assessment regarding his/her work efficiency and functioning.

Also, with regard to the nature of their disability, the PWDs face more or less serious problems regarding the access to possibilities of their education and employment. Hence, in Slovenia, there are many types of PWD employment:

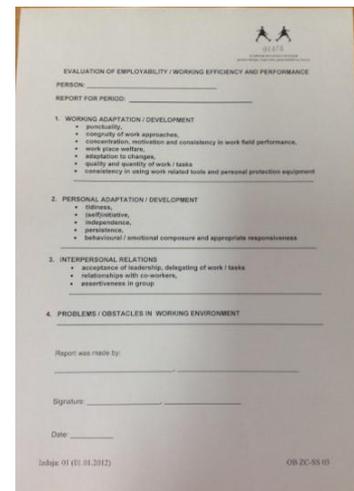
- Disability companies
- Supported employment
- Sheltered employment
- Social inclusion program
- Occupational activity centers

Disability companies are companies intended for training and employment of PWD according to the type of their disability who, with respect to their employability and state of health, cannot enter the same kind of training or employment as people with milder forms of disability. The PWDs in these companies are employed under special conditions.

Employment relationships are conducted in the same way as in the case of healthy people. The payment is agreed upon in accordance with the terms stated in collective bargaining agreement. They can operate as limited liability companies, public limited companies, or as limited partnerships with share capital. The status of Disability Company is determined and awarded by the government.

Supported employment entails a model of services for PWD that foster their possibilities of training and employment in an open labor market. It is characterized by the support of job coach or employment specialist that helps the PWD find a suitable employment, training at the workplace and long-term support.

Sheltered employment is a kind of employment intended for PWD who cannot be employed at a usual workplace for a longer period of time. Therefore, the workplace and work environment have to be adapted to the working abilities and needs of PWDs. A form of protected employment can, thus, be provided by the occupational center, other suitable employers, or can be performed from PWD's home.



Evaluation Form

The aim and purpose of the tool: The form on Surveillance/Monitoring of Employability and Work Efficiency of Person with Disability includes a general assessment of the person's occupational history, education, training, his/her capability regarding the present workplace over the course of time, achievement of work results/ norm during the past three months, data on individual disability problems and evaluation of the workplace adequacy concerning individual needs.

What do the participants gain from the tool: With the help of special evaluation template, the entire



work functioning process of an individual person is being monitored carefully, with special emphasis on the existing skills and abilities together with the precise definition of the employee's main difficulties and suggested solutions put forward by the team of professionals. The method is being used to estimate the progress of the participant that can also serve as a basis for revision of her/his work abilities or employment in the free labor market.

Frequency of assessment: every three months during the time of employment.

Evaluation form for participants of the social inclusion program

The people who are recognized as unemployable during the procedure of rehabilitation have the possibility of entering into two further forms of inclusion:

- social inclusion programs
- occupational activity centers

The Social Inclusion Program is intended for people who acquired the unemployable status and, consequently, are no longer considered as competitive in the labor market, among them are also young people in the age group from 18 to 26.

The aims of the program are as follows:

- to keep, maintain and develop the work abilities, habits and skills,
- to develop work potentials and thus obtain a new chance of evaluation regarding the employability,
- to keep the level of inclusion into social environment and consequently prevent the possibility of social exclusion,
- to keep, develop and expand the social network of an individual,
- to disseminate preventive information on health of an individual and raise the awareness regarding healthy lifestyle,
- to provide the necessary psycho-social support, individual empowering, and to raise and develop the level of social competences,
- to help with the establishment of adequate contacts with local authorities and to manage the needed administrative tasks in micro and macro environment.

In the framework of social inclusion program, the participants get to know many new activities in relation to work, psychosocial processes, creative arts, leisure activities etc. The degree of their participation wholly depends on their existing abilities, skills, wishes and interests.

Some activities at the participants' disposal are listed below:

- inclusion into different activities of work and functional occupation,
- inclusion into creative workshops, learning of various creative techniques and procedures,

Criteria for variable part of salary and/or additions to basic award (payment) are as follows:

- group behavior,
- observance of instructions and rules,
- participation in work activities,
- participation in social activities,
- independence/personal autonomy,
- work efficiency,
- self-initiative and creativity,
- attendance and concentration at work.

What do the participants gain from the tool: The program of social inclusion is of crucial importance for the life quality of unemployable people. By participating in the program they gain the opportunity for positive change in all fields of their life and actions. If they choose to re-invigorate their activity at the offered workplaces, they can develop a more positive self-image together with the feeling of self-respect, foster their work habits and regain the sense of being useful for their environment. For most participants, the biggest advantage is already contained in their renewed inclusion into social environment where they can develop social skills and abilities, broaden their social network together with the sense of group identity, build new friendships, learn to co-operate and communicate, strengthen their sense of mutual tolerance and develop all their potentials that, otherwise would remain unexpressed. Thus, the evaluation tools can be useful for encouraging and motivating the participants for better inclusion into work process, and their progress can also be observed, attendance and quality of functioning of the individual, or in the group.

Frequency of assessment: Once a month (every last workday in a month).

In the next few years, The National Program of Training and Employment of Persons with Disabilities foresees the foundation of new forms regarding the employment of PWDs, such as social cooperatives, learning companies, training workshops. Most of these are already being implemented. They open new possibilities for gaining experience, knowledge, skills and motives needed to maintain their social integration, social security and work habits.

SUM UP

The main goal of *Paving the Way*, was to develop a catalogue of ideas and references that other actors in practice-based education, can use in their functions. The focus in this Catalogue was to introduce different tools, methods and practices, which are used to assess and document, recognize and validate, learning, skills and competences acquired in non-formal practice-based environment. Working with solid documentation of the obtained competences, make it possible for practice-based schools and workshops to act as bridges to the labor market and further education, and to make the learning visible. Nevertheless, one of the main goals in EU politics is recognition of non-formal learning.

In this catalogue, we have six chapters within the field of production schools and workshop environments lying in the spectra between non-formal and formal learning in Europe. The uniting factor is that all the organizations are aiming towards the same goal, which is to enhance the youngsters' possibilities to enter the working life and participation in society, and to enhance learning by doing.

One of the best and most used tools, used in several countries, is the competence board, which is used to track the participants' development of professional competences. Denmark has led the way in using this tool in the production schools. Common for all the schools and workshops is individual counselling and coaching as the main methods for working and reflecting on life skills.

In the *Austrian* model of production schools, learning by doing has turned out to be essential for its work. When working with the young people it is an enormous challenge to find the appropriate balance between the practical activities in the workshops and the theoretical specialized teaching and coaching of social skills. Many young individuals show tremendous gaps in terms of language skills and basic education, which need to be addressed by appropriate courses.

Therefore, the concept should be adapted occasionally, having a close look at those challenging situations young people are confronted with. Developing social skills is getting more and more necessary to step into the labor market. The production school workshops in Steyr are carefully chosen in order to match the local labor market situation. All of them are oriented towards the regional economic needs. In order to stay connected to the labor market and further education, it becomes increasingly important to find ways to accredit production school certificates as formal.

In *Denmark*, the production schools have developed documentation and assessment tools throughout the last decade. The production schools still develop and re-design the tools in order to match the workshops' activities, the target group and the place the schools have in the educational system. It is of utmost importance that the tools used to document and assess

are done in accordance and together with the participants. Evaluating together with the participant is one of the common threads in the tools used in the Danish production schools. E.g. the Spider Chart is made at least two times during the production school stay and is evaluated together with the participant. When the documentation and assessment is done in conversation with the youngster, the reward is also immediate for him/her. It immediately appears where he/she has improved, where it could help with more practice or inform the trainer/counsellor of where he/she would like focus to be in the near future in order to improve wanted skills and competences. This method helps the participant find his/her way towards the labor market and/or further education.

The workshops in *Finland* have developed tools to fit curricula based learning. Skills learned in a workshop are described using terminology of the national curriculum of Finland. The main tools are OSSUs and skills certificate. In the OSSUs, the requirements of vocational qualifications have been written as concrete skills requirements and presented as a table. The certificate describes the skills – related both to the vocational field in question and to general employability – acquired during the workshop period. At the same time, there is currently a major reform of vocational education, which offers the workshops new possibilities to cooperate with VET schools. From the workshops' point of view the main goal is to get nationwide formal recognition of skills and competences acquired in workshops.

The most important document delivered to participants in *French* Production Schools is a National Education Diploma in line with formal VET schools. An overwhelming majority of the young teenagers joining a production school do it because they had great difficulties in the formal education system. Despite these former difficulties, 90% of the participants are successful in the final exam and receive the diploma delivered by National Education.

Due to their training in Production Schools (based on real production for real customers giving real orders), they feel more comfortable in the learning system, with much higher self-confidence: 45% pursue studies in the National VET system in order to catch a higher-level diploma, 50% find a job and start in professional life with a working contract.

In *Germany* there is a high skilled labor shortage. Many companies from different industries are looking for qualified employees. In addition to the increasingly specialized technical requirement, companies expect engaged, reliable and creative team players. However, there are about seven million people classified as "low-skilled". Practical, real work as well as transfer responsibility in the production schools is a very successful way to promote these young people and integrate them into the labor market.

The German production schools work with a comprehensive profiling and competence assessment. Advancement plans and competence boards support the specific aims. The participants are always involved and get immediate feedback. In this case informal skills are

as important as any other competencies. Even young people without school graduation can find their way to education through production schools.

The *Slovenian* model of assessment, evaluation and monitoring process of people with disabilities in the field of education and training is presented from the perspective of vocational rehabilitation and the binding legislative background on the necessary supporting documentation used for assessment purposes. Through professional work in the field of vocational rehabilitation, the organization notes the rise in number of young people included in the organizations' regular programs, who, beside unemployment, also face other problems. Inclusion of young people with these specific problems is vital for their step into the labor market. The tools that are being used for this purpose and are an accompanying part of rehabilitation are, therefore, necessary in order to help the young people into the labor market. The tool "Opinion on the level of working ability, knowledge, working habits and vocational interests" can be used in a non-formal way within all work with young people, NEETs and also those who have finished the formal education – especially for the people who are seeking their first employment. The tool is very helpful in terms of providing information on personal strengths, and can serve as a basis for further vocational development of a person, higher self-awareness, and a basis to development of weak professional/personal skills that need individual support.

Lastly,

In this catalogue, the project partners have presented a range of different assessment and documentation tools, used in their different national settings of non-formal learning. We have chosen to present the tools within their national and institutional frameworks. But we hope that, in spite of this, trainers and counsellors working with youth throughout Europe will find inspiration, and that we in this way can contribute to their good practices, and to the understanding of the main points of work based/practice based learning.

At the same time, the catalogue also represents a common process, where we – the partners – have come to know each other's practices – with similarities and differences – much better. Different legal and financial conditions put forward different possibilities in our everyday work. Nevertheless, the project has reinforced our belief in practice based/work based learning as an important pedagogical approach. If we want to give all young people a fair chance of a good working life, we must accept that some of them 'learn by doing', and that their learning should be recognised, assessed and documented.

The catalogue is one of two intellectual outputs from this project. The other one is an article highlighting the need for recognition of practice-based learning and the documentation and assessment that support this type of learning. If we want to meet the educational challenges today, we have to take young people and their potential seriously – for the benefit of themselves as well as the companies looking for competent personnel and our societies in general. In doing this, assessment and documentation of learning are important tools when

inspiring and motivating to learning. The experiences from production schools and youth workshops could and should be used in much wider contexts. Our wish is that all those working with this target group, share and develop further on already existing tools and practices, and, thus, all project members of *Paving the Way*, is at *your* disposal. Contact information can be found at the beginning of the catalogue.

APPENDICES

Austria

Appendix 1: Anamnesis questionnaire

Date of joining
 Planned date of Separation
 Labour market counsellor



1. Personal data

Surname
 First name
 Date of birth SVN
 Address
 Telephone number
 Citizenship
 Place of birth first language.....

Marital status single
 married
 civil union
 divorced
 widowed

Own children no
 yes

Child's name	Date of birth	custody	
.....	<input type="radio"/> yes	<input type="radio"/> no
.....	<input type="radio"/> yes	<input type="radio"/> no

Civillian service passed
 not passed
 disabled

Have you been to a BFI course before?
 no
 yes

If yes, in which?

2. Social situation

Since when have you been seeking work?

Actually I am living with my parents
 with my mother
 with my father
 alone
 in a serviced shared apartment
 other

Address

Contact person

General information **mother**

Name

Address

Telephone number.....

Place of Birth..... citizenship

Occupation age

Legal representative? yes no

Contact person in case of emergency? yes no

General information **father**

Name

Address

Telephone number

Place of birth citizenship.....

Occupation.....age

Legal representative? yes no

Contact person in case of emergency? yes no

Further contact person:

Name

Address

Telephone number

Legal representative? yes no

Contact person in case of emergency? yes no

Have you got siblings? no
 yes (name, age, occupation)

Serviced by social institutions? no
 (youth welfare service, probation service, therapy, one-to-one-care, a.s.o.) yes

Have you got a trustee? no
 yes

Have you got outstanding debts? no
 yes, about €

Have you got a driving license? no
 yes (which one)

What are your hobbies?

3. School Career

Preschool

yes no

Elementary school

yes no , classes..... years

positive negative

Notes

Secondary modern school

yes no , classes years

positive negative

Notes

Special school

yes no classes years

positive negative

Notes

Grammar school

yes no classes..... years

positive negative

Notes

Polytechnic institute

yes no classes years

positive negative

Note

Vocational school

yes no classes years

positive negative

Note

Other schools

yes no classes years

positive negative

Notes

Have you fulfilled compulsory education?

yes no positive negative

4. Employment history

Jobcoaching yes no

Have you passed an apprenticeship? no

yes, but I discontinued (which one, when)

..... Date of drop-out.....

Occupational history

Company

Job title..... from.....to

Reason of separation

Company

Job title from.....to

Reason of separation

Company

Job title from.....to

Reason of separation

Company

Job title from.....to

Reason of separation

Strengths

Weaknesses

Other qualifications (ECDL, forklift license...)

Career wish

Targets

5. Medical relevant information

- Have you got recent illnesses? no
 yes
- Have you ever been treated in a hospital? no
 yes
- Have you been in psychiatric or psychological therapy? no
 yes
- Do you take medicine regularly? no
 yes
- Are you allergic to something? no
 yes

Is there anything else you would like to tell us?

.....

.....

.....

.....

Berufsförderungsinstitut OÖ, BFI-ServiceLine 0810/004 005, www.bfi-ooe.at
 BAWAG Linz, IBAN AT27 1400 0467 1007 0997, BIC BAWAATWW, UID Nr. ATU37074802, DVR 0006114, ZVR 249875807
 Ein Unternehmen der BBRZ GRUPPE
 Anamnesedatenblatt 1. 11



Appendix 2: Assessment conversation

Participant's talk from Name of the participant:

Cognitive characteristics (system of marks)	1	2	3	4	5
perceptivity					
attention					
concentration					
retentiveness					
problem-solving competence					

Social characteristics (system of marks)	1	2	3	4	5
assertiveness					
ability to establish contact					
critical faculty					
teamwork					

How about the behavior within the workshops? Was there any behavior modification? If so, which? **Verbal feedback:**

Professional characteristics (system of marks)	1	2	3	4	5
endurance/resilience					
tolerance of failure					
willingness of tidiness					
punctuality					
self-reliance					
diligence/accuracy					
sense of responsibility					
motivation					
fine motor skills					
gross motor skills					
implementation of assistance					
reliability					

How can the professional skills of the participant be judged?

Verbal feedback:

Which job seems well-suited for the participant? What are the participant's interests?

Which targets can be fixed up to the next participant's talk?

Placement? yes no

If so, proposals?

Name Surname
Company
Address

Feedback – internship of [Name Surname], from ... to ...

Dear Mr./Mrs. ...,
may we kindly ask you to fill in this questionnaire together with the trainee at the end of the internship. The trainee will pass the questionnaire back to us.
Thank you for your cooperation!

Assessment through marks' system

(1 = very good job performance; 5 = very bad job performance)

Questions about behavior during internship:

	1	2	3	4	5
punctuality, sick note, etc.					
interest of work					
educability, retentiveness, capacity					
self-reliance, self-initiative					
endurance, resilience					
powers of concentration					
ability to establish contact					
motivation					
Dealing with supervisor, colleagues, customers					

Comments (occurrences, strengths and weaknesses):

.....
.....

Is the trainee principally well suited for the job/apprenticeship?

.....
.....

signature and company stamp

Denmark

Appendix 4: A Participant's Individual Course Plan

Template

Individual Plan	Name	Date
First Interview*	Workshop	Date of enrolment
School background	Completed grade, passed examinations etc.	
Experience of work	i.e. job, spare time job, practice	
Strengths	What am I good at, like to do, hobbies	
Weaknesses	Vocational, personal or social difficulties, illnesses, allergies, use of medicine	
Goal for my stay at the production school	Why this school? Why this workshop? Why am I here?	
Professional goals	In the workshop, possible theoretical teaching	
Personal and social goals	i.e. concentration, stability, independency, taking initiatives	
Plan for the future	i.e. wishes concerning future work or education	
	Date for the next interview	

Individual Plan following Interview	Name	Date
	Workshop	Date of enrolment
	Length of time at the school	Absence rate
Professional goals	What have I worked with, learned, become better at? What has not been so good?	
Personal and social goals	What about stability, concentration, etc.	
Well-being	My relationship to the teachers, to the other participants at the workshop, to the school in general?	
Practice / combination courses**	Period, content, benefits,	

Future – goals for the coming period	In the workshop, personally, practice stays, combination courses, theoretical teaching
Appointments	Concrete appointments
Dispensations	Reasons for an extension of the one year stay, if this is wanted
	Date for the next interview

Example of a participant's Course Plan

Individual Plan	Name: Katrine Mikkelsen	Date: 17.02.2016
First Interview*	Workshop: Kitchen	Date of enrolment: 15.02.2016
School background	Completed 9 th grade. Did not pass Math examinations	
Experience of work	i.e. job, spare time job, practice	
Strengths	What am I good at, like to do, hobbies	
Weaknesses	Vocational, personal or social difficulties, illnesses, allergies, use of medicine	
Goal for my stay at the production school	Why this school? Why this workshop? Why am I here?	
Professional goals	In the workshop, possible theoretical teaching	
Personal and social goals	i.e. concentration, stability, independency, taking initiatives	
Plan for the future	i.e. wishes concerning future work or education	
	Date for the next interview	

Appendix 5: RKA Tools

Professional Competences	
Basic competences	Calculation, reading, writing, speaking Danish, using a computer. These are skills which to a certain extent are used in all types of work/workshops
Technical competences	Professional competences related to a specific workshop. E.g.: <ul style="list-style-type: none"> • Manual dexterity: knowing and be able to handle tools correctly • Fine motor skills • Active knowledge of working processes and tools • Physical strength and stamina • Technical sensibility (e.g. hearing if the saw needle is working) • Knowledge and understanding of materials • Knowledge and understanding of customers • Safety and occupational health • Knowledge of professional environment
General competences	Professional competences, which can be used generally in various types of work/workshops. E.g. <ul style="list-style-type: none"> • Understanding of assignments (what the working assignment is, what the end goal is incl. meaning for participant, trainer and customer) • Be able to select appropriate accuracy • Methodological competences (planning, systemize, analyze) • Organizational competences (seeing yourself as part of an organization and be able to seek help and advice when in doubt) • Be appropriately quality-minded • Contribute to assignments (being pro-active in the work) • Professional stability

Social Competences	
Relational Competences	The ability to establish, develop and retain nuanced relations with other participants in the workshop, the trainers, teachers, counselor etc.
Ability to enter into a binding community	That the participant feels committed to contributing to the assignments of the working community, as well as contributing to the community as a whole.
Ability to enter into democratic-based communities	From the close community (student council, the workshop) to the larger communities (municipal, state, EU and the international community).
Empathy	Empathy for another person's feelings, thoughts, motives, needs and intentions.

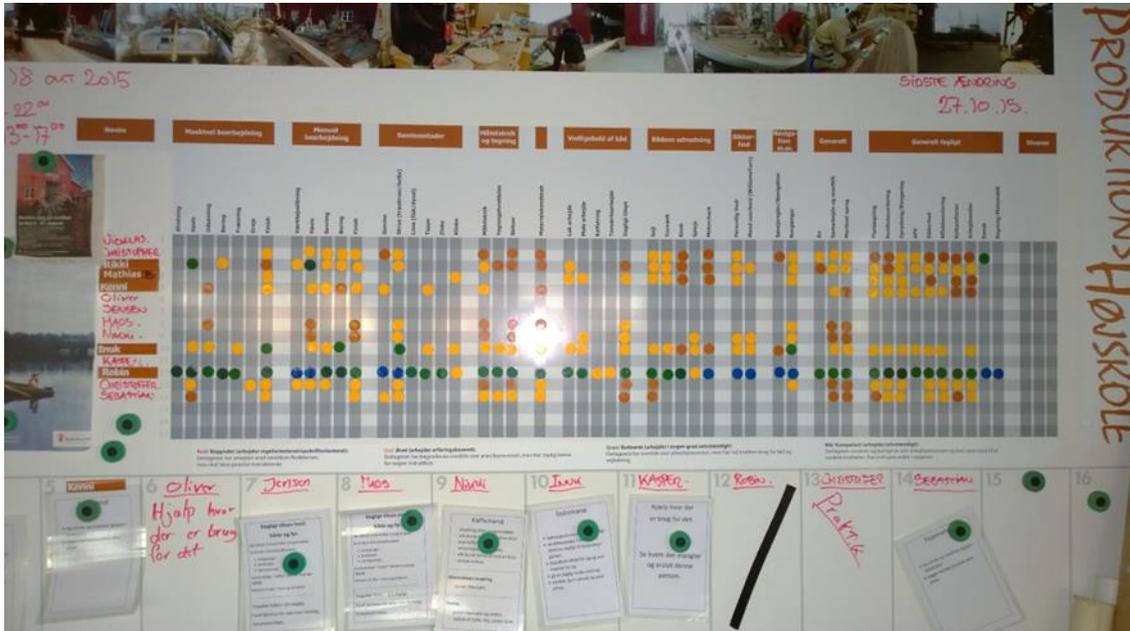
Ability to take on the role of leader and apprentice	Taking respectively the role of leader and apprentice (conform to others' leadership) in the workshop.
Conflict Resolution	To handle conflicts between oneself and others in a way so it does not escalate.

(Outer) Personal Competences: Choice	
Reflection and self-reflection	Ability to reflect on the situation one is on, and on the underlying conditions thereof. Reflect on self and one's own contribution to relation, situation and context.
Self-assessment competency	Based on reflection and self-reflection to be able to realistically assess own possibilities and limitations in the situation/context.
Assessment of own approach to learning	Evaluate and revise own competences, abilities, talents, skills and learning strategies in order to strengthen their own learning.
The ability to construct - and reconstruct one's life story	Being able to see and understand oneself in a larger context of time and space in a way that one discovers one's possibilities and limitations incl. past possibilities/limitations and how other choices could have shaped the present differently.

(Inner) Personal Competence: Self	
Emotional competence	The ability to establish, develop and maintain balanced access to own feelings - and respond appropriately. The ability to not emotionally overreact on one side and not be emotionally empty on the other. Being able to verbalize own feelings and moods.
Be in touch with one's inner self	Be able to register own feelings and reactions – also when they are ambivalent.
Use own feelings as inner guidance	Use own feelings as inner guidance when trying to make the right decision
Distinguishing significant from insignificant	Being able to distinguish between what is important and less important, and act in the context from this distinction.

Appendix 6: A workshop's competence board

Picture taken at Korsør Production School, November 2015 in the Ship Yard Workshop. On the next page, a translated version has been set up.



In addition to the competence board itself, it is also in the room, where the board hangs, that the participants and the trainer start the day. Under the Competence Board, there is a working plan for each participant.

Appendix 7: A participant's Competence Certificate

Example: Competence Certificate

This certificate is issued in accordance with § 2, stk. 8, in Law on Production Schools.

Production School:			
 <p>X-købing Produktions-skole Produktions-skolevej 11, 7890X-købing</p>			
Participant's name:	Cpr.nr.:	Start Date:	End Date:
Ole Olsen	110693-1365	15.03.12	18.01.13
Period:	Workshop Activities:	Achieved Competences:	
15.03.12 – 18.01.13	Metal workshop <i>Construction task</i> Reading work drawings Production of metal elements Assembly task/metal <i>Welding</i> CO2 TIC <i>Security</i> Knowledge of security rules Machines and hand tools Knowledge of materials	Practiced Experienced Beginner Competent Practiced Experienced Experienced Experienced	

Period:	Other Activities:	Achieved competences:
15.08.12 – 18.01.13	<i>Education following other educational legislation:</i> Danish course, FVU at VUC X-købing 5 month course, 4 h/week	Passed, level F, Danish Cf. Annex 1: Diploma
22.10.12 – 02.11.12	<i>'Combination Course':</i> Production and development, EUC X-købing 2 week course, 30 h/week	Increased clarification and educational readiness. Cf. Annex 2: Combination Diploma
07.01.13 – 18.01.13	<i>Traineeship:</i> X-købing Maskinfabrik, 2 weeks	Knowledge and clarification of industry: Cf. Annex 3: Traineeship account
22.10.12 – 24.10.12	<i>Credit-bearing courses:</i> Occupational health and safety related to welding and thermal cutting (§ 26 course)	Cf. Annex 4: Course Diploma
Date:	School Signature:	

Production schools offer learning, based on practical work and production. The learning is supposed to contribute to the development of the participants' personal, social and professional competences in order to strengthen the possibilities of further education or transition to durable employment.

Taxonomy	
Beginner	Works according to rules and instructions <i>The participant has worked with the technique / the function, but needs exact instructions.</i>
Practiced	Works based on experience <i>The participant has a developing overview of the working process, but still needs some instruction.</i>
Experienced	Works partly independently <i>The participant has an overview of the working process, but needs counselling from time to time.</i>
Competent	Works independently <i>The participant assesses and corrects the working process and can take part in the assessment of the quality. Can instruct others in the task.</i>

Example: Appendix to Competence Certificate

Name: Ole Olsen
Cpr. nr.: 110696-1365
Værksted: Metal workshop
Periode: 15.03.12-18.01.13

Description of Workshop

At the metal workshop, we work with a range of assignments from both private customers, enterprises and institutions. We also have a maintenance responsibility at the school. Examples on basic productions made in the workshop count: Grill, smoke oven, a trolley for the garden tractor, tables and benches (together with the carpentry workshop).

In the metal workshop, the participants can learn to weld, bend, drill, grind, mark etc., but we also emphasize that the participants learn what it is to be part of a practice-based working community (e.g. rhetorical skills, coming on time, taking responsibility etc.). The assignments in the metal workshop are aimed at educational paths such as blacksmith, industrial technician and the like.

Description of assignments/production as well as other activities the participant has taken part in

Larger production in the form of a stage construction for the local Jazz festival (cooperation between metal, carpentry and media workshops)

Sculpture project at the Event X-Købing Visions. See the sculpture at [website]

Ole has been part of the participant council

Ole has taken lessons in Math and English (2 hours/week at X-Købing Production School)

Date and signature of workshop trainer

--

Finland

Appendix 8: National Recognition Report



RECOGNITION REPORT FOR THE LEARNING ENVIRONMENT (excerpt)

SININEN VERSTAS 2015

CAFÈ LUCULLUS Lunch café

Recognised learning environments, sorted by degree

VOCATIONAL QUALIFICATION IN HOTEL, RESTAURANT AND CATERING SERVICES (COOK, WAITER) 2010

- Working in accommodation and food preparation services (30 credits, compulsory module)
- Customer service and sales (25 credits, compulsory module, partially)
- Preparation of lunch dishes (40 credits, compulsory module, partially)
- Cafeteria services (105 credits, optional module, partially)
- Preparation of catered and banquet dishes (20 credits, optional module, partially)
- On-the-job learning (30–40 credits, optional module)

Remarks:

Sininen Verstas has 34 work try-out spots where young people aged 16–24 from Helsinki can be accepted for periods of 1 to 5 months. During a work try-out, young people learn work skills and professional skills and make their own portfolios. During this period, the participants go on various visits, some of which are related to the professions, and some are related to the school. The goal of this period is to make future plans clearer, which can be achieved through various empowering exercises (working with pictures, morning drawings) and support for using the joint application system.

Cafe Lucullus: In the café, you will learn customer service, baking, making lunch foods and salads, and cleaning. The period involves catering and passing the Hygiene Passport and First Aid 1 cards. Group work is essential: the work involves weekly rotating group tasks related to kitchen and cafeteria work.



Qualifications / parts of a qualification:

- Working in accommodation and food preparation services (20 credit units, compulsory module)
- Customer service and sales (20 credit units, compulsory module, partially)
- Preparation of lunch dishes (20 credit units, part of the qualification, partially)
- Cafeteria services (10 credit units, optional module, partially)
- Preparation of catered and banquet dishes (10 credit units, optional module, partially)
- On-the-job learning (4–10 credit units, optional module)

Description of the learning environment and the contents of the workshop (coaching):

The group works close together, and the work is distributed between the participants. The days start with a common morning meeting where the day's tasks, task distribution and general matters are discussed. There is also time to discuss current and important matters in the morning meetings. The group summarises the events of the day together at the end of the day. In addition, there is also time for personal discussion if they are needed.

Size of the group:

There are two trainers at Cafe Lucullus. One trainer is responsible for the kitchen activities (warm dishes, baking, etc.) and the other is responsible for table-side work and the related preparations (cold salads, facilities, cash register, etc.) The group has 10 spots for young people. The young workers work for six hours, mainly between 8:00–14:00. On days that include theory studies, the hours are 9:00–15:00.

Facilities, machinery, appliances:

- Refrigerator, METOS
- Refrigerator, ELECTROLUX
- Freezer, METOS x2
- Stove, METOS Future RP
- Convection oven, METOS Chef 240 x2
- General-purpose machine, METOS Bear
- Display cabinet, METOS
- Plate heater, METOS
- Double-boiler, METOS
- Coffee maker, METOS
- Espresso maker, METOS
- Dishwasher, ELECTROLUX
- Washing machine, ELECTROLUX
- Dryer, ELECTROLUX
- Laundry mangle, UPO
- Cash register, SHARP
- Stew pot
- General-purpose machine, METOS sb-4
- Microwave oven, METOS
- Induction stove, METOS
- Flat iron, blender, mixers, heating plates



Products and services:

- Made-to-order dishes for private customers or city personnel, such as cakes, salads, catering for meetings
- Summer and Christmas sales

Participants in the recognition of the learning environment:

Date: XX.X.XXX Names

Updated XX.XX.XXX Names

Contact person(s): Names

Organisation /Helsinki Education Committee/Helsinki
Unit: Helsinki Vocational College
Department: Youth workshops/SININEN VERSTAS
Website: www.nuortentyopajat.fi





Youth workshops Sininen Versta

SKILLS CERTIFICATE

The certificate has been granted for the period of

xx.xx.-xx.xx.xxxx (30 hours per week)

Name

Insert the date of birth

In Helsinki, X.X.2015

NAME of the trainer

Trainer, Helsinki Vocational College/Youth workshops/SININEN VERSTAS

The skills certificate specifies vocational skills that the recipient has acquired during the time period. The skills have been compared with the vocational qualification requirements approved by the Finnish National Agency for Education.

The skills have been demonstrated in a learning environment that offers recognised possibilities to acquire vocational qualification competences.

Common grounds for competence

NO NEED TO MENTION ALL THREE IF ALL THREE HAVE NOT BEEN FULFILLED!

During the period, the recipient has developed their key skills related to lifelong learning and professional life.

1. Information and communications technology and using it
2. Working life skills
3. Entrepreneurship and business

Vocational skills

have been demonstrated at Sininen Versta.

A more specified description of vocational skills is in the appendices.

Other skills

- For example: The worker has complied with the schedules, as agreed.
- For example: Customer Service / Diligence / Initiative / Will to learn new things
- For example: Special skills or social skills

Appendix: Vocational skills

(THE TRAINER PICKS THE SKILLS THAT HAVE BEEN COMPLETED from the list below)

VOCATIONAL QUALIFICATION IN HOTEL, RESTAURANT AND CATERING SERVICES (COOK, WAITER) 2010

- Working in accommodation and food preparation services (30 credits, compulsory module)
- Customer service and sales (25 credits, compulsory module, partially)
- Preparation of lunch dishes (40 credits, compulsory module, partially)
- Cafeteria services (105 credits, optional module, partially)
- Preparation of catered and banquet dishes (20 credits, optional module, partially)
- On-the-job learning (30-40 credits, optional module)

VOCATIONAL QUALIFICATION IN CRAFTS AND DESIGN (ARTISAN) 2009

- Culture-oriented production (15 credits, compulsory module, partially)
- Product planning (15 credits, compulsory module, partially)
- Product manufacture (45 credits, compulsory module, partially)
- Applying culture in crafts (15 credits, optional module, partially)
- Art handicrafts (15 credits, optional module, partially)
- Manufacturing a handicraft products (15 credits, optional module, partially)
- Art and culture (15 credits, optional module, partially)
- Decoration (15 credits, optional module, partially)

Helsinki Vocational College / Youth workshops / Sininen Versta
Annankatu 19, 00120 Helsinki,
http://www.hel.fi/hki/ammattillinen/fi/Nuorten_ty_pajat/Sininen_Versta

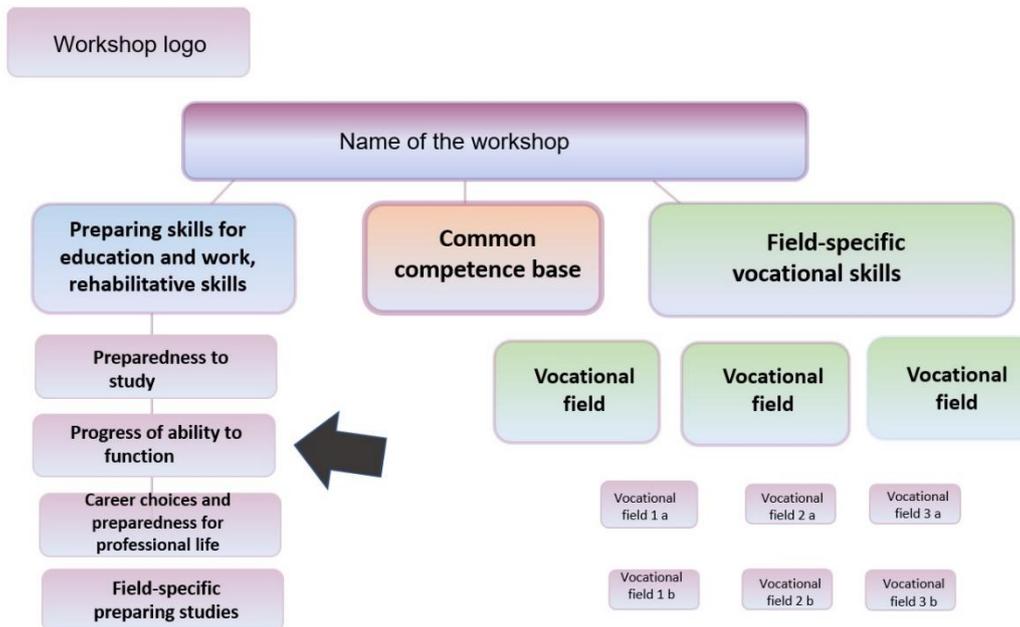
Appendix 10: OSSU

OSSU, Vocational Qualification in Vehicle Technology, excerpt.

Vocational Qualification in Vehicle Technology								
		Credit units	Study Programme/Specialisation in Vehicle Technology, Vehicle Mechanic	Study Programme/Specialisation in Vehicle Body Repair, Vehicle Body Repairer	Study Programme/Specialisation in Vehicle Painting, Vehicle Painter	Study Programme/Specialisation in Car Sales, Car Salesperson	Study Programme/Specialisation in Parts Sales, Parts Salesperson	Study Programme/Specialisation in Engine-run Small Machinery Repairs, Small Machinery Mechanic
Compulsory modules, 60 credit units*	1	Car or motorbike service	30					
	2	Car repairs	30					
	3	Service and repair works	20					
	4	Surface damage works	20					
	5	Testing and bodywork damage works	20					
	6	Priming works	20					
	7	Spray painting works	20					
	8	Sales and product knowledge	30					
	9	Marketing and customer service	20					
	10	Purchase and acquisition operations	10					
	11	Spare parts sales work and customer service	20					
	12	Stock management	20					
	13	Small machinery repairs	30					
Optional modules for all, 30 credit units	#	Car accessory works	10					
	#	Repair and painting works of different materials	10					
	#	Car bodywork works	10					
	#	Text and design painting works	10					
	#	Vehicle sales work	10					
	#	Sales work of new cars	10					
	#	Sales work of used cars	10					
	#	Sales work of commercial and special vehicles	10					
	31	Sales work of leisure time vehicles and their spare parts	10					
	#	Sales work of accessories and supplies	10					
	#	Tyre and rim sales	10					
	#	Service and repairs of all-terrain vehicles, mopeds and micro cars	20					
	#	Service and repairs of motorbikes	20					
	#	Installation, service and repairs of boat engines and supplies	20					
	#	Supplies and assembly of new products	10					
#	Management of spare part stocks	10						

Appendix 11: Skills Map

An example of a skills map (excerpt)



Skills map / improving the ability to function (excerpt)

Self-knowledge and social skills	Familiar with	Supervised	Independently	Comments
The participant analyses and recognizes their situation in life, their ability to function and their social environment.				
The participant recognizes their strengths, resources, and room for improvement.				
The participant understands their need for special support and can ask for help as necessary.				
The participant strengthens their self-knowledge.				
The participant acts interactively and constructively in different social situations.				
The participant is tolerant and understanding of others.				
The participant has self-respect and respects themselves and others as equal members of the society.				

France

Appendix 12: Reference Tables

Reference table

CAP for Serrurier-Métallier (Blacksmith and welding)		
Presentation of skills and know-how		
SKILLS		KNOW-HOW
Catch information and communicate	C1	1_ Understand, analyze the information, drawings, sketches and technical documentation 2_ Understand manufacturing process sheet, process modes 3_ Make a dimension check, for simple shapes 4_ Give information to the company, the customer
Analyze and decide	C2	1_ Translate a technical solution 2_ Make an inventory, list the phases, choose the correct mean of production 3_ Define the production phases 4_ Write the cutting sheet for a simple work or piece of work 5_ Identify and/or look for production data thanks to a drawing
Produce, realize and maintain	C3	1_ Organize and prepare work station, working area, installation area, maintenance area 2_ Make the machining and/or the forming 3_ Make the assembly and the finishing of all (or part of) a work in the workshop 4_ Make the installation of all (or part of) a work and prepare its reception 5_ Manage the periodic maintenance of works 6_ Check and maintain in good conditions

Appendix 13: Internship Assessment



Association Forézienne d'Ecoles de Production

Etablissement privé d'Enseignement Technique reconnu par l'Etat
Membre des Ecoles de Production RHÔNE-ALPES (EPRA)

10 rue des Acières – BP 20520 - 42007 SAINT-ETIENNE cedex 1

tél : 04.77.92.13.55 - fax : 04.77.92.13.58 – courriel : siege@afep.org



La réussite pro pour tous

ASSESSMENT FOR INTERNSHIP PERIOD

PARTICIPANT :

Name :

Surname :

INTERNSHIP :

Hosting company: ROZIERES

Professional responsible : M.

Dates: from September 12 to September 30, 2016

Participant activity during the internship: _____

Company assessment	Very good	Good	Medium	Low	Very low
Assiduity, punctuality					
Presentation and behavior					
Understanding requirements					
Manual skill					
Working celerity					
Perseverance in serial job					
Resistance in efforts					
Working care					
Quality of production					
Ability for team work					

Ability for initiative					
Ability for remarks acceptance					
Ability to explain clearly					
Ability for calculation					
Ability for writing					
Interest for this job					

GENERAL COMMENTS FROM THE COMPANY RESPONSIBLE:

Germany

Appendix 14: Observation sheet

**Workshop coach observation check
in preparation for the first development dialogue
after the probationary period.**



Surname:

Name:

Time of probationary period:

Days of presence in the probationary period:

Sick days in the probationary period:

Unexcused days in the probationary period:

Impressions in the probationary period for:		
<u>Personality/ Social competences</u>	<u>Practical work</u>	<u>Learning ability</u> (as motivation, learning setting, mode of operation, output, knowledge ...)
Date:		Signature workshop coach:

Appendix 15: Internship evaluation list

Internship assesment



Internship company _____

Address _____

Contact person: _____

The production school participant Surname: Name:

had in the period from: to: an internship in our company.

Contents: _____

The intern will be assessed as follows by the company or supervisor

(please tick):

Rating scale:	exceeds the requirements clearly	Meets the requirements very well	meets the requirements	fulfils the requirements with limitations	does not fulfil the requirements
Criteria:					
Care and quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Endurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tidiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Absenteeism excused	 unexcused		
Remarks:					

The assessment was explained to the production school participant. We wish you all the best for your professional career.

Place and date

Signature/ stamp company

Signature participant

Appendix 16: Certificate

Certificat



Mr. / Mrs.

Date of birth

visited from _____ to _____ the production school at the BBW Leipzig. In the workshop **Kitchen** gained Mr./ Mrs. in the implementation of concrete production and service contracts practical skills and theoretical knowledge.

Contents of the qualification:

Practical and theoretical instruction with a focus on:

- Food science, regionality, sustainability
- Calculation
- Observance hygienic regulations
- Customer service
- Preparation of simple dishes such as Breakfast menu, salads, desserts
- Do the washing up
- Support catering orders
- ...

Interdisciplinary content focusing on:

- Participation in the German - and Mathematics lessons

Internshift:

- From _____ to _____ at _____

Special Projects

-

The basic idea of the production school promoted by the European Social Fund and the Free State of Saxony is the combination of productive activity with school and social learning. It aims to provide young people with a long-term qualification and social integration.

Place and date:

.....
Project staff, production school Leipzig



Europäische Union

Slovenia

Appendix 17: Opinion tool



STORITVENO IN INVALIDSKO
PODJETJE d.o.o.



1

REHABILITACIJSKO POROČILO

Opinion on the Level of Working Ability, Knowledge, Working Habits and Vocational Interests

1. Basic information for person

Name and surname:	
Date of birth:	
Address:	
Education:	
Date of admission:	
Date of conclusion:	
Time range of treatment:	

2. Assessment of health factors:

3. Assessment of educational and professional factors / gained work experiences:

4. Assessment of social factors and environment factors:

5. Assessment of skills, competences, cognitive functions and learning abilities:

6. Assessment of personality, behaviour, acceptance of disability, interests and goals:

7. Assessment of working abilities and complete work functioning:

8. Opinion of the professional team:

8.1. Complete assessment of functioning as summary of key findings and important social elements for employment:

8.2. MKB coding:

CODE	DIAGNOSIS OF ILLNESS

8.3. MKF coding:

CODE	DESCRIPTION OF THE FUNCTION DEFECT	RANGE	DESCRIPTION



STORITVENO IN INVALIDSKO
PODJETJE d.o.o.



2

REHABILITACIJSKO POROČILO

8.4. Proposed assessment of disability range:

8.5. Degree of the problems/obstacles:

MEASURE	DESCRIPTION OF THE PROBLEM/OBSTACLE	QUANTITY ASSESSMENT
DEGREE OF MOTIVATION		
DEGREE OF KNOWLEDGE		
PREVIOUS WORK EXPERIENCE		
GAINED COMPETENCES		
BARRIERS FOR EMPLOYMENT		
PROBLEMS AND OBSTACLES IN THE FIELD OF WORK EFFICIENCY		
PROBLEMS AND OBSTACLES IN ACCEPTING YOUR OWN DISABILITIES		
PROFFESIONAL GOALS		
SOCIAL COMPETENCES		
SOCIAL SUPORT NET		
SEARCHING FOR JOB		

8.6. Proposal of further activities:

Place and Date:

Leader of the team:

Members of the team:

Appendix 18: Evaluation form



o2d2a

ZAPOSPLITVENI CENTER
proizvodnja, trgovina, posredništvo, d.o.o.

EVALUATION OF EMPLOYABILITY / WORKING EFFICIENCY AND PERFORMANCE

PERSON: _____

REPORT FOR PERIOD: _____

1. WORKING ADAPTATION / DEVELOPMENT

- punctuality,
 - congruity of work approaches,
 - concentration, motivation and consistency in work field performance,
 - work place welfare,
 - adaptation to changes,
 - quality and quantity of work / tasks
 - consistency in using work related tools and personal protection equipment
-

2. PERSONAL ADAPTATION / DEVELOPMENT

- tidiness,
 - (self)initiative,
 - independence,
 - persistence,
 - behavioural / emotional composure and appropriate responsiveness
-

3. INTERPERSONAL RELATIONS

- acceptance of leadership, delegating of work / tasks
 - relationships with co-workers,
 - assertiveness in group
-

4. PROBLEMS / OBSTACLES IN WORKING ENVIRONMENT

Report was made by:

_____, _____

Signature: _____, _____

Date: _____

