

ACT FOR CAREERS

Erasmus+ Strategic Partnership
Better Employability Opportunities for All

Report 02, August 2016

YOUNG PEOPLE ARE OUR SOURCE OF HOPE
THE FUTURE OF OUR WORLD AS WELL AS THE



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To the Reader,

Young people's employability skills are a persistent theme when discussing the phenomenon of youth unemployment in Europe. Though each EU-country is fully responsible for its own education and vocational training systems, they agree in having implemented career education priorities as a core element of the various national curricula. Whereas they are different in detail, they all place the learner at the centre and strive to empower the young person to acquire self-awareness, personal and social competences and, in addition, the knowledge of how to find and realise employment opportunities. They aim at empowering the student to learn how to apply successfully for a rewarding and sustained job and thereby establishing one of the preconditions for full social, political and cultural participation in their society. And they all are clear about the fact that not all young people own the same advantages, despite their Right to an Education which is directed to the full development of the human personality and the acquiring of full participation in their particular society, as a right of all human beings.

As has been shown in the first report, school systems in Scotland, the Netherlands and Germany are very different. Scotland excels with its comprehensive schooling, Curriculum for Excellence, which gives every child equal opportunities and chances to get the most out of the education system. On the other hand, the Netherlands and Germany put emphasis on deliberate streaming. They argue that different educational paths are prone to expand the range of opportunities, because adequate attention is being paid to the individual talent and endowment. Again, whereas Scotland stands out in its long tradition of fulltime schooling from 3-18, Bavaria has favoured, until the end of the last decade, only half-day schooling. Today, the greater part of schools in this German state still stick to the pattern, following the rationale that students should have time for self-learning and spare time activities such as learning to play an instrument or being active in a sports club in the afternoon. The heated discussion about formal and non-formal education in Germany – with consequences for the specific forming of career education and transition management – can only be properly understood in the context of such a background.

The national education systems heavily impact the everyday life of all our students. Unsurprisingly, they determine the reference frame for the particular form of career education. In addition, the vocational education systems differ widely, because they are shaped into their current form gradually, reflecting economic and sectoral developments in each country. This complexity should, however, not deflect our attention to search for thought provoking elements as food for thought and reform in the skills for work debate across Europe. Although there are systemic limitations for easy transfer, every variation owns its special strengths. Once they are examined, they will greatly add to our knowledge and afford the chance to propel an established and even well received project to a higher level. Each country's system reveals some difference in the offer of support, but something can be learned about the generic soft skills which enhance young people's employability likelihood in a competitive European labour market and mitigate against the impact of social and economic disadvantage affecting so many of Europe's young people.

Whereas variations in vocational education will be the topic of the next report, full attention is given here to the interesting practice of career education in schools. For Glasgow the report will present Lochend Community High School, for Maastricht, Terra Nigra, and for Nuremberg the Mittelschule Dr.-Theo-Schöller-Schule and the IBOS project. We offer a model which reflects our own experiences of best practices from each country on the support offered to young people for the transition from school to work. These presentations, it is hoped, will afford the reader a stimulating opportunity to reflect on his/her own work and the chance to learn and to be enriched by what we have regarded as a priority action for the sake of our young people in Europe as well as for those who seek shelter in our countries.

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Front page: **Dr. Klemens Gsell**, Mayor of the City of Nuremberg, and three students, Clyde College's Annesland Campus, who had visited Martin-Behaim-Gymnasium Nuremberg in the context of the Erasmus European student exchange programme.



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Remarks on the Key benefits of participation in Erasmus Plus Key Action Two

This European Education Action between schools and local/regional school authorities, teacher training institutions and departments, and other types of organisations active in education, training and the youth sector offers partnership opportunities to tackle particular issues related to schools education, such as teaching standards, entrepreneurship, citizenship, basic skills or linguistic skills, through collaboration and innovation. Schools are able to work with other educational organisations to make strategic improvements to the delivery of a service to young people in line with the priorities of the Programme which include support for young people from a migrant and refugee background and, as the aim of our partnership : an enhancement of the offer on developing young people's skills in preparation for the current European labour market.

The benefits are significant in offering the funding to allow European partners to work together and improve service delivery in a key strategic way. This requires planning and a systemic awareness of the impact of change and the need for continuous reflection on impact as the partnership progresses. What is working and what is not and what do we need to plan together next?

The strategic driver

The strategic driver for our partnership has been an awareness of the benefits of applying a strategic model for change which was first piloted in Glasgow to eTwinning and maximizes the opportunity offered by the national body in Scotland: Education Scotland through their strategic planning approach 'Transforming Learning' which identifies International Education as a potential action for transformation. All partners, through participation in various meetings and discussions together, have had the benefit of learning about the impact of strategic planning for change and how to apply this to our own partnership work.

Harnessing transnational potential – working systemically

Working systemically and transnationally has required an honest appraisal of each partners strengths and weaknesses and discussing together how the weaker elements can be supported by the strengths of the other and how the best practice of each partner can be utilized to fully inform employability developments in each partner country. This transnational model also has to have in built a strategic plan for reflection on ongoing development and impact to assess if the changes and innovation are fulfilling original aims and objectives.

Link to the UK Erasmus Plus Learning Network on Employability

<https://www.erasmusplus.org.uk/learning-networks-topics/Employability>

The Employability topic is all about providing Erasmus+ participants with qualifications, skills and competences that improve their employability. This topic aims to:

- Discuss how Erasmus+ can support projects aimed at increasing the employability of all the target groups.
- Define what employability means for different sectors and consider hard and soft skills.
- Share good practice and discuss approaches to identify common themes, issues and solutions.

According to the Programme Guide, the Erasmus+ Programme aims to contribute to the Europe 2020 Strategy and the Education and Training 2020 (ET 2020) strategic framework.

“The Programme supports actions, cooperation and tools consistent with the objectives of the Europe 2020 Strategy and its flagship initiatives, such as Youth on the Move and the Agenda for new skills and jobs. The Programme also contributes to achieve the objectives of the Education and Training Strategic Framework for European cooperation in Education and Training and of the European Youth Strategy through the Open Methods of Coordination.

This investment in knowledge, skills and competences will benefit individuals, institutions, organisations and society as a whole by contributing to growth and ensuring equity, prosperity and social inclusion in Europe and beyond.”

The Europe 2020 strategy aims to deliver economic growth through more effective investments in education, research and innovation that will deliver sustainable job creation and poverty reduction. ET 2020 aims to support countries in making improvements to their national education and training systems; in particular, by helping to raise attainment levels, supporting progression and transition through the education system and improving transition into the labour market.

Lesley Atkins
Glasgow



Career Education – Glasgow

Lochend Community High School

I. The setting

Lochend Community High School opened in 1963 as Lochend Secondary and amalgamated with Westwood Secondary in 1988 in the former school buildings. In January 2002 the school moved into a new building which was provided through the Private-Public-Partnership (PPP) programme in Glasgow. The six year non denominational school has a current roll of 530 students.

Lochend Community High School is located in the outskirts of Glasgow's east end in a neighbourhood called Easterhouse which has a population of around 9,000. Until shortly before the Second World War the area was farmland and belonged to the county of Lanarkshire. Plans to establish a new housing area were already considered in the 1930s, but did not materialize until the mid-1950s. The development of new peripheral estates on or the edge of the cities can be regarded as typical for post-war expansion of council housing during the 1950s and 1960s in Glasgow. By this time most inner city potential building sites had been exhausted and faced with growing waiting lists of people needing housing councils turned to the peripheries. New housing schemes were developed on the outskirts of Glasgow; Easterhouse in the East End, Drumchapel in the West of the City and Castlemilk in the South and the Council expanded their boundaries to embrace these new schemes. The initiative was partly motivated to provide better housing for people thriving under sub-standard conditions in inner city areas, and partly about responding to the sheer growth in demand for housing during the 'baby boom' period up until the 1970's. Then, social housing initiatives were seen as potent remedy to overcome inequality. Deprivation and poverty, however, are complex and dynamic phenomena that cannot be combated by concentrating on only one item without tackling additional sources like unemployment, social exclusion, lack of opportunity and intellectual poverty.



For decades Easterhouse was known as a satellite town standing out for persistent deprivation and a gang problem that has become a deep-rooted and often inter-generational problem.

The area has had a programme of regeneration and investment over recent years to address some of these issues including a college campus being located in the area, a shopping centre, community amenities such as The Bridge (which includes a theatre, dance stu-

dio and swimming pool) being developed. Many agencies have also supported the local community to tackle issues such as the gang violence that had been prevalent in the area and there have been many improvements to the area and lives of the people. Lochend Community High School has a vital role both by supporting the young people who attend the school but also to the community as a whole.



In today's Easterhouse 96 per cent of its today's population were born in Scotland, only 3.3 per cent belonging to minority ethnic communities. With 21 per cent aged up to 15, the number of children and young people is very high. Single parent households account for 51 per cent of all households with dependent children. With 43 per cent in 2012, child poverty was no less than 10 per cent above Glasgow average. Rates of claiming unemployment and disability related benefits are markedly higher than the Glasgow average; in 2011 17 per cent of 16-19 year olds were neither in education nor employment or training.

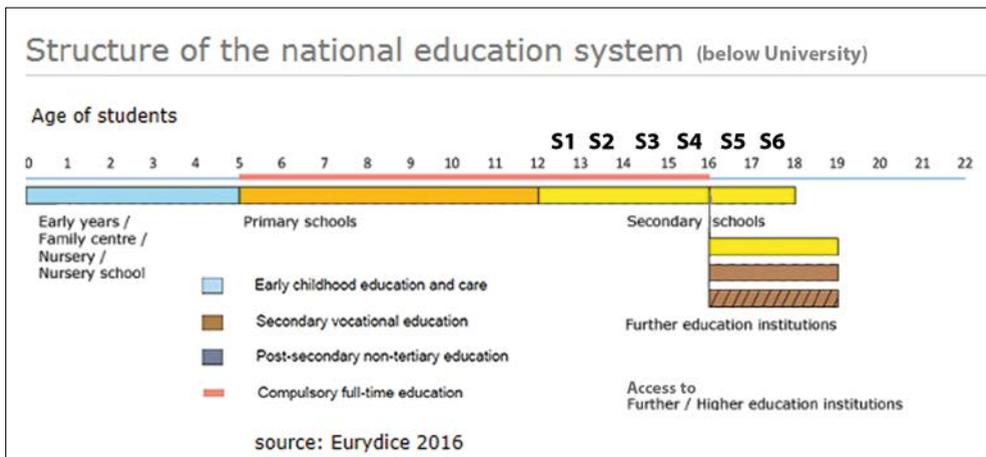
While much of what needs to be done lies within the power of national government – for example, fiscal and welfare policies, wider governance processes, and national strategies to close educational and health inequalities – policies at more local levels are also essential. Indeed aspects of a wide range of local policies can contribute to addressing inequalities, amongst them the services provided by schools.



Here, Lochend Community High School stands out for its achievements. The dedicated work of the Head Teacher and teachers has contributed to raise educational outcomes in recent years. Skills and qualification levels as well as school attainment have been raised steadily over the last decade. It can also be shown that more pupils than ever are moving onto positive destinations – higher or further education, training or employment. Partly this success is due to an ambitious new approach to sustained learning, the Curriculum of Excellence. Success in improving equity is a consequence of clear focus, not only on raising levels of attainment, but increasing the life chances of young people. The school is designed in such a way that learners at all stages are achieving across subject areas and developing their skills in classrooms and in the wider life of the school. Lochend proves that a lively and positive ethos is supporting school achievement and fundraising events and whole school house competitions add to a better understanding, a shared identity and the serious commitment of the young people. In order of getting it right for every child the schools emphasizes networking and works closely with partners such as John Wheatley College, FARE, Barnardos, REACT, Parcour, The Green Gym, Youthstart, EVIP, Right Track and many more.

2. The approach

Lochend is a comprehensive state school that does not select its intake on the basis of academic achievement or aptitude. There is no restriction on the basis of selection criteria. Instead, the inclusive system is appreciated for achieving more equity and, more especially, of giving fair chances to every child regardless its social or ethnic background in fully cherishing everyone's individuality and capabilities.



The second asset is the Curriculum of Excellence (CfE), a major advance put forth by the Scottish Ministry of Education, Education Scotland. CfE is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

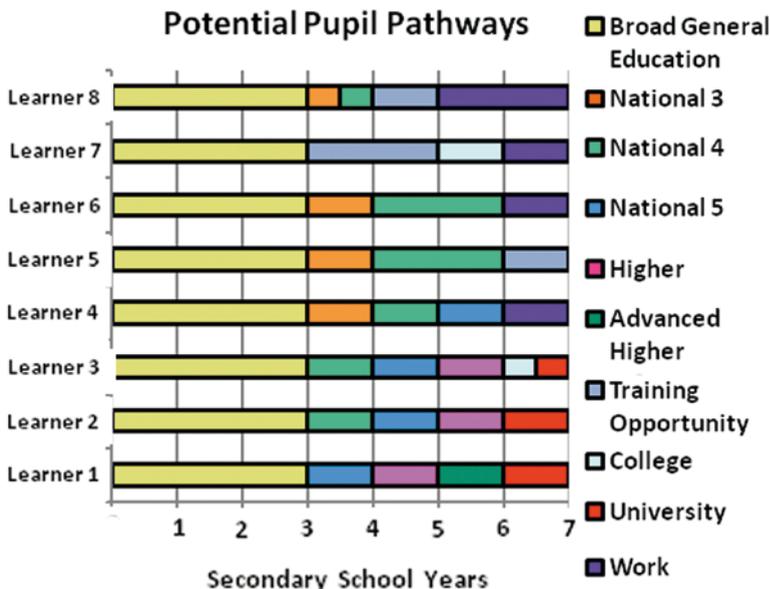


CfE was introduced to Lochend throughout the 2010-2011 school session. Five years later, in 2015, the school is continuing to establish pathways that allow to meet the needs of all young people – regardless whether their aspiration is to continue their studies to Higher or Further Education, to gain an apprenticeship or training opportunity or to move straight into the world of work. The role of the school is to provide all young people with the skills they require to achieve this, skills for learning, life and work.

Lochend is dedicated to producing young people who are:

- Successful learners with the motivation to learn
- Confident individuals with social, physical, mental and emotional wellbeing and self respect
- Responsible citizens with respect for others and their community
- Effective contributors who solve problems, communicate and are creative and enterprising in and out of the classroom

These four capacities are embedded throughout the curriculum from Secondary 1 to Secondary 6. The learning process is vital to the progress of young people and CfE enables teachers to develop quality, innovative teaching and learning approaches. Young people at Lochend experience both summative and formative assessment techniques which ensure all stakeholders know how they are progressing. Young people are able to discuss their learning and agree targets for improving. Throughout this process young people develop a number of skills that will allow them to pursue any pathway that is appropriate for their abilities, ambitions and aspirations.

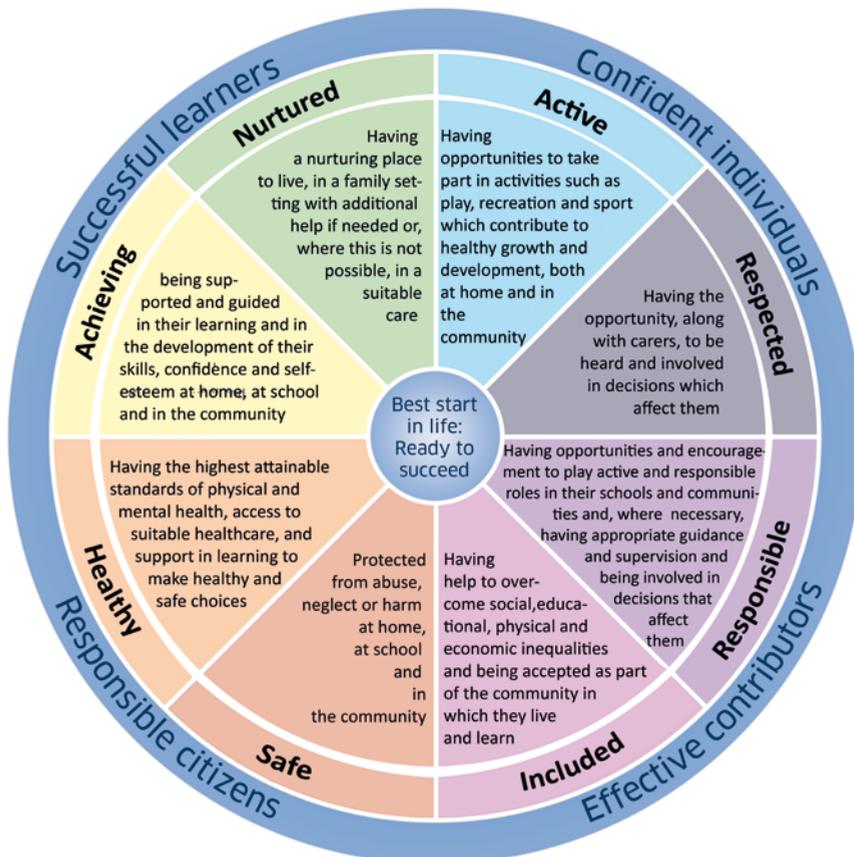


The figure indicates some of the pathways our young people may follow. All young people study the Broad General Education from S1-S3. They will then study a collection of National Qualifications from levels 3-5 throughout S4 and potentially into S5 and S6. Some young people may choose a training opportunity, or to attend college at an earlier stage depending on their aspirations. Others will go on to study Higher and Advanced Higher qualifications that are required for entry into University and some College programmes.

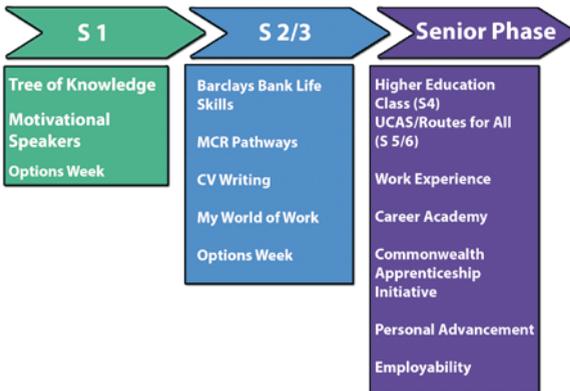
The timetable structure at Lochend allows for movement between different levels of qualification depending on an individual student's strengths and areas of interest. This structure allows every young person within Lochend to attain and achieve at a level that is appropriate for them. As a result of the implementation of CfE Lochend is able to cater for all young people and provide them with a suitable exit pathway when they decide to leave school.

3. Career Education

Lochend Community High School is committed to supporting young people to make informed decisions about their learning, job opportunities and career options. Career education is embedded throughout our curricular structure. All young people are provided with opportunities to develop skills for learning, life and work during each year of study.



Career Education Timeline

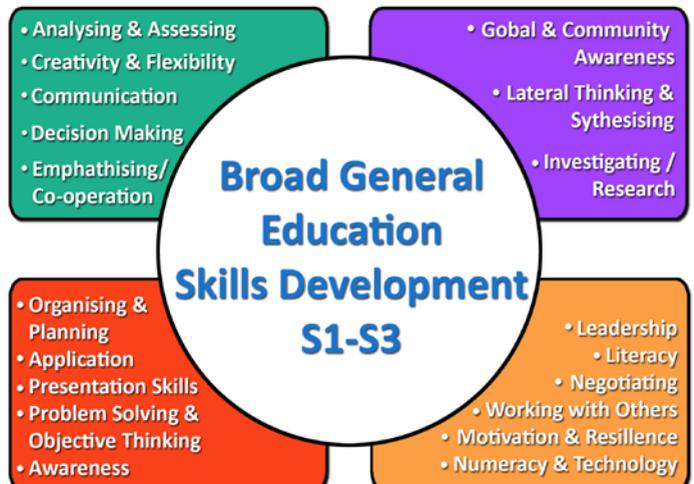


Through the Broad General Education (BGE) we recognise learning is not only about teaching pupils content (Knowledge & Understanding) but that it is also about teaching them a variety of skills. Getting It Right For Every Child (GIRFEC) underpins every decision we make. We have a responsibility to ensure that young people are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

Skills Development

In order to achieve a positive sustainable destination beyond school it is crucial that young people can identify, discuss and write about their personal skills, qualities and experiences. Alongside their formal qualifications from the Scottish Qualifications Authority (SQA) these are what they will need to evidence if they want to achieve that positive sustainable destination.



Skills are delivered across the curriculum by all staff in every subject. Young people engage in learning conversations with all their subject teachers, an example of which is given below. This conversation allows pupils to record their progress in a formal way. They discuss their performance level with their teacher alongside their skills development and learners statement about how they have progressed. These areas are assessed within different subject areas using a variety of methods including project work, formative and summative assessment and pupil presentations. In addition to this they also record any areas of wider achievement they have been involved in such as school trips and clubs. Pupils then collate information about all their subjects into their pupil profile. This process takes place three times each session and enables them to identify how well they are doing in a particular subject and gives them the knowledge they need to further develop their skills. This process enables young people to identify the skills they have in a variety of different contexts, and through a number of different experiences. This means they can talk about their skills to other agencies or educational institutes that they may wish to attend after leaving school.

“Discussions encourage learners to develop confidence in thinking and communicating about learning. Assessment approaches help learners demonstrate their progress across the breadth of learning, in challenging aspects and when applying learning.”

Senior Phase

In order to prepare young people for their future careers Lochend builds on the skills and experiences gained S1-S3 in the Senior Phase. We provide relevant, practical and credible experiences for young people to reinforce and improve their skills. We help young people build wider and more individualised portfolios of qualifications, achievements and skills to support progression to positive, sustained destinations. This is achieved through the Senior Phase Entitlements.

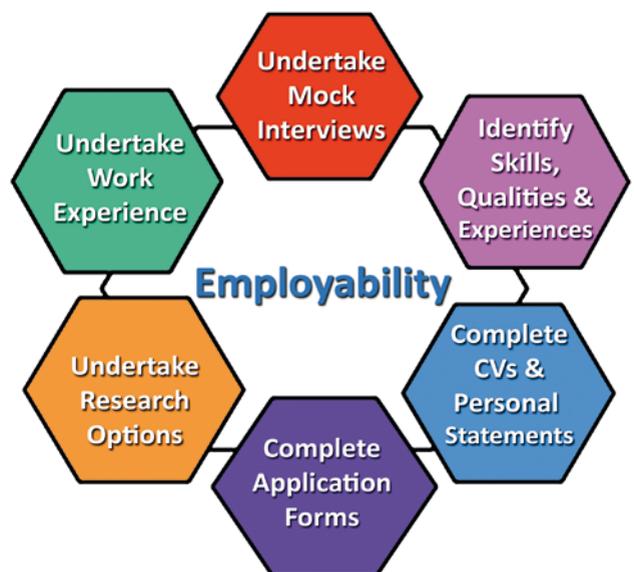
Work Experience

The work experience programme is a vital part of Lochend's career education programme. During the senior phase (S4-S6) Skills for Work themes are at the core and young people in S4-S6 must be given significant employability opportunities. A one week practical workplace placement in S4 provides the young person with continued skills development and supports them in working towards achieving a positive and sustained destination. The work placements available are wide and varied. They can be allocated through the central system known as WorkIT or young people can source their own work placement through direct contact with employers or networks of family and friends.

At the start of S4 young people are encouraged to highlight a placement which they feel appeals to them and their future career aspirations. If this choice is suitable they will then be matched to the opportunity and undertake their placement. All work experience placements provide our young people with valuable insights into various careers and the skills required to be successful.

Employability

Throughout S4 young people complete a course on employability. This prepares them for employment by supporting them to reflect on their own skills and qualities and helps them to understand what employers will want from them in the work place. Through this course they find out about Further Education, Higher Education and training opportunities available to them. They develop their communication, team-building & collaborative working and presentation skills. This process allows them to assess their personal skills, qualities and experiences and helps to match them to employment, training, Further and Higher Education opportunities.



Through all of these opportunities we aim to provide the highest quality of career education for all young people. We have established links with local businesses, colleges and universities to support our young people and develop their skills. This ensures the most vulnerable have supported opportunities to develop aspirations, acquire sector-specific skills and to progress into sustained, structured post-school learning, employment or personal development activities.

4. Assessment for successful Learning

“Assessment (AiFL) is about better learning and achievement in Scottish schools. It encourages everyone involved – pupils, staff, parents and the wider school community – to talk about learning and to use information from assessment as feedback to inform planning for improvement”

Scottish Government

The aim of any assessment is to support young people in developing the four capacities of Curriculum for Excellence and the characteristics associated with them.



This includes personal skills and qualities that until now have not always been formally assessed, such as thinking creatively and independently, working in partnership and in teams, making informed decisions and evaluating environmental, scientific and technological issues.

“Assessment procedures in Scottish education have become steadily more sophisticated. The Assessment is for Learning programme has encouraged diagnostic and formative approaches that directly support learning. They should remain at the heart of practice.” Building the Curriculum 5

At the heart of good assessment practice is the idea that learners learn best when:

- They understand clearly what they are trying to learn, and what is expected of them
- They are given feedback about the quality of their work and what they can do to make it better
- They are given advice about how to make improvements
- They are fully involved in deciding what needs to be done next and who can give them help if they need it.

The focus of good assessment within Scottish Education is on the learner. Expectations, Learning Intentions and Success Criteria should be shared with all learners. They should be given feedback about their work and suggestions as to how they may improve it. Learners are responsible for deciding what they need to do next and identifying who can help them achieve this. Within Lochend Community High School many different techniques are in use to assess pupil's learning.

Victoria Lockhart and Heather Kerr, Glasgow

Interesting Practice

Scotbeef - S2 Burger Enterprise – New Product Development Project

This project started in June 2015 with planning meetings. The aim was to create a year long tailored enterprise project working closely with an external business partner. Young people in S2 who had chosen Hospitality would have the opportunity of working closely with professional staff from Scotbeef.

The young person's mission:



“to create a burger which in turn will then be sold on the supermarket shelves of Aldi.”

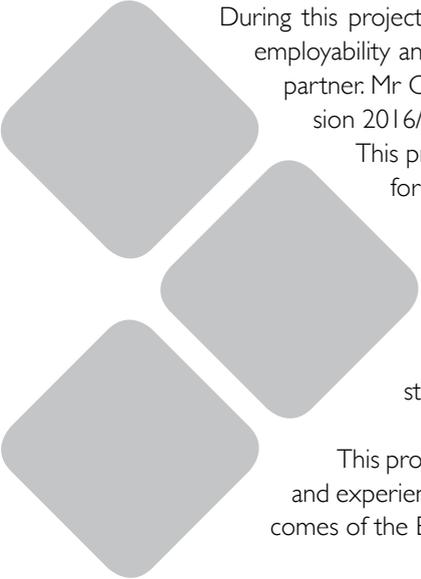
Having been on the Erasmus+ Visit in December 2014 to Nuremberg and seeing Aldi and other business partners offer apprenticeships and work in collaboration with schools in the German system. I then came home and devised the idea of the Burger Enterprise Project.

The young people in S2 were given a full tailored programme of the New Product Development process that was required to produce the final burger on the shelf in the supermarket of Aldi's. Scotbeef were on hand to provide full support and engage in lessons and guide our learners through this process throughout the year.

40 learners engaged in this exciting project and linked with other departments eg Hospitality, Science and Business Education throughout this process. The young people were split into 8 teams. Two winning teams would be selected and these teams would then be asked to present their burgers in an Apprentice style format in the Board Room of Scotbeef. The winning team would then have their burger produced and packaged and sold in Aldi supermarkets from the end of May 2016.

The winning team was the Race to Rio Burger. The winning team were:

**Rebekah Calder
Ryan Kidd
Courtney McNulty**



During this project the young people gained a wide range of skills in the areas of employability and enterprise whilst working in close collaboration with a business partner. Mr Clarke will continue this project with new teams competing in session 2016/17.

This project has placed employability right at the heart of the curriculum for the young people in S2 within Lochend Community High School. It gives the young person the opportunity to boost their confidence and develop their wider skills and employment expectations.

This project also gives our young people an insight into the science and engineering strands within Scotbeef and will help to raise the profile of the organisation further in the school by stimulating and interest in careers in this sector.

This project has allowed the young people to engage in real work situations and experiences which can in turn then be linked to the "Experiences and Outcomes of the Broad Based General Education of the Curriculum for Excellence."

This innovative project that Mr Clarke has lead helps to further connect employability and work experience in Lochend Community High to Glasgow City Council's emphasis on developing employability skills within education. It also puts the principles of Curriculum for Excellence right at the core in the Lochend Community High School in terms of providing all our young people with embedded employability skills they can take further as they progress into other positive destinations after school.

Vincent Clarke, Glasgow



Career Education – Nuremberg

Introduction

In stark contrast to Scotland, secondary education in Bavaria is characterized by deliberate streaming. Driving idea behind is that for every child an adequate learning environment may be provided. This concept is criticized for young students having to make their choice already at the end of the 4th grade. Others, however, argue that results of the Bavarian school system (Pisa etc) prove this system to be very effective. Above all, it is argued, the system is flexible and allows students to correct decision later on. The main types of schools are Secondary School, Modern Secondary School and Gymnasium.

Traditionally, Secondary school has been seen as the main pass way to apprenticeship and an early start in the world of work, Modern Secondary school was regarded as opening the perspective to higher education such as expert technician or office administration, whereas Gymnasium was esteemed as the silver bullet to University. Today this has changed. About 40 per cent of all university students made their way without having passed through Gymnasium but having passed upgrading opportunities within the complex system of vocational education.

It must, however, still be conceded that students of the Mittelschule come to a higher proportion from less affluent or even poor families, have more often a migration background and live in more densely populated quarters with higher proportion of tenancy.

To provide better employment opportunities for students from the Mittelschule, the Government in cooperation with the Agency for Work (Arbeitsagentur) and the City of Nuremberg finance projects in Career Education. In addition, the Bavarian Ministry of



Education obliges Mittelschule to follow a concise programme. In this chapter, three Mittelschulen in Nuremberg will be introduced – the Dr.-Theo-Schöller-Schule that was awarded a sensational 1st best of Bavarian Schools and 6th best of German schools in 2015 and the Schule Hummelsteiner Weg in conjunction with the Scharrer-Schule who operate the IBOS-Project, run by the municipal Department for Transition Management SCHLAU.

Hans-Dieter Metzger, Nürnberg



Dr.-Theo-Schöller-Mittelschule **Making Students Strong for Life and for Professional Training**

This is the motto for all the teaching activities in our school. The Dr.-Theo-Schöller-Mittelschule (Middle School) is situated in the north west of Nuremberg. Here, 460 students from 44 nations between 5th and 9th form are attending regular classes and transition classes in the open and/or obligatory all-day school. In the transition from school to professional life our students face particular challenges. On the one hand, many apprenticed professions are not available to young people who only have a middle school leaving certificate, and on the other hand, they also have to overcome social obstacles. Because of their socio-cultural background, our students' families are hardly participating in the current economic upswing. Our work in the school aims at nevertheless enabling our students to master a successful transition into a professional future.

At the Dr.-Theo-Schöller-Mittelschule, children and young people are supported from many sides, so that they can discover and develop their strengths and abilities. Independent and self-reliant learning as well as "learning with head, heart and hand" are all intended to enable them to make qualified decisions for their path in life.

We recognised the necessity of systematic planning of our educational work and therefore in the past few years initiated numerous and diverse programmes and incorporated them

Curriculum: Career Education and Fit for Life - Dr.-Theo-Schöller-Mittelschule

5 th Grade	6 th Grade	7 th Grade	8 th Grade
all students	all students	all students	all students
		industrial Placement (1 week)	assessment of interests and inclination) (vBO)
		partner : Center for Building Industries and Masonry (BAUINDUSTRIE-ZENTRUM) exploration	partner: Chamber of Crafts (vBO) internship with assessment (Kompetenzcheck) (2 weeks)
partner: retailshop EDEKA Parcour of all Senses	partner: EDEKA exploring the supermarket	partner: EDEKA exploring specialized departments	
		partner: Aldi Exploring the supermarket	partner: Aldi internship for one day
partner: Deutsche Bahn (DB) DB-Museum	partner: DB DB-Museum	partner: DB exploring the Main Station	
	partner: Retirement Home intergenerational experience	partner: Retirement Home Discovering range of jobs in a residential home	partner: Retirement home internship
Jobs in my living environment	Jobs in my living environment	Realizing my potentials (BerufeUniversum)	Realizing my potentials (online test)
		Career Education Work Camp (1 week)	Career counseling by Employment Agency
Jobs in a school	Jobs in a school	Internship during holidays	2 explorations out of three options: craft, industries, service
		Apprentices meet students	Application training with partners AOK, Aldi, online-tests
		Internship for social service jobs	School project
		Experts in the classroom	internship
Girls' Day, Boys' Day	Girls' Day, Boys' Day	Girls' Day, Boys' Day	
Grades 6 and 7 projects			
Networking with external partners – curriculum social competencies – field of experience:			



8 th Grade	9 th Grade	
individual	all students	individual
industrial placement during school holidays		
partner: Center for Building Industries and Masonry (BAUINDUSTRIE-ZENTRUM) internship		industrial placement during school holidays
partner: Edeka iInternship		Center for Building Industries and Masonry (BAUINDUSTRIEZENTRUM) internship
partner: Aldi internship		
partner: DB internship		EDEKA Apprentice-Day, Apprentice-Casting, Hands-on training in company and hospitation in vocational school
partner: Retirement Home hands on-training		ALDI application
opt for your additional support: SCHLAU, Berufseinstiegsbegleitung/Quapo		DB application training and hands-on training
Open door days in companies	partner: Employment Agency individual career counseling partner: SCHLAU/Team Vocational Training individual counseling School: recommendations for progress in learning	make sure for additional support: SCHLAU Berufseinstiegsbegleitung/ Quapo/
	application documents finalized	partner: Theo und Friedl Schöller-Foundation Apprentice Academy
	Project's evaluation	
Experts in the classroom		Experts in the classroom
Girls' Day, Boys' Day		Girls' Day, Boys' Day
Grades 8 and 9 projects, for instance Long Night of Professions		
climbing - portfolio - projects - debating club - theater - concerts - social work in schools		



in our daily routine. The “overall package” of all measures for promoting maturity for professions and life initiated in our school is mandatory for all our teachers and has been successfully implemented in the 5th through 9th form.

By focussing on our two school's own curricula – the Curriculum Social Learning and the Curriculum for Promoting Maturity for Profession and Life – we want to highlight our school's profile. Both concepts were developed by the respective “quality circles” in our school. A steering group accompanies the programmes to safeguard quality assurance and sustainability. There are regular reflection and in-service training measures for our teaching staff.



The school's own “Curriculum for Promoting Maturity for Profession and Life” is the result of long-term networking established over many years with external partners. Partners from the most diverse walks of professional life (Deutsche Bahn Services, EDEKA [food retailers], ALDI, IHK [Chamber of Industry and Commerce], HWK [Chamber of Trades], Building Industry Centre and many others) have been involved since the early concept stages. In regular talks with our extra-mural partners, the concepts are continuously reflected, extended and necessary changes are made. Learning content is oriented on the Bavarian curriculum, and based on the subjects AWT [work, economy, technology], technology, economy, and social studies. Taken together, these subjects form the BOZ [Berufsorientierender Zweig – stream helping with professional orientation] which is a foundation for any successful search for an apprenticeship place. Each student after 8th form is guided on his/her path into the working world by an external mentor exactly oriented on a profession. The “Team Professional Orientation” is responsible for further development in school. It comprises a liaison teacher School-Industry, a youth social worker, a portfolio officer and the head mistress. Promotion of life maturity is supported by cultural education programmes such as: theatre education programmes anchored in the curriculum, project-oriented theatre work with external partners, school theatre subscriptions, regular visits to concerts, monthly





debating society, visits to museums and extra-mural learning locations which focus on cultural education. Free climbing courses on our school's own climbing wall, working in "student enterprises", commitment as school paramedics, or as school crossing patrol also offer many different possibilities for extending social and personal skills.

The school's own Curriculum Social Learning makes sure that learning social and personal skills is no longer a matter of coincidence. Each form has clearly defined and operationalised goals which are documented on standardised observation forms. Our school reports refer to these observations. This means that 8th form school reports are particularly meaningful with reference to an application for an apprenticeship place.

Both curricula are closely linked. For social and personal skills are important prerequisites for successful promotion of a student's maturity for a profession.

Consistent long-term application to this focus has been rewarded. Both our local environment and our external partners have given positive feedback about the work at our school. They particularly praise our students' demeanour:

We will continue to commit to the mentioned focusses in our school profile which in many different ways make our students strong for a profession, strong as personalities and strong in everyday skills. We keep our eyes firmly on the future perspectives of our students and we will further extend and deepen our efforts.

Siglinde Schweizer, Head Mistress
 Dr.-Theo-Schöller-Mittelschule
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 Nuremberg

Translated by Ulrike Seeberger and Vera Britten



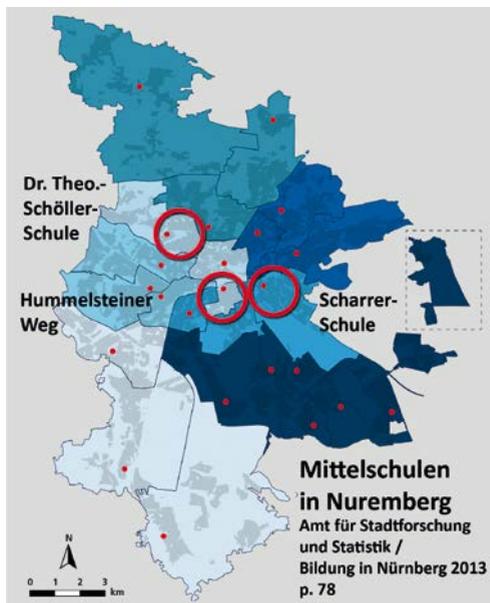
Career Education „Intensified Career Education for Mittelschule Hummelsteiner Weg and Scharrer-Mittelschule”

Abstract

Many employers, particularly smaller ones, value experience above all other criteria when it comes to recruiting. But despite the significance of practical experience many young people leave school with little knowledge of work or sometimes none at all. However, such a blind spot combined with a lack of social contacts in a highly competitive vocational training market (apprenticeship market) disadvantages, especially young people from charged areas, and makes it increasingly difficult for them to get a foothold on the ladder of a professional career.

In consideration of the weak social position of many of their students, the Mittelschulen Hummelsteiner Weg und Scharrer-Mittelschule have introduced the special education curriculum called “IBOS” – an acronym of “Intensivierte Berufliche Orientierung für Schüler” (intensified career education). The project combines intensive career education on a more theoretical level in specially designed classes with a synchronised strategy of facilitating extensive practical experience and the resumed reflection on the practical experience in school.

IBOS is realized in class 7th to 9th grade. Two social workers coordinate this highly individualized project. Besides organizing the 45 days internships, in at least three occupational areas, and bringing the work experiences to a reflected discussion in the classroom to facilitate a thorough knowledge of what is to be expected when working in certain professional areas, the thrust is put on enhancing the personal, social and methodological competences of the 12 to 16 year old participants. The Linchpin of the project is the close and systematic cooperation between the school – i.e. teaching staff - and the aligned companies – i.e. the training supervisors. The coordinators have a network of about 60 companies by the hand, so that students can select their field of interest. The coordinators are responsible to integrate other relevant stakeholders like the Chamber of Commerce, the Chamber of Crafts, and the Agency for Work and the municipality into the IBOS-network. In doing so, they actually create the indispensable social contacts for the formal and informal recruiting process the students and their parents do not have at their disposal themselves.



History of the IBOS-project

The project was founded in 2008 at the Mittelschule Hummelsteiner Weg on the initiative of teachers, social worker and, as an external partner, the Rotary Club Reichswald. Then, prospects for graduates were very depressing. Less than ten per cent of the graduates managed to apply successfully for an apprenticeship, the majority finding themselves in formally non-qualifying training projects only to bridge the gap between school and employment. It was the ambition of IBOS to create a sustained partnership that draws



together education and employer in a close collaboration. This approach, in 2008 was very avant-garde, and was demonstrated to be successful. Within only two years the situation improved drastically for the youngsters, leaving school, and many more than before started their professional career without being sidelined to a waiting list. Today about 90 per cent of the students have a positive destiny, some 60 per cent even acquire a dual apprenticeship contract and therewith a strong safeguard against unemployment in the future. Because of its impressive success, the project was adopted and adapted by the neighboring Scharrer-Mittelschule not much later.

The name came to be programme: IBOS stands for "Intensivierte Berufliche Orientierung für Schülerinnen und Schüler" and stands out for the close collaboration of education and companies, with a clear focus on employers who offer apprenticeships. Many of these companies are located in the wider neighbourhood of the school. This was intended, too, because behind the concept stood the idea that IBOS should not only strengthen the school and its students, but also the urban quarter in the vicinity. IBOS was meant, too, as a contribution to an upsurge in movement of the catchment area of the school. School development and urban development



were seen as two aspects of combined urban management. The project should encourage and support especially smaller companies to engage more directly with education and to recruit additional young people on the basis of positive experience with internship.

After the onset, the project, quite naturally, developed its own dynamic. In the first two years the guiding idea was that students should participate on

a voluntary basis. Consequently the participants would come from several classes, joining the project for one afternoon in the week. Soon it became clear, however, that a more systematic approach was needed. That's why in 2010 the concept was reformed and special IBOS Classes were formed. Since then, students who had already developed the idea of getting apprenticed after school had to make a positive decision for the deliberately composed IBOS Class. Such a decision had to be reached with the awareness of an extended curriculum that obliged students to spend more time in school than their peers. According to the concept



and in addition to the obligatory curriculum, one full day in the week is fully dedicated to career guidance in combination with temporal internship. The teacher responsible for the class in combination with the IBOS-coordinator, who is a social worker by profession, arrange this day according to the rationale and progress of the IBOS-project.

Schedule

The project encompassed two full years. It starts in the second half of the 7th grade and ends with the first half of the 9th grade, to hand over to the more specialized SCHLAU-support system for the 'hot' phase of application for an apprenticeship. Throughout parents are informed, involved and made proud of their children: when the IBOS-certificate is handed over to the individual students in a celebratory ceremony at the end of project.

The curriculum is modularized.

Module 1: start of the project in the second half of 7th grade; students and parents are given detailed information about requirements, schedule and goals; group activities are introduced to strengthen the identity of the individual and the group as a whole.

Module 2: individual profiling-self-assessment balanced by external assessment after participation of a three days programme, financed by the Federal Ministry of Education and Research (BMBF).

Module 3: exploring companies of different size and at least three diverse professional fields.

Module 4: developing of soft skills; group activities to strengthen self-esteem and to learn the rules of good manners, body language and social virtues.

Module 5: interim balance of project progress at the end of 7th grade and development of support plan for every participant by teacher, project coordinator and student in collaboration.

Module 6: 8th grade - preparation of first internship, choice of company according to student's assessed interest.

Module 7: long term internship (one full week and 1 day for 10 weeks). Experiences of students are documented and discussed in the class. The coordinator coaches the students and companies throughout; every student is visited in his workplace at least twice to ensure that the internship is supportive on all sides, student, teaching staff and the various companies involved.

Module 8: feedback by employer and student; documentation and evaluation of internship.

Module 9: preparation of second internship on the basis of evaluation.

Module 10: second long-term internship in an alternative field of occupation.

Module 11: feedback by employer and student, documentation and evaluation of internship.

Module 12: assessment of the progress of students at the end of 8th grade; cooperative planning of last phase of project.

Module 13: start of 9th grade; information of student and parents about progress and support in the last phase of project.

Module 14: preparation of third and last internship, preferably with prospect of apprenticeship.

Module 15: third long-term internship paving the way for apprenticeship contract.

Module 16: feedback by employer and student, documentation and evaluation of internship.

Module 17: IBOS final ceremony with presentations by the students and handing over the IBOS-certificate.

Module 18: end of project with beginning of second half of 9th grade and preparation for final exams. Registration of students for SCHLAU-support system is organized to give specialist support for process of application for a highly respected and qualified dual apprenticeship. Information is furthered to the Public Employment Agency about individual destinies. The project is evaluated yearly; results are presented at the final ceremony to the wider public and reported in some detail to the financing partners.



Assessment of IBOS project

As early as from the 7th grade onwards students are involved into activities to promote job-readiness and strengthen personal and social competencies. Past years have clearly proven that participants' profit is high and of lasting effect.

- Students develop the necessary proficiency on all questions concerning employability.
- In due course of the project they acquire clear and realistic vision about the specific requirements of their favored profession.
- Long-term internship affords a maximum on experience and triggers a productive progress in working out viable alternatives and realistic perspectives.
- Students mature markedly; they grow in motivation and develop higher flexibility and an increased readiness to explore new venues, they acquire a certain readiness to accept longer ways and the capability to manage their transport all by themselves.
- Generally students' results in school improve.
- Compared with non-participants from other schools the acquiring positive destinies are much better (double).
- Companies profit from helping students to develop positive attitudes, skills and knowledge for a successful apprenticeship. The employer gains by taking in well educated and informed young persons.
- Employers promote a positive awareness of their business in the neighborhood community.

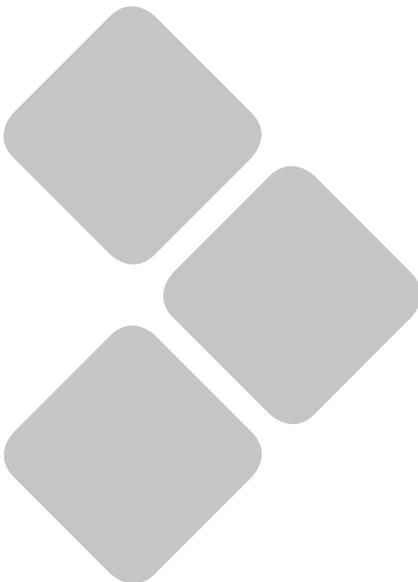
- The project strengthens the identity of the school family and the positive attitudes of their students.
- In addition the school can call upon better relations with the parents and a highly motivated and positive teaching staff.
- Students, teachers and employers are part of a wider reaching network that involves important stakeholders like the Public Employment Agency and politicians from all democratic parties.

The central gist of the IBOS approach is by networking and a very close coaching students gain a real insight into the job market and the requirements of the job they favor. Beyond any question it is the controlled cooperation of employers, teachers, parents and students that marks its success and the trust that students put into their personal coach.

Resources

Each school has an additional social worker who is responsible for networking and coaching. Every coach is responsible for 3 classes and approx 70 students. IBOS is a subdivision of the department SCHLAU Übergangsmanagement Nürnberg, run by the City of Nuremberg. The project is financed by the Public Employment Agency, the Bavarian State Ministry of Education and the City of Nuremberg and supported by the Rotary Club Reichswald.

Kateryna Deobald, Ulrike Luber, Hans-Dieter Metzger
Nuremberg



Career Education – Maastricht

Terra Nigra Praktijkonderwijs

An external Report and an Appreciation



In June 2015 Terra Nigra Praktijkonderwijs opened its doors for experts from Glasgow and Nuremberg. The name pays tribute to the ground in the west of Maastricht, blackened by coal dust that tinges the ground level. The name of the school is well chosen, because it symbolizes the relation to the past of this old mining area. It reflects the bond of the school with the spot and stands for the strong commitment to children and the trust put into the future of each individual.

Terra Nigra welcomes students aged 12 to 18. Most of them have not had the success in school, they would have liked to have. Many come from a disadvantaged background. All of them put their hope in the additional support.

Terra Nigra school concentrates on practical education (Praktijkonderwijs). It gives the young person entrusted to the school a fair chance to obtain his or her mbo-diplomas (level 1 and 2). After obtaining this diploma students can enter the job market without further training.

From the start vocational training is in the centre of cooperation between student and teacher. The first year at school is used to welcome the newcomer, to give him or her a feeling of being at home, to strengthen his or her personality and build up self-esteem. For the teachers the main aim of this year is to build up a relation of trust and mutual understanding. If the student finds it hard to come in time in the morning, the teacher will not resort to reprimand and coercive power, but will try to sort out with the student and his family a strategy to improve his punctuality. If necessary, the school will rely on the help of a volunteer organisation, so that a volunteer will see for the student, meet him at home and support him or her to develop the capacity to make his or her way to school in the right time.

In the first and the second year, the school offers a baseline curriculum. All students receive sound training in language, math, health and wellbeing and expressive arts. Whereas in the first year practical training is more on a general level, students receive deepened information on a variety of professions in the second year. They are supported to make choices and are offered a traineeship in one or more of the well supplied workplaces of the school. The tracks that are optional are 1) Commence, 2) Green, i.e. gardening, 3) Care, 4) Catering and 5) Technique,

always with an additional focus on expressive arts, i.e. 1) Creative Arts, 2) Sports, 3) Music and 4) Textile and Fashion.

This is followed by the third stage. After students are expected to have acquired the necessary social competences, they are now ready to face an external traineeship. In this stage, they will be three days at school and two days working in a company. At the beginning of this stage, external work placements are identified and applied for. For this, the school has built up a network with companies of the various branches. For the better overview of who is where and when, the school has developed a slip board that enables the teaching staff at any time to make arrangements and see after every individual student.



In addition, the City of Maastricht and a federation of schools have established a special office that promotes school and business partnerships and recruits offers of internships for the disposal of the schools. At the end of

stage three, a majority of the students will be able to pass the mbo-exams successfully and be ready for work or further education. For all those who have caught up and improved their academic record, Terra Nigra provides a special class, learning for the higher degree vmbo.

Affection and care, but also close supervision and close coaching stand for the final success of the school's work. In the past years, 50 per cent of the school leavers started an apprenticeship, nearly 30 per cent took up regular employment and for another 10 per cent publicly funded workplaces are cared for.

Experts from Glasgow and Nuremberg were very much impressed by the commitment of the multi-professional team, bringing together teachers, social workers, psychologists, and volunteers. The basic rules for all that work with the students are strong commitment to the individual person, trust, empathy, care, and time – time to talk, to establish confidence and to build up the self esteem of the young person. To make these basic rules work, the school is highly well organized, workshops are provided for all branches referred to in the curriculum. Furthermore, the school profits by the freedom the school system in the Netherlands affords to any individual school to arrange the curriculum according to the needs and interest of the students. With a clear view on the future of the young person, the school uses the flexibility given by the state and takes the freedom to keep the student that needs more time to stabilize his or her personality one or two years above the standard. Terra Nigra exemplifies the pivotal role of a dedicated team to give every individual student the chance to find his or her way for a self-determined future as a reliable and productive employee and responsible citizen.

Hans-Dieter Metzger, Nürnberg

eTwinning

Perspective Lochend Community High School

Lochend Community High School is one of five schools in Glasgow selected to be part of the Glasgow eTwinning pilot in partnership with Education Scotland. The school has been working with a linked eTwinning Ambassador which is funded by the British Council since November 2013. The purpose of the project is to develop international educational links with another European school through the use of the 3 Horizons toolkit and Implemento. Since November 2013 Lochend has been making steady progress and has gleaned huge benefits from eTwinning as an international teaching and learning resource.

As a result of this project Lochend has become more focussed on the development of International Education. This resulted in the Erasmus+ partnership with Nuremberg and Maastricht and a new eTwinning partner for Lochend in the Geschwister-Scholl-Realschule.

Learners have been involved in work that has allowed them to improve their research skills, their abilities to work as a team, their knowledge of ICT and digital technologies and their presentation skills. The development of all these skills will provide young people with qualities they can take forward for learning, life and work.

So far this partnership has been very positive. Pupils from Lochend have uploaded work they have done on World War I to the eTwinning site and they have been able to view work done by students in Nuremberg. This process has enabled pupils to learn about the topic from different viewpoints and heightened their knowledge and understanding of the subject.

This work has notably enhanced the development of the four capacities of Curriculum for Excellence (CfE) within the young people that are part of the project. It has also benefited staff development with two members of staff from the school attending eTwinning training.

All of the pupils involved in the project have identified how motivating the partnership has been and they have been highly engaged in these international learning opportunities as a result of this.

We are confident that this partnership will remain strong and successful. It is something we can continue to build on over the coming year.

Perspective Geschwister Scholl-Realschule

Teachers from Geschwister Scholl-Realschule visited Lochend Community High School in March 2015 to form an agreement on an eTwinning-project. Getting to know each other formed the important basis for such a combined undertaking. Students in Nuremberg were enthusiastic, when they learned about the project. The focus of the project in the first year of eTwinning lay on World War I and more specifically what it meant for Scottish and Frankonian soldiers. Students faced the difficult task to form specifically an idea of what it was like to turn

to war, of being enthusiastic at the beginning, of the deteriorating political and social situation in their home towns, of having to cope with terror, wounded companions and the death in the trenches. Students prepared posters, designed a newspaper (see below) and wrote fictitious letters of soldiers to their dearest at home.

For the second year, partners in Glasgow and Nuremberg decided for a new topic: ‚Refugees – past and now‘. Students of the Geschwister Scholl-Realschule were particularly interested because by now (June 2016) 8.200 New Arrivals and Asylum Seekers live in Nuremberg, nearly half of them under the age of 21.

Students in Nuremberg prepared their exchanges by reviewing the daily papers and by doing research about new arrivals and refugees in Nuremberg. They presented papers and they informed their peers in school about personal experience.

For the Geschwister-Scholl School students it was a great incentive to discuss the result of their research and their personal experiences with their new Scottish friends. They value eTwinning as a great opportunity to exchange ideas and to discuss publicly debated political and social challenges, to widen their perspective and contribute thereby to a better understanding and perhaps for a more peaceful world.

Victoria Lockhart and Tony Rodgers, Lochend Community High School, Glasgow
Marie-Louise Herrmann and Tanja Mack, Geschwister Scholl-Realschule, Nuremberg



extraPresentation

1st WW

Exclusive themes
Right in time
In best quality
And illustration

Today's exclusive:

The 1st World War as seen and felt by a soldier
-or two!

ALL ABOUT THE BIG WORLD WE LIVE IN

EXCLUSIVE NEWS TODAY

1st WW in soldier's perspective

Poems of a fallen soldier

Just to live one more day in silence! Fall and cool your head in flowers one more day, let your hands fall and dream: One more day no killing.

(„Loretto“ by Edlef Köppen)

Screaming is breaking us down. Irritating cries encircle us. The world's insane organ shouts terrify day and night. Like a mothers hug, the sky covers the trees: They shall not see this horror! Hiding in snow its flowers: They shall not shiver. But we remain alone, Oh life! Life! Why did you leave us?

(„Schreie“ by Edlef Köppen)

I had a mate, better not to find. Beating the drums, walking on my side, in same step. A bullet came flying – mine or yours? He was torn apart, lying in front of my feet. As he's be a piece of me. He tries to reach me, while I reload. I can't give him my hand - stay in eternal life, dear mate of mine.

(„Der gute Kamerad“ by Ludwig Uhland)

In time of propaganda no one really could say what is right or what is wrong. Soldiers really felt how propaganda affected their lifestyle, because they knew – when they die, no one would get to know about in time.

“I heard the rumors of us winning this battle. I heard the rumors of us being well fed. I heard the rumors of us being all right. LIES! Let me count to ten 1..2..3..4..5..6..7..8.. Well almost. Eight seconds and somebody was killed. Does that seem to you that we are “all right”? Does that seem to you like we are “winning this war”? Unbelievable... I lost all of my friends already. Don't trust them. They are telling you lies... I probably won't make it either... The supply line has been run over, Let's hope we won't be.”

Unknown Soldier.
Letter found on a dead soldiers body, covered with blood.

“He probably haven't had the time to finish it”
-Dr. Guisenberg in an online interview



A photo taken from a group of soldiers holding their letters that are to be sent.

WWW.GSR-NUERNBERG.DE

“We are proud to present our school to you, right accessible in the World-Wide-Web! Come on, check it out, it may look lame, but it is pretty cool – believe me!”

-Anonymous student



Special thanks to Rainer Vietor, as because of him we got so many information. Two generations long the Vietor's have been taking part in the first world war. Harmann Vietor barely survived to its end, his father didn't. (Left to right: Carl Vietor; Hermann Vietor)

Erasmus+

Glasgow
Nürnberg

Stories of the fallen

Rainer Vietor had been telling about his father's stories at the memorial of the 1st world war victims of Kassel.

One of those included his grandfather's death: "Someday between the 20th and the 25th August 1917, after they lost communication since the 18th, they got run over by English soldiers. Their corpses could be found only after August 26th."

Their last transmission was something like "encircled by the english' folks men. Need reinforcement." Even after their corpses could be secured by the army, the last time Hermann Vietor saw his father was one week before their communication systems broke down."



Carl Vietor's regiment. All were killed during a besiege by english soldiers in August 1917

Special thanks!



Rainer Vietor (to the right)

Rainer Vietor was born in Kassel, on October 28th 1924.

When he was just 16 years old, he began to collect letters from fallen 1st world war soldiers. He is a father to two girls and grandfather of one boy.

Thanks to Rainer Vietor we were able to collect enough information to create a reconstruction of a (german) soldier's everyday life in World War 1.

Life close to death

Every day begins with fear and respect, as every day could be your last. Each day you wake up and see dead people - people just like you. But you have no time to think about them, as the commander tells your group to form up and change positions with the other group for lookup. Every day begins the same, over and over. Every day you fear that today is your last day.

But when the night comes, there is no place to hide. Everywhere are shots being fired, the sky sparkling bright. Gunpowder in the air. And suddenly silence. Until the next morning. But it begins the same. Over and over, until we die.

(Diary entry from Carl Vietor, Father to Hermann Vietor and grandfather of Rainer Vietor)



Why we haven't Wrote yet

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus laoreet risus vel augue tristique, suscipit pretium augue hendrerit. In viverra, lacus ac suscipit pretium, justo risus mollis lectus, et finibus augue purus sit amet diam. Nam scelerisque tincidunt nibh, eget fringilla eros mollis a. Fusce venenatis, justo dignissim eleifend pellentesque, tortor magna consequat

Propaganda all about the war

"No matter where you've been. Everywhere was propaganda about the the rumors of our soldiers. No one said something about any soldier died in the war. Everyone said that war is great and what we need. But what if I want to get some information about my father? I haven't heard from him in a while. Hope he is fine."

Quoted from Hermann Vietor's diary, just before his father was found dead.

When cars are worthless

Some months before the world war ended, people had to do something for a living. Those who had cars left, like the Vietor's, weren't able to drive them, either because there was almost no gasoline left, because they've been crippled or because their cars have been damaged heavily. But all in all even if they would be able to drive a car, most of the streets were almost vaporized.

Heavy artillery



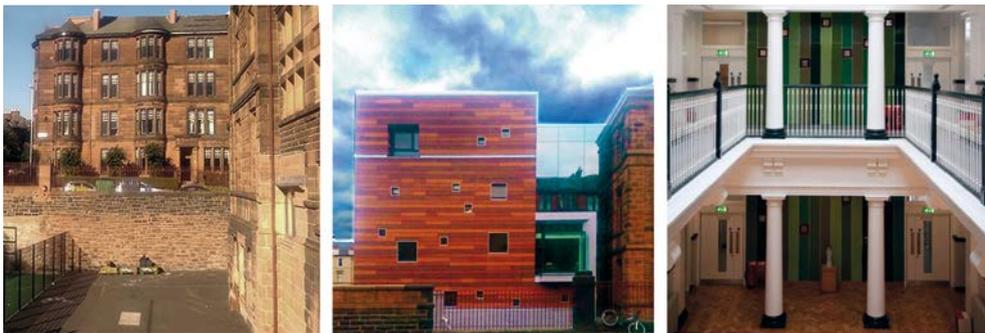
"We called her 'fat Berta', just to load new ammunition four people were required. But it was the best we had" So it is written in Hermann Vietor's diary entry from 8th August 1914. The 'fat Berta' was one of the very first heavy mortars and had a range of 12.500 Meter.

School Architecture – the ‘Silent Educationalist’

Some Observations on Glasgow’s school building expertise
Erasmus+-Meeting „Act for Careers“
Glasgow (2nd to 6th March 2016)

Based on the Bavarian education system the City of Nuremberg has launched a major programme to transform primary schools from the part-time system (8 am to 1pm) to a fulltime system. Substantial transformations as such do not only require a reformed pedagogical approach and curriculum. But they also demand changes in administration, architecture and school infrastructure.

Learning, this should always be kept in mind, is a complex process that involves many more aspects beyond the providing and conveying of knowledge. Learning happens in a very active way and needs authentic personalities, teachers and students that are keen to learn, to exchange knowledge and information and to communicate. It needs adequate funding and facilities as well. And it needs a space that provides a stimulating atmosphere and affords a feeling of being cared for. Therefore architecture is an aspect that deserves much attention, because of the space’s function as ‘a silent educationalist’. Especially every young person brought up in a family that are less affluent and sometimes even suffers hardship, has a right to have access to a place for learning that provides sufficient care as may compensate, at least partially, what it may miss otherwise.



Notre Dame Primary School

The comprehensive school as a fulltime school has a long tradition in Scotland. Over many decades, the City of Glasgow has accumulated huge knowledge in the design, construction and also modernisation of school buildings. That’s why Mayor Dr. Gsell and his two scientific advisors for school designing and ICT took the chance of the exchange to learn more about

- Infrastructure and administration of cafeterias/catering in schools
- Classrooms and working areas for art, music and sports in schools
- Facility management
- ICT-infrastructure.

The City of Glasgow made it possible to visit three primary schools and organized meetings with the Assistant Director Ian Robertson, the Estates Programmed Manager of Education Services of the City Council of Glasgow and the Headmasters of the Schools.

Notre Dame Primary School

The Notre Dame Primary School is a catholic school financed by the City of Glasgow. The school will be visited by 420 pupils and is located in a middle-class district in the city centre. The limited ground and the historical building required very flexible and multiuse solutions to fulfill the demands of a modern school infrastructure. The City of Glasgow renovated the existing building and enlarged it with a finely attuned modern building for a bibliotheca, also housing ICT-facilities and a multifunctional areal for catering and sports. For more information see <http://www.notredame-pri.glasgow.sch.uk/>

Hillhead Primary School

The Hillhead Primary School is located next to Kelvingrove Park and happy to have such a beautiful and stimulating environment. It is a public school with 600 pupils in an attractive living area near by the university. The school was founded in August 2011 and because of the plot area the architecture of the building looks like a candy bar. It is a vibrant, successful and happy multicultural school where students, teachers and parents have high expectations and high standards for learning and the wellbeing of everybody of the school family. Special attention was paid to



Hillhead Primary School

provide places of work for teachers, for they have a special desk in the classroom and are given 2:30 hours a day to prepare their lessons and do their administrative work. Special features of the Hillhead Primary School are a unisex-toilet for pupils as a pilot project for schools in Glasgow and the provision of garden and outdoor leisure areas with artificial lawn because of advanced carrying capacity to meet the climate challenges as there are high humidity and long terms of wet weather.

For more information about the school see <http://hillheadprimaryglasgow.org/> and <http://www.glasgow.gov.uk/CHttpHandler.ashx?id=14836&p=0>.



Garrowhill Primary School

Garrowhill Primary School

The Garrowhill Primary School is located in a middle-class suburb of Glasgow. The school for 410 pupils was built in 2014 completely new on the outdoor-sports area of the school. After the demolition of the old building a new football ground with artificial lawn and spacious outdoor areas were created.

Classrooms and Learning areas:

The standard classroom of the Garrowhill Primary School for circa 28 pupils has a size of 65 sqm. The classrooms are arranged in learning clusters with a multifunctional learning area in the center. In the everyday use these area will be also provide flexible clothes rails for pupils.

The assembly hall of the school is used in the morning and afternoon for lessons and sport. During the lunchtime it is transformed into a cafeteria for the pupils. The hall is equipped with a light and sound system and can be used for theater and dancing performances.

For more information see <http://www.garrowhill-pri.glasgow.sch.uk/>

Observations and Recommendations

In the face of a high demand of modern classrooms and stimulating school buildings on the one side and rising costs on the other, the City of Glasgow has developed a concept of standardizing the infrastructure, equipment and administration of schools on an impressive high level.

All Classrooms are equipped with a teaching wall, which includes storage for learning materials and a whiteboard or digital display. Teaching wall, flexible clothes rails, etc. are designed and manufactured by a company in the Glasgow city area.

As an obligatory standard, all classrooms are equipped with a digital whiteboard. The highly sophisticated ICT-infrastructure (devices, networks, storage and software) is hosted and supported by the City of Glasgow or – alternatively - Education Scotland. All classrooms are furnished with a standardized programme of desktops and chairs for the students. Cafeterias follow the pattern in having the same flexible table-chair-combination.



Cafeteria area at Lochend Community High School

Special care is paid to the wellbeing of all children and student. Wholesome and tasty catering is regarded as an obligation and health care. Therefore the municipality has taken over the responsibility for catering. A special division was founded within the Education Services to provide meals by her own staff.



Teaching wall with 65" display

Additional attention is paid to energy efficiency not only to pay out for the municipality as an operator of school buildings, but also to make pupils and students aware of how to save energy and thereby help to provide for a sustainable environment.

Nuremberg's experts were impressed by the scale to which City of Glasgow has developed a multitude of standards and multifunctional solutions. The Education Services are a first address to learn how to combine efficiency with pedagogic purposefulness in order to provide for the successful learner, the wellbeing of the children and students and the swift operation of highly sophisticated and well equipped schools.

Mayor Dr. Klemens Gsell, City of Nuremberg
Günter Ebert
Dr. Christian Büttner
Nuremberg

Observations, Conclusions and Recommendations

I Social Basic Parameter

Analysis in 'Act for Careers No 1' indicates that all cities in question experience a similar process that already goes on for decades and still continues and it is probably fair to say that many metropolises in Europe share this experience. All the three communities can look back on an outstanding industrial past: Glasgow excelled in heavy metal and ship building industries, Maastricht was the centre of mining and ceramic industries, and Nuremberg could rightly claim to have been the industrial heart of Bavaria in the 19th and early 20th centuries. Many of these once flourishing industries have passed away by now or experienced a process of transition. In the course of the late 20th century all three cities found themselves challenged by the finding strategies for an unavoidable structural change and they had to find solutions to replace lost working opportunities by new jobs. Many people that used make their living by working in the old industries and service businesses were hit hard. Especially men and women working in the low paid sectors were affected most and with the parents' unemployment the children suffered by increased hardship and poverty. Despite the fact that all three cities can claim to have been successful in overcoming the challenges by attracting new branches and innovative companies, they are confronted with a higher percentage of unemployment than the average in Scotland, the Netherlands or Bavaria. Municipalities certainly are aware of this.



Conclusion:

Additional and proactive support has to be given to those young people that do not enjoy the same advantages and face additional challenges on their way from school to proper employment.

Furthermore, analysis in 'Act for Careers No 1' points out that Glasgow as well as Maastricht and Nuremberg experiences the strong effects of globalization. Though migration is not a new phenomenon, the current scale of transnational and multicultural migration is. Push and pull factors are in operation and the transnational migrations that have been occurring are changing the social and cultural patterns in many significant ways. In the past, the influx of immigrants was conceived as a 'minority question'. Under such a prefix it seemed possible to demand the adjustment of an incoming minority to the culture of the resident majority. In the face of the irrevocable impact of multiculturalism internally and the world economy externally, such an elusive strategy will no longer be sufficient.



Conclusions:

The challenge to be met is how to support best the forming of a society that embraces diversity and complexity as enrichments of the daily cultural lives and experiences of all citizens. Better employment opportunities for all will have to address this imperative.

Career Education is a pre-requisite not only for qualified professional employment and economic progress but also for personal development and fulfillment and participation in a socially inclusive and just democracy.

It will be the pivotal role of formal and non-operational learning processes to equip young people with opportunities to build, develop, present and demonstrate a wide variety of skills for their development of their unique personality and their positive commitment to their neighbourhoods and their communities at large. Employment opportunities for migrant workers are therefore an essential component in the management of a harmonious multicultural society.

2 Educational Parameter

'Act for Careers No 1' presented the educational systems in Glasgow, Maastricht and Nuremberg. It argued that historical and legal processes produced different systems to give children the best support for their future'.

Glasgow's Lochend Community High School as a comprehensive state school is exemplary in supporting equity and giving fair chances to all. Lochend Community High School does not select its intake on the basis of academic achievement or aptitude. There is no restriction on the basis of selection criteria. Instead, the inclusive system is appreciated for achieving more equity and, more especially, of giving fair chances to every child regardless its social or ethnic background in fully cherishing everyone's individuality and capabilities. This can be seen in daily life, too. Stronger students work together with those who need more support and give personal assistance as well as functioning as role models. To provide additional support when needed, every child in Scotland has a named individual, the Named Person, as a single point of contact. This Named Person has a responsibility to provide help and support when asked and can draw together other services if needed, coordinating help for the child or parents. This obligation by law to care for the wellbeing of the young persons in school is a great asset of Scottish Education. To enable every young person to acquire work experience, the Government of Scotland supports school/enterprise partnerships, calling especially big companies to take responsibility.

Secondary schools in the Netherlands and Bavaria are characterized by deliberate streaming. Terra Nigra College in Maastricht and the Mittelschulen in Nuremberg adhere to the concept of more effective learning in homogenized groups. Terra Nigra is dedicated to support students with additional need of support in the name of fairness and equity. The school's concept of Career Education attributes high value to internship. It has developed an impressive network of smaller companies as partners to provide work placements for every student according interest and skills.

Mittelschulen Dr.-Theo-Schöller, Hummelsteiner Weg and Scharrer-Schule have developed a 3 year curriculum of Career Education. They start to introduce students aged of 10 to 11 to develop an idea of 'Beruf'; whereas Dr. Theo Schöller-Schule pays more attention to opening school doors to external experts that share their experience with the young persons, Hummel-

steinerWeg and Scharrer-Schule have developed a strategy of internships in small and medium sized companies in the vicinity of the school. All internships are escorted by professional social workers that coach not only the student but also the trainer in the company to secure the student's interest and make work placements a success for the company.

Conclusions:

Career Educations in Glasgow, the Netherlands or Bavaria share four significant pedagogic elements:

- *The pedagogy to foster social and personal competencies and skills to support personality development and the competencies necessary to fully participate in and master everyday life (sozialpädagogisches Moment);*
- *The pedagogy of empowerment, i.e. to accept the young person by his or her own merit and to support him or her to represent his or her interests in a responsible and self-determined way as an active and authentic partner and citizen;*
- *The pedagogy of vocation (berufspädagogisches Moment), concerned with the support of competencies and skills to become job ready;*
- *The pedagogy of active work experience in companies complementing learning in school for the authentic testing, experimenting and broadening competencies and skills (Lernort Betrieb).*

The special forming of Career Education in each place, however, is influenced by three factors:

- *The particular school system;*
- *The characteristic form of vocational training; and*
- *The available spectrum of destinations.*

Every system owns its strengths. To compare means to discover the particular strengths and to share them.



The three factors named also determine the confines of transfer. Not everything fits to everything. Success is hooked on adequacy on the one hand and the flexibility and accommodation capacity of the receiving system on the other.

The European Qualifications Framework (EQF) is a major step forward to further develop accommodation capacity by enabling learners, learning providers and employers to compare qualifications between different national systems and to assess learning strategies accordingly.

3 Recommendations for Career Education in secondary schools

'Act for Careers No 2' introduces interesting practices of Career Education in Glasgow's Lochend Community High School, Maastricht's Terra Nigra College and Nuremberg's Mittelschulen Dr.-Theo-Schöller, Hummelsteiner Weg and Scharrer-Schule.

The examples offered represent a variety of concepts and settings. They are selected to give an idea of what Career Education may mean in different communities and national contexts.

Despite their variance, however, they do converge and perhaps sometimes even agree in the most vital points, drawing attention thereby to a number of shared conclusions and recommendations:

- *Learning in and to real environments provides the basic learning pattern for Career Education. Action and experimental learning attract the interest of the learner and help to built up his or her individuality by acquiring personal skills.*
- *Restriction of Career Education to a special type of school or target group would be unfair and a grave discrimination.*
- *Career Education therefore demands shifting the focus from a view of curriculum content as either 'academic' or 'vocational' towards curriculum as encompassing the whole range of knowledge, skills and attributes that enable the young person to find her or his own way.*
- *Career Education has to be centered on the individual person's strengths and interests and should abstain from negative analysis.*
- *Career Education must be seen as a complex and multi-faceted process that includes all subjects in school and is taught multidisciplinary.*
- *In addition to vocational skills, strong emphasis is to be laid on the development of soft skills, a cluster of personality traits that include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, competence for leadership, and an increased and positive awareness of global citizenship.*
- *Work placements are recommended as a most valuable instrument to acquaint young persons with an inspiring real life experience, helping to acquire skills and knowledge in business and promoting informed decisions about their future careers.*
- *In arranging and operating work placements, the activities of students, parent or carer, teachers, social workers as well as business and other important stake-holders outside of school do coincide.*



4 Work Placements

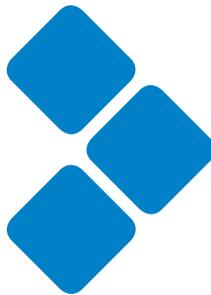
In work placements the realms of formal learning, non-formal learning and informal learning meet and merge and provide therewith a unique setting for the experience of inspired learning for the young person.

Work placements should

- *be selected freely by the young person under the tutelage of a teacher or a social worker and in accord with parent or career;*
- *vary, to offer the young person a broad range of experience to identify his or her particular strength and interest;*
- *include longer periods for a more realistic impression about this peculiar profession;*
- *be reflected in school and classroom and shared with teachers, social workers and peers, highlighting and displaying the challenges as well as skills necessary;*
- *be preferably in companies that offer the chance of apprenticeship and employment;*
- *afford the employer to form an idea about the young person and his or her abilities;*
- *give the employer the great chance to get to know the young generation and to get into touch*

- with a young person who might be a future employee;*
- *include an arrangement of a feedback by the young person to be given the employer;*
 - *bestow the chance of a constructive and inspiring dialogue between the particular school and the business sector for the sake of both;*
 - *offer employers an active role in the shaping of education for the best of young person's future;*
 - *be preferably in the vicinity of the school to give the young person the chance to organize his way to the workplace himself;*
 - *be based on an arrangement between school, parents and employer to observe certain standards;*
 - *strengthen the collaboration of school and parents to the best promotion of their children's welfare;*
 - *be an integral and coherent element of a school's quality development plan and management;*
 - *be coached by a teacher or specialized social worker that looks after the young person to safeguard his or her development, the fulfillment of roles and expectations and the satisfactory collaboration on all sides;*
 - *provide the network 'Act for Careers' to provide 'Better Employability Opportunities for All' and provide a model of transferable good practice.*

Lesley Atkins / Dr. Hans-Dieter Metzger



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