

ACT FOR CAREERS

Erasmus+ Strategic Partnership
Better Employability Opportunities for All

Report 05, August 2017



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To the Reader

The present Journal 'Act for Careers' is looking back on three years of exciting partnership between Glasgow, Nuremberg, and The Hague. During these three years, an astonishing number of new projects and exchanges emerged. Cooperation was formed, not only between various secondary schools in those cities, but also between the extra-curricular welfare work institutions 'Employability and Skills Partnership Team Glasgow' and 'SCHLAU Nuremberg' and also between Glasgow's Colleges and Nuremberg's Berufsschulen. In other words: Alliances were formed and sealed on all fields of education, formal and non-formal.

The focus of this project was to support young people to improve their skills and chances necessary for employment and full participation. The partners observed each other practices on how they engaged with young people about their future career, how to improve motivation and facilitate a informed choice on chosen profession, how to identify opportunities and to apply successfully, and on how to acquire work experience abroad was undertaken and documented. Concepts were compared, implementation reviewed, and ideas for transfer formed, discussed and realised.

Most of all, young people, experts and decision makers were brought into contact. One can hardly contradict the great Italian novelist and versatile scholar Umberto Eco, who wrote 'What really matters are the personal relations we establish.' Students from Nuremberg went to Glasgow for internship, young people from Glasgow went to Nuremberg for work; their experiences and anew acquire skills filling the pages of their EuroPass; experts from both cities went back and forth to rethink and to learn. In due course, especially young persons from non-privileged background were given the chance to travel, to inquire, and to explore. When their counterparts came for visit, they enjoyed the great privilege to act as a host to their new friends. Even more, the exchange of young persons with special needs demonstrated that language is not necessary to understand each other and to form friendships. To sum up: these exchanges stand for joy and treasured memories, testified below.

GLASGOW
THE HAGUE
NUREMBERG



However, the present journal also looks ahead. Within the past three years, structures have been established that point to the future. Formal agreements between schools and colleges stand for future cooperation. An exchange of official letters between the Lord Provost of Glasgow and the Lord Mayor of Nuremberg for the continuing of cooperation in the field of education and youth work is under way.

We'd like to thank all our colleagues and friends, who've contributed to this final Journal, especially Jacqui McBride, who's done an excellent job.

Finally yet importantly, we have to thank all participants in this Erasmus Plus-Project. To name them individually would become the text sprinkle. It is, however, no more than due if we thank personally Dr. Klemens Gsell, Mayor of Nuremberg and Head of the Educational Services, and David McClelland, Director of Educational Services Glasgow for their unswerving support. Special thanks have to be directed to Klaus Mayer, Education Development Officer, Education Scotland and to Arian van Daal, Head of Education Policy of the City of The Hague, who kindly widened our perspective.

It remains to express our well founded hope that despite political upheavals these fertile relations between Glasgow, The Hague and Nuremberg will prosper and be one example under many that testify the unity of Europe and work for very best of our future and that of our young generation.

Lesley Atkins

International Education Officer
Shawlands Academy
Glasgow City Council

Dr. Hans-Dieter Metzger

Head of Department
SCHLAU
Stadt Nürnberg

Erasmus+ Strategic Partnership
Glasgow - The Hague - Nuremberg
"Act for Careers - Report V"
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Barbara Denker
Head Fashion Schools, Nuremberg



Heather Kerr
Lochend Community High school, Glasgow

Vincent Clarke
Lochend Community High school, Glasgow





Welcoming Speech by David McClelland, Director of Education Services, Glasgow

Good morning ladies and gentlemen, and a very warm welcome to today's Erasmus plus "Act for Careers" Conference.

A special welcome to Mayor Gsell and our friends and colleagues from the Schlau team in Nurnberg who join us this week. I hope you are enjoying your visit, and keeping pace with what I know is a demanding programme..... in the usual Glasgow tradition.

Over the past three years our international education focus with Nuremberg has been on the Erasmus plus programme – a strategic partnership on developing employability skills.

However, the city's relationship with Nuremberg goes back to the 1950's – with the modest

beginnings of international student exchanges, moving on to the formal twinning of our cities in 1985.

As we approach the end of the programme it is important to reflect on some of the key achievements of our joint endeavours

- The co-operation of schools, colleges and employment partnership teams in developing the offer to young people in their transition from school to work
- Three years of study visits and job shadowing to enhance the professional skills of those supporting young people
- The production of quality reference material and a strong evidence based legacy of experience and impact – the partnership journals are in your conference bags and I do recommend them to you as tangible evidence of the successes the partnership has achieved
- Glasgow has learned about the strong German model for linking schools, colleges and businesses and this has informed the vocational training offer in Lochend Community High school through their innovative Scotbeef project
- Our Education Services Employment and Skills Partnership team has benefitted from its time with Schlau Team, shaping an enhanced model of support for those at risk of unemployment
- A strengthening of the educational links and twinning programme between our two cities – creating a strong foundation for future collaboration and project applications

I had the privilege of being part of the delegation to Nuremberg earlier this year alongside Education colleagues and the team from Lochend. I have seen firsthand the tremendous work being done – to visit a campus with 6,000 students –and to see the journey from refugee with no German or English language, engaging in a relevant curriculum and ultimately progressing on a chosen career path to a profession, trade, and employment was truly inspirational.

In these times of change and uncertainty, partnerships such as ours must continue to flourish - what we do is truly transformational and it is working:

Glasgow has secured its highest ever school leaver positive destinations performance and is now sector leading in its international education within curriculum for excellence.

We must look forward to further opportunities to strengthen and develop our capacity to change the life chances of our young people. Today will, I am certain provide opportunity to do just that

So again, welcome and I do hope you enjoy today's event.





Welcoming Address by Dr. Klemens Gsell, Mayor of the City of Nuremberg

Dear Mr. McClelland, Dear David
Dear Councilmembers,
Representatives of the British Council,
Education and employment experts,
Project partners,
Friends and supporters of our twin city link,
Dear pupils from Lochend,
Ladies and Gentlemen,

First, please let me thank you very much for your most kind invitation and your outstanding hospitality. It is not only a great honor but also a great pleasure to be back in Glasgow. Glasgow and Nuremberg look back on half a century of an outstanding twinning partnership. During this time, our cities have worked together closely to the benefit of our citizens and to develop a better understanding and awareness of our neighbours. We should be very proud of that.

Many projects stand for this successful collaboration. This Erasmus Plus Strategic Partnership, however, can be called a highlight amongst them. The project looked at how we can improve the outcomes for our young people moving from education to the world of work. I am proud to say that this exchange of experience and expertise between our cities progressed from strength to strength and has already attracted attention and even praise in education circles.

In my eyes, this continuity is in a way assuring, if compared to the rapid change we had to undergo in these past years. People all over the world suffer by war and forced migration, by droughts, floods and other consequences of climate change. Political developments such as the election result in the US and – as far as I am concerned– the very regretful Brexit-vote by a very small majority have added to make presence and future less predictable.

Such major upheavals on the big stage, however, must not make us swerve from our responsibility to aim for the best of our people and to promote the idea of a peaceful and prosperous Europe. The civic engagement is giving life to our obligation, and partnerships like the one between Glasgow and Nuremberg surely are proof that in the end friendship and collaboration will prevail. Our programmes for supporting and working with young people have been running for many years and will continue to do so. Building bridges between school and work and generating opportunities for young people, is vital for the prospering not only of our local economies, but also of citizenship and the progress of our communities.

What we have learned during the last three years together with Glasgow about the ways to do things better, Lesley Atkins and Dr. Metzger are going to talk about that in more detail later on. I want to thank both for the great and relentless effort they put into making this Erasmus Plus project 'Act for Careers' a success and add thereby another element to the great history of our twin city partnership. Many more people were involved and did a great job by filing this project with life. A big 'Thank You' to all of them.

Coming to an end, please let me draw some conclusions:

First, the Erasmus Plus programme is a great initiative and in my eyes one reason more for Britons to stay in the European Union.

Second, it is always worth making a trip to Glasgow. People make Glasgow, that is true, and – I may add – Glaswegians make friends – thank you for that.

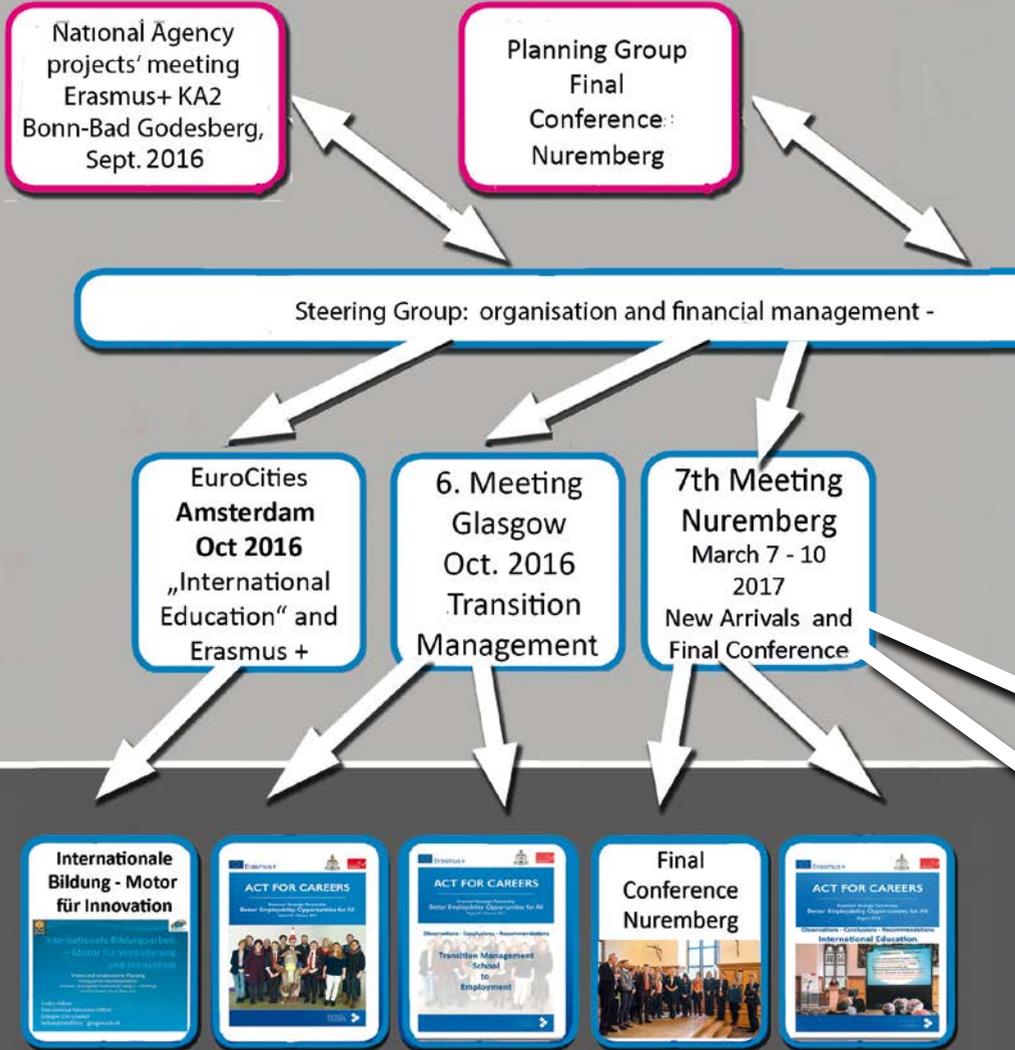
Third, I will do my best that the wonderful cooperation between Glasgow and Nuremberg about educational issues is going to continue, no matter how hard or weak the Brexit will be.

Dear colleagues and friends, I am looking forward to a successful and long-lasting partnership and to seeing you in Nuremberg again.



Act for Careers

Better Employability Opportunities for All
Erasmus Plus Glasgow - Nuremberg
Sept. 2014 - Aug. 2017



Glasgow Nuremberg



Planning Group
Final
Conference:
Glasgow

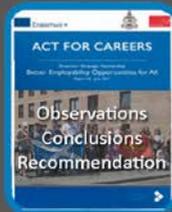
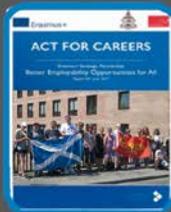
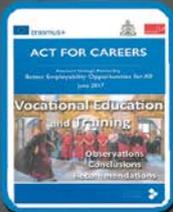
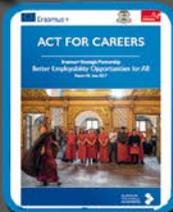
Planning Group
Journal 5
and
Recommendations

Planning Group
Sustainability
and
Final Report

planning and synchronisation of meetings - deepening the intests of the partners

8th Meeting
Glasgow
June, 13th-17th
Final Conference
Collaboration
Colleges - Voc. Sch.

9th Meeting
Nuremberg
July, 13th-18th
Agreement
SCHLAU -
ESP-Team





Chancen für junge Menschen – von Nürnberg bis Glasgow

**10 Jahre SCHLAU Übergangsmanagement Nürnberg
3 Jahre Kooperation SCHLAU Nürnberg -
Employability Team Glasgow**

am 10.03.2017 von 13.00 bis 18.00 Uhr im
Historischen Rathaussaal Nürnberg (Wolffscher Bau)

Programm

14.00 Uhr

Begrüßung der Gäste durch Herrn Dr. Klemens Gsell,
Bürgermeister der Stadt Nürnberg
Grußwort von David McClelland, Head of Service Development,
Educational Directorate of Glasgow City Council

14.20 Uhr

Präsentation: 10 Jahre SCHLAU

15.00 Uhr

The Impact of International Education (Lesley Atkins,
International Education Officer, Glasgow)

15.20 Uhr

Kaffeepause

15.40 Uhr

Podiumsgespräch: Nürnberger Schülerinnen und Schüler
berichten von ihren Erfahrungen mit dem internationalen
Austausch. Ergebnisse der Kooperation Glasgow – Nürnberg
(Abigail Kinsella und Jacqui McBride, Employability and Skills
Partnership Team)

16.00 Uhr

„Pure chuffed“ - Schülerinnen und Schüler
der Lochend Community High School Glasgow
präsentieren ihr preisgekröntes BO-Projekt

16.25 Uhr

„Fränkisch-schottisches Design“ -
Modenschau der Modeschule Nürnberg

16.40 Uhr

Dankesworte



Final Conference Glasgow

15th June 2017



Programme

9.30am

Registration – teas/coffees



10am

Welcome and opening of conference - Maureen McKenna, Executive Director of Education, Glasgow City Council

Mayor Klemens Gsell, City of Nuremberg

The benefits of international engagement and Erasmus Plus - Lesley Atkins, International Education Officer, Glasgow City Council

SCHLAU in the context of the German Education System - Dr Hans Dieter Metzger, Director, SCHLAU Nuremberg

Coffee break

Employment partnership team Glasgow – Learning from SCHLAU: the benefits of European job shadow opportunities

12noon

Workshops – choice of 1 from 4 options:

1. School to work – supporting our disadvantaged young people, comparison of German and Scottish approaches. SCHLAU, Nuremberg and Employment & Skills Partnership Team, Glasgow
2. Lochend Community High – the impact of European partnerships on enterprise education – Head Teacher and school project team
3. Supporting young people from a refugee background into employment – Glasgow/ Nuremberg – SCHLAU, EAL Service, Glasgow and Anniesland College
4. Schools and colleges – the vocational system Glasgow/ Nuremberg – Tracy Leavy, Kelvin College, Frau Horneber, Barbara Denker, Berufliche Schule, Nuremberg

Lunch

2pm

The Prince's Trust

2.15pm

Workshops - Round 2

Question and Answer Plenary, Local Authority Twinning

4pm

Conclusion



Glasgow Partnership Meeting

June 13 - 18, 2017



Participants:

From Nuremberg:

Dr. Klemens Gsell (Mayor)
Barbara Denker (Head Fashion Schools Nuremberg)
Christine Grundig (Social Education Coach, Team SCHLAU)
Franziska Güntner (Social Education Coach, Team SCHLAU)
Ulrike Horneber (Principal, Vocational School 9)
Ruth Kaiser (Social Education Coach, Team SCHLAU)
Dr. Hans-Dieter Metzger (Head of Dep. SCHLAU)
Christina Plewinski (International Officer, Nuremberg)
Pernilla Weinholz (Student, Fashion Schools Nuremberg)





Programme

Focus: Focus: Vocational Education and Planning for Future Collaboration

13th June

Welcome Dinner – Lord Provost’s Office

14th June

City of Glasgow College – Presentation, Tour, and Discussion
Conference Planning Meeting

Meeting of Lord Provost Eva Bolander and Nuremberg Delegation
University of Glasgow – Tour and Discussion

15th June

Conference - Erasmus Plus ‘Act for Careers’
The Prince’s Trust Wolfson Centre, Cumber House
Reception for Conference Participants

16th June

Final Partnership Meeting
Planning for Future Collaboration - 2018 and beyond
Glasgow Nuremberg Twinning

Civic Reception, Glasgow City Chambers
Formal Presentations and Scottish Traditional Music

17th June

Final Discussion and Evaluation
Final Partnership Dinner



Nuremberg Partnership Meeting

July, 11 - 14, 2017



Participants:

From Glasgow:

Abigail Kinsella (Head of Dep. Employability and Skills Partnership Team)

Maxine Morisson (Head of Activity Agreement Team)





Programme

Focus: Employability and Companies as Partners

Tuesday, July 11

Welcome Dinner

Wednesday, July 12

Visit Education Center Aldi Süd, Nuremberg

Visit Deutsche Bahn, Apprenticeship Center

Visit Estragon, Project for Handicapped People and Integration in Employment

Thursday, July 13

Visit Nuremberg Fashion Schools

Visit Vocational School 9 Business Administration

Participation in Final Examination for Apprentices in Gastronomy

Visit of SCHLAU – Office, Job Shadowing

Friday, July 13

Visit of Spalt Brewery Industry Museum

Final Partnership Dinner

Saturday, July 14

Departure



Erasmus Plus

‘Act for Careers’ - Evaluation

The Erasmus Plus Programme Action indicates that KA2 strategic partnerships can include local consortia between local/regional authorities and schools to improve the educational offer for young people. This is what our project strategy for Act for Careers set out to establish: to improve the educational offer for young people in Glasgow and Nuremberg, concerning the development of their employment skills in the critical transition period of school to work. The project partnership also had the added potential impact of strengthening the educational links and outcomes within the framework of Glasgow and Nuremberg being formally twinned cities at the civic level.

The strategy within Education Services, Glasgow City Council aimed to develop a coordinated framework of support to take forward the partnership aims and objectives systemically, through the collaboration of the International Education Service, the Employment Skills and partnership team. Glasgow Kelvin College, Lochend Community High and the national body, Education Scotland.

The International Education Service of Glasgow has a 25 year history supporting establishments to improve practice through the European dimension to learning and experience has taught us that improved practice must become part of the strategic development plan of schools and services. Erasmus Plus gives that strategic lead and encourages organizations to think beyond mere exchange of knowledge and structure the proposed innovations in a congruent way which identifies need and plans accordingly to meet that need. In this case the need was an improved employability offer to young people in both cities including those more vulnerable in the margins of European society through poverty and migration.

The Employment and Skills Partnership Team, within Glasgow City Council's Education Services, is responsible for supporting secondary schools to equip their school leavers with the necessary skills to achieve positive sustained post school learner pathways into continued education, training and employment.



As a result of participation in the Act for Careers Erasmus + project, they have collaborated with colleagues in Nuremberg to further investigate the elements of their individual education systems, which contribute to success for learners.

One area of particular interest to Glasgow, was the way in which apprenticeship programmes are integrated into school, and work based learning is embedded within the German system. This has influenced the design and delivery of an innovative package of blended school, college and work based learning, known as Foundation Apprenticeships.

Methods of support for learners who leave school, without a firm job or university offer have been exchanged and the team have adapted approaches so that in Scotland, more responsibility is being given to empower individuals to take charge of their employability actions.



This has been achieved through a refocus of the Activity Agreement coaching service in Glasgow. The SCHLAU team were also introduced to solution focused, personalised approaches used in Scotland, to support the most vulnerable and disengaged learners and is a significant outcome from the collaboration.

In particular, Glasgow were very impressed with the attention paid to matters of equality within Nuremberg, and adapted ideas to challenge gender stereotyping within occupational areas, by creating a framework for schools to work directly with pupils and employers. Lochend Community School hosted an event for pupils aged 13 and 14 years old to meet with men employed in jobs with a predominately female workforce and women employed in jobs more traditionally associated with male employees.

The event created an opportunity for pupils to consider a wider range of occupations. The materials will be shared with many schools to expand this initiative.

Lochend Community High School have benefited hugely from their engagement with this Erasmus Plus partnership. They have a long established relationship with Scotbeef, a national meat production company where the employer is very keen to work directly with young people, to inspire pupils to be interested in careers associated with food production, retail and hospitality industry sectors. In collaboration with the supermarket chain, Aldi, a competition was established whereby pupils created a range of beef burgers to be sold to the public. Pupils considered topics such as market research, product ideas, concept development, factory trials and product launch. The result was a specialised beefburger product being sold on the retail outlet shelves. The competition is now in its second year of implementation. Teacher colleagues within the school have been greatly influenced in the partnerships between schools in Nuremberg and their local employers. The insight into school and business collaboration gained from exchange activities between Glasgow and Nuremberg, supported a greater focus so that the initial ideas of joint working between the school and Scotbeef, were able to be further extended to include the retail element. This has meant that the partnership has a real commercial slant, which spurs pupils, teachers and businesses to collaborate even more!

The inclusion of an enhanced business relationship into the employability offer at Lochend Community High is one which will be examined closely, to ascertain whether this proven and effective model in Nuremberg is something which can continue to inform the development of the opportunities available to all learners across Glasgow to improve their employment skills before leaving the school sector.

The civic twinning has also been strengthened between the two cities, in that through Erasmus Plus, the educational agenda and developments have become stronger and more widespread. The colleges working together through 'Act for Careers' have extended the impact of their collaboration and have plans for further cooperation through new Erasmus Plus proposals and the international dimension has enhanced the skills of staff in the Glasgow Employment and Partnership skills team and again there are plans to consolidate skills and learning gained and structure this through further proposals and job shadowing. The City of Nuremberg, learning from the existing International Education Service strategic approach to international education are now looking to develop this more widely across Education in Nuremberg.

In Scotland, within the National Improvement framework, International engagement is regarded as a key driver in implementing change and innovation. In Glasgow, we have always regarded the potential of international engagement as transformational and harnessing that potential is at the heart of our strategy for change through the international dimension to learning.

Through our engagement with this KA2 'Act for Careers' partnership with the City of Nuremberg, there have been several key transformational features which have changed the educational landscape of both cities: enhanced internationalisation is now on the agenda for education in Nuremberg through the involvement in and commitment to our partnership of the Education Mayor, Dr Klemens Gsell; the SCHLAU team in Nuremberg and the Employment and Skills partnership team in Glasgow have learned and benefitted hugely from the cooperation and this has led to a solid professional relationship which will continue to inform and improve the employment offer for young people in the care of both teams. The Office of International Relations and the International Education Service in Glasgow have a stronger connection and professional relationship which can inform and support further Erasmus Plus engagement and cooperation and the landscape within the core school in Glasgow, Lochend Community High, has been transformed through their observation and implementation of key features to support and enhance business relationships within the vocational school system in Nuremberg and its transferability to their own employability skills context in the school. Lochend Community High are now recognised as a sector leading school across Scotland in this field.

This strategic partnership has transformed the personal and professional lives of all engaged. It has been testament to the power and depth of the potential of the educational offer through Erasmus Plus and reaffirmed that the opportunity to learn together, cooperate and collaborate, transcend borders and harness creativity is at the heart of deep and sustainable change and improvement across Europe.

Lesley Atkins
International Education Officer, Glasgow City Council
June 2017.



Lasting Effects on the Activities between the Twin Cities Glasgow and Nuremberg



Glasgow and Nuremberg have officially been twinned since 1985 and this fruitful partnership has led to many excellent projects over the years. Special importance is attached to educational projects and exchanges of young people, with a focus on those who would not usually have the chance to participate in international activities. To do this, we work closely with institutions within the Nuremberg municipality, with youth organisations and serve as a mediator for the partners in Nuremberg and abroad.

In the context of the Erasmus Plus KA2 strategic partnership between Nuremberg, Glasgow and the Netherlands the partners took the chance to discuss the educational challenges brought about by mobility and intercultural exchange, and the basic requirements of successful international

exchange programmes of young people, teachers and schools.

The Erasmus + Project 'Act for Careers' was an excellent opportunity to evaluate similarities and differences of educational systems and to gather information on current practices of the process of transition from school to work in Scotland, Bavaria and the Netherlands.

It is also a great example of how existing twinning partnerships and the already existing network can be used to promote collaborative learning from best practice. We involved decision and policy makers, experts, practitioners, stakeholders and representatives of employment agencies, chamber of commerce and trade and business in the development of innovative educational methods and operative approaches.

During the 3-year period, we have managed to facilitate and establish further sustainable educational projects, long-term exchange programmes and new school partnerships. We have successfully expanded the mobility of students and exchange of multipliers and teaching staff between Glasgow and Nuremberg and have strengthened the links between our schools and colleges to include earlier intervention with vocational experiences before pupils become dis-engaged with education.

We are proud to have established a new exchange between our Staatlichen Berufsschule zur sonderpädagogischen Förderung – our state school for young people with learning difficulties - and the Glasgow Parkhill School and are very impressed by the way Glasgow supports this group of young people in their educational journey.

Based on the intensive dialogue and participation we have identified various strategic learning points that we can mirror in Nuremberg and in Glasgow and the new evidence will encourage and support change of existing measures and policies:

The educational achievements of “Act for Careers” for example motivated us in Nuremberg to officially include international education as an integral part of the general strategies for schools (Orientierungsrahmen) in Nuremberg in the fall of 2015, six months after the start of Act for Careers.

The Scottish “curriculum of excellence” offers international engagement as an entitlement for learners and adds skills and values to the employability of young people. We are now in the process of developing a framework to support staff to incorporate international education in the core curriculum, as it is the case in Scotland. The 3-year cross-over collaboration “Act for Careers” made us aware of the impact of strategic planning and motivated us to adopt this interesting whole school approach by connecting international education outcomes with mainstream learning. A strategy for developing international education in Nuremberg schools is under way and we value Glasgow’s significant input.

By providing effective international education, we will introduce young people to the duties and responsibilities of international citizenship and assist to equip them with the skills and attitudes to prosper in a changing society.

International cooperation and understanding among nations is essential to eliminate discrimination based on race, color, origin, sexual orientation and religion. We are convinced that the commitment of our cities towards strategic partnerships with projects like Act for Careers has great impact on the quality of young peoples' learning and their personal and social development and promotes an ethos of equality and fairness.

We are living in an increasingly interconnected world and the need for cross-cultural understanding and tolerance has never been greater. International education lays the groundwork and sets the direction for our mutual journey towards successful 'acts for careers'.

We are very proud of our long and fruitful twinning relationship between Glasgow and Nuremberg. The friendship of our cities is deeply rooted in our common values and perceptions and has a very wide base with lots of activities in different areas. Irrespective of the future of the United Kingdom, we will strengthen our growing ties and continue to strengthen and adapt new strategies to work with and support each other. There can be no doubt that harder times lie ahead but at the same time we are confident that both our cities are well prepared and equipped for these challenges when we ensure that our children and young people become informed, thoughtful and active international citizens in the 21st century.

Undoubtedly, Nuremberg, Glasgow and The Hague were profiting from this successful international networking by gaining a detailed insight and a better understanding of the various education systems and cultures, which will in turn help to promote and intensify international understanding and to enhance the opportunities of young people's mobility and employability.

The Department of International Relations of the City of Nuremberg was proud to be one of the cooperating partners in the planning and implementation of the Erasmus Plus KA2 Strategic partnership between Nuremberg, Glasgow and The Hague. This project has helped to shape new perspectives and contributed to a strengthened relationship between our cities and people.

Christina Plewinski
Twinning Officer
Department for International Relations of the City of Nuremberg





Now, half way through the implementation phase of the DYW programme we are already seeing some significant improvements:

- Youth unemployment rates have dropped to 8.5%, a 10% reduction over the 4 years;
- the development and implementation of a new Career Education Standard, Work Placements Standard and School-employer Partnership Guidance that outline the entitlements for all learners from 3 to 18 as well as the expectations on teachers, employers and parents now feature on the improvement plans of the majority of schools in Scotland;
- 21 regional employer-led groups have been established to cover all education authorities in order to forge and coordinate school-employer partnerships;
- The enhanced Career Information, Advice and Guidance service offer delivered by Skills Development Scotland is adding value to career education in schools;
- Increasingly secondary schools are implementing diverse curriculum structures that meet the needs of all learners and include vocational pathways and work-based learning opportunities.

DYW - Global Challenge

Although significant progress has been made in this area it is important to acknowledge that the ambitions we set ourselves cannot be realised in isolation and solutions will have to include perspectives that reach beyond Scotland's horizons. The Erasmus+ 'Act for Careers' programme between Germany, the Netherlands and Scotland provided an invaluable opportunity for teachers and practitioners as well as key influencers from industry and politics to learn from each other's experiences and approaches, discuss solutions and challenge each other to seek new perspectives.

Gaining awareness of the significant difference of respective educational approaches in this area was equally as important as the realisation of common challenges and aspirations. For example, contrasting the structured dual system that governs career education in Germany with the flexibility of a Curriculum for Excellence that allows for a contextualised learning, planned and delivered by the individual professional, was as rewarding as acknowledging a shared vision to provide targeted support for those furthest removed from accessing the labour market.

It was however the enthusiasm of practitioners involved in this project, as well as the wide participation at the key events held in Nuremberg and Glasgow, that highlighted the importance placed on this international collaboration.

In order to tackle educational issues of global significance teachers and practitioners will also in future rely on opportunities for continuous international exchange and inspiration underpinned by lasting personal and professional relationships. Education Scotland will continue to support professional dialogue between countries on career education and respond to any of the 'lessons learnt' through projects such as 'Act for Careers'.

Klaus Meyer
Development Officer, Education Scotland - Foghlam Alba

Related context:

Skills for the Future – a powerful message: <https://www.youtube.com/watch?v=ITJUQreI9Mg&list=P LfgYv5l2T3Yk4kcEZhRehb7skSo3Dl-QX>

Building the Curriculum 3: Entitlements for learners (page 15f)
Building the Curriculum 4: Skills for Learning, Life and Work

Find related comments on DYW in Act for Careers' Journal 1 (pages 30f)
Journal 3 (pages 18-21) and Journal 4, page 12

General Teaching Council: Professional standards and updates for practitioners in Scotland

For more information please see: www.education.gov.scot



What we have done

Prefatory Remark

Three years Erasmus Plus-Project 'Act for Careers' offered exceptional opportunities for collaboration and strategic development. As the contributions below witness, the project has triggered multi-levelled collaboration. The presentations give evidence about the various partnership projects and stand for the overall success of 'Act for Careers'. As you may kindly see, they cover both present and future action to the benefit of our young people, in making possible for students of all types of schools to experience the attraction of international exchange and various ways in which to acquire skills and competences for a self-determined life and secure employment.

Lochend Community High School – A 3-year Partnership

Preparing our young people for life after school is a key driver in Lochend Community High School. We need to ensure that all young people have the skills needed for learning, life and work. In order to ensure that our young people move into positive, sustainable destinations it is crucial that our students can identify, discuss and write about their personal skills, qualities and experiences. As a school, we aim to provide all young people with opportunities to develop their skills both in and out of the classroom.



The image shows a screenshot of the Lochend Community High School website. At the top, there is a banner with the school's crest and the text "LOCHEND COMMUNITY HIGH SCHOOL". Below the banner is a navigation menu with links: Home | Our School | News & Events | Staff & Subjects | Clubs & Groups | Our Community | Contact Us | Documents. The main content area features a photograph of several students and a staff member gathered around a table, engaged in a discussion. To the right of the photograph is a sidebar with two sections: "Upcoming Events" and "Contact Details".

Upcoming Events

**ErasmusPlus
Act for Careers
Final Conference**
June, 17th
Princes Trust Building

Contact Details
20 Cairnbrook Road,
Glasgow
G34 0NZ
Phone: 0141 582 0170
Fax: 0141 582 0171

During our 3-year partnership with Nuremberg, we have continued to review the opportunities we provide to help our young people develop their skills and experiences. We have been impressed with the extensive school/ business partnerships in Nuremberg and as such we are focused on expanding our own business links within Lochend.

Developing Enterprise through business partnerships

Developing enterprise skills in our young people is very important in Lochend Community High School. Enterprise education is essential in preparing our young people for making informed decisions about their futures. From being part of the Erasmus+ partnership we established business links with Aldi and Scotbeef and designed an enterprise project for S2 pupils. Pupils learn from industry experts and take part in various workshops looking at product design, finance, marketing and sales. Pupils take part in a yearlong project to design and manufacture their own burger which is sold in Aldi Supermarkets across Scotland.

Enterprise activities are embedded into our curriculum and senior pupils take part in the Young Enterprise Company Programme each year. In this project, senior pupils set up and run their own company. They deal with all aspects of running a company from the initial design stages to issuing shares, manufacturing and designing their products and preparing their final company accounts. We are continuing to develop this project within Lochend and are linking with local businesses to provide support and advice for our senior students.

The skills our young people develop through enterprise education include

- Communication Skills
- Confidence
- Financial capability
- Organisation and decision making
- Initiative
- Problem Solving and Creative Thinking
- Resilience
- Team work and leadership

Balancing the Workforce

After a visit to Nuremberg we partnered with Glasgow's Employability and Skills Partnership team to develop and deliver a 'Balancing the Workforce' day for pupils in S1 and S2. This was based on good practice shared during the Erasmus+ partnership meetings. The main focus of the day aimed to provide young people with an experience of jobs they might not have considered. 20 different employers provided young people taster sessions within business areas which are generally linked to one gender. During the day, young people had the opportunity to ask questions and gain an insight into various careers. This event was successful in breaking down the stigma attached to various occupations and establishing skills required to be successful in a range of occupations.

Next Steps for Lochend Community High School:

- Continue to develop school/ business partnerships
- Work with local colleges to provide more vocational training opportunities
- Continue to develop our enterprising approach to skills development
- Develop future e-twinning project with Nuremberg
- Build on the learning and success of our Erasmus + Partnership to develop future partnerships with Nuremberg



Internationalisation of Vocational Training at B5 Modeschulen Nuremberg

Fashion is a collective movement that reaches all parts of life, be it cars, kitchen or the sunglasses you buy. It is also a means of communication of how you want to express yourselves with how you design your environment or the clothes you wear. Fashion people all have this brimming feeling in their guts to create a distinctive and popular trend and designers pick up inspirations from cultures all over the world. Furthermore, fashion is a worldwide business and anyone involved in this industry is part of a global network. Vocational training has to take this into account, and the Fashion schools Nuremberg are ready to provide answers: International Education is given top priority.



The B5 Fashion schools Nuremberg were founded in 1984. The trainees receive a school-based professional, multi-faceted, production-oriented vocational training, which is mainly geared to the needs of the clothing industry.

In particular, vocational education is provided for

- tailors for alteration who, in a two-year training, learn to alter finished garments
- seamstresses who, within a three-year training, are taught to design, cut patterns and produce complete garments precisely,
- assistants for the garment industry, who, in addition to simple sewing tasks, tend to solve tasks of business, commercial and work organisation in the garment business.

Apprentice dry cleaners are taught at Fashion schools Nuremberg to complement their in-company training (dual system). Because the numbers of apprentices in this professional field are small, the catchment area extends to the whole state of Bavaria.

Last but not least, graduates from the Fashion school are offered a programme of Further Education at the Technical College for Garment Technology, also belonging to Fashion schools Nuremberg, after gaining relevant employment in the clothing industry. Passing the final exams after two years fulltime training, they become 'a state-certified engineer for the garment indus-

try'. In addition, the students can also acquire EQR 5 (Fachhochschulreife), equivalent to SCFR 7/8, an entry level qualification for a University of Applied Science.

So how did Interantionalisation come about at a vocational school ? After a private visit to the Victoria & Albert Museum in London, an English teacher from the Fashion School reported enthusiastically about the fantastic stage dresses of Kylie Minogue. 'Why don't we all go there as part of the training programme?' students responded. Glasgow, twin city to Nuremberg and European Capital of Culture in 1999, was identified as the favorite and proved an excellent choice. The Metropolis at the river Clyde can be proud of its large selection of museums. The opportunity to visit the outstanding Kelvingrove Museum and the stunning Burrell Collection immediately attracted students. Since then, a considerable number of young people and teachers travelled to Glasgow. Right from the start, the journey turned out to be an overwhelming success. Soon plans emerged of how to form a strategy for the systematic bridging between further education and the start into a professional life. However, projects need partners on both sides. We had brilliant ones: Christina Plewinski and Gillian Walsh from the International Offices in Nuremberg and Glasgow searched for companies and schools in the fashion field in both cities.

Internships abroad are essential in a globalised world. Production is based in cost effective foreign countries whereas the creative-technical sectors are usually located in those EU-countries where the vocational training takes place, and where the most potent consumers are to be found. For the students of the Fashion schools Nuremberg, the question arose of how to bridge school-based apprenticeship and production of design that happens somewhere abroad. Consequently, it is crucial that students are enabled to gather experience in complex collaboration. To start such a venture, however, they need the safe environment of a trusted partner school or company and open-minded cooperating businesses. In addition, they need to working on a well-defined project, which systematically introduces them to, and allows them to master the challenges of professional life. Glasgow Kelvin College was able to provide all this. Back at home in Nuremberg, our students presented the results of their internship to their classmates and shared their experiences to a wider public at a 'Come together'.

In return, B5 Fashion schools Nuremberg had the very great pleasure to welcome students from international partner colleges in Nuremberg to work with them and to share experiences. Highlight of the exchange project was a joint bilingual fashion show 'skilt', presented in the historical Town hall, to celebrate the 25th anniversary of the twinning of Glasgow and Nuremberg. Additionally, students were awarded an 'Europass' for their great cooperative project in artwork. Europass is a European Union (Directorate General for Education and Culture) initiative to increase transparency of qualification and mobility of citizens in Europe. It aims to make a person's skills and qualifications clearly understood throughout Europe. Such a document definitely supports every application!

At present, the project is financed by the European Union (Leonardo Da Vinci and Erasmus+). There is a lot of administration required in this process e.g. booking accommodation and flights, preparing cultural programs for guests and seminars in preparation for the professional internships. It was decided by the teachers of B5 Fashion schools Nuremberg to form an EU-Team in 2013 to coordinate these activities and to handle official correspondence.

Without question, the benefit for students and teachers involved is enormous. Communication skills improve within weeks to unexpected high levels. The experience of being able to organise one's life successfully abroad is a great step forward to an independent and self-confident career. Students greatly widen and deepen their professional skills, such as learning how to make a Victorian corset, flock-printing or millinery, a work of art no student ever expected to be able to do. In 2013, the North West Regional College, Derry, Northern Ireland, called for the 'Off the Cuff Contest' internationally. Students of B5 Fashion schools Nuremberg participated, with Sarah Böke being awarded a first prize and Barbara Gelle a second prize in the category 'Wearable Fashion'.

International Education in Nuremberg reached a new level in 2015. On the background of its history during the National Socialist reign of terror, the City of Nuremberg feels particularly committed to human rights. By Council Resolution the Municipality as well as the civil society committed to the vision „Nuremberg – City of Peace and Human Rights“. In 1995, the Nuremberg International Human Rights Award was presented for the first time. The award is the City of Nuremberg's answer to the state-decreed crimes against human rights in the years of Nazi terror and is intended to symbolize that no signals are to radiate from Nuremberg but those of peace, reconciliation and respect for human rights.

In 2015, the Nuremberg International Human Rights Award was given to Amirul Haque Amin, President of the National Garment Workers Federation in Bangladesh. In his acceptance-speech, the Unionist urged students in Europe to build bridges to the production countries and to care about the awful conditions fabrics often are manufactured. On initiative of the students, the project 'azadi' was launched. 'Azadi' is the Hindi word for liberty.

Students of the Fashion schools stood up and called for fair relations between producers and consumers. To contribute themselves, they developed designs for fashionable cloth in the Indian style for the European market.

The designs are manufactured in a family home in Dehli, where the NGO "STOP India" gives former forced under-age prostitutes the chance to become tailors. Manufactured with GOTS-certified materials from Tiruppur, the clothes are sold in the farcap store in Fürth, a city in the direct neighborhood of Nuremberg. Since then, the project 'azadi collection' was introduced as a fixed element into the curriculum of the 11th grade and thereby compulsory for all enrolled to become a textile and fashion tailor.

In 2016, a partnership was formed with NIFT TEA school in industrial Tiruppur, located in the Kongu Nadu region of the Indian state of Tamil Nadu with first exchanges of German teachers and Indian students.

Barbara Denker
Head of Fashion Schools, Nuremberg



Nuremberg Vocational School B5 exchange to Glasgow Kelvin College

In May 2017, the B5 vocational school from Nuremberg engaged in an international exchange to the hairdressing department within Glasgow Kelvin College. The exchange involved 5 Nuremberg hairdressing students coming to Glasgow for 2 weeks along with their tutor, Tanja Knochlein, who stayed for 3 days to settle and support. The group stayed at the 'Syra Youth Hostel' in Glasgow providing an ideal city centre location with open views to Kelvingrove Park. The funding for this trip was secured by the B5 school in Nuremberg through Erasmus+.

The purpose of the visit was to enhance knowledge, skills and competences in the following:

- Improvement in language skills
- Professional growth through Glasgow Kelvin College and industry salons
- Insight to Scottish culture
- Promotion of self and professional competences
- Linking with local industry and college staff/students for further training opportunities



The visit was extremely successful in meeting these needs through the following activities:

Improvement in language skills

The visiting students used spoken English throughout their visit when dealing with industry, college staff and students along with their free time activities. The students expressed an interest in developing their language skills and the visit showed them to be more than competent in communicating and praised as

exceptional by all they met. This experience has not only increased their confidence and interest to further develop but inspired others to look at second language development.

Professional growth through Glasgow Kelvin College and Industry Salons

The students worked in both college and industry environments throughout their stay. This was a hands-on activity where the students worked alongside various teams showing great enthusiasm and interest in any task they were given. High praise was given to the professional conduct and work ethic shown by the young people by both college staff and employers.

The College Experience

The students engaged in 3 commercial salon classes, held within Glasgow Kelvin College East-end and Easterhouse campus, working with our level 6 and SVQ 3 students. Hairdressing training at the college is delivered as full-time provision and only our SVQ3 students have a work placement which consists of 1 day per week throughout the academic year. This differs greatly to the dual education system in Nuremberg where students generally attend the B5 vocational school 1 day per week but must have employment within a salon to secure a place at the school.

The students undertook tasks on the paying public who attend the college salon by way of shampooing, blow-drying, colouring and cutting hair. Students from both countries enjoyed the experience of working with each other while discussing differences in how they learn. The visiting students found the way our students learn practically to be different as GKC students work on 'live models' set within the college environment to receive ongoing supervision, instruction and evaluation while the B5 students tend to get 'live model' training within the workplace where they are learning by observation and supervision through employed work. Both practices are a valid way to learn the skill of hairdressing however, the dual system in Nuremberg gives advantage of entering the industry at the start of training in partnership with college based education.

GKC Fashion Show

The visit coincided with GKC annual fashion show presented by our Fashion students. The students had the opportunity to work behind the scenes with the Hair and Beauty students assis-

ting and preparing the models hair for the catwalk. After the work was complete the students watched the fashion show in its entirety which they found to be an interesting and inspiring experience. GKC fashion department has extensive links with the Nuremberg fashion school working on combined projects and exchange visits over many years.



The Workplace Experience

The students had the opportunity to work in a variety of Glasgow based Salons during their time with us.

'Rebel Rebel' is a modern professional Barber establishment and 'Hair at Renfield' is a high end traditional Ladies Hairdressing Salon. Both are located within the centre of Glasgow providing a professional service to a large client base. The students spent a half day at each of the workplaces then spent a further day at the salon of their choice. The students thoroughly enjoyed their time at work with these employers and this feeling was reciprocated by the teams they worked with.

- 2 of the students chose to attend the Ladies Hair Salon for the full day where they worked alongside the team shampooing and blow-drying while meeting the Glasgow public and enjoying the creative environment.
- The other 3 Students chose to spend their day within the Barber Shop where they worked alongside the large team shampooing and cutting hair within this on-trend environment.

Further work experience comprised of the students attending smaller salon establishments local to the college area in the East End of Glasgow. These salons are the placement salons for our SVQ 3 students. The visiting students spent one day within these salons and showed not to be as comfortable working as they were in the larger city salons. They did enjoy the experience but on comparison they found the transition to working in a smaller establishment not as inspiring or as educational as both their employment in Nuremberg and the Glasgow city centre experience.

Insight to Scottish culture

Along with sampling the Glasgow night life the students visited some of our museums and were lucky enough to catch some Scottish sunshine while spending time in our popular Kelvingrove park. Shopping was a highlight visiting many of the city centre streets with a favourite being our fashionable Buchanan Street.

I enjoyed spending free time with the students where we took in a football match at Firhill stadium, the home of SPL team Partick Thistle fondly known as 'the jags'. Football is a unique cultural experience in Scotland and we watched Glasgow Celtic beat 'The Jags' by 0-5, not an

unexpected win with a gigantic, jovial and entertaining away team support. The chance to try a McGhees pie, a football favourite snack, was not be missed and enjoyed.

With the assistance of two GKC colleagues we embarked on a water sport adventure, a popular sport throughout Scotland. Our first call was to the local canal where we all tried canoeing, kayaking, paddle boarding and white water rafting, a thoroughly enjoyable, albeit wet, exciting day. As a cultural highlight, we ventured to Loch Lomond where we paddled in canoes out to a small island about 1 hr from the mainland and enjoyed a BBQ. The sun shone brightly on us this day showing the views to the mountains and surrounding area at its best.

Eating played a big part, the students loved their food, and did fend for themselves with ease at the hostel but enjoyed Indian cuisine at one of Glasgow's finest restaurants and sampled the best pizza money can buy in the city centre.

Promotion of self and professional competences

Throughout the activities, both professional and cultural, the students participated with enthusiasm and interest. Their confidence grew during the stay by how they communicated with the many people they met and how they interacted with all the situations presented, their positive attitude and respect they showed to others was exceptional and lead to them to getting the most out of every experience.

They found the city centre work experience to be very educational by way of learning new skills and working with the Glasgow public while getting to know staff within these salons. The sample of college life allowed the students to compare their learning experiences with ours and how training differs but with the same goal to become a competent and creative hairdresser providing an individual professional service.

Conclusion

The visit proved to be an all-round success for the education providers, employers and most importantly the students involved from both countries. For GKC hairdressing department this was a pilot programme for exchange activity and both staff and students have commented on the inspirational and motivational value the visit provided.

Knowledge gained from the visit has allowed the GKC team to evaluate how German Dual Education works in comparison to Scottish Further Education. Our learning has shown new techniques and practice we can include in our courses while endorsing what we are doing effectivity to ensure progressive learning. The visiting students engaged enthusiastically in discussion on their learning and the difference employment makes to training. From this, further engagement with industry would be our priority to assist in positive destinations for all our learners. The college welcomes the return of the students for visits or learning opportunities.

The visiting students expressed how much they enjoyed the experience and how they felt they had grown professionally and personally. Their enthusiasm towards progressing their hairdressing career along with their work ethic and professional manner is to be highly commended and

a credit to the training provided by their employers and the B5 vocational school. Culturally the students have discovered new hobbies, new friends and a new city with a desire to return.

The employers involved in this project found it to be a positive first experience that they would welcome again. They found the students to be at a high level of competence for their level of learning but more importantly they were keen to work and be involved in all activities going on in the workplace. All parties made comment that the students were a pleasure to spend time with and learn from and would welcome them back at any time for visits or employment opportunities.

To conclude, Glasgow Kelvin College expresses sincere thanks to the B5 Vocational School for engaging with us in this project and we look forward to developing the partnership in the future. A further "thank you" goes to the students themselves for their whole-hearted participation and faultless conduct in all the activities along with the enjoyment they gave to others along the journey.

Tracy Levine, Senior Curriculum Manager, Kelvin College

Education: International activities between Glasgow and Nuremberg – City twinning at its best

B9 Vocational School Nuremberg

The B9 Vocational School is just one school within a variety of Bavaria's multifaceted school system. Every child begins his or her academic career with numerous educational paths to choose from. There are many different types of schools with various areas of focus, requirements, goals and speeds.

The schools mainly cover general education, vocational schools and schools of adult education. B9 Vocational School comprises two different types of vocational schools: "Berufsschule" (BS: dual system for vocational training) and "Berufsfachschule" (BFS: fulltime vocational school).

As a rule, every student is eligible to enter the next higher academic level after receiving a school-leaving certificate. This enables students to continue their individual path of education at any time and level. Each school-leaving certificate opens the door to new academic paths and connections.

Having finished compulsory secondary schools students with a school leaving certificate that aim at professions within office and administration can register at the B9 fulltime Berufsfachschule (vocational school for office management assistants) or apply for an apprenticeship, sign a contract with a company and attend B9 part-time courses at the Berufsschule (within the dual system).

In fact, most of the students start at the B9 Berufsschule after having reached an intermediate educational or even higher educational level. In this case their chances to sign a contract with a company (as an apprentice) are higher than after only having finished compulsory education at the Bavarian „Mittelschule“.

All students leave the B9 Vocational School after three years of training having passed their finals before the Chamber of Commerce Nuremberg or a comparable institution.

The graduates' school leaving certificate approves level 4 within the European Qualifications Framework as well as an intermediate secondary school leaving certificate (provided the student reach an average of 3.0 (grades from 1.0 best to 6.0 poorest) and satisfactory foreign language skills). They may then continue with their higher vocational qualifications or start studying at a College or University right away.

More than 1.200 students attend the B9 „Berufsschule“ within the dual system either learning as „Assistants for Office Management“, „Social Security Assistants“ or „Administrative Assistants in Public Service“. Classes are organised either in block instruction or else as part-time release.

Offering vocational training for companies and institutions within business and administration the firms are very open minded and many of them highly interested in their apprentices gaining language skills and intercultural competences besides professional expertise.

Besides, a new „Orientation Frame“ (Orientierungsrahmen) for the all public schools run by the City of Nuremberg, implemented in 2016, is being supplemented with „Internationalisation“ as one additional educational focus for the future.

For those reasons B9 seeks to expand its international activities step by step according to the needs of international trade and business.

International Activities at B9 Vocational School

At present international activities at B9 Vocational School comprise the following projects: For many years, actually ever since, students are offered a one-week study visit to Plymouth in cooperation with Plymouth University, a programme for „newcomers“.

In 2015/16 B9 joined an Erasmus-Plus co-financed project initiated by our partner schools B4 and B6 vocational schools: A three weeks study visit to London which includes a one week language course and two weeks of work experience. It is organised by London's ADC-College, caring for the language course, host families and work placements.

Besides B9 students may apply for a two week study visit to Madrid. It is offered for the second time in 2017. As Spanish is not compulsory for students at the B9, a non compulsory Spanish language course is offered for beginners to attain an A1-level before joining the study visit to Madrid at the end of every school year in summer.

Study Visit: 16th – 29th April 2017



1. 16th – 17th April:

- Becoming acquainted with the city of Glasgow:
 - Walkthrough: River Clyde, People's Palace, Wintergardens, Doulton Fountain, Glasgow Green, Necropolis, Royal Infirmary, Provand's Lordship, Kelvingrove Park, Buchanan Street
 - Coach tour and Kelvingrove Art Gallery & Museum



2. 18th until 21st April:

- Glasgow Kelvin College:
 - Introduction and attending College
 - 21st – College project: Visit to Science Centre Glasgow with class



3. 22nd April:

- Regional and cultural studies: Visit to Stirling (castle and old town)

4. 24th – 28th April:

- Work experience of students:
 - International Education Office, Shawland Academy
 - Lord Provost's & International Office
 - Maclay Murray & Spens LLP
 - Goethe-Institute



Study visit to Glasgow

In 2016 B9 started to plan a two weeks study visit to Glasgow for excellent students with language competences at a B2-level. The pilot programme is based on the city-twinning network between Glasgow and Nuremberg and was launched in April 2017.

It comprises one week of College attendance in Business and Administration courses on level 6 (which equals level 4 within the European Qualifications Framework) and an additional week of work experience within several of Glasgow's public and private institutions and top addresses, supported by city-twinning experts of Glasgow and Nuremberg:

Participants are Glasgow City Council, Glasgow Kelvin College, Goethe-Institute Glasgow and Maclay Murray & Spens LLP in Glasgow.

During summer until autumn 2016 acquiring work placements and advertising the programme at the B9 vocational school was on the agenda: Focusing on students within the dual system (Berufsschule) with excellent language skills and special personal competence, e. g. self reliance, social skills and problem solving capabilities.

All applicants had to hand in cover letters and CVs in which they stated their motivations, their qualifications, aptitudes and personal interests. Every one of them had to convince Ms Plewinski, Officer at the Department of International Relations (City of Nuremberg) and B9 headmaster

in a 30 minute interview, which was held in English based on a questionnaire. All candidates chosen were prepared for their study visit during winter 2016/17.

To fix arrangements and agree upon details, such as working places, addresses, contact persons within the offices, working hours and college time table the study visit was planned in detail from 1st until 3rd March 2017 in Glasgow.

On April 16th the group of four students and one teacher started at 6:00 am at Nuremberg airport. The study-visit program covered a one week college course, one week of work experience and cultural as well as regional studies during the weekends (see illustration).

Katja Kunze's tasks during her work experience at the International Education Office, Shawland Academys (notes):

-  Doing the inventory of the furniture
-  Helping the admin girls with printing
-  Laminating and cutting cards with pictures for children to learn English
-  Ketso meeting (responsible for stopping the time, digitalize the solutions, prepare the Ketso for the next meeting)
-  Printing with a pin
-  Get an insight of the job of the admin ladies
-  Get to know the GDSS and the EAL
-  Telephoning
-  Inventory of the dictionaries in Ms Walkers Office

Experiences and the results

The results of the pilot programme were overwhelming: All students were delighted by their interesting and challenging work places. College courses perfectly fitted the students' capabilities. And it was no problem for them to follow and comprehend the lessons during their College week. The students' feedback was great. Their experiences were so various that the time period of their study visit appeared to them a lot longer than just two weeks. Terrific impressions and a great gain of competences helped them to strengthen their young personalities a great deal. The exchange pilot program can be described as very successful.

Katja Kunze's tasks during her work experience at the International Education Office, Shawland Academys (notes):

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- Get an insight of the job of the admin ladies



Exchange students from Nuremberg down town Glasgow at the river Clyde:
From left: Katja Kunze, Luisa Schlee, Daniel Wiener and Alexandra Schmidt

- Get to know the GDSS and the EAL
- Telephoning
- Inventory of the dictionaries in Ms Walkers Office

To develop sustainability and to enable students to gain international experiences in the future B9 is very interested to continue the programme within the upcoming years. And, Erasmus Plus financing has been applied for in 2018. By now network partners in Glasgow already signaled that they are willing to support the program in 2018. Besides the manager of the Business & Administration Department of Glasgow's Kelvin College is arranging an exchange project for Glasgow's students to Nuremberg in fall 2018. This is why from the B9 point of view we would first and foremost like to say „Thank you so much“ to all partners involved:

- Ms Gillian Walsh, Lord Provost's and International Office Glasgow
- Ms Lesley Atkins, International Education Office, Shawland Academys
- Ms Maria Walker, International Education Office, Shawland Academys
- Ms Abigail Kinsella, Employment and Skills Principal Officer at Glasgow City Council Education Services
- Ms Jacqui McBride, Opportunities for All Manager – Employment & Skills Partnership Team, Education Services, Glasgow City Council
- Ms Rita Nimmo, Project Officer at Glasgow City Council Education Services
- Ms Tracy Leavy, Glasgow Kelvin College
- Ms Christina Plewinski, Department for International Relations, City of Nuremberg
- Mr Lee Coutts, Manager for Business and Administration, Glasgow Kelvin College
- Honorary Consul Mr Micheal Dean, Maclay Murray & Spens LLP
- Mr Nicolai Petersen, Director of Goethe-Institute Glasgow
- Ms Alina Seefeld, Management Assistant, Goethe-Institute Glasgow

- Mr Dr. Hans-Dieter Metzger, Director SCHLAU, Department for Vocational Schools Nuremberg, Lead Partner ‚Act for Careers‘
- Mr Frank Fleischmann, Erasmus Plus Financing Expert, Department for Vocational Schools Nuremberg

Students‘ giving thanks:

Luisa Schlee: I would like to thank you for the pleasure of working with you and for the great time in Glasgow. It was a very good possibility to collect international experiences. Best wishes to all of you.

Daniel Wiener: I would like to thank Mr Dean for the opportunity he gave me to have a one week internship at Maclay Murray & Spens LLP. Many thanks for the time so rich in variety. I was able to collect many impressions within the EU, Competition & Regulatory Practice Group and what it is like being in court. Special thanks to Harriet Tooley, who showed me everything and was always a contact for me. I felt very welcome to all of you. Thank you also to the whole team of Maclay Murray & Spens LLP. I hope we will meet again.

Alexandra Schmidt: Many thanks for this varying time at Goethe-Institute Glasgow. In spite of the short time period of my internship I was able to gain an insight into all areas of the variety of German courses. Very special thanks to Alina Seefeld, who was my contact partner for all my questions. I did feel very welcome at the Institute. Thank you so much for all!

Katja Kunze: I would like to thank Ms Walker, Ms Atkins and her colleague for making this great opportunity possible for me, as well as Ms Horneber and Mr Fleischmann. Furthermore, I would like to thank the hard working Admin ladies and the great women of the GDSS and the EAL for involving me as one of their own. Additionally, I would like to thank Anne for being the great person and teacher she is and Mr Coutts for inviting us to the GKCollege. Further thanks goes to all the people I had no chance to write their names down. You all are doing a great job in educating people. Thanks to all of you I'm very grateful for the time in Glasgow. Ulrike Horneber, Principal, Vocational School 9 Nuremberg, and colleagues

Ulrike Horneber, Principal, Vocational School 9 Nuremberg, and colleagues

A Contribution to a professional training for early Childhood Educators

There has been a discussion about a high-quality early childhood education in Germany within the recent years. Staff in nursery schools and kindergartens is confronted with a variety of challenges caused by the social development in our country. Our school wants to qualify our students in order to react in a highly professional way and with discernment to diversity. We are part of the Erasmus+ program and have contact with different European countries where our students within an exchange flow can experience the educational structures and discuss about attitudes with the local educational staff.

As a deputy head of the school I had the chance to be part of the Erasmus+ Strategic Partnership „Act for Careers“ in Glasgow in March, 2015. I got in contact with Lesley Atkins and



Gillian Walsh (International Education Officers) and discussed about future exchanges in the field of early childhood education. Shortly after, we were able to send our students to Glasgow to take part in a three-week exchange programme working in the early childhood sector. We have had four more students going to Glasgow within the last two years as well as a staff-exchange for a week with seven teachers in June this year. Our staff visited different nursery schools in the city and was officially welcomed by the councillor Eva Bolander. They presented the Erasmus+ programme of our school and talked with her and some other representatives about early childhood education in Scotland.

Coming back, students and staff always evaluate and compare the systems. "It is so interesting to see the differences..." said one student afterward, "...it is not only the work place and work but also the culture and traditions that are different." Students and staff agree with the following statement: "The Scottish dialect is very strange and I had my problems at the beginning, but it is amazing to experience that it is still possible to communicate. But the best is someone saying to you 'Your English is very clear and quite good', that made me smile."

Those experiences are very important in order to gain knowledge and get skills about intercultural diversity. Students and teachers get the feeling of being "the foreigner" in a country, of using a second language in different daily situations - sometimes there are also gestures necessary -, the insecurity of talking to someone who might not be patient enough to wait for you finding the words and not to forget, tasting unusual food like Haggis.

Anke Ebeling, Deputy Head, Vocational school 10, Nuremberg

Inclusion - A View from Glasgow

Report on the trip by Parkhill Secondary School, Glasgow, Scotland to Nuremberg, Germany. On the 19th of June 2017 five pupils and two members of staff travelled to Nuremberg to discover more about vocational education (in particular hotel/catering/cooking) as well as to experience life in another country and culture.

Planning the Partnership

In October 2016 a delegation from the city of Nuremberg in Germany visited Parkhill Secondary School to hear about our proposed Vocational Hub, which later became our Enterprise Academy. Three of our S6 pupils gave presentations alongside myself (Mr Pepin), focusing on the work we had undertaken and our plans for the future.

During this visit I spoke to Christina Plewinski and Dr. Metzger who gave me their card. After discussions with our headteacher, Mrs McLean, I emailed asking if there was a possibility of a link with a school in Nuremberg.

Then in December 2016, Gillian Walsh of the International Office at Glasgow City Council contacted me to discuss the prospect of a partnership. We met several times in early 2017 and at this point a school had been identified - Berufsschule. Through emails and planning meetings it was agreed that a party from Nuremberg would visit ourselves in May and that we would visit in June.

We began to exchange emails with our new partner school and encouraged our young people to write profiles and emails. This helped to establish a connection between staff and pupils which was reinforced when Berufsschule visited. This in turn made us both more prepared and comfortable about our own trip to Nuremberg.



Preparing for The Visit

Three Parkhill pupils who had represented the school throughout the year at a variety of high profile events were given the opportunity to come on the trip. To fill the three remaining places, we asked students from s5 and s6 to prepare a presentation on the following points:

- 1.. Their strengths and skills
2. What they had learned this academic year
3. Why they should be considered for the trip
4. A fact about Nuremberg

The decision panel was made up of myself, a representative from Glasgow City Council and a former lecturer in Tourism and Travel from a local University.

The final six selected pupils and their parents attended a number of meetings to help prepare themselves for the trip. The meetings covered aspects such as finance, passports, luggage, travelling, behaviour etc.

In the meetings with parents one pupil was unrepresented although communication was maintained through phone calls. Ten days before the trip was due to take place, it became apparent the pupil who had not been represented at the meetings did not have a passport - despite assurances from her parents that one had been arranged. After a number of phone calls and thorough research it materialised there was not enough time to arrange an emergency passport. The school requested another pupil with a passport attend in this pupil's place but this was not possible.

Carrying Out The Trip

Monday

On Monday 19th June the pupils assembled at the school and were transferred to the airport via minibus. From there we travelled to Paris CDG airport before travelling on to Nuremberg.

We were very warmly received at the airport by pupils and staff who were wearing welcome t-shirts. From the airport we were shown how to use the underground train system to get to our hotel (very close to the school) and then from there to a Beer Garden for a traditional Franconian meal. Both parties were very happy to see each other again.

Tuesday

On the Tuesday we were shown to the school where we were warmly greeted by the headteacher, Peter Reichl, and given a very warm introduction by pupils and staff. The pupils performed a lovely song and gave a reciting as the Christkind. There was then a tour of the school which allowed both staff and pupils to understand the differences and similarities between our schools.

We then attended a civic reception at the City Hall where some lovely Scottish music was played by a local school and we were warmly received by the mayor Dr Klemens Gsell. We were also introduced to another local school (Labenwolf Gymnasium) who had helped raise funds for the trip by holding a ceilidh.

Pupils then went to the offices of the International Office of Nuremberg where they changed and had some lunch before embarking on a tour of the city led by Angela Neubauer. This allowed the pupils and staff to see the city and to understand the history of the city both recent and in the far past.





In the afternoon we visited Durer's House to have a tour. The woman who did the tour was an actress who played the wife of Albrecht Durer. She was excellent and allowed the pupils to understand what life was like in those times.

In the evening we were shown the smaller neighbouring city of Furth and were taken to a lovely Italian restaurant. The pizzas were huge.

Wednesday

On the Wednesday the pupils went to the school and took part in making lunch together. Some of the pupils cooked while others helped to set the table and make drinks. This was a great exercise to allow the pupils the opportunity to work together and helped increase their confidence and social skills. Pupils and staff then had lunch together which helped everyone to bond more.

In the afternoon we were shown some of the interesting areas near to Nuremberg. After this we went by minibus to caves at Pottenstein and were given a tour of the caves. We then travelled a short distance before doing some summer tobogganing, many of the pupils from both parties loved this. Afterwards we travelled to a village where we went on a country walk followed by an evening meal at a Beer Garden on the hills. By this point the pupils were interacting more freely and our pupils were beginning to try more and more German words.

Thursday

On the Thursday the pupils travelled to the Hilton Hotel where they were given a tour before having a short lunch. Pupils were able to compare the Glasgow Hilton with this hotel – one of the central aspects of our partnership programme.

After this the pupils met the famous football commentator Gunther Koch who told us about the history of the local team I.F.C. Nuremberg – Der Club. This was a highly entertaining and informative talk and made a huge impression on the pupils.

We then travelled to an organic herb producer who told us about the ways in which she grows organic herbs on a huge scale and in large greenhouses. It was then time for shopping in the city followed by a meal in a beer garden and a short visit to the lake.

Friday

Pupils came together to make T-shirts as mementos of their time there. This was a really positive and rewarding final activity for the pupils. We then travelled to the Reichsparteitagsgelände and were told about the history of the Nazi party in the 1930s in Germany.

Pupils and staff had a lovely lunch together and we then travelled back to the school. Here our pupils made speeches (one in German) and gifts were exchanged. We were accompanied back to the airport by both pupils and staff and everyone was very emotional. It was a life changing and wonderful experience.

Review/Next steps

The selection process for the trip was thorough and all the pupils who participated were selected because it was felt they would benefit from the experience. Pupils were given individual personal targets for the week (social skills/confidence, etc.) and it was encouraging to watch each pupil make such personal strides.

The weather was wonderful throughout the week and matched the generosity and warm welcome we received from our hosts. Both parties agreed that there were good relations between staff and pupils and many of the pupils have begun to interact through social media.

The hard work of our hosts and the warmth of everyone in the school helped us to settle in and made it a very productive visit. Our hosts made a special effort every day and interacted naturally and positively with our pupils as well as their own and helped us to understand their work environment as well as their city and culture.

All of the activities during the programme were well suited to the needs of our young people and have helped them to develop their confidence in their chosen vocational areas. The programme provided a very good balance between activities centred on vocational education and on wider cultural understanding of the area and history.

Many of our students come from areas of multiple deprivation and most are SIMD 1 (Scottish Index of Multiple Deprivation). Thus travelling abroad is something that they have not undertaken often or at all. This was a huge experience for many of them and some have vowed to try and return at some point such was the impact on them. In the future the school will require financial support from external bodies to help ensure that the programme continues.

The new partnership will be now reflected in the School Improvement Plan and through our curriculum – in particular through citizenship projects.

Mr Leigh Pepin, Principal Teacher, Parkhill Secondary School

Inclusion - A View from Nuremberg

A report on the student exchange program between the 'Staatliche Berufsschule zur sonderpädagogischen Förderung, Förderschwerpunkt Lernen' in Nuremberg and the Vocational Class of the Parkhill Secondary School in Glasgow, Scotland, from 8th to 12th of May 2017

On 8 May, a group of six pupils of two vocational preparation classes accompanied by two teachers started their trip to Glasgow. The purpose of the exchange was to become familiar with Scottish school and everyday life, to gain experience in another European country and to establish a school partnership between both institutions.

The journey was preceded by a short and intense preparation phase:

1. Selection of the pupils

Since the number of pupils who wanted to take part in the exchange exceeded the number of places available, the class of 22 pupils had to pick six participants. For this purpose, the class teachers developed a series of selection criteria regarded as necessary for the journey (reliability, openness and communication skills, physical and mental resilience and the willingness to acquire basic English skills). Based on these criteria, the pupils first had to assess themselves, before the results were compared to the teacher's assessment. Out of the nine remaining pupils, the travel group was chosen via random selection. The selection procedure was not easy for the class community: the pupils competed directly with each other and spoke openly about their strengths and weaknesses, before the good luck decided in the end. At first, the frustration of those who did not get a spot in the travel group and the adequate behavior of the lucky travelers put the class community to the test, but in the end, the community gained new strength through the dispute, which in turn had an impact on the learning and working atmosphere in class.

2. Cooperation with the Department for International Relations of the City of Nuremberg and the International Office of the City of Glasgow

Within the frame of the twinning between Nuremberg and Glasgow, the two representatives of both cities, Mrs. Plewinski and Mrs. Walsh, had the idea to encourage a school exchange programme for pupils with special support requirements. This concept can be regarded as pioneering and unique for special-needs schools, especially because our students often have a socially and financially disadvantaged background with no means to take part in a private exchange programme. Only because the international offices covered the expenses of flight, accommodation and hospitality it was possible for our pupils to take part in this journey.

3. Preparation of the traveling pupils

English lessons are not necessarily part of the special needs education and are only offered in a few classes. Therefore, the traveling pupils barely had any English language skills. Thanks to the engagement of a former colleague who offered teaching English classes, the pupils were able to gain basic English language skills. Moreover, both exchange groups made profiles of themselves and sent them to their exchange partners in order to connect. In a preparation meeting for the pupils and their parents, all participants received information about the travel details including the exchange program and cultural characteristics. For one student from a non-EU country



– Montenegro - the teachers made numerous phone calls with the consulate and the registration office of the city of Fürth, where the student lives, to receive the necessary travel documents.

Implementation of the journey

On May 8th, the group of pupils took off from Nuremberg Airport. For the girl from Montenegro, the journey started with some difficulties: At the

passport control, the staff checked her extensively and questioned the correctness of her personal documents. This incident was a special test for the resilience of the girl and the whole group.

After a warm welcome in Glasgow, the students and the representatives of our partner school took us to our hotel and invited us to have dinner together. Despite the existing language barriers, there was great openness and joy to get to know each other. The challenges the pupils had to face and handle from the beginning – new surroundings, a new language, a different currency and meeting strangers – let them gain more self-esteem, so the language barriers slowly vanished and a lively exchange between the pupils was about to start.

Tuesday morning was dedicated to experience school life: First, the students prepared Scottish salmon with side dishes together with the students of Parkhill Secondary School. Again, there were no language barriers, since the teachers demonstrated the tasks and then the pupils carried them out. Afterwards, a school assembly was held to welcome us and every class of the hosting school presented a topic of everyday life in Scotland (Glasgow and its surroundings, food, kilts, music and dance...). Although the German students were not able to follow the presentation due to the lack of language skills, they did understand the work of the classes and the appreciation they showed with this. The topic of the afternoon was the history of the country – with a visit to Edinburgh castle. We intensely discussed the history of the country but also the current political situation (the Brexit and fact that the majority of the Scottish population and government voted against it).

On the next day, the students were shown around the Hilton Hotel in Glasgow and were able to get an insight into hotel business. Parkhill Secondary School has a cooperation with this hotel and involve students in the hotel business with an internship of 2 days per week that ideally leads into employment. After a tour around the hotel the different head of departments presented their individual working areas – from building services to the kitchen, room service, restaurant and bar. The students had the job requirements explained to them; while in Germany people with special needs often face prejudices and difficulties, especially in high-class hotels,

in Glasgow it was very different: The hotel wanted to encourage the students to work there.

Afterwards the highest city representative (Lord Provost) welcomed us in the town hall and the mutual will to let the school partnership grow and establish an exchange on a regular basis was reinforced. Experiencing this ceremony left a long-lasting impression on the students. In the following chats, they expressed their excitement about the warm reception by the head of the City of Glasgow.

The day was rounded off by a tour around the city in the afternoon and going bowling together in the evening. By then both student groups had already mingled into one group of juveniles, who just had fun together and intercommunicated without any problems.

The fourth day started with a joint subject-specific lesson in a cooking academy. These facilities outside school support the students to gain skills that will help them find a job (like in our case preparing a yeast dough for baking pizza) and are a significant step away from the protected room of school towards working life.

During an excursion to the shore at Largs and to the island Cumbrea off the coast, both groups spent their leisure time together. We explored the island by bike (9 miles – a good reason to learn how to convert British measures) and the students faced and overcame the challenge of driving on the left side.

Back at the hotel, the German students prepared a little speech in English to thank the hosts for their hospitality. With the teacher's help, the speeches were translated, notes were taken in phonetics and the sentences were practiced.

On Friday, we first focused on art and culture and visited the university and Kelvingrove Art Gallery & Museum. In the afternoon, we were invited to participate in the school's weekly final assembly, which was held to show and appreciate last week's activities and accomplishments. Our visit was also part of the agenda of the meeting: Pictures were shown so that all students could see and visualize what has been learned and achieved together during this week. Afterwards, our pupils bravely presented their prepared speeches in front of the whole school. The following exchange of the gifts symbolized how we treasure our good memories of the great time together in Scotland and how we were looking forward to welcoming the group in Germany. Saying goodbye was obviously hard for all participants, since it was a week full of new experiences with new friends.

Recapitulation and future prospects

“You create paths by walking them.” (F. Kafka)

During this very eventful week the students with special needs gained a great amount of new experience, experienced a boost in their will to learn and personal growth worth more than half a school year. The students overcame their personal borders more than once and always found the support they needed to successfully accomplish their challenges.



The enormous hospitality of the members of our Scottish partner school, their warmth and openness made it possible for us to gain a deep insight into different lifestyles intertwined with respect and appreciation towards their fellow students.

In the subsequent weeks of the trip, the deep impact of this journey became obvious and all participating students showed a great increase in their self-esteem, motivation and communication skills.

Learning a foreign language can now be based on intrinsic motivation. Especially in the field of hotel business, hospitality and housekeeping, language skills are amongst the core criteria for getting the job and improve the opportunity to work abroad. Therefore, student exchanges like this are ideal to achieve the main goal of Erasmus+, "Better employability opportunities for all". The skills you need to be successful in working life could clearly be enhanced.

Planning and preparation of the visit of the Scottish students to Nuremberg offered new multifaceted possibilities for independent learning. By analyzing their own environment like school and home city, the students started to see their everyday life in a new light. By making comparisons, they realized that differences could be interesting and other habits enhancing and there is no reason to be scared of the unknown. The unfortunate problems the non-EU-student had to face whilst travelling lead to a stronger identification of our students as Europeans. They found out about similarities and differences to their new Scottish friends and learnt that diversity is a gift and great asset. Therefore, this journey also contributed to broaden horizons and international understanding and to safeguard peace, following the words of Alexander von Humbolt who stated, "The most dangerous view of life comes from the people who have not viewed the world".

Unfortunately, the financial means of our students and their parents are often very limited, so that travelling is often not possible or just in a small scale. We hope that we can offer the opportunity for our pupils to exchange with students from Parkhill Glasgow again so that they can improve their international skills. Unfortunately, we have to make clear that we need to rely on external funding since the possibilities of the school to generate money through fundraising events are very restricted.

All participants of the journey are looking forward to welcoming our Scottish guests here in Nuremberg in three weeks, to give them a just as eventful time and to present them a cosmopolitan view of our region.

Gudrun Müller

Berufsschule zur sonderpädagogischen Förderung, Förderschwerpunkt Lernen, Nuremberg

Act for Careers – Impression from Glasgow

The “Act for Career” project has given us an opportunity to examine how another partner in Europe undertakes school to work transition management for its young people and to have professional dialogue with colleagues in Nuremburg to identify areas which could be improved and adopted in Glasgow.

Both cities of Nuremburg and Glasgow have a similar history and industrial past and have many similarities but also some fundamental differences which have been examined and discussed over the range of journals produced over the life of the project. Both systems have strengths and areas which could be improved. It is important however to recognise that these systems have taken many centuries to evolve and cannot be replicated easily.

The parity of esteem of the German system between vocational and academic pathways is to be commended and in Scotland we recognise that this is an area in which we need to improve. We are beginning to address this by creating new learning pathways and work based learning opportunities supported by vocational qualifications such as foundation apprenticeships. All of this is underpinned by our Developing Young Workforce policy but we are very much at the beginning of journey in Scotland.

The availability of an apprenticeship contract and the role of the employer and the guilds in supporting this is another area in which the German system excels. The strong economy in Germany and the fact that it has a skills shortage in many occupations gives credibility to the vocational route. Young people leaving school have a goal to strive for in obtaining an apprenticeship, which is well paid and regulated and leads directly into employment, is not easily achievable in Scotland. We do not have such a structure in Scotland upon which to replicate the German system but are already working closely with employers and colleges to create opportunities for young people to undertake work based learning which has real value and prepares them for their future career. There is much that we can learn from the German system and how we can bring schools, colleges and employers together working in closer partnership to develop opportunities for our young people and create the workforce that employers need to fill the skills gap going forward.

The education system in Nuremburg is complex and formal and regulates, focussing on the attainment of qualifications. The teachers' role focusses on teaching subjects to pupils and they have no pastoral input to pupils which is delivered by social workers attached to the school. In Scotland our approach is fundamentally different concentrating on each child as a whole our “Getting it Right for Every Child” and the Curriculum for Excellence model. I think our system in Scotland is strength and is much more flexible, inclusive and resilient in preparing the pupils for the world beyond school and is looking into the future as opposed to being structured in the past.

Once of the successes our project however, has been recognising that we both share a vision about how best to support those who are disadvantaged within the system. Both the SCHLAU team in Nuremburg and the ESP team in Glasgow work closely to ensure that disadvantaged



young people are given the supports to achieve a positive outcome and successfully enter the world of work. It has been a pleasure getting to know the team and the staff in the vocational school in Nuremburg and learning from one and other. It is in this area where the project has had an impact. As individual staff have met one and other they have found a commonality of approach and a mutual respect for the role and commitment to the young people with whom we engage.

Both teams have identified approaches that they would like to adopt. The Schlau team places a large emphasis on young people having responsibility for engaging with their team. Young people are expected to attend the Schlau team voluntarily and are given support to develop techniques and the skills to contact employers by themselves and therefore are much more independent and responsible for their own success. After studying this approach we have reflected on the service we provide in Glasgow and have made changes to involve the young person more in the decision making and action planning of their engagement with our team.

We have changed our service delivery model as a direct response to our engagement with the Schlau team. We now undertake a formal assessment period so that the young person can assess if they are willing and able to engage and if signing up to an Activity Agreement is something they wish to undertake. We lay out clearly our expectation from both the young person

and our service and they are now making a much more informed choice. It is still early days in the new approach but already we have seen an improved on the uptake and sustainability of young people signing up and our outcomes have improved over the first year of this new model

The work experience model in the IBOS project in Nuremberg gives pupils the opportunity to undertake work experience from an earlier age (S2) It undertakes over 3 academic years with the first instance introducing pupils to the workplace in an area they have expressed an interest in and increases in time and focus so that pupils build up knowledge of the world of work over the next 2 years. This is far different than the one 1 week in S4 that is offered in the main in Glasgow. We are currently looking at developing a new model of work experience and the learning from Nuremberg has helped shape our thinking in this area. An example of this is the development of a range of Talent tasters for pupils in S2 and S3 which are short sharp introductions to the workplace for pupils in Glasgow and is similar to the approach in Nuremberg.

Gender stereotyping and inequality is another area where we have learned from the Nuremberg approach. A gender imbalance day was piloted with Lochend School and we aimed at pupils in S1/S2. We invited 20 employers from occupations with a gender imbalance so that pupils could consider occupations that they might not have considered and met with real life role models working in these areas. E.g. women in engineering and construction and men in caring roles. The pilot was hailed as a success by both the employers, pupils and schools and we are looking to roll this out across the city.

To summarise this has been a valuable and effective project which has been beneficial for not only the individuals that have been involved but also for the organisations which we represent. We have been able to evidence changes in our approaches as a direct response and have learnt from each and adopted changes where possible with the structures our systems. It has been enlightening to see that we share similarities and have a shared vision for the young people which we support and hope that we continue to collaborate and work together beyond the end of the project.

Abigail Kinsella and Jacqui McBride, ESP team, Glasgow

Employability and Skills Partnership Team – the View from Nuremberg

For the SCHLAU team it has been a great honor and pleasure to work together with our colleagues of the 'Employability and Skills Partnership Team'. Nuremberg's experts were very impressed by the way our Scottish friends work. The German system of education and particularly that of vocational education is extremely regulated. Career Education means to confront young people more or less with 350 closely defined trades and aims at identifying which profession meets best individual skills and interest. Understandably, we envy our Scottish colleagues because making transparent regulations and requirements consumes a lot of time, some of which would be better invested in social work.

Act for Careers
Better Employability Opportunities for All

Converging Lines

individuality
and heteronomy,
inclusion, equity,
open mindedness, empathy,
intercultural competences,
mobility, flexibility,
freedom of movement,
employability and VET at
eye level with academic learning,
career guidance and support,
responsible citizenship and
the entitlement to full participation

schlau

Erasmus+

NÜRNBERG

To us it seemed very enlightening that so much attention is given to the wellbeing of the young people. Education Scotland's vision 'Make it Right for Every Child' therefore is not just a slogan, but also a programme, lived up to by the Employability Team. Consequently, our Glaswegian colleagues focus much more on personal and social skills than we do. To strengthen the young people and making them more self-conscious, they have an impressive toolkit of action-oriented methods and experiential training methods at hand. For the SCHLAU team, the 'Get-to-know'-Workshops were of high interest. The design of these workshops offers youngsters an easy way

Glasgow - strengths

Comprehensive system and CfE favour higher levels of individualisation, flexibility in achieving SQR, interest group-forming, and equity

Career Education focusses on students' personal development

Professions and Vocational Training less standardised

main emphasis on personal and social skills and virtues with an eye to future challenges

creativity
initiative
entrepreneurship
leadership

schlau

Erasmus+

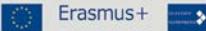
NÜRNBERG

Nuremberg - strengths



Grade	9	10	11	12
Career Education in Secondary schools instructs on rules and practice of vocational training and dual apprenticeship		marketable skills -CE lays emphasis on apprenticeship and internship	330 professions / trades recognised by Federal law (BBiG) and complemented by Vocational school curricula (dual system)	high probability of employment as an expert, paid on basis of collective wage agreement Unions / Associations of Enterprises
		professional advice and coaching such as SCHLAU inform about local apprenticeship-market employment patterns and application		

←


to join into group activities, to be acquainted with the goals of the project, to establish a first contact to their personal social worker. At the same time, the coaches can assess the personal competences of the young person as a starting point to work with and to establish trust. This approach is now included into the SCHLAU portfolio as an icebreaker and for an early assessment.



The 'Get-to-know'-approach is, however, only the introduction to the overall approach called 'Activity Agreement' that aims at 'creating opportunities for young people to improve and find their way into employment' systematically. Members of the SCHLAU Team were impressed by the clearly defined structure of this approach, which may be called a very convincing implementation of the EU Youth Guarantee. From the first step: 'Tracking' over the next steps 'Engagement', 'Goal Setting', 'Core Skills', to 'Employee Skills', to the final steps 'Transition', and 'Aftercare', a very clear structure was established that gives the young person orientation. The factor 'Care' is always the dominant one. Out-reach and a sympathetic attention to the most vulnerable young people are the clear consequences. Again, the SCHLAU team broadly discussed this model when at home. They compared the Scottish model to their operating process and reformed parts of their curriculum.

Finally yet importantly, the SCHLAU experts admired the Employability Team's skill in networking. They managed to establish a multi-professional team and network to support young people in all situations of life. A timetable of regular meetings round table brings together multi-professional teams to present challenges and discuss accordingly. Here, again, SCHLAU took the chance to transfer elements of a more adequate addressing the target groups and of making use of social pedagogic methods.

We greatly thank our friends in Scotland for their hospitality, openness, support, and hospitality, and hope to seeing you again very soon, to receive ideas and interesting practice that provides 'food for the brain and the heart' to the very best of our future generation.

Kataryna Deobald, Michael Groher, Christine Grundig, Franziska Güntner, Ruth Kaiser, Ulrike Luber, Ramona Rathgeber, Gudrun Richler
SCHLAU team, Nuremberg

Job Shadowing: Exchange Visit – Impressions and Results

Over the past three years I have been learning about the German educational and vocational systems and the impact this approach has on tackling youth unemployment. The service I manage supports the most vulnerable young people in Glasgow who without intensive support would not make a positive transition from school to work.

In June 2016 the Activity Agreement team met with the SCHLAU team to share practice as both teams support a similar cohort of young people. As a result of the learning co-operation I could see where we could implement our learning to improve the Activity Agreement business model. In July 2017 I was delighted to be invited to Nuremberg where I could see the implementation of the strategic approach at an operational level. Both myself, and the Opportunities for all Lead for the city of Glasgow have had the opportunity to visit Nuremberg. The focus of the visit was primarily to consolidate our learning but also to identify future collaborations between the two cities.

Our first visit was to the employer Aldi. Aldi offer young people apprenticeships, work experience and internships. It was clear Aldi is a very progressive forward thinking employer who is proactive in the local area establishing strong partnerships with local schools. Aldi's approach appears to be inclusive to all types of learners and offers young people a range of learning opportunities from apprenticeships to internships for those young people attending university. Although the manager did highlight that only 2% of young people from universities take up the offer. The majority of employees are recruited from the secondary schools. During our visit we met with a small group of school pupils who were participating in a taster session with Aldi and learning about both the organisation and the opportunities that would be open to them. We also met with a young girl who was attending university and opted for the Aldi internship. During discussions with the girl she advised that she had spent time in Ireland as part of her internship. This was clearly a very positive experience and we hoped to replicate this opportunity with Glasgow. Aldi was open to the idea of developing an international partnership with Glasgow therefore one of the key actions from the visit was to develop this further. Aldi clearly had a proactive recruitment policy that is clearly shaped by socio-economic factors; therefore it is difficult to compare employers from the two cities. Nevertheless, there is much learning that can be gained from the strong school partnerships and the commitment of employers in providing opportunities to develop employability skills.



We also visited the Deutsche Bahn (German Railway Company) and learned about their approach to engaging young people and their unique recruitment policy. Similarly to Aldi the Deutsche Bahn had established strong links with schools and had illustrated their level of commitment by creating a school partnership team. The Deutsche Bahn had spent much time and money investing in marketing. The company had an excellent marketing campaign to raise awareness of the range of employment opportunities within the company. They also advised that the company had some negative publicity in years past therefore older people did not see this as a good opportunity. Therefore much of the marketing campaign was aimed at young people with the aim of changing current perceptions of the company.

The use of social media was really innovative and again aimed at a younger demographic. Indeed, the employees presenting to us were within the 20-30 age bracket and were very knowledgeable about the pros and cons of social media and how to use these tools effectively to engage a young workforce. Young people were targeted and offered a wide range of opportunities. However it is worth noting that all opportunities required formal qualifications therefore was not equality of access as those young people with no qualifications would not be meet the eligibility criteria. The company also hold a fun day for all local school pupils. Both

organisations were very proactive in promoting their organisations and opportunities to the future workforce.

As well as meeting two of the city's employers we visited 2 vocational schools, the Fashion schools Nuremberg and the Vocational School for Business and Administration. We had a tour of the fashion school and met with some of the students. The design of the Fashion schools Nuremberg replicated what it would be like when the students are working in the industry. For example there was a cutting room, a room where they would select their fabrics etc. The students at the vocational school were working at different levels therefore entrance levels and progressions catered for different abilities.

At the Vocational School for Business and Administration we met with students who were learning business administration. Again the course catered to young people of different abilities therefore some of the students advised they intended on progressing onto university whilst others opted for less academic options. The system was very flexible and offered students a number of opportunities at the end of the course. This was a fairly new course that was being offered and differed from the norm as there was no work experience during the programme.

One of the highlights of our visit to Nuremberg was the exam lunch with hospitality students at the Vocational School for Gastronomy and Food Business. The students are tasked with preparing a 3 course lunch and providing silver service to their guests. There were around 100 guests attending this prestigious event and 5 examiners. I really liked the idea of having an event for the students' final exam as this is exactly what they have been trained for: Working under pressure, dealing with customers, finding solutions to problems that arise on the day - all skills they will require to work in this industry. This is rather different from sitting an exam in a kitchen, and I would like to say that the food and service was of a very high standard and the students appeared very excited to show their skills.

The last part of our journey was to visit our colleagues from the SCHLAU project, already we had learned from the SCHLAU approach, but I was keen to see the model in practice. The first thing that became apparent was the office environment; it was light and airy and very welcoming and the layout of the desks reflected the culture of the service. For example, the SCHLAU team encourage young people to take responsibility for themselves therefore the office layout has one desk for the coach and one for the student. Enabling the young person to make applications, complete C.V's and make telephone calls with support from the coach. In Glasgow we also encourage young people to take responsibility but we have not created the right space to do this.

The SCHLAU team have created useful resources to support the actions they have asked the young people to do independently. For example, making a phone call, the young person is provided with a resource that prepares them to make the call and then prompts them when making the call, they are also offered a private office to make the call. The attention to detail for the smallest tasks has raised my awareness and I will consider and develop similar resources for the Activity Agreement service in Glasgow. I will also be reflecting on the design of our office and aim to create a space that will encourage young people to take more responsibility for themselves and their future career pathway.

Our last and final outing was to the small town of Spalt where we learned about the local history of the town and the economic benefits from the development of aroma hops that are unique to this area. We also learned of community breweries and how local people would not only receive financial gain from selling their labour but also received payment in kind through beer. This visit was very interesting and helped us understand local culture and gain an insight into the heart of the German people.

Maxine Morisson
Activity Agreement Manager; Glasgow

Supporting Young Refugees and Asylum Seekers in Glasgow and the Exchange with Nuremberg

Glasgow schools have considerable expertise in supporting young people from refugee and asylum seeker backgrounds. Glasgow has been a designated accommodation centre for asylum seekers since 2000 and several thousand people have come to live in the city because of this. Many of them choose to remain in the city when they become refugees.

In the UK, there are different legal entitlements for asylum seekers (people who have applied for refugee status but have not yet had a decision) and refugees (people who have been granted refugee status under the terms of the 1951 Refugee Convention.) Refugees have almost identical rights to other UK citizens. However for asylum seekers, there are a number of restrictions, particularly when it comes to employment. Asylum seekers are not allowed to work. They can do voluntary work, they can do part time study at a basic level but they are not allowed to do paid employment or training. Employers and training providers who employ people without the right to work can be fined substantial amounts of money.

All young people from asylum seeker and refugee backgrounds under the age of 16 are entitled to free education in schools. While they are in school, they will get support with learning English from the English as an Additional Language (EAL) Service. Glasgow has 113 EAL teachers who work with EAL learners across the city. EAL learners attend their local school and join an age appropriate class where they are supported to access the mainstream curriculum. This may involve an EAL teacher working alongside them in class or working in a small group outside the classroom with an EAL teacher. The aim is for all EAL learners to be able to access mainstream qualifications by the time they reach the age of 16 and from then, to follow the pathway most appropriate to them. Throughout their time in school, they will have opportunities to explore different careers and post school options. For example, many of them will participate in widening access programmes offered by local universities or will get involved in careers events or work experience.



Young asylum seekers and refugees sometimes need specialist support because they have had only a limited experience of Scottish education or because of their legal status. Many young people have limited or interrupted prior education and may not be literate in their first language. This makes it difficult for them to achieve similar qualifications to their English speaking peers. Many Glasgow schools offer qualifications in English for Speakers of Other Languages (ESOL). This allows them to get accreditation for their English language development, whether they are absolute beginners who are learning literacy for the first time or whether their reading, writing, speaking and listening skills in English are more advanced.

For young people who are asylum seekers, their post school options are severely limited. Some of them have university entrance level qualifications but are unable to access university because they are not eligible for any financial support. They would be encouraged to do voluntary work that related to their interests. There are many voluntary organisations in Glasgow that can provide useful placements for young people, where they can develop their skills.



Those young people who are still in the early stages of English language development usually progress to college where they can continue to develop their English. Glasgow Clyde College has an innovative 16 Plus ESOL group which provides English language development in a supportive environment designed to support the emotional well-being of learners as well as develop their English language.

The two cities have worked together to share practice in supporting young refugees and asylum seekers. In November 2016, a group of refugee teachers from Nuremberg had a one week study visit in Glasgow where they visited schools, found out about some of the partners we work with and met lots of young refugees. Two staff from Glasgow – from the EAL Service and Glasgow Clyde College – had a one week study visit to Nuremberg in May 2017. We look forward to welcoming another group from Nuremberg in November 2017 and we hope this partnership develops in future.

Maria Walker, Head of Service English as an Additional Language (EAL), City of Glasgow

‘Brushes With War’ – World War One (WWI) Soldiers’ Art

The Project, ‘Brushes with War’ is an Erasmus Key stage two application led by Glasgow in partnership with twin towns in Nuremberg and Marseille. The project is composed of an exhibition to be held simultaneously in each of the three partner cities that will mark the 100th anniversary of the ending of WWI by providing a new and extensive insight into the experience of the actual participants through the artwork they created. The exhibition is comprised of paintings and drawings by German, Austrian, French, Belgian, British, American and Russian soldier/artists,



providing an authentic, uncensored account of the experience of ordinary soldiers. The exhibition depicts the patriotic optimism in the early stages of war, to the hardship, monotony and dark humour of daily life in the trenches, as well as the increasing bitterness and horror at the enormous loss of life. In addition to its global perspective, the exhibition encompasses themes such as hospitals, prisoner-of-war camps, war at sea and in the air; all conveyed in varying artistic styles. The paintings and drawings belong to an American collector and this will be the first time that they have been exhibited in Europe. The project will build on strong existing partnerships between education services in Glasgow and Nuremburg and establish the first partnership between museum services.

The project's rationale is based on an innovative education proposal involving interdisciplinary approaches to conflict and peace education for museum educators and schools, delivered through a new strategic planning approach. Europe is facing a period of unprecedented change to its identity and purpose, in part due to the current refugee crisis and international conflicts. There is a need to reposition Europe as a driver for peace, transnational co-operation and the safeguarding of Human Rights in the minds of young people, through developing their skills and confidence to engage with these issues and become an impetus for positive change.

The project will harness the potential of museum collections, a strategic planning approach 'Transforming Learning' with the strategic mentoring capacity of eTwinning Ambassadors, to deliver a new and innovative education programme for Europe's young people, focusing on the impact of conflict. The project seeks to develop the strategic impact of museum education within mainstream curriculum learning to enhance teaching and learning around peace and conflict education. The proposal will develop a cross sectoral systemic model for delivering quality international education outcomes and sustainable change, which will be transferable to other European educational contexts involving schools and museum education.

The project will harness the potential of the commemorative 2018 exhibitions as a catalyst to support partner schools to investigate the common humanity and multiple perspectives

of both the Great War and current conflicts. Pupils from each country will use the twinspace to build intercultural dialogue and positive relationships. The partner museum learning teams will work with History, Modern Studies, Art and Religious, Moral and Philosophy teachers in schools to explore the connections between WWI and contemporary issues of refugees and xenophobia. The legacy of WWI will be examined, particularly the post-war revulsion at the scale of the slaughter, which directly led to the creation of international institutions intended to limit the extent of armed conflict. The interdisciplinary proposal to the teaching of WWI will enhance this learning across all partners, alongside the opportunity to connect pupils learning from the past with contemporary social justice issues.

The British Council will communicate the outcome of the funding decision, on 11.8.17 and, if successful, the project will formally begin in September 2017.

Neil Ballantyne
Director of Kelvingrove Art Gallery and Museum
Director of St. Mungo Museum of Religious Life and Art

Follow-up K2-project: Digitalisation in Education Glasgow – Nuremberg – Innsbruck

Education Services in Glasgow and Nuremberg were excited about the outcome of the ErasmusPlus project 'Act for Careers'. Experts from both cities identified strategies how to combat youth unemployment more effectively. As a by-product of the meetings and discussions, they identified another big issue in education: the role of media and transformation of education. Discussions centered around the question: 'What competences need our students for better employment opportunities in the age of digitalisation?' and 'What expert-knowledge and in addition what kind of infrastructure need schools to prepare students best for the future?' Initialised by the Department of Education, Schools and Sport of the City of Nuremberg, the Friedrich-Alexander University Erlangen-Nürnberg, several schools in Nuremberg and the 'Bündnis for Bildung' decided to meet the challenge and to find out international partners to address these questions.

The heterogeneity of the partners in the consortium from Nuremberg, Glasgow and Innsbruck have the chance of a 360-degree-view with aim to bridge the gap between teaching competences and school infrastructure in the project School 4.0. All partners are strongly convinced that Europe needs to be interested in creative and innovative strategies of how to anchor digital competences in school curriculum and thereby to prepare the next generation to be ready for the challenges of the future. There can be no doubt that in the digital age, schools must be prepared to teach how to use the exciting opportunities of new digital media critical and circumspect. Along with reading, mathematics and writing, digital competences become part of the canonical basic skills learners must acquire.

Bringing together all relevant decision-makers from three European countries ensures an exchange of interesting practice that will build a foundation for establishing curricular models

for teacher education in all stages of teacher education and effective decision-making in ICT infrastructure in schools. The thematic focus of the cooperation will be on interesting practices, cultural aspects and leadership, critical understanding, infrastructure decisions, and the continual development of ICT competences for teachers. The project activities encompass surveying the status quo of teachers' competences and existing infrastructure solutions in different European countries. Long-term objectives of the cooperation are ensuring continual development of teachers' ICT competences and ensuring well-made investment decisions for a customised learning infrastructure with ICT. The project will develop an integrated curricular concept for implementation of digital competences in continuous teacher education. Drawing upon the maxim „pedagogy first“, the project will also develop strategies and guidelines for pedagogically effective implementation of ICT infrastructure in schools. All these aspects are included in the successful application for this ErasmusPlus project 'Digitalisation in Education'. We are looking forward to starting in September 2017.

Dr. Christian Büttner, Nuremberg

Dr. Hans-Dieter Metzger, Nuremberg

The Implementation of International Education in Nuremberg

One of the most important results of the present Erasmus Plus Strategic Partnership Glasgow – Nuremberg is the recognition that international engagement can be a driver for strategic curriculum planning and support of school improvement. For too long, international student exchange has been seen as a personal perk for a very engaged teacher as opposed to having any value for the organisation. Such a view is definitely obsolete.

Worldwide interconnectedness and the progress of the European integration process offer new opportunities and constant challenges. Citizens are confronted with unsurpassed dynamics and the experience of rapid change. Instant access to complex and up-to-date information is taken for granted. Communication over distances has never been easier than now. International contact is not only the result of easy travelling but also the consequence of unprecedented migration over continents. War and poverty have triggered mass movements in the hope of acquiring a better and peaceful life. Companies are acting internationally; people see job opportunities across the globe; diversity has become standard. It can hardly be doubted that today it is more difficult to remain local than to become international.

Over the past three years, Nuremberg's Education Services have pursued a process of developing its vision, identifying the top targets and documenting its plans. Under the broad participation of headmasters, highly engaged teaching staff, representatives of support systems and the administration, a framework and a dynamic strategy plan was set up that introduces standards and sets benchmarks.

The starting point is the City Council's pledge to the guideline 'City of Peace and Human Rights'. Nuremberg is declaring herself an open-minded, tolerant and diverse city that distinguishes itself by the respectful cooperation of its citizens, its religions and its cultures. In this spirit, the



EuroPass awarded to Students of Nuremberg Fashion Schools

Education Services will do their best to prepare young people for the open society that stands out for solidarity, empathy, toleration, inter-cultural understanding, courage, and its readiness to meet with others at home and abroad. They recognise that full participation is based on democratic learning and the ownership of competencies that make a person self-confident, ready to engage, and capable of securing a decent living by satisfying work. The experience of international exchange and the acquisition of skills for the European and International labour-market will add freedom for our young people to find their way and prepare for world-citizenship.

Nuremberg's Education Framework will be presented to the City Council shortly and published accordingly.

Dr. Hans-Dieter Metzger, Nuremberg

What we have done, and what was achieved –

Observations, Conclusions, Recommendations

Observations and Results

Three years Erasmus Plus-Project 'Act for Careers' offered exceptional opportunities for collaboration and strategic development. The Erasmus Plus Programme Action indicates that KA2 strategic partnerships can include local consortia between local/regional authorities and schools to improve the educational offer for young people. This is what our project strategy for Act for Careers set out to establish: to improve the educational offer for young people in Glasgow and Nuremberg, concerning the development of their employment skills in the critical transition period of school to work. The project partnership also had the added potential impact of strengthening the educational links and outcomes within the framework of Glasgow and Nuremberg being formally twinned cities at the civic level.

The strategy within Education Services, Glasgow City Council and the Education Services Nuremberg aimed to develop a coordinated framework of support to take forward the partnership aims and objectives systemically, through the collaboration of the International Education Services, the Employability Services and Transition Management in both Cities, secondary schools such as Lochend Community High and Geschwister Scholl Realschule, Glasgow's Colleges and Nuremberg's Vocational School, and the national body, Education Scotland.

Our project 'Act for Careers' offered the unique chance to explore systematically and think beyond mere exchange of knowledge. It allowed to structure innovation and sustained collaboration in a congruent way. In our case the main target was to work out an improved employability offer to young people in both cities including those more vulnerable in the margins of European society through poverty and migration.

Looking back, we must profess how greatly we enjoyed our nine international meetings. Four took place in Nuremberg, four in Glasgow, and one in Maastricht. In addition, some of the experts met for job shadowing and collaboratively presented papers to international conferences such as the Amsterdam Conference or various meetings of the EuroCities education-working group.

We are also able to report that we achieved the goals laid out in the application. The results of our practical research as well as our conclusions and recommendations are documented in our five 'Act for Careers'-Journals. These intellectual outputs review not only the progress of the project from recording the overall conditions (No 1), but also to compare the various approaches to successful Career Education in Secondary Schools (No 2), the need to support young people, especially those from a vulnerable background by offering employability and extra-curricular youth-work (No 3), and integrative high quality vocational education (No 4). In doing so, the reports one-by-one mirror the cross-section approach of our Erasmus+ project. Moreover, reports No 2 to No 5 present our conclusions and recommendations.

Our discussions greatly profited from inviting people from outside the project to give us a wider perspective and avoid a closed-shop-mentality. We have to thank greatly Education Scotland and the Education Services of the City of The Hague, Netherlands, to have shared their experience and expertise.

One of the main aims of strategic partnership is to make people aware of the success of the European Programmes in behalf of progress and equity. In the final conferences, held in Glasgow and Nuremberg, we addressed the public and were able to attract an audience of over 300 people. In addition to our final conferences, we organised forums with 30 to 40 participants from all quarters of the Education Services to join in and comment on our exchanges and insights.

All intellectual outputs are available in print, but also as downloads on our English and German websites. It is hoped that these documents will be favorably received and add to the European discussion about how best to combat Young Unemployment and to support vocational qualifications. This should also meet the employability agreement of the Member States in form of the Youth Guarantee.

Nevertheless, that is not all. As the contributions below witness, the project has triggered multi-levelled collaboration. This evidences the added value of our partnership and therefore the overall success of the project. The various outputs cover both present and future, because of their direct relevance for our young people. They made it possible for students of all types of schools to experience the fascination of international exchange.

Some like the collaboration of the Nuremberg Fashion Schools and the Vocational School for Childcare had started before September 2014. However, by joining forces in our Erasmus Plus-project, these, too, acquired more strength and public recognition. Most importantly, international exchanges received for the first time full official backing. Due to this, international education is no more seen as a playground for the individual teacher and his class but as a central element of the curriculum and the school's development plan. As for example, the Fashion Schools' ceremony of handing-out the Euro Pass document emerged from being an informal and solely internal act to a formal occasion for all participants from Nuremberg Vocational Schools that are involved in international exchange programmes. The festive event, chaired by the Principal Director of Vocational Education, was very ceremonial and received much acclaim. Attention rose to citywide public notice and drew well-deserved attentiveness to the EU's non-formal skills certificate.

Other projects were set up for the first time. For example the exchange of young apprentices in the professional field of beauty and hairdressing between Vocational School 9, Nuremberg, and Glasgow's Kelvin College, took place in May 2017. Another example was the opportunity offered to students of business administration, studying at Vocational School 9 and Kelvin College, which happened in the early spring. As the reports below point out, precondition for a successful operation hinges on personal engagement of headmaster and leading staff, sound preparation and the critical monitoring of the results. Because of the outstanding success, a similar project for apprentices and students in tourist administration is considered. Lochend Com-

munity High school, as a key partner in the project 'Act for Careers', gives a brief explanation of the enormous impact on the school's improvement plan and learning approach. Finally, 'Act of Career' succeeded in initiating the first exchange between Nuremberg's Staatliche Berufsschule zur sonderpädagogischen Förderung, Förderschwerpunkt Lernen and Glasgow's Parkhill Secondary School, both being exemplary institutions for young people with special needs. In this heart-warming venture, young people that never dreamt of being part of an international exchange programme before met their peers in in the partner's city. The project substantiates the idea that an exchange of young people with learning disabilities is not only possible but of highest pedagogic value. It proves that international learning supports empowerment, promotes diversity, tolerance and inclusion. All the named projects had significant value and were so successful that they will be continued.

On the structural level, alliances were formed between the Employability and Skills Partnership Team, Glasgow, and SCHLAU Übergangsmangement Nürnberg. Expert discussion and job shadowing have been most beneficial to both institutions. Glasgow took over several elements of Nuremberg's approach and methods, whereas Nuremberg highly profited from the colleagues' special programmes for social and personal skill development of young people. Both institutions have officially agreed in continuing this highly commendable partnership. Regular contacts have been arranged; visiting programmes for the exchange of expert knowledge will be at least once a year.

Another expert exchange project was set up to inform and exchange views on one of the most pressing challenges of our time, namely, how to best qualify refugees and asylum seekers. The result of the exchange was being introduced and presented to the wider public in one of the workshops of the 'Act for Careers' final conference in Glasgow.

The experience of effective and trusting partnership produced another future-oriented initiative: a consortium of partners from Nuremberg, Glasgow and Innsbruck successfully developed an application for a strategic partnership on digitalisation in schools. Sound knowledge in how to critical use media and IT will definitely support employability opportunities for our next generation. Bringing together the relevant decision-makers from three European cities and universities to exchange good practices will build a foundation to develop curricular models for teacher education in all stages and enable effective decision-making on how to implement ICT infrastructure in schools.

Employability is linked to responsible citizenship and therefore democratic learning. Learning about the history and current structure of the partner cities has been one of the corner stones of the exchange. The importance of democratic learning finds expression in another exchange project named 'Brushes of War'. Kelvingrove Museum, Glasgow, the Documentation Center Reichsparteitagsgelände, Nuremberg, and the Museum of Sarajevo have agreed on a joint venture to commemorate the end of the Great War. In 2018, parallel exhibitions will be presented in the three cities and draw attention to the atrocities of war, the sufferings of the common soldiers, and the idea of a united Europe to overcome the hubris of national pride and blinkered attitude of 'my country first'. The exhibitions will be accompanied by educational programmes and classroom activities.

Furthermore, the prominence of the project is being reflected in consequence that international education is promulgated to be standard element for all municipal schools by the Education Services of the City of Nuremberg.

Finally, yet most importantly, this 'Act for Careers'-project is greatly honored by the fact that official of letters for further collaboration are going to be exchanged between the Lord Mayor of Nuremberg, Dr. Ulrich Maly, and the Lord Provost of Glasgow, Eva Bolander. This act of mutual understanding will put the topics of employability, inclusion of special needs young people, integration of New Arrivals and Asylum seekers and international learning high on the agenda of both cities. It is expected that with the dispatch of official notes future strategic cooperation between Glasgow and Nuremberg will be secured, for the best of our young people, our citizens, and the vividness of the European idea.

Conclusions and Recommendations

Partners

- Both Glasgow and Nuremberg view this project as a great success. However, it may not be concealed that a considerable amount of time and effort has been invested. That is why we advise a careful assessment about whether the necessary resources are available, before starting such an ambitious project.
- This advice bears consequences on the choice of the right partner. It seems advisable to look for counterparts that are able and willing to act on eye level. For Glasgow and Nuremberg, this was the case in an exemplary way. Both cities have about the same number of citizens. Both cities have experienced a structural change from an industrial past to a more or less modern service society. Both cities provide excellent learning opportunities and have excellent experts to run such a project.
- The City of The Hague proofed to be another excellent partner and added greatly to our insights by sharing their expertise and the strategies of the exemplary project 'Spirit4You' and the intriguing presentation 'Young people with a learning difficulty also want to play a role'.
- In addition to structures, partners must be able to show mutual respect. In the case of Glasgow, The Hague and Nuremberg, this was an easy task, because respect and growing friendship went together.
- Generally spoken, however, it is advisable to bear in mind the warning of Erasmus as given in his Colloquia Familiaria: 'Beware of Weed in the Garden!' With other words: It is advisable to put trust only in partners that have proofed their capability for collaboration before. Nuremberg and Glasgow are proud to look back on a history of 50 years of successful partnership. This project adds to this partnership and extends collaboration to education and more especially to transition from school to work.
- Partners have to agree on the topic as one of top priority. In this case, Glasgow, The Hague and Nuremberg unanimously identified Employability as an officially recognised top political task for their respective communities.

Working Process

- The structure of the process should be clear from the very beginning to the end.
- The main topic should be consequently followed and always visible.
- The working group should show consistency in its personnel as far as possible.
- In addition to the inner expert group, deciders in the political and administrative field need to be informed and involved. Sustained success cannot be achieved without the backing of political leaders and heads of administration. Access has to be established before starting the project.
- One has to allow to a momentum of its own. By drawing in deciders and allowing a wider scope, many additional projects may be initiated. Related topics like inclusion or democratic learning will add to the output to the benefit of the central theme, to provide better employability opportunities for all.
- The elaboration of intellectual outputs should be spread evenly over the whole time of the project. Some potholes at the beginning of our project made us behind schedule. Getting back on course was only possible by partners sticking closely together and being ready to give one's best.
- Delays stem from, as in our case, external facts. For instance, election rallies may prompt delays and consume time. Therefore, a certain flexibility has to be allowed in the milestone plan.

Output and Sustainability of 'Act for Careers'

- Glasgow and Nuremberg are proud to present their proceedings, results and recommendation, documented in the five journals 'Act for Careers. Better Employability Opportunities for All'.
- The successive publication of results added to the power of the project.
- It is important to pay less attention to dissimilarities, but to look for converging lines. Though there are differences in system and structure, both Glasgow and Nuremberg identified individualisation, heteronomy, diversity, inclusion, high quality vocational education, and the need to support young people from deprived background as common ground and targets for future collaborative action.
- Both partners came to regard the use of job shadowing not only highly commendable to create an idea of what is practicable for transfer; but as the necessary basis for a structured transfer. In our case, job shadowing drew together relevant experts and produced proofed insights.
- Additional projects as – in our case – a number of expert and students exchanges (Erasmus Plus Key action 1) are highly beneficial to students. In addition, teachers, social workers and deciders involved get know each other. Personal contact and established trust add to the strength of the overall collaboration and enhance a sustained success.
- However, continued action and collaboration hinge on the support of political deciders and the future provision of resources. Official recognition is an invaluable asset on the future. We have to thank Dr. Klemens Gsell, Mayor of Nuremberg, and David McClelland, Director of Education Services, City of Glasgow, for their continued support. Both have been members of the delegations.

- The European idea of a Right to fair labor was fundamental to our project. Partners are convinced that everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment. They agree that everyone, without any discrimination, has the right to equal pay for equal work and to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity. Consequently, we came to agree that support of employability is an indispensable aspect of general education.
- More precisely, transition management from school to work is to be regarded as a standard element of education. Students should be entitled to receive professional support to master this decisive threshold.
- Best proof of success of 'Act for Careers' is the deliberate will of the partners to continue cooperation. Letters of collaboration, exchanged between Lord Provost and Lord Mayor of our cities, i.e. on the highest political level, will provide the solid basis for innovative and sustained progress to the benefit of our young people and our communities.
- It deems necessary – as has been done in this project – to present the results to the public. Though the effectiveness is hard to assess, it cannot be doubted that in Glasgow's and Nuremberg's educational institutions as indeed to the wider public the concepts of the European Qualification Frame, Erasmus Plus, Youth Guarantee, and EuroPass are today better known than three years before. It is hoped that the results of this ErasmusPlus project 'Act for Careers' will be generously received as a small but helpful contribution to 'Better Employability Opportunities for All' for the young people throughout Europe.

Dr. Hans-Dieter Metzger, Nuremberg

Erasmus+ Strategic Partnership

“Act for Careers - Report IV” Erasmus+ Projekt No 2014-I-DE04-KA200-001127

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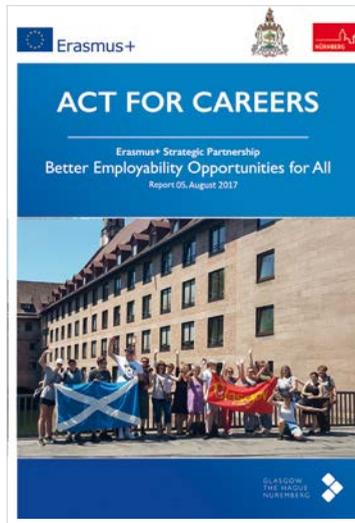
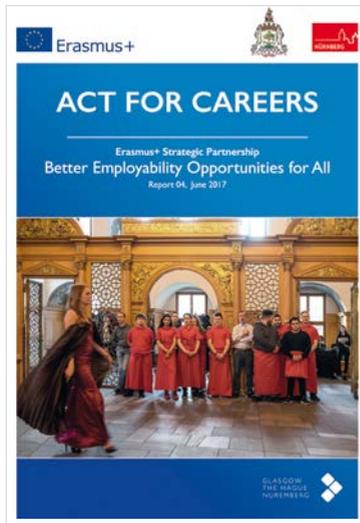
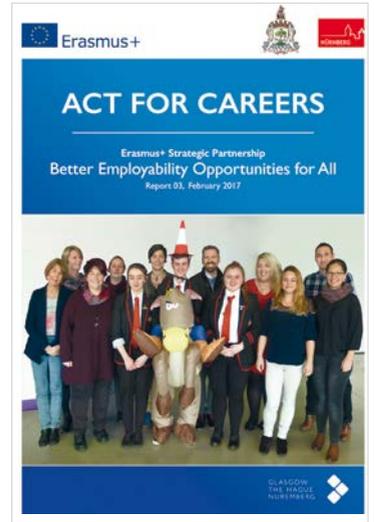
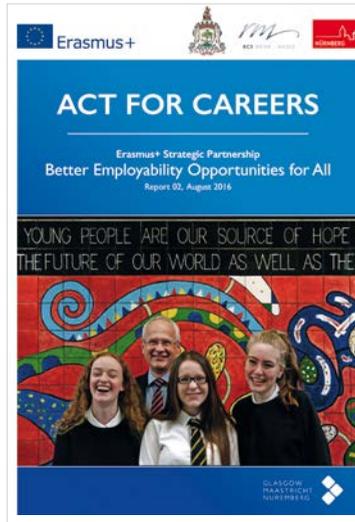
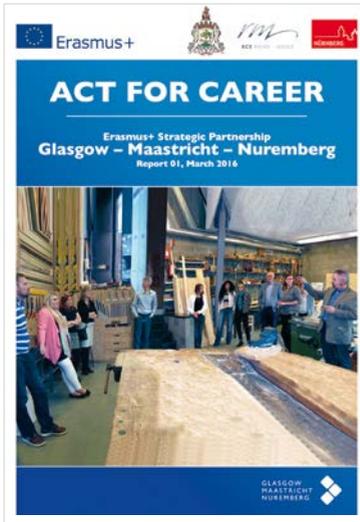
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