

ACT FOR CAREER

Erasmus+ Strategic Partnership
Glasgow – Maastricht – Nuremberg
Report 01, March 2016



To the Reader,

Unemployment is a social and economic disadvantage and hurts at any age. Unemployment at a young age, however, generates a long-lasting negative impact. School leavers who fail to find adequate apprenticeships or relevant future employment pathways stand in danger of ending up with insufficient vocational training and further education or none at all. As a consequence, many will find themselves trapped in the low-paid sectors of the labour market, hardly making ends meet. Some will have to accept ignoble contracts, others will feel they have no prospect of getting a proper job at all. There can be no doubt that unemployment from early on adds to the probability of experiencing long spells of joblessness and increases the risk of social exclusion. Experiencing 'a state of precarity', young people may grow frustrated and alienated, become defeatist and even fall criminal.

Unemployment therefore is a social as well as a political challenge. Politicians at national as well as EU level, teachers and social workers are well aware that adequate answers and effective solutions are needed urgently.

This project will look closely at the educational strategies in Glasgow, Nuremberg and Maastricht for tackling youth unemployment. It aims to encourage professional collaboration and learning from each other and to present solutions within the EU Strategy 2020 and EU Youth Guarantee that will pertain not only to these individual cities but which are transnational and helpful in many

other contexts within the EU.

It is part of the project that all exchanges and insights will be documented and published in due course. The present Journal is meant to be the first in a series of five, reporting about the more fundamental issues such as the basic ideas behind the project, the visiting programmes of our first year, dates and facts about Glasgow, Maastricht and Nuremberg and the respective school systems. Future documentation will deal in more detail with Career Education in Scotland, the Netherlands and Germany, contribute to an understanding of the different strands of vocational education in the said countries and report on non-formal support systems. The last issue of the "Act for Career"-Newsletter will summarise the project's findings and talk about initiated projects.

As you will see in the current documentation, the structural and social challenges in our communities indeed parallel each other. Undeniably, we all live in a multicultural and, at least partly, post-industrial society that is characterised by diversity, mobility and permanent innovation. For mainly historical reasons, however, the formal education systems are structured rather differently. Consequently, they provide different answers to the same problems. This is not to be lamented, but instead accepted and embraced: Europe is outstanding in the multifaceted talent of its young population and its diverse human potential which provides a unique opportunity for its citizens to compare, to contrast and to learn.

Lesley Atkins

International Education Officer
Glasgow City Council
Shawlands Academy
31 Moss-side Road
Glasgow G41 3TR
Scotland, UK

Dr. Hans-Dieter Metzger

Head of Department SCHLAU
SCHLAU-Übergangsmangement Nürnberg
Äußere Bayreuther Str. 80
D – 90411 Nürnberg
Germany

Joseph F. G.Eussen

Director
RCE Rhine-Meuse
Heyendallaan 64A
6464EP Kerkrade
The Netherlands



Steering Group



Lesley Atkins is the International Education Officer for Glasgow City Council. The International Education Service is led by the Education Officer and consists of an Administrative Officer and three seconded teachers who have allocated school support days as Leaders of International Learning. The International Education service supports schools from early years to the senior secondary phase of school education to engage internationally to support young people's understanding of Scotland and its place in the wider world.

This international engagement is fully supported by the Scottish Government and it forms a key part in the development of Scotland's young people as global citizens with a more socially just, tolerant and intercultural understanding of world affairs. The International Education Service within Glasgow City Council is recognized nationally and internationally as one of the UK's lead Local Authorities in the development of an international education offer for all of its young people. Glasgow City Council also works closely with British Council Scotland to achieve its objectives within the field of International Education through the promotion and support of British Council school programmes across Glasgow.



Dr. Hans-Dieter Metzger is head of the department "SCHLAU Transition management Nürnberg". The department based within the Education Services was initiated by the "Bundesamt für Migration und Flüchtlinge" (Federal Office for Migration and Refugees) in 2006. SCHLAU offers services in career education with a system-wide pre- and post-16-year focus, and is primarily designed for young people with additional support need, catering for 800 participants per year. The overarching aims are to secure positive goals with a clear priority on dual vocational apprenticeship. The main drive is to aim at prevention rather than cure.

The department has won several awards and was honoured by the visit of Federal President, Joachim Gauck, and Secretary of State, David Gill, in 2013. It is funded by the Bundesagentur für Arbeit (Federal Labour Agency), the Bayerisches Staatsministerium für Unterricht und Kultus, Kunst und Wissenschaft (Bavarian Ministry for Education and Further Education) and the City of Nuremberg. SCHLAU organised the Erasmus+ application "Act for Career" and acts as lead participant.



Joseph Eussen is director of the Regional Centre of Expertise on Education for Sustainable Development (RCE) Rhine-Meuse, being a cooperation of schools (from primary to higher education), industry, societal organizations, regional governmental authorities and science, in the heart of Western Europe, reaches out to other regions to join the global OPEDUCA Project.

The cooperation envisions the creation of a knowledge based sustainable society through the transformative value of education, hence through taking schooling to the requirements of the decades ahead and empowering the young to create a more sustainable society as the futures' entrepreneurs.

It is in the core of this strive that the RCE is proud to be a partner in the EU Erasmus+ Project 'Act for Career', the Stadt Nürnberg SCHLAU Initiative and the office of international education, City of Glasgow.



Christina Plewinski is the International Officer in the Department of International Relations of the City of Nuremberg and responsible for the multi-faceted international activities between Nurnberg and its twin-cities Glasgow, Atlanta and Brasov/Kronstadt. The Department of International Relations of the City of Nuremberg was established in 1991 as an independent municipal office reporting directly to the Lord Mayor in order to administer Nuremberg's twin city programmes in a more effective and intensive way, helping to improve the city's international image. Since then the office has been coordinating and promoting a wide variety of activities and organising projects in all walks of life: culture, science, business and industry, sports, environment, social Life and education. In 2003, the Department of International Relations received the European Commission's highest award - the Golden

Stars of Town Twinning.

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 education projects and exchanges for 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 and with youth organisations and see ourselves as a mediator for the partners in Nuremberg and abroad.



Klaus Mayer is Development Officer, 3- 18 Skills, Education Scotland .

Education Scotland is currently working on the implementation of Scotland's youth employment strategy referred to as 'Developing the Young Workforce'. Its overarching aim is to better prepare young people for the world of work by enhancing career education and work experience in order to reduce youth unemployment by 40% in 2021. The strategy has a particular focus on enhancing equalities around employment and providing support for young people from ethnic minority or migration background as well as those with disabilities or in care. This workstream is directly linked to the 'Scottish Attainment Challenge' (<http://www.educationscotland.gov.uk/inclusionandequalities/sac/index.asp>) and the 'National Improvement Framework' (http://www.educationscotland.gov.uk/newsandevents/education-news/2016/education/january/news_tcm4874029.asp), the latest national priorities for education aimed at tackling inequity and raising attainment for every child and young person in Scotland.



Erasmus in Conversation

A Fictitious Interview

Interviewer: Desiderius Erasmus, instead of a dry introduction to the topic of our Erasmus+ project “Act for Career” and a maybe rather wooden information section about the cities involved, we have decided to start off with a conversation with Erasmus. After all, the question of how to prevent youth unemployment is very practical and extremely topical.

You are well-known as an extremely wise and sophisticated observer – do you mind if this interview is held as a dialogue and seeks your wisdom on this 21st century?

Erasmus (smiling): No, of course not. I myself saw Lucian’s fictitious conversations as a model. I always strived to promote dialogue as a literary style again. And I hardly mind that things are allocated to me, even if they did not come directly from me. As you will know, during my lifetime, some of my works were published without my assistance. It is true, though, that I was not happy with everything published under my name. But it was usually done with good intentions. In the first edition of my *Colloquia Familiaria*, prepared behind my back by Beatus Rhenanus, there are some “grave mistakes”. But I did have the opportunity to correct some distorted statements and “stylistic barbarisms” later on. This is why I am patient now and will treat this fictitious interview all in all as a constructive attempt.

Interviewer: But you will concede that the topic of the project “Erasmus+ – Strategic Partnership Glasgow-Nuremberg-Maastricht” concerning specific support for young people with few opportunities at the threshold between school and working life did not really concern you during your lifetime?

Erasmus: I would answer this with a determined No. In my work and in my writings I was always concerned with access to education and learning for people – and let me add: for people of any age, gender and social standing. I refer, for example to my essay *Gynaikon Synhedrion – Women’s Senate*. In this work, I denounce the defamation of women which was rife in my times, when it was imputed that their supposedly modest powers of reason were not sufficient to read Latin and Greek books. I was much scolded for my opinion that women were equally susceptible to education as men. My demand that they should not only have a say in education, but also take on public responsibility were dismissed as fantasy. But education is part of being human, independent of gender and origin. This is why in my little essay *Abbatis et eruditae* I mock a noble official who maintained that non-aristocrats would



be corrupted by reading classical literature. The core of my concern is claiming that all people are susceptible and open to education. Education is the source of human dignity and part of our humanity, that we have sought as humans to understand, and seek meaning in our world. To claim it as a right must therefore be applicable to all, men and women, young and old, poor and rich, aristocrats and non-aristocrats, Germans and French, Dutch and Britons, all nations equally. And basically, this strategic partnership is about maintaining this human dignity, this *dignitas humana*, through education. Is it not?

Interviewer: But aren’t you overshooting the guidelines for the Erasmus+ programme 2014–2020 and the goal of “Preventing Youth Unemployment and Promoting Employability” with your goals oriented on human dignity?

Erasmus: Not at all. I am convinced that education, working life and a moral life must be seen as closely connected. I would explicitly support Hannah Arendt’s statement that the modern catch word “employability” must be about more than the mere implementation of the “animal laborans” – the working animal, and that working life must not be reduced to working and functioning – a form of crude alienation. It seems to me that it is much more important to enable people to have a decent life which involves the entire human being. Having a material income is only part of the reason for working, though, for I see it

as much more important to experience self-efficacy and acknowledgement in the workplace. But on the other hand, a sufficient remuneration is also the foundation for full political, social and cultural participation. The right to human dignity therefore urges us to resolutely promote people with modest opportunities in finding jobs and in getting started in the world of work. In this sense, in my last will and testament, I ordered Hieronymus Froben and Nicolaus Episcopus to sell my estate and use the money to support young women and students so that they can enjoy an education, “and any other person deserving help”.

Interviewer: Do you feel that the EU Commission see the Erasmus+ Programme in the same way?

Erasmus: Yes, I think you can say that. They have made some additions to the first programme, which was rather technical sounding. They have refocused their horizontal priorities to include refugees and asylum seekers. The Strategy Paper on Inclusion and Diversity for Young People submitted by the Director General for Education and Culture of the EU Commission in spring 2015, puts a stronger focus on the social dimensions of this funding programme again. It is definitely necessary to continue recollecting the values of the EU, a necessity demonstrated by the tough negotiations in the EU parliament about gender equality which in June of the same year ended in a non-legislative decision, with a document speaking out against discrimination in the labour market and in the areas of education and decision making. It is not sufficient to proclaim values, we must permanently fight for them as the first proponents for a written constitution and universal basic rights, John Lilburne, William Walwyn, Robert Price and John Overton in their epoch-making Agreement of the People proclaimed and we must update them to meet new requirements.

Interviewer: So you urge us to lead a more intense debate about the values of the EU and on their implementation?

Erasmus: As far as the treaties are concerned, all are agreed that “the Union... is founded on the values of respect for human dignity, liberty, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values ... are common to the Member States. Moreover, the societies of the Member States are characterised by pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men.” But when it comes to the practical implementation of the values named in

the EU treaty in daily practical life, there are quite a few problems, particularly when national egotism or individual prejudices come into play, or when there is a clash of economic interests and goals concerning the entire society. Since my lifetime, prejudice and ignorance have taken on a new form. In spite of their new look, I can still today find the vices I denounced in my Manual of a Christian Knight, in particular false ambition, pretension, pompousness, and lack of compassion – I am thinking of the treatment of people who have had to flee from religious persecution or wars.

Interviewer: Are you not getting dangerously close to Giorgio Agamben who makes the criticism that the EU is dominated “by an institutionalised lobby without any ideas and any future” and which “gives itself the airs of being the rightful heir to the European spirit”?

Erasmus: The tiresome question of whose side I was on has already been put to me by the defenders of the old church and by various reformers. In the Letters of Obscure Men they state that “Erasmus is a homo pro se”. The fact that I am myself and nothing else, this phrase pleased me (in spite of keeping all necessary distance from this otherwise rather vulgar pamphlet). Without taking concrete sides I have always favoured patient argumentation, fair exchange and cultivated understanding. But at the same time I consider it not only the right, but also the duty of any philosopher to bring up painful subjects and to use the only legitimate weapon, the keen word, for the good cause. Europe, I am convinced of this, must recollect its values and act accordingly, instead of being talked to death. This is strenuous work and will not please everybody. But I am optimistic that this lively recollection of the values of the European Union can succeed. Particularly at the local level, I see good examples, united action and also a lot of potential for development.

Interviewer: This brings us to the current project. Please tell us in concrete terms: what did you perceive on your first travels to the project partners in Glasgow, Nuremberg and Maastricht?

Erasmus: First a rather banal finding: that travelling has become a lot more comfortable. I well remember my debilitating journey from Basle to Leuven. That was in 1518. I arrived in Aachen “tired to death because of the jolting of the coach which was so troublesome for me on the stony road that I would have preferred to sit on the lame horse”. Arrived in Maastricht, half frozen, I “thoroughly warmed my stomach with a little soup”, and finally clim-

bed on a horse, but its “rough gait gave me infinite trouble”. For the rest of the journey “it might have been more tolerable if I had walked, but I dreaded sweat and might have had to sleep in the open at night.”

Interviewer: Master Erasmus, please don't play on your fragile body. We should not lose ourselves in the sufferings of travel in the early modern times, but focus on our project.

Erasmus: You're quite right. Nevertheless, in spite of all the change in the past 500 years, I was impressed by the further development of the European cities as social agents and by their contribution to social cohesion.

Interviewer: That sounds rather complicated. Could you be a bit more concrete?

Erasmus: Maastricht, as I said before, was known to me from my travels through Europe. Even at that time it was a very wealthy trading town on both sides of the river Meuse with beautiful bridges and numerous churches and monasteries. It had the special status, that due to the political situation, the Prince Bishop of Liège and the Duke of Brabant had to share the supremacy of the (undivided) city, and that the council comprised an equal number of representatives of both parties. I liked this, for it is a reflection of the mediaeval order, and spoken in modern terms, it is a beautiful symbol for a pragmatic peace. When I saw the handsome town with its museums again in June 2015, I found it very attractive, not least because I could sojourn without danger to my life on the beautiful square of the inner city which is entirely without cars. I also approved of the liberal spirit which characterised this Dutch city with its close neighbours Germany and Belgium, long before the Maastricht Treaty. Since 1992, the city has been considered the symbol of European unity, as the treaties concluded here, in addition to the economic and monetary union, also established the foundation for a joint foreign and security policy, for citizenship of the Union and democratisation through the introduction of a European Parliament, and finally also established minimum norms for labour legislation. These are major steps forward on the way towards a Europe of values which has explicitly included the promotion of social dialogue at Union level in its working programme. So the topic of our Erasmus+ Project “Strategies against Youth Unemployment” is very much in line with this.

As far as I remember, I did not visit Nuremberg during my lifetime, but my close friend, Willibald Pirckheimer, in his letters always kept me up to date with the happenings

in this old trading and craftsmen's city. So I was informed about the early decision by Nuremberg City Council in favour of the Reformation, which was unfortunately also accompanied by a fair amount of intolerance towards those who thought differently. He also reported the establishment of a Council library, building the foundation for the world's first public library. During my visit I was glad to see that the city sees itself as a “City of Peace and Human Rights”. I suffered more than enough from war and misery in my time. Not least because of that, in my booklet on the Education of a Christian Prince, I named their first duty, as the “art of keeping and concluding peace” and “not forgetting that they rule over free men”, that is that they had to honour the people's will. In my opinion, the barbarisms of war disturb the tranquillitas animae, the peace of the soul, and they prevent progress in education and science. Especially after the crimes against humanity committed by the National-Socialist regime – and their inhumane racial laws will forever be linked to the name of Nuremberg where they were proclaimed – in my opinion it was a necessary and consistent step to make a positive commitment to human rights and to give this commitment a practical expression by promoting global human rights activities. Nuremberg has also distinguished itself with its integration policy characterised by tolerance. And this is where the current Erasmus+ Project comes in: recognition of human dignity, integration and participation go hand in hand.

Unfortunately, I never visited Glasgow during my lifetime. My work took me to the Kingdom of England five times, but never to the Kingdom of Scotland. I spent a lot of time in London with my friends Thomas More and John Colet. But I did not get further north than Cambridge where I taught between 1511-1513. With hindsight I am a bit annoyed that I missed the fourth-oldest university of the British Isles, because it not only brought forth thinkers of the Enlightenment, such as John Millar and Adam Smith, but also the writer James Boswell, the inventor James Watt and the anthropologist James George Frazer to name but a few of its many famous alumni. How I would have liked to chat with these giants of thinking. Today, the University of Glasgow also enjoys an excellent reputation worldwide. This vibrant and lively city, after the decline of the steel industry last century, managed to reinvent itself as a centre of culture and services in an exemplary manner. The city's enormous efforts, supported by the Scottish government, were crowned by Glasgow

being selected as “European City of Culture” in 1990 and as “European Capital of Sport” in 2003. Glasgow has always had global charisma, and in 2014 even improved its attractiveness as the host of the much praised “Commonwealth Games”. I am very much taken by this Scottish metropolis, particularly because of its close links to Europe. As a fighter for education I was especially glad to see that Glasgow City Council grants access to all public museums free of charge. This is the promotion of popular education I would wish for. So you can see, that the individual ap-

proach of the cities expresses itself in various accents, but Europe as a community of values – if I may generalise – is alive and at home in all these cities.

Interviewer: This sounds very much like the first finding of this Erasmus+ Project “Strategic Partnership Glasgow, Nuremberg and Maastricht“. Master Erasmus, thank you for this conversation.

Interviewer: Hans-Dieter Metzger

Translation: Ulrike Seeberger and Jane Britten

EU Youth Strategy 2020



The Erasmus Plus programme aims to contribute to the Europe 2020 Strategy and the Education and Training 2020 strategic framework (http://ec.europa.eu/youth/index_en.htm). Employability is therefore a key theme within the Erasmus Plus programme. The theme aims to support young people through the developments and outcomes from Programme Actions by providing them with the qualification, skills and competencies that improve their employability.

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

Within the schools sector there is a continued emphasis on retaining young people in the education system for longer and improving their prospects in the labour market. As such, this Erasmus Plus KA2 Strategic partnership with Nuremberg, Glasgow and Maastricht operates within and seeks to address this aim within the parameters of its own partnership strategy.

Already after Year 1 of our partnership observation has taken place in each city of the current practice to support young people more effectively on their career pathways. This has assisted partners to examine and learn about the current national priorities in each country to develop the necessary employability skills to equip young people more effectively to engage with the labour market and

develop the necessary skills to match the needs of future employers and enhance their own abilities and talents.

The benefits of participating in partnership meetings within a European strategic partnership are that first hand, educators have the opportunity to learn more accurately about the cultural and economic rationale which underpins other EU systems to support young people's employability skills. This equips all partners to gain the experience necessary to develop and gauge systemically which practices may be relevant to enhance the individual partner country's system and to build a model together which encompasses the best of each system and enhances support for all European learners across the national boundaries. We have, therefore, been learning in this first year about what works best in Germany, Scotland and the Netherlands and the national priorities for a skills based education which matches the current needs of the global market.

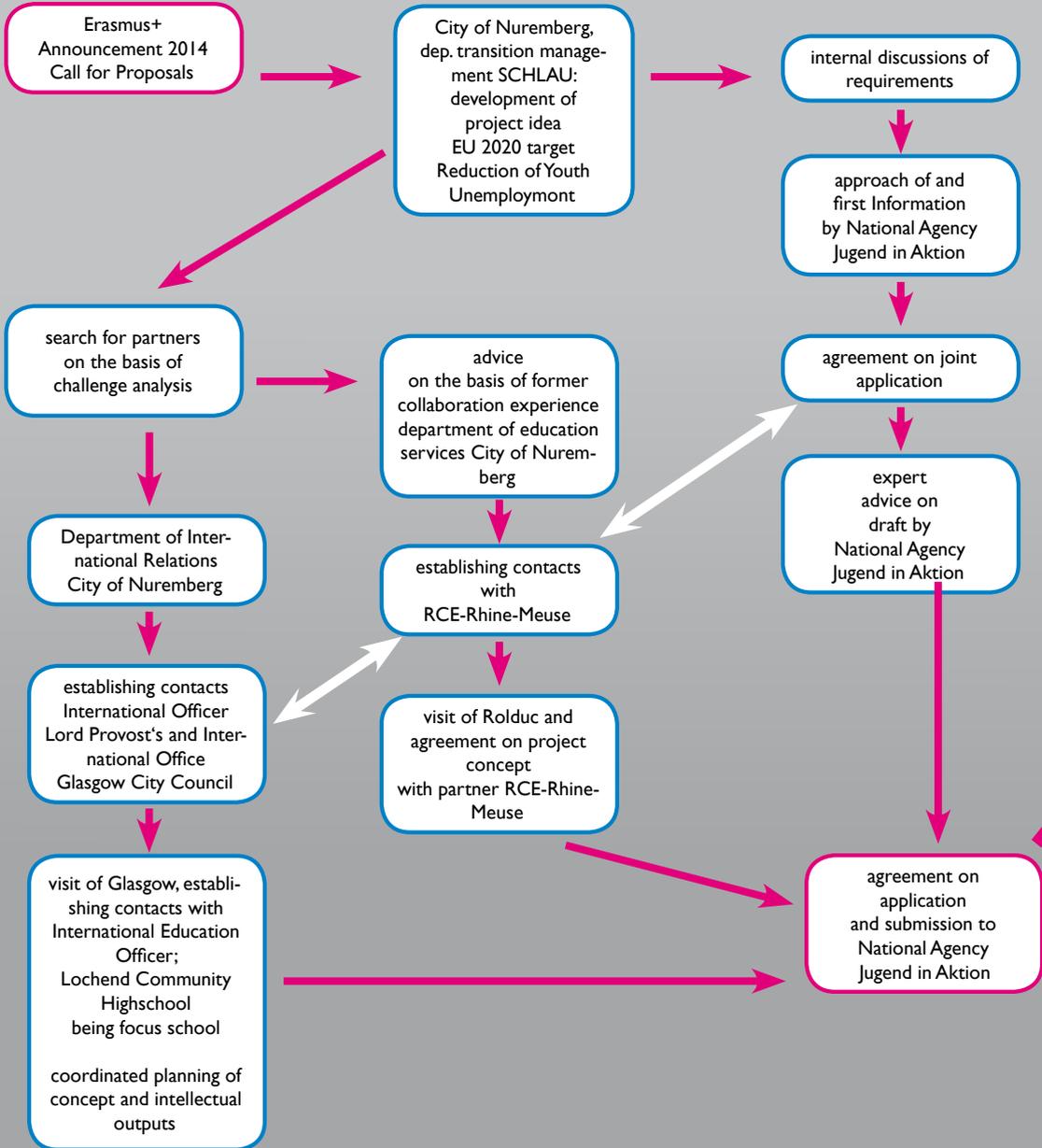
By being able to examine the principles behind SCHLAU in Germany, Curriculum for Excellence in Scotland and OPEDUCA in the Netherlands all participants in the partnership meetings of year 1 have gained a clearer understanding of these individual systems to support young people's employability and to have begun to identify which of these may be built into the practice of the Local Authority support for career education in each partner country and to inform the national dialogue on developing the necessary skills to better equip the young workforce across Europe.

Lesley Atkins, Glasgow

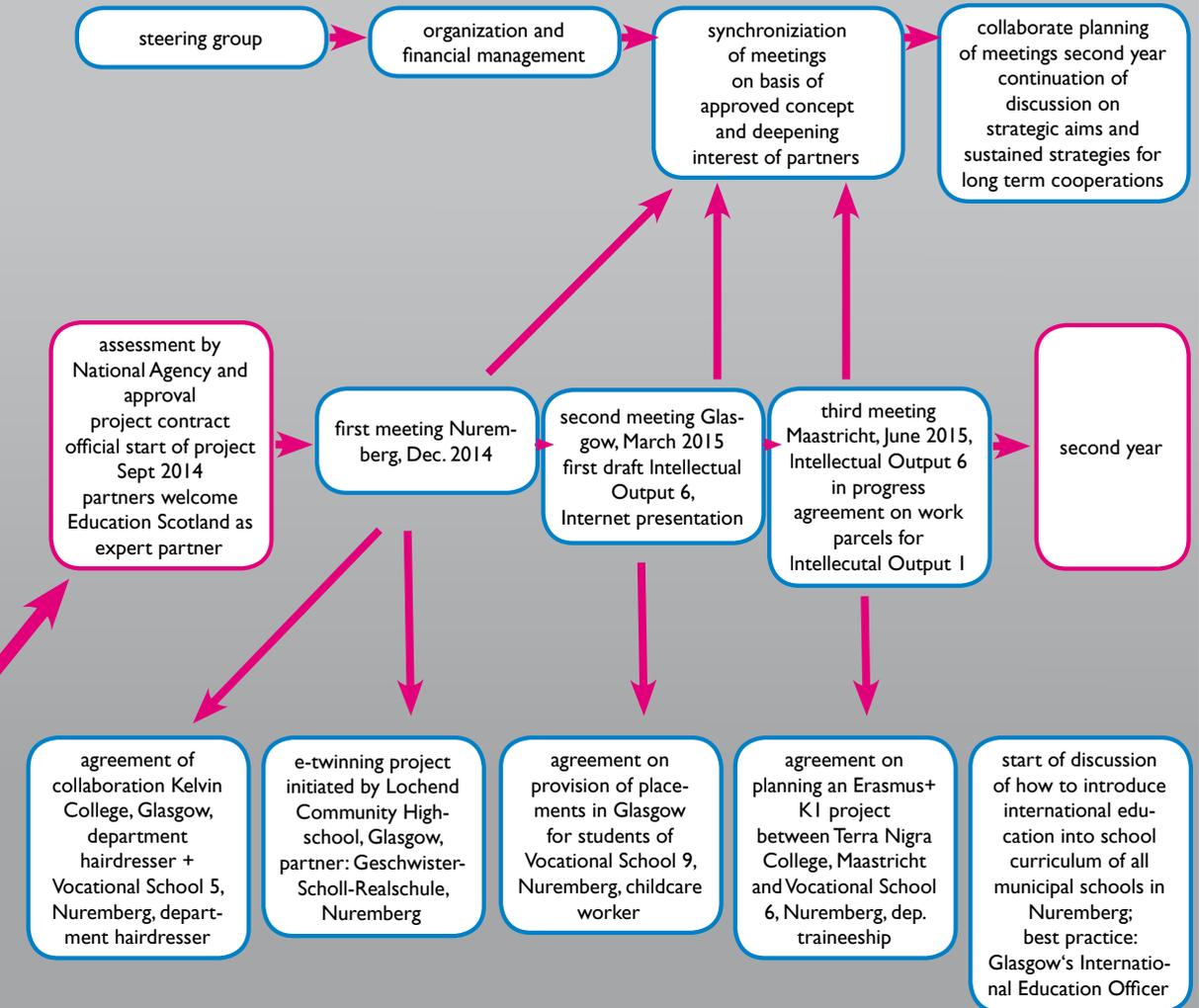
Act for Career

The Project's Journey

The first Year



Results first Year



Nuremberg Partnership Meeting 08/12/2014 – 10/12/2014

Focus: Career Education in Secondary Schools and transition projects for disadvantaged young people

Monday 08 December

Morning:

opening of the seminar - welcome address

Ulrich Ziegenthaler, director of department of vocational schools Nuremberg

outline of the project Erasmus+ strategic partnership and presentation of the seminar program, expectations of the participants

Hans-Dieter Metzger, head of Department SCHLAU

Christina Plewinski, Amt für Internationale Beziehungen

Afternoon:

civic reception

Max Hoffgen, councilor and spokesman for integration career education in secondary schools (Mittelschule)

Siglinde Schweizer, director Theo-Schöller-Mittelschule meeting of the steering group

Tuesday 09 December

Morning:

transition management SCHLAU for Mittelschulen

Hans-Dieter Metzger and team SCHLAU

Afternoon:

career education in secondary schools (Realschule)

Sandra Rohde, Headteacher,

Geschwister-Scholl-Realschule

transition management SCHLAU– modul 3 body language

Catrin Blöss and Panja Rittweger, Theater Mumpitz

open workshop Erasmus-school partnerships

Wednesday 10 December

Morning:

impulses for cultural learning – soft skills and extra curricular learning

Sylvia Günther, Kunstpädagogisches Institut

end of program





Participants from Glasgow: Lesley Atkins (International Education Officer), Vincent Clarke (teacher Lochend Community High school), Martin Collins (Employability and Skills Partnership team), Heather Kerr (teacher, Lochend Community High school), Tracy Leavy (teacher, Kelvin College) Victory Lockhart (teacher, Lochend Community High school), Klaus Mayer (Education Scotland)

Participants from Maastricht: Joseph Eussen (director of the RCE Rhine-Meuse); Ekaterina Mulder (project manager RCE Rhine-Meuse)

Glasgow Partnership Meeting 10/03/2015 – 14/03/2015

Focus: Career Education in Secondary Schools and transition projects for disadvantaged young people

Tuesday 10 March

Welcome and introduction of the program,
Lesley Atkins, International Education Officer and colleagues

Wednesday 11 March

Morning:

Visit of Lochend Community Highschool Tour of school led by senior pupils; Presentation re school curriculum and pupil pathways – G Collins HT

Learning processes and AiFL – V Lockhart

Skills Development Programme – J Cairns DHT

Partnerships/positive destinations/16+ - A Keenan DHT

Afternoon:

Education Scotland, The Optima, Glasgow

Klaus Mayer, Education Scotland and colleagues

Thursday 12 March

Morning:

Celtic FC Learning Centre; Activity Agreement; MCR Pathways; Tour of Stadium; Martin Collins and colleagues, Employability and Skills Partnership Team Glasgow

Afternoon:

Civic reception in Glasgow City Chambers; Sadie Docherty, Lord Provost; Visit of Glasgow Kelvin College Welcome and Kelvin College ethos – Vice Principal Alan Inglis; Tour of the college – EVIP Learners

Youth work at Kelvin – Youth Work Team – Stuart Lowe and Carol Ann Burns

EVIP and transitional programmes – Tracy Leavy, Maggie Murphy and Martin Collins

School Partnerships – Josephine Smith

Core skills, essential tool kit and embedded learning – Marlyn Barr and Wendy Gormley

Individual Learning Plan – Marlyn Barr and Tracy Leavy

Friday 13 March

Morning:

Lochend Community High school; Career Education – Timeline Heather Kerr and Vincent Clarke

Alternatives to full time Education – P Swan DHT

Extra-Curricular Learning Programmes – Added Value – Carousel - Vicki Lockhart, Heather Kerr, Vincent Clarke



Afternoon:

Workshop – Project Planning and Erasmus Plus Employability Framework

Saturday 14 March

departure



Participants from Maastricht: Jack Hecker (teacher, Bonnefanten College); Ankie van Loo (RCE Rhine-Meuse); Wim Ruijsch (teacher, Bonnefanten College), Marc Sluiter (RCE Rhine-Meuse).
 Participants from Nuremberg: Anke Ebeling (deputy headmaster, Vocational School 10), Frank Fleischmann (teacher, Vocational School 4), Marie-Luise Herrmann (teacher, Geschwister-Scholl-Realschule), Tanja Knöchlein (teacher, Vocational School 7), Dr. Hans-Dieter Metzger (head Dep. Transition Management); Sandra Rhode (head teacher, Geschwister-Scholl-Realschule),



Maastricht Partnership Meeting 17/06/2015 – 19/06/2015

Focus: Career Education in Secondary Schools and transition projects for disadvantaged young people

Wednesday 17 June

Afternoon:

Welcome and presentation of the meeting agenda
J. F. G. Eussen, Director, RCE Rhine-Meuse and team

Thursday 18 June

Morning:

Guided Tour through Maastricht
Arjen van Pooijen, Bonnefanten College
Presentation of the RCE Rhine-Meuse and the OPEDU-CA project J.F.G. Eussen

Afternoon:

Career Education – Students of Bonnefanten College present walk through the Centre Ceramique to the Bonnefanten Museum
Visit of Bonnefanten College; Welcome Jacky Lamoree, principal; Career Education - business projects presented by students; Tour of the college

Friday 19 June

Morning:

Workshop – Project Planning J.F.G. Eussen
Visit of Terra Nigra College Welcome and Terra Nigra College ethos – principal Peter-Paul Truijten and team
Tour of the college
praktische instructie at Terra Nigra
School partnerships and placement system

Afternoon:

Public Private Partnership and transition management
Rob Niesen, Manpower
Workshop Project progress; Project implementation so far; Next steps; Reporting

Saturday 20 June

Departure





Participants from Glasgow: Lesley Atkins (International Education Officer), Vincent Clarke (teacher Lochend Community High school), Heather Kerr (teacher Lochend Community High school), Jacqui MacBride (Glasgow Employability and Skills Partnership Team), Klaus Mayer (Education Scotland), Tracy Levy (teacher Kelvin College)

From Nuremberg: Dr. Christian Büttner, (staff employee, Education Services), Günter Ebert (staff employee, Education Services), Hartmut Garreis (teacher, Vocational School 6), Bernhard Jehle (director, Institute for Further Education), Tanja Knöchlein (teacher, Vocational School 5), Dr. Hans-Dieter Metzger (head, Dep. Transition Management), Christina Plewinski (staff employee, Department of International Relations).



Developing the European Dimension within Education Impressions of Year I from the Local Authority perspective, Glasgow

Our Erasmus Plus strategic partnership 'Act for Career' is charged with developing the skills of the European young workforce through transnational cooperation. This complies with one of the programme Action's key priorities:

priority will be given to projects developing partnerships between education and employment (in particular companies and social partners), the development of short – cycle post – secondary or tertiary qualifications in accordance with the European Qualifications Framework (EQF) and focused on potential growth areas or areas with skills shortages, and by aligning VET policies with local, regional and national economic development strategies

We have now completed our first year within our Erasmus Plus partnership and as with many international education partnerships, the first year can be a valuable time for gathering information about the actual contexts within each partner region and on the educational focus of the partnership: in this case support for young people's employability skills. Without this calibration of existing landscapes, within each partner region, it would be difficult to effect any meaningful and sustainable improvement. It may seem, therefore, as if the progress during year one of any international partnership is slow, but this is not to underestimate the significance of taking the time to get to know each other thoroughly. Only when this thorough knowledge is gained of each other's system, and only then, can teams work together to discuss how to move forward with change and innovations that are congruent and likely to secure the impact set out in the project plan. It is a systemic change that requires skill and sensitivity to different cultural and educational norms.

If successfully achieved, the benefit of EU transnational cooperation can be profound and long lasting, making a difference not only to the professional lives of those leading the project but to the possibilities for achievement for all the young people across the partnership. They will have benefitted from the combined experiences of educational professionals working across Europe to enhance the existing model of support for their transition from school to work.

We have had the benefit through the Programme of having partnership meetings in each of our linked cities: Glasgow, Maastricht and Nuremberg, and during these meetings gained the opportunity to learn first-hand about each partner's education system and national government priorities for developing the employability skills of its young people.

This first year of information gathering has been invaluable in leading us towards the development of a model which will enhance the transition support for young people from school to work, and equip them more effectively to secure meaningful employment within the European labour market.

There have been challenges in getting to know how the other works – as always – but also many positives. The professional learning of all participants in the meetings so far has been significantly enhanced in their knowledge and understanding of other European education systems and government priorities for employability.

This will hopefully better place us to make decisions and put developments in place in Years 2 and 3 which will be sensitive to cultural requirements and the priorities of the three systems, but which will also set us on the way to create a model based on our acquired transnational expertise and enable us to create a transition support for young people from school to work. This transnational model aims to be an improved and more effective model than the individual ones which existed prior to the partnership cooperation.

The key thing to remember with the Erasmus Plus Programme priorities is that the Actions are strategic; they are different from the previous Lifelong Learning programme in this respect in that they charge educational professionals with the task of developing their cooperation strategically in ways that will improve, innovate and make a sustainable difference to the educational fields outlined in the project application. Exchange of cultural knowledge is not sufficient and therefore ensuring that the partnership activities are congruent with strategic aims needs to be at the forefront of transnational discussions and developments. Our developments in the next year will need to take account of the information gained

in year 1 and maximise this knowledge to begin the overall strategic development of our improvements within a European context to the employability skills model for European learners.

Also, as is often the case within European education partnerships, the professional relationships infused by the experience of working closely together in each other's contexts are deepened and strengthened. Already the

partnership has entered into dialogue on further development and action designed to continue and sustain the cooperation among the three partner countries to enhance the capacity of the European dimension to innovate teacher CPD and the development of young people's employability skills across our schools.

Lesley Atkins, Glasgow

Some Data and Facts - Glasgow

Glasgow is Scotland's largest city and the country's main local authority area; it is noted for its industrial heritage, strong local identity and vibrant cultural. The city is located at the centre of the Clyde Valley conurbation, which is the country's largest urban area with a population of 1.8 million (34% of Scotland's population). Glasgow's population has risen in the last ten years after decades of decline and is currently estimated to be 596,650 (11.2% of the total population of Scotland). Glasgow has the most ethnically diverse population in Scotland with about approximately 12% of its total population non UK born. Projections suggest that the city's population is set to get older with the population over 50 years of age predicted to rise by 57,000 between 2012 and 2037 to nearly 240,000.

Glasgow makes the highest contribution (16%) to GVA (Gross Value Added per capita) of all Scottish cities, and GVA per head is higher than the average Scottish level. The most recent figures available show the total number of employee jobs in Glasgow is nearly 380,000. The service industry dominates, especially retail, finance and insurance and business services. Key industries identified as growth sectors for Glasgow are:

- Low Carbon Industries
- Life Sciences
- Tourism and Events
- Engineering, Design and Manufacture
- Financial and Business Sector
- Higher and Further Education

Glasgow has more jobs per resident than any other local authority in the Glasgow and Clyde Valley region, reflecting its position as the West of Scotland's economic hub, and has a higher job density than other Scottish cities with the exception of Aberdeen.

Although Glasgow, as a city, is a vibrant and thriving city the same cannot be said for many of its residents and Glasgow remains the most deprived city and local authority area in Scotland. The following summary provides some specific statistics for Glasgow:

- Almost half of Glasgow's residents - 286,000 people - reside in the 20% of most deprived areas in Scotland.
- 33% of all children in the city (over 36,000 children) are estimated to be living in poverty
- 19% of households in Glasgow had a net annual income of less than £10,000
- 12.4% of the working age population have never worked versus only 6.5% national rate
- 66% of working age Glaswegians were employed in 2014, which was 7% lower than national rate
- Glasgow has consistently had a higher rate of adults claiming out-of-work benefits than other Scottish cities although that rate has declined from 29.2% in 2000 to 18.4% in 2014
- About 30% of households have no adults in employment

Youth Employment

Youth Employment is one of Glasgow 3 Key priorities in its ten year strategic Plan. In 2013 Glasgow redefined Youth Employment to include all young people between the ages of 16-24 recognising that those between the ages of 20-24 had been disproportionately affected by the recession and aligning itself with the European Youth Guarantee.

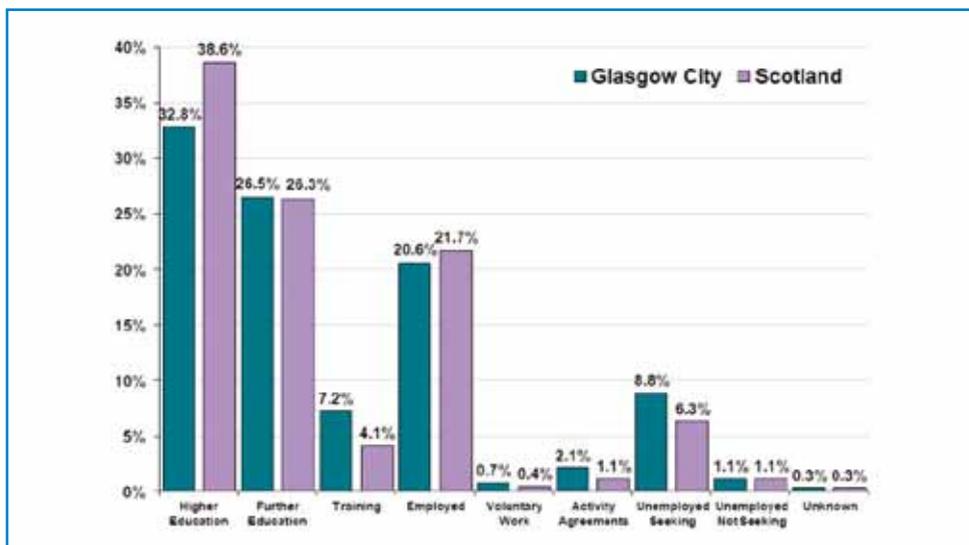
The current youth population of Glasgow 89,900 – 15% of the overall population of the city. The Youth Employment rate for this age group in Glasgow is 42.4% - this factor is impacted by the fact that Glasgow has a large student population with 3 Universities and 3 Further Education colleges within the city boundaries meaning that 32% of 16-24 aged population are full time students. The unemployment rate for Glasgow is 10% well above the national rate of 6.2%. For those aged 16-24 these figures are 18.8% and 16.4% respectively showing the Glasgow Youth unemployment levels are currently nearly double those of the average working age popula-

tion in Glasgow and 3 times more than the national unemployment rate. Although these figures are decreasing since the beginning of the recession in 2008 there is still a lot to do.

More than 50 per cent of our young people don't go to university and, of these, very few leave school with vocational qualifications with labour market currency. The majority have had limited access or exposure to the world of work with only 27% of employers offering work experience. It is also clear that employers have lost the habit of employing young people. Only 29 per cent of employers recruit young people from education and only 13% of employers take on apprentices.

Every year the figures are produced on the destinations of schools leavers. The figures show that Glasgow's school leavers are doing better than ever and that 89.7% more into a positive destination when they leave school. This is a huge improvement on the figures of 10 years ago of 83.1% but we are still lagging behind the national rate which currently sits at 92.3% of all leavers across Scotland entering a positive destination on leaving school.

Glasgow City School Leavers by destination compared to Scottish Totals 2014.



Employability in Glasgow

Glasgow is committed to helping young people to achieve their full potential, particularly those who are at risk of becoming disengaged from society. Youth Employment is one of Glasgow City Council's 3 strategic key priorities for the next 10 years. Employability within Glasgow is steered by a Youth Employability Board, comprising of senior offices from key partner agencies across the city who are committed to improving the outcomes for young people. Employability support to young people from the city is delivered through:-

1. **Employment & skills Partnership Team** - established by Education Services in 2013 to develop and co-ordinate the provision of a single, coherent and responsive set of employment related learning opportunities for young people in the city. Its overall vision is that every young person in the city is supported to leave school with the information, attributes and skills they need to maximise their competitiveness and begin their journey towards a fulfilling and stretching career. It aims to:
 - to increase the aspirations and choices available to Glasgow's children and young people in respect of their future careers
 - to improve and contextualise employability and sector specific skills to make our young people's ambitions achievable
 - to increase the number of young people leaving Local Authority funded education into high quality, positive and sustained destinations with clear future career pathways
2. **The Glasgow Guarantee** - a Legacy of the Commonwealth Games offers support for training, work, modern apprenticeships and job opportunities for Glasgow people. Since the summer of 2009, almost 6000 Glaswegians between the ages of 16-24 have progressed into employment, apprenticeships or training through a number of initiatives. Is a commitment which will ensure that:-
 - Every young person aged 16-24 in Glasgow will be guaranteed support to access continuing education, training, an apprenticeship or employment
 - Every young person at school in Glasgow will be equipped with the knowledge, skills and experience they need to ensure their ability to compete for and sustain employment.
3. **Jobs & Business Glasgow** - delivers economic development activity on behalf of the city and offers a range of services from community-based venues to support individuals and delivers a range of contracts and projects on behalf of partner organisations. It aims to contribute to the economic development of the city by:
 - Increasing the competitiveness of Glasgow's residents in the jobs market by equipping them with the skills that employers value in the workplace
 - Working with the small business base to increase the number of start-ups and help improve their resilience in order to create more jobs
4. **Invest in Youth Groups** – established in Glasgow and led by Glasgow Chamber of Commerce. Key responsibilities of the IYP Group is to:
 - support more active involvement of employers in schools. Most notably this includes the creation of a formal school and business partnership for every secondary school in the city
 - to increase the numbers of businesses and pupils engaged in 'work inspiration' activity – 'work inspiration' activities include provision of internships, work experience and tasters, but also employer mentoring, business talks and employability sessions
 - to be a key source of leverage in increasing flexible work experience placements and 'work experience' activity in general.



Changes in Employment by Sector - Glasgow 2012 -17	2012-17	
	No.	% change
Admin and Support Services	11,010	22.5
Professional, Scientific & Technical	8,850	24.2
Wholesale & Retail Trade	3,910	7.3
Accommodation & Food Services	1,930	7.2
Real Estate Activities	1,660	23.1
Construction	1,630	8.2
Arts, Entertainment & Recreation	1,290	12.4
Other Service Activities	1,210	9.7
Information & Communication	680	4.7
Transportation & Storage	650	4.2
Financial & Insurance Activities	510	2.4
TOTAL GROWTH SECTORS	33,330	
Agriculture, Forestry & Fishing	-10	-6.1
Mining & Quarrying	-10	-14.2
Electricity, Gas & Steam	-230	-6.0
Water Supply & Waste Management	-280	-10.1
Human Health & Social Work Activities	-970	-1.6
Manufacturing	-1,140	-5.7
Education	-2,020	-6.9
Public Administration & Defence	-3,100	12.2
TOTAL DECLINING SECTORS	7,760	
OVERALL TOTAL	25,560	6.2

Changes in Employment Sector – Glasgow 2012-17

Demands of Regional labour market

Glasgow recently commissioned research to look at the labour market moving into the future. The research found that there would be a net growth in Estimates that there would be a 25,600 increase in jobs in Glasgow between 2012 and 2017 – a 6.2% increase. 21,520 of these new jobs would lie in the business related industrial sectors of Administration and Support Services, Professional, Scientific & Technical, and Real Estate Activities. Therefore, the level of Glasgow's recovery of jobs, post-recession, is dependent upon the success of Glasgow's role as a centre for business service companies. It is also predicted that a recovery in the Consumer and Tourism related industries would also cause an additional 7,000 jobs to be added by 2017.

The majority of these positions are not job entry level but are at a professional, technical or senior manager level. Glasgow can attract people into the city and its position in the central belt of Scotland makes it accessible from the surrounding area, with many people finding Glasgow a great place to live and work means that Glasgow's population face major competition for these jobs.

47% of all jobs that will be available in the labour market in ten years do not even exist today so we need to ensure that our young people are resilient and have both the core skills and career management skills to enable to meet the needs of the labour market of the future. Many employers do not recruit young people and with the challenges of the current economic situation means that less companies have active succession planning in place and we face a major skill shortages in the future unless we can persuade employers to take on young people.

The education system has just undergone a significant change with the implementation of the Curriculum for Excellence and we need to do more to support to understand these new qualifications and can be assured that the school leavers are "work ready" and are worth investing in.

The Scottish Government is well aware of the challenges ahead and the "Developing Scotland Young Workforce" report published in June 2014 is still in the early stages of implementation but should provide a blueprint for Glasgow moving forward.

Jacqi McBride, Glasgow

Some Data and Facts: Maastricht

Demographic Development

The City of Maastricht is situated in the southern-most part of the Dutch province of Limburg. The municipality consists of five districts and over 40 neighbourhoods. The total population of Maastricht numbered 123.027 in 2015 (statline cbs Dec 2015). The city shows a stable demographic situation. The overall increase during the last five years was by one per cent. The Central Bureau voor de Statistiek expects the population of Maastricht to increase by 3 per cent by 2030. Between Dec 2014 and Nov 2015, 1,312 children were born in Maastricht. Thirty per cent of the population are under the age of 25. The influx of students – a total of 30,000 are enrolled at the University of Maastricht – is included in this data and makes Maastricht a comparatively ‘very young city’. It must be assumed, however, that many of the students will leave Maastricht once they passed their final exams. Official sources (www.oozo.nl/cijfers/maastricht, 16.01.2016) record 28 per cent migrants, the majority of them “Westerse allochtonen”. Families with children make up 22 per cent of Maastricht’s households. This is slightly above the level of Nuremberg.

Economic Development

The City of Maastricht is an important centre for administration and supply for the province of Limburg. Brussels, Liege, Eindhoven, Aachen, Cologne and Venlo are all within commuting distance. The economy in the Maastricht region has, historically seen, always been industrial. In the 19th century, industrialisation in the Netherlands actually had its beginnings in Maastricht.

One distinctive part of the industrial history of the entire Rhine-Meuse region is its mining past. In 1965, the Dutch government announced the complete termination of coal mining. The consequences of this decision for employment, for the social and economic structures and for cultural and social developments in South Limburg were enormous, as all the Dutch mines were located in this area. Seventy-five years of mining had turned the south of the province of Limburg into one of the most densely populated areas of the Netherlands. In dimension and impact the closing of the mines can be likened to the closing down of the shipping industry in Glasgow.

As the capital of the province of Limburg, Maastricht did not only have to cope with the end of coal mining. In ad-

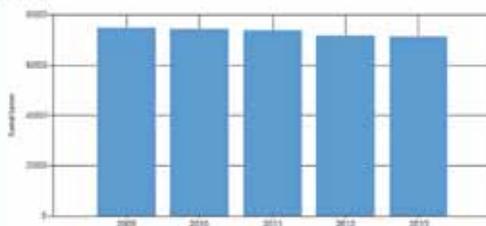
dition, the last twenty years of the 20th century saw the decline of other traditional industries, more especially the breakdown of the famous Maastricht potteries and ceramic industries. The Maastricht job market was hit hard by these developments. In the late 1990s, the number of people in employment in Maastricht was halved.

The region, indeed, had to re-invent itself. As a consequence of the marked decline in employment, the core activities of the region had to switch from coal mining to service provision, knowledge, high-quality materials and life sciences. Despite the great challenge, Maastricht did well in managing the rapid structural change towards a service-oriented economy with commercial services and health care being the main drivers. Since the turn of the millennium, more than 400 foreign companies have established themselves in the province. Activities range from manufacturing, marketing & sales offices, R&D centres to European distribution centres and European headquarters. The region has a particularly strong bio-medical and biomaterials cluster and focuses on life sciences and innovation.

Today Maastricht has regained its strength and attracts a substantial workforce from Belgium and South Limburg. According to the Limburgse Pendel 2014, the balance for Maastricht was positive by 17.254 persons. In other words: 24 per cent of all jobs in Maastricht are filled with people from outside. On the other hand, there are still scars left from the city’s past. Between 2009 and 2013, i.e. after the massive job loss due to the closure of the ceramic industries, Maastricht lost another 5 per cent of its jobs. Though the level of unemployment is about the same as in the rest of the Netherlands, Maastricht had to cope with the highest percentage of long time unemployed of the nation in 2012.

Time Series 2009-2013: Employment figures - Maastricht

In 2013, a total of 9.230 companies employed 71.780 people in full-time, part-time or temporary employment. Between 2009 and 2013 the employment figures sank by 5 per cent.



Graph provided by Centraal Bureau voor de Statistiek/Huizenzoeker.nl/Politie.nl/Lisa.nl.

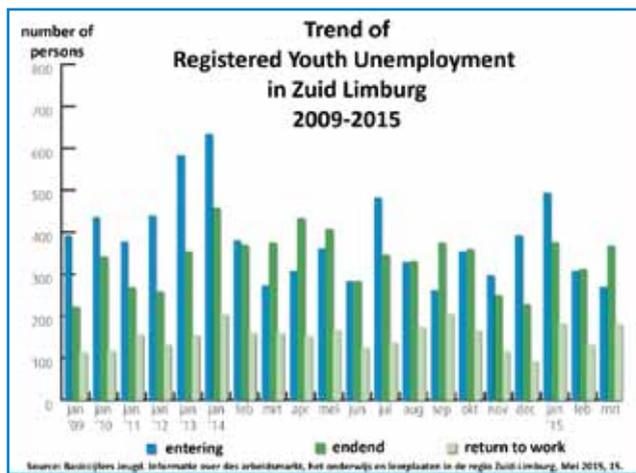
To stimulate the economy, additional measures were taken in the very recent years. Chemistry & materials and life sciences now form the national spearheads of various programmes together with systems & care, logistics and new energy. One of the driving forces in that transformation process is Brainport2020: the economic development programme for the south-eastern part of the Netherlands. Financial administration services and tourism also form important economic pillars for the region and Maastricht specifically. The most important developments in the fields of chemistry & materials and life sciences take place on the two Limburg campuses: the Chemelot Campus and the Maastricht Health Campus, where 180 million Euros were recently invested by the provincial government, DSM, Maastricht University and its medical centre MUMC+.

In addition, the internationally acclaimed University of Maastricht functions an important driver for the local economy and attracts quite a number of foreign students, especially from Germany (30 per cent). With Maastricht Hotel Management School and Zuyd University of Applied Sciences, two further very attractive institutions of higher education are located in Maastricht. Important employers include the city council and national and international institutions such as the administration of the Dutch province of Limburg, the Limburg Development Company LIOF, the European Centre for Work and Society (ECWS), the Expert Centre for Sustainable Business and Development Cooperation, the Council of European Municipalities and Regions (REGR) and the European

Centre for Digital Communication (EC/DC). Extensive Tourism, too, has contributed to boosting the economy.

Despite the overall economic progress, youth unemployment is still an important social and economic issue. According to the Centraal Bureau voor de Statistiek, the youth unemployment rate in the Netherlands tends to be 3 per cent above the percentage of the whole working population. In the time span between April 2014 and March 2015, 3,750 persons of the age group 15 to 27 were registered as seeking employment in the region of South Limburg. Not untypically, 48 per cent of these young men and women had no basic qualification. Many of those recently unemployed 15 to 27 year-old persons had been employed in the logistics sector before registering as unemployed. In Zuid Limburg, the number of students in placements (leerbedrijven) between 2013 and 2015 decreased from 2,301 to 2,166, i.e. by six per cent (Basiscijfers Jeugd. Informatie over de arbeidsmarkt, het onderwijs en leerplaatsen in de regio Zuid-Limburg, Mei 2015, 8).

Maastricht itself has to cope with the highest rate of young people relying on benefit payments in the province. Between October 2014 and March 2015, a total of 2,113 young people were recorded as being unemployed in this city. Though this was ten per cent less than the year before, this is still a high figure, a sore detriment to the young persons affected and a heavy burden for the social welfare. In the same period, 874 young men and women re-entered employment, i.e. about the same percentage as in the year before.



The above graph shows the development of youth unemployment in the province of Limburg. The blue pillars represent young men and women who entered unemployment statics; the darker green pillars stand for those whose one-year claim of unemployment benefit has expired and who will have to rely on social welfare. The lighter green columns represent the number of young people who managed to get back into employment.

Hans-Dieter Metzger, Nuremberg
Ankie van Loo, RCE Rhine-Meuse
With grateful thanks to Ello Everstein,
Rotterdam, for advice.

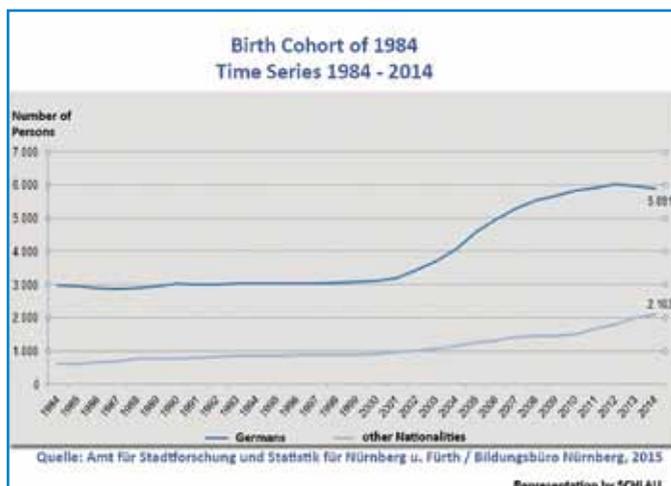
Some Data and Facts: Nuremberg

Demographic Development

On 31.12.2014, 516,770 people had their main residence within Nuremberg's city boundary. The number of citizens without a migration background was 298,421. The number of citizens who had either migrated here themselves and taken on German nationality or to whom this applied for at least one parent, was 116,215; the number of inhabitants with a foreign passport was 102,134.

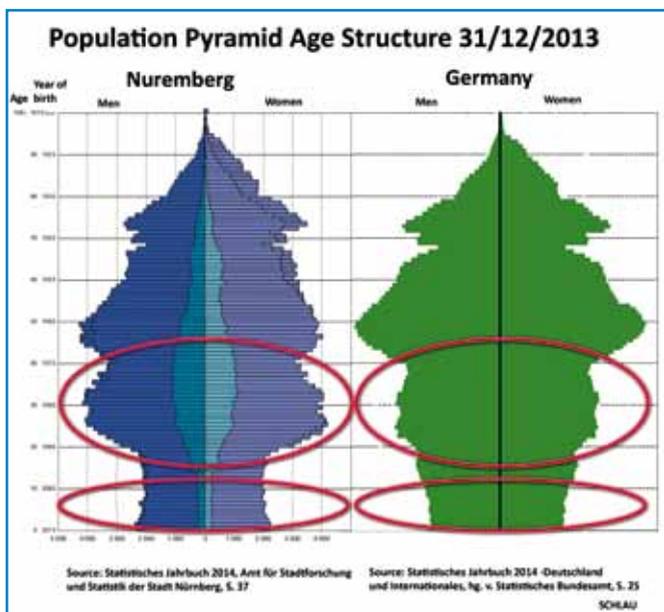
The City of Nuremberg shows positive demographic trends. Overall, in 2014, the city's population increased by 3.5 per cent compared with the previous year. Reasons for this growth were firstly an increase in the birth rate: in 2014, the number of children born in Nuremberg was 4,855. However, due to an increase in the number of deaths, there was a net natural population decline. But a marked growth in net migration to Nuremberg resulted in an annual overall population increase of about 5,000 people.

Seen from an educational and labour policy point of view, it is interesting to note that Nuremberg mainly attracts young people. For years, it has been constantly observed that the number in the 17 – 28 years birth cohort had doubled as people of that age moved into the city. These are young people who complete their education in Nuremberg and (as a rule) stay in Nuremberg to work here. The figure below demonstrates this development using the example of the birth cohort of 1984. If you calculate the youth ratio – the number of people under 20 years for every hundred people between 20 and 60 – Nuremberg, compared with other German cities, occupies a middle rank.



This development can be seen even more clearly when you compare age structures. While there is growth in the birth rate in Nuremberg, the number of births for Germany as a whole is stagnating. The difference is even more marked for adults between 20 and 30 years, where Nuremberg's population is growing much more strongly than that in Germany overall.

An in-depth study by the Federal Institute for Research on Building, Urban Affairs and Spatial Development, based on the available data, numbered Nuremberg among the growing cities in Germany. This study is based on an extended definition of urban growth which also takes dynamic development into account. In addition to the overall number of inhabitants, this analysis also included total net migra-

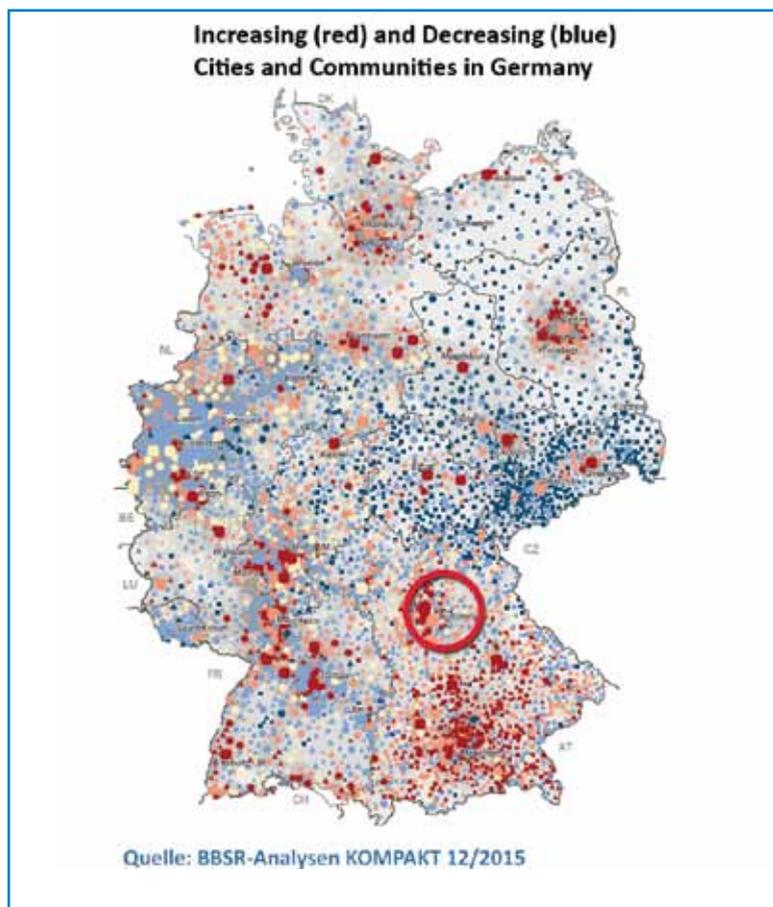


tion, the number of people capable of working, the number of people subject to social security contributions, and the number of unemployed people, as well as the actual development of local business tax revenue in the last five years. Nuremberg and its neighbouring cities, Erlangen, Fürth, and Schwabach, distinguish themselves as a growth centre in Northern Bavaria.

Economic Development

Nuremberg is one of the major German economic locations. According to the City of Nuremberg's 2014 Economic Report, a gross domestic product (GDP) of around 23 billion Euros was generated in the Nuremberg city area. In the GDP comparison of cities, this puts Nuremberg in 11th place in Germany. In the standardised per-capita view, Nuremberg, with over 44,400 Euros generated per inhabitant, is 9th in rank among the 20 largest German cities.

In past decades the city experienced major and painful structural change, but by now this can be considered as largely resolved. While in the second half of the 19th century, Nuremberg was the centre of manufacturing industry in Bavaria, the city has now become a centre for the service industry, for science, research and education. Business-related service providers together with finance, insurance and real estate companies generate the largest contribution to the gross value added, at just over 33 per cent. The performance of trade, traffic, catering and I&C service providers contributes just over 25 per cent. Rather unusually for the economic structure of a modern city, manufacturing industry still generates a remarkable 18.4 per cent of overall economic performance. A mix of businesses and many agile small and medium-size enterprises (SMEs) make the city's economy very robust, but on the other hand demand a high measure of permanent and diversified adaptive processes.

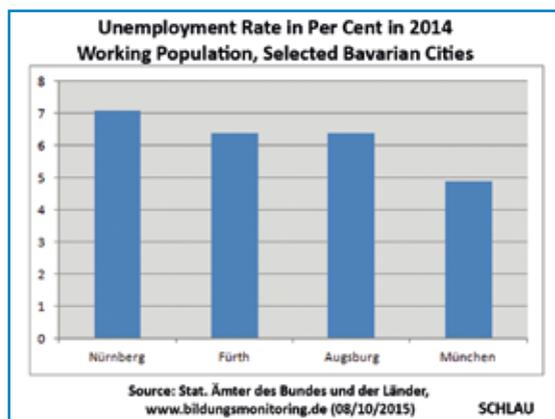


Labour Market, Unemployment, and Youth Unemployment

The favourable economic situation since 2008 is reflected in Nuremberg's labour market data. With just over 280,000 people subject to social security contributions in 2014, the city reached the highest levels of employment in two decades. The overall number of people in work in Nuremberg, about 360,000, is significantly higher still, if self-employed people, family members working in family businesses and civil servants are included. Many people working in Nuremberg are resident in the city area. About half of the working population commutes, mainly from surrounding municipalities.

At the same time, not all Nuremberg citizens have been able to benefit from the favourable development of the labour market. In particular, people with fewer entry qualifications (the Federal Labour Agency characterises them

as “persons without formal job qualification”) are prone to unemployment. According to the report by the Labour Agency for September 2015, the percentage unemployed, referred to the entire civilian labour force, was 7.2 per-



cent, which is above the value for other Bavarian cities. With 2,108 young people and young adults out of work, a significant number of young people have been unable to find work in Nuremberg. The city’s unemployment percentage for people under 25 was not only the highest in Bavaria, but it was almost twice as high as the Bavarian average. Similar values were found in Augsburg and Fürth, other “classical” industrial locations in Bavaria which are also undergoing structural change.

Education and Vocational Training

Education – as stated in a recent study published by the Institute for Employment Research (IAB) – “is the best protection against unemployment”. The Institute states that this has been true for decades. In its opinion, people without school leaving qualifications and without vocational training are at greatest risk, since in this group, every third person is affected by unemployment. Nor are things straightforward for those who do have school leaving qualifications, but who cannot show proof of vocational training. In West Germany, almost every fifth person (18.4 per cent) in this group is unemployed. For those who have a professional qualification or who graduated from a college or university, these values are drastically lower. In West Germany, the unemployment figure for people with specific qualifications, such as a completed apprenticeship or college graduates is 4.1. per cent, for university gradu-

ates it is 2 per cent (IAB-Kurzbericht 11/2015).

The “Strategic Targets 2020” for the European Union include “reducing the rates of early school leaving below 10%” and the increase of the number of 20-64 year-olds employed to 75%. The connection between lack of education and unemployment is obvious and has been a subject of discussion again and again. The percentage of all students in Nuremberg’s state-run middle schools, secondary modern schools and secondary schools, including special-needs schools, who after compulsory full-time school education, leave school without a certificate of completing primary secondary level, is just over 8.1 per cent. Apart from people with special needs who are often unable to accomplish this certification and therefore will be moving to a special-needs facility or to supported vocational training, it is mainly middle school students who are at risk of leaving school early in the sense of the EU “Strategic Targets 2020”. In July 2014, around 10 per cent of all middle school students in Nuremberg left school without an accredited school leaving certificate.

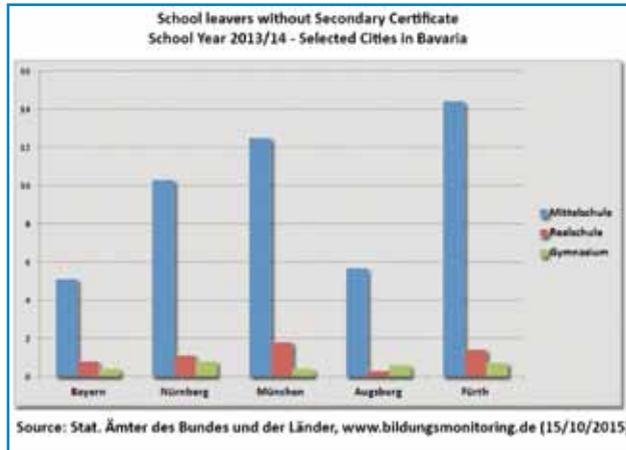
After attending a mainstream school, a general school leaving certificate may be obtained later on, by attending a regular vocational school or a vocational college. In Nuremberg, in the school year 2013/14, no fewer than 118 students were successful in achieving their secondary school leaving certificates in this way. This number, however, includes people from various groups, as in addition to middle school leavers, the regular vocational schools also provide inclusive education for people from special-needs schools and unaccompanied minors refugees (UMR), some of whom achieve a general school leaving certificate.

Clearly, the middle school can be identified as the field of action for educational and employment policies. Even though the percentage of students leaving Nuremberg middle schools without school leaving certificates has been reduced in recent years (school year 2011/12: 12 per cent; school year 2013/14: 10 per cent), the educational and pedagogic challenge remains.

In addition to the general school leaving certificate, it is extremely important that young people can then get into vocational training without detours. The EU youth guarantee is aimed in this direction. It is particularly important to act at an early stage, i.e. preferably in a preventive manner.

Increasingly young people in Nuremberg avail them-

selves of the possibility of achieving a higher qualification via further general education measures. This, however,



does not protect them against unemployment, but it increases their “chances on the labour market” even in those cases – as reported by the Institute for Employment Research – where vocational training is not completed.

As the graph shows, the percentage of those who started vocational training in a company in autumn 2014 is roughly the same as in the previous years. However, the start rate for company based training after school in 2013 and 2014 showed a marked decrease (minus five per cent points) on 2011 and 2012. The attractiveness of school-only vocational training in Nuremberg has remained about the same. According to the relevant headmasters and teachers, an increasing number of people with special needs sought vocational training in school, both in school subjects and in social-pedagogic measures. Fortunately, the number of those starting prep vocational training at the vocational school (year of pre-vocational training, classes for young people without a training contract etc.) in order to prepare while waiting for an apprenticeship continued to decrease. As stated above, the number of students who decide to attend further education schools has significantly increased for several years now.

In particular, for people with few plans in mind, often combined with marked school fatigue, successful vocational orientation during middle school and consistent support given through measures in transitional systems, such as those offered by SCHLAU, seems to be deci-

sive. Universally valid targets are establishing competence in vocational choice, and competence in training. In almost all cases entering the working world with a company increases young people’s self-esteem. All experience shows that work gives young people a feeling of success and reassurance. Gainful employment brings personal enrichment, economic security and makes a contribution to society which promotes personality development, even in adverse circumstances, and effectively addresses any deficits in personal and social competence. It is also important to include ideas for further higher qualifications, right through to completing university studies. In this context, it is elementary to include the structure of vocational education and the efforts to make the transition between vocational training and university education more accessible.

The EU 2020 core targets in the fields of education, employment and the fight against poverty are:

- increase the percentage of the 20-64 year-olds employed to 75 per cent
- reduce the rates of early school leaving below 10 per cent
- increase the percentage of 30-34 year-olds completing third level education to at least 40 per cent
- fight poverty and social exclusion and decrease the number of people in or at risk of poverty and social exclusion by at least 20 million, Europe-wide.

The smoothest possible transition from general school education to first vocational training is not only desirable, but a political and social duty, since a successful transition will not only be effective in the sense of reaching EU targets, but more fundamentally in implementing the human right to education, in accordance with Article 26 of the United Nations Universal Declaration of Human Rights of 10 December, 1948 – confirmed and extended by the cultural human right, according to Article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR), adopted on 19 December, 1966.

Hans-Dieter Metzger, Nuremberg
Translation: Ulrike Seeberger and Jane Britten

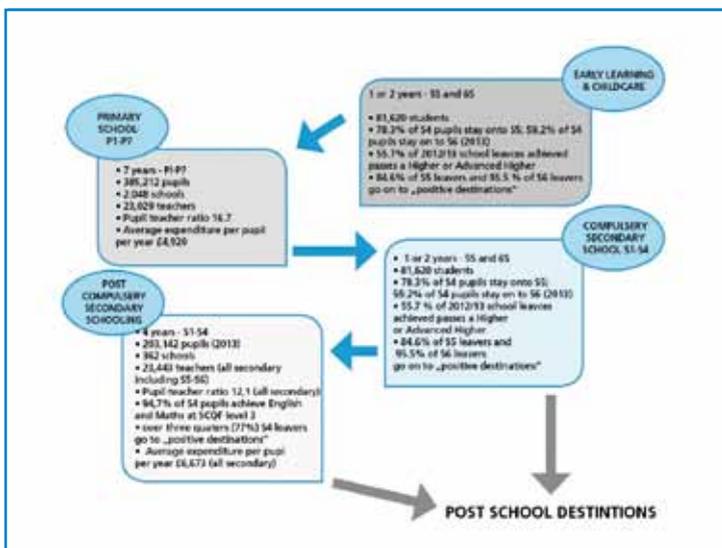
Scottish School System

Scotland has always had its own education system, which is different from the systems in the other countries of the United Kingdom. This tradition dates back the times of the medieval Kingdom of Scotland. Even in 1707, the year of the negotiated Act of Union and the abolishment of the Edinburgh parliament, the status of Scotland as a Nation was acknowledged by the confirmation of some features of a separate state. For example, Scotland had its own bank notes, distinctive legal and education systems, a Scottish Presbyterian Church, and its own Trade Union Congress (STUC). In 1883, a Scottish Office was established, based in Edinburgh, with devolved responsibility in a wide range of areas, including education. After the overwhelming majority in favour of devolution in the 1997 referendum, British Parliament passed the Scotland Act 1998 that gives the Scottish Parliament, established in May 1999, the full legislative control over all education matters.

The Education (Scotland) Act 1980 is the principal legislation governing education in Scotland. State schools are owned and operated by the local authorities, who act as Education Authorities. In stark contrast to, for example the Netherlands, private schools across the country form a minority; less than 5 per cent of the children are being educated in independent schools. Curriculum and additional support in delivering learning and teaching is provided by Education Scotland. Qualifications at the secondary school and post-secondary (further education) level are provided by the Scottish Qualifications Authority, the national awarding and accrediting body in Scotland, and delivered through various schools, colleges and other centres. Political responsibility for education at all levels is vested in the Scottish Parliament and the Learning Directorate. Scotland is split into 32 Local Authority areas and they have the responsibility for operating the public school system. The education authority has a duty to provide full-time education for children aged 5 to 16. Every child has a right to a free place at school. Parents are legally responsible for ensuring that their children are educated and normally fulfil this duty by sending their child to a state school. Parents can choose to send their child to a private school and

currently about 4.5% of the school population are educated this way. Parents can also educate their child at home.

Each child is allocated a place at a school depending on their address – known as the “Catchment Area”. Children living within a catchment area are normally provided with a place at the school serving that area. Parents can also apply for a placement request if they would like their child to attend a school outside their Catchment area and a panel will decide if they are able to meet these requests. Each Secondary school is linked to a group of Primary Schools known as feeder primaries and pupil will be offered a place at this secondary school.



Scottish Education is based on a fully comprehensive school system that provides all learners with access to education according to their individual abilities and needs. A pupil with additional support needs has a right to full-time education appropriate to their needs. This should normally be in a mainstream secondary school which is expected to make adjustments for pupils with additional support needs. This may take the form of adjustments to the building or support from a classroom assistant or visiting teacher. However, it may be in a special school appropriate to their needs.

Unlike in Germany or the Netherlands, children and young people in Scotland attend an integrated school system from 3 to 18 years. This comprehensive school

system is designed to provide an entitlement curriculum to all students. A consequence of that is a wide ranging curriculum, including practical subjects such as design and technology and vocational learning. Schools, therefore, offer a wide range of choices that help the individual child to achieve to the highest level they can through appropriate personal support and challenge. The entitlements for every child and young person in Scotland to experience a coherent, flexible and comprehensive education is enshrined within A Curriculum for Excellence firmly focused on the needs of the individual and designed to enable them to develop the ‘four capacities’.

Curriculum for Excellence

Curriculum for Excellence is a broad educational framework that provides a coherent curriculum, assessment and qualifications approach for all children and young people from the ages of 3 to 18. It aims to ensure a better balance between knowledge, understanding and skills development in order to equip young people with the skills for learning, life and work they will need in the 21 century. Unlike previous curriculum approaches, it does not provide a centralised model that teachers can take and apply across Scotland. This broad national framework - set out in the Curriculum for Excellence Experiences and Outcomes - provides schools, practitioners and their partners with the flexibilities to design the curriculum around the needs and aspirations of the individual and groups of learners, and indeed the needs of the local community.

Education is compulsory between the ages of 5 and 16. The stages of Scottish education are as follows:

- Early learning and childcare (optional): age 0-5 (there is an entitlement to a free, part-time early learning and childcare place for all 3- and 4-year olds whose parents wish it); takes place in establishments of pre-school education providers in the public, private or voluntary sectors.

- Primary education (compulsory): age 5-12; takes place in Primary schools.
- Secondary education (compulsory): age 12-16; takes place in Secondary schools (comprehensive and (almost all) co-educational).
- Upper Secondary education (optional): age 16-18; takes place predominantly in secondary schools, but can also take place in colleges; subjects are studied at different levels for National Qualifications.
- Vocational training: age 16+; undertaken with independent providers or in colleges; Scottish Vocational Qualifications.
- Further and higher education: age 16+ ; taken in colleges; courses are either non-advanced (further education) or advanced (higher education).
- Higher education: taken in higher education institutions (universities and colleges); courses comprise degree level, Higher National Certificate, Higher National Diploma and professional training courses, post-graduate degree level.

In December 2015 the latest OECD review of Scottish Education (<http://www.oecd.org/edu/school/improving-schools-in-scotland.htm>) has noted a number of positive developments which include:

- levels of academic achievement are above international averages and distributed evenly Scottish schools are highly inclusive
- a clear upward trend in attainment and positive destinations
- positive attitudes in schools and among pupils
- noticeable drops in alcohol consumption and smoking among children and young people.

The report also declared that Scotland’s education system has the opportunity to be a world leader in developing a new approach to assessment and evaluation in schools.

Currently a number of education priorities are emerging to build on this positive trend that relate directly to enhancing learners’ skills for learning, life and work. These include the National Improvement Framework (<http://www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungpeople/whatisupport/the-nationalframework.asp>) with the aim to providing both

excellence and equity in equal measures for all children and young people in Scotland from early years to positive, sustained destinations. In response to the recommendations outlined by the Wood Commission, agencies and organisations across Scotland have embraced the 'Developing the Young Workforce' (DYW) agenda which aims to inspire a comprehensive, individualised and diverse career education programme for all learners from 3 – 18 and beyond (<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw/index.asp>). The overarching aim of the programme is to better prepare young people for the world of work and subsequently reduce youth unemployment in Scotland in 2021 by 40%.

In 2015, the Scottish education system provided education for 679,840 school pupils in 2,543 (publicly funded) schools. In 2013/14 there were 238,399 students attending Scotland's 25 colleges and 230,805 students enrolled at Scotland's 19 higher education institutions. The total expenditure on education and training was £7,599 million in 2013/14 (the equivalent of 5.6% of the Gross Domestic Product).

English is the official language of government, business, education, the law and other professions. It is spoken everywhere in Scotland, alongside Scottish-English (including various forms of modern Scots) in most areas and Gaelic in parts of the Highlands and many of the Western Isles. Gaelic is now taught at all levels of education.

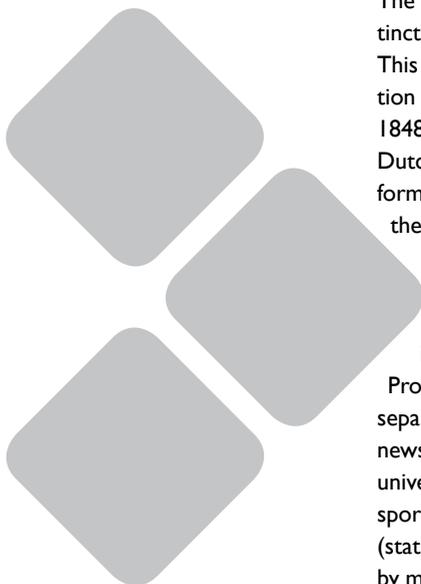
For more information please see the Eurydice Report 2015 Curriculum For Excellence.

Qualifications at the secondary school and post-secondary (further education) are provided by the Scottish Qualification Authority, which is the national awarding and accrediting body in Scotland. Schools are supported in delivering learning and teaching by Education Scotland, who also have a Quality Assurance role and conduct a program of inspections and audits to school and colleges to ensure that education standards are maintained.

Klaus Mayer, Education Scotland, and
Jacqui McBride, Glasgow

Formal Education System in The Netherlands

The school system in the Netherlands has a rather distinctive character as compared to Scotland or Germany. This is mainly due to the liberal reform of the constitution in the first half of the nineteenth century (1814, 1848), and the so-called pillarisation ('verzuiling') of Dutch society in the second half. The constitutional reform decrees that any small group of parents may require the state to establish a school for their children at state expense. The 'verzuiling' refers to a societal system that is 'vertically' divided into several segments or 'pillars' ('zuilen') according to different religions or ideologies. In the Netherlands, this is relevant for Protestants, Catholics, Liberals and Socialists who form separate communities with their own political parties, newspapers and broadcasting companies, schools and universities, social housing agencies, insurance companies, sport clubs etc. Within this system of 'verzuiling', public (state) schools ('openbaar onderwijs') were established by municipalities, whereas private schools ('bijzonder on-



derwijs') were founded by groups of parents sharing a religion or a particular view on pedagogic approach. Since 1917, public and private schools have been equal in terms of state-funding, supervision, curriculum requirements and exam terms.

About fifteen years ago another reform decreed that municipalities no longer entertain public schools. In their place, independent public bodies were introduced to run public schools. As a consequence, private schools in the Netherlands are quite independent, and public schools are awarded a similar independence of the state. In addition to this arrangement, the formal role of municipal councils is restricted to electing governing boards and approving the establishing of new schools or the closing of existing ones. Therefore this role may be called a rather modest one, as municipalities do not act as education authorities, as they do for instance in Scotland and, to a lesser extent, in Germany. However, Dutch municipalities may exert significant informal influence in nearly all matters concerning the position of schools in society and society in schools, depending on the determination and political will as well as on invested resources. It is quite obvious that, where state actors participate in policy networks, they are a very special and privileged kind of participant, and this is because they retain sophisticated but crucial means of intervention, and this holds even where decision-making has been devolved to institutions of societal self-government. It is this special arrangement that makes it extremely difficult to assess the actual influence of individual municipalities. It will not become visible in formal charts, but may be supposed to be quite substantial.

Not only for historical reasons, but also because of a deliberately liberal mind-set as well as a typically Dutch consensus-determined pragmatism, and despite the overall secularisation of society, two-thirds of all primary and secondary schools of today are private schools. Though schools affiliated with religions may refuse students who do not subscribe to their beliefs, in practice they tend to accept students from many religions or no religion at all. One might suppose that this strong tradition of having schools conducted by such a variety of groups committed to distinct beliefs or educational philosophies would bring forth a large variety of curricula. This is not the case. Because the funding of private schools is on equal terms with that of state schools by the national government, all

are requested to fulfil certain substantive national requirements and obligatory national goals.

The budgetary assignment is secured by a thorough system of accountability that makes sure those prescribed goals are observed and in the end successfully achieved. The Dutch 'Ministry of Education, Culture and Science' requires that all state-funded schools stick to core requirements and empower their students to accomplish the curriculum-related attainments. How the individual schools implement the curriculum requirements and what provisions they introduce in order to help students achieve the targets, is up to the particular school. Schools decide for themselves about didactics and file their timetables. The representative board that runs the school elects the governor and recruits the teaching staff without any state intervention as long as the persons required meet the criteria for hiring teachers specified by the national government. The governor and the staff, in compliance with the board, decide about the pedagogic framework and the methods implemented to achieve the success of the enrolled students. Secondary schools are mostly free to establish their own entrance requirements and to select pupils. The board is also responsible for maintaining the school buildings and for providing the necessary facilities to ensure an effective learning process. This wide range of freedom gives the individual schools scope to develop strategies which seem best to meet the requirements according to their own vision of the school, their target groups and local conditions.

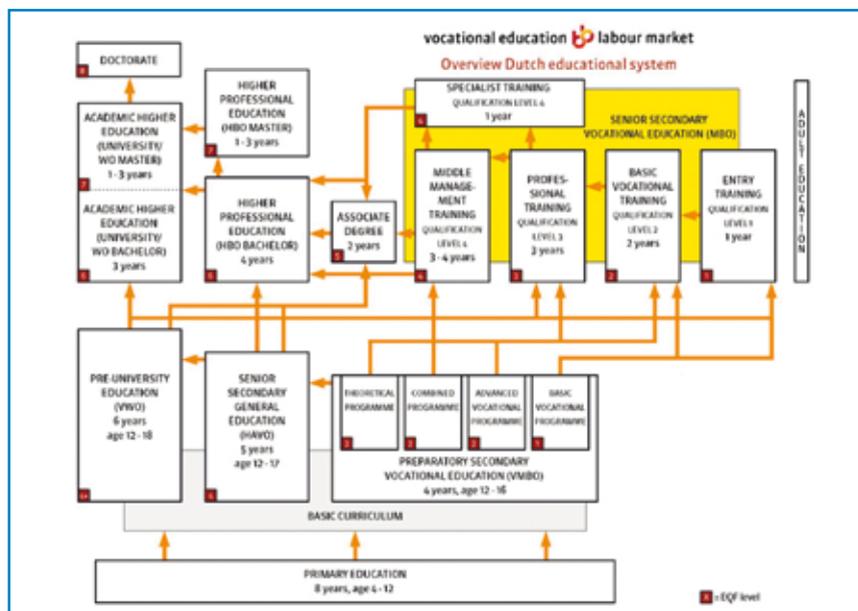
Not least for their own sake, schools tend to act in compliance with the indicated national requirements and the assigned targets. To ensure that governing boards and school staff are behaving responsibly, the government has installed an inspectorate. It has the task to visit the schools regularly, to negotiate and concretise goals and to report to the ministry and the public about the proceedings and specific results. Furthermore, funding is allocated according to a pupil-weighted system. Additional money is procured for disadvantaged students who need extra help to meet the educational objectives. Once the money is assigned to the school, the governing board is given free choice of how to spend this money best. Neither the inspectorate nor the ministry can close a school. They can, however, shut off the flow of state funds to the school.

This extreme intervention takes place very rarely. Instead the inspectorate has a number of more sophisticated instruments at its command to urge a school to comply. Every year each school has to publish a detailed activity report ('jaarverslag'). Every four years, the inspectorate conducts a profound quality assessment at individual schools according to a rota scheme. As a rule, activity reports and the inspectorate's assessment results are published annually on the school's website resp. in a four-year interval in the internet (www.onderwijsinspectie.nl). If the assessment indicates that a school is 'weak' or 'very weak', the inspectorate may decide on more frequent assessments and prescribe in detail what has to be done by the school in order to improve its performance. Moreover by making results public and through media rankings, a domino effect is triggered. As a consequence of an unfavourable ranking, a school's attractiveness diminishes; with parents and their children directing their interest elsewhere, the number of students will decrease; in a pupil-weighted system, state funds eventually will fall short. Small wonder that schools pay great attention to the inspectorate's reports.

In the Netherlands, education is compulsory for pupils between 5 and 16 years of age. The law requires 16-year-

olds to attend at least part-time education for another 2 years to get the minimum required entrance qualification for the labour market.

Primary education is designed for girls and boys between four and twelve years and lasts eight consecutive years. The first year is not compulsory, but attendance is widely accepted. In 2013, the enrolment rate of children between three and four years of age was 91 per cent (OECD, Education at a Glance, 2015, 316). The curriculum of the primary schools is inspired by a pedagogic approach which maintains that teaching should take into account the everyday experiences of the student, rather than being focused on theory. As introduced in 2015, all students pass a set of examinations at the end of primary school. Several tests are allowed to be used, but most school use the so-called 'CITO Toets'. The results of this test used to be dominant for determining the advice given for the choice of secondary education. This has changed, too: nowadays, the recommendation of the primary school is dominant (group 8 teacher, taking into account the results of last three years). If the results differ from the recommendation provided by school, the advice may be adjusted.



Source: Cooperation Organization for Vocational Education, Training and Labor Market (SBB, www.s-bb.nl)

In Secondary Education, students can choose between academic or pre-university education (vwo), general secondary education (havo) and four streams of vocational secondary education (vmbo). When it is not clear which type of secondary education best suits a pupil, or if the parents insist their child can handle a higher level of education than that recommended to them, there is an orientation year for both vmbo/havo and havo/vwo to determine this. After the 'bridge-year', the pupil will continue in the normal curriculum of either level. Havo is a five-year general secondary programme leading to an upper secondary certificate and higher professional education (hbo). Vwo is a six-year programme, at the end of which students take a final exam to gain entrance to university. Vmbo is defined as a four-year-modularized programme combining vocational training with theoretical education on different levels in languages, mathematics, history, arts and science. Vmbo has four streams, representing four levels. All forms of secondary education start with a broad programme (two or three years) and then switch to a programme based on electives (two or three years).

About 90 per cent of the students are said to enter into higher secondary education. As shown in the graph

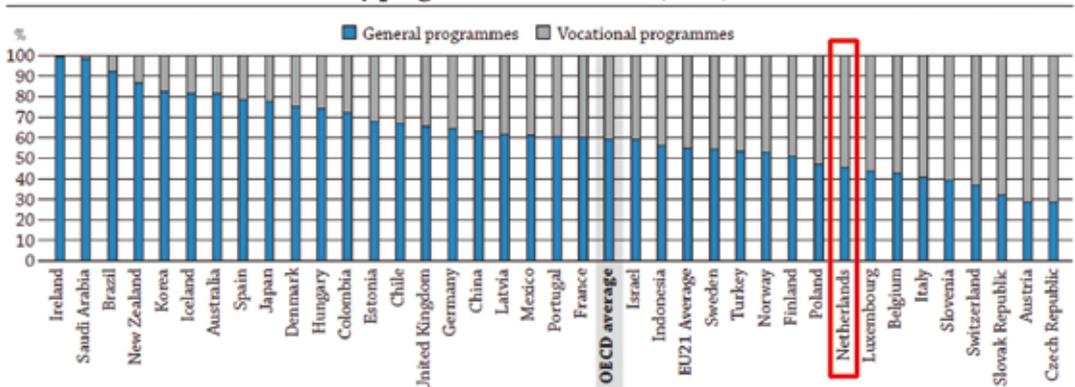
below, provided by OECD ('Education at a Glance, 2015'), 54 per cent of the age group 15 to 19-years participate in vocational training. Compared with other countries, this percentage is one of the highest in the world in favour of vocational training. Yet a significant number of students continue studying after finishing their vocational training (mbo, level 4) and enter into higher professional education (hbo). The OECD figures don't show students opting for a longer journey in the education system. In the Netherlands, this journey is quite common. It's called 'stapelen'.

The Higher Education system in the Netherlands at university level was revised a few years ago. It follows European standards and is organised around a three-cycle system consisting of bachelor's, master's and PhD's degrees.

A great many thanks are due to Arjan van Daal, Productgroepmanager Onderwijsbeleid, gemeente Den Haag (Head of the Education Policy Department, City of The Hague) for reading the manuscript and giving advice and to Ello Everstein, Rotterdam for answering many questions.

All mistakes are of course mine.
Hans-Dieter Metzger, Nürnberg

Chart C1.2. Distribution of 15-19 year-olds enrolled in upper secondary education, by programme orientation (2013)



Countries are ranked in descending order of the share of students in general programmes.

Source: OECD, Table C1.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284162>

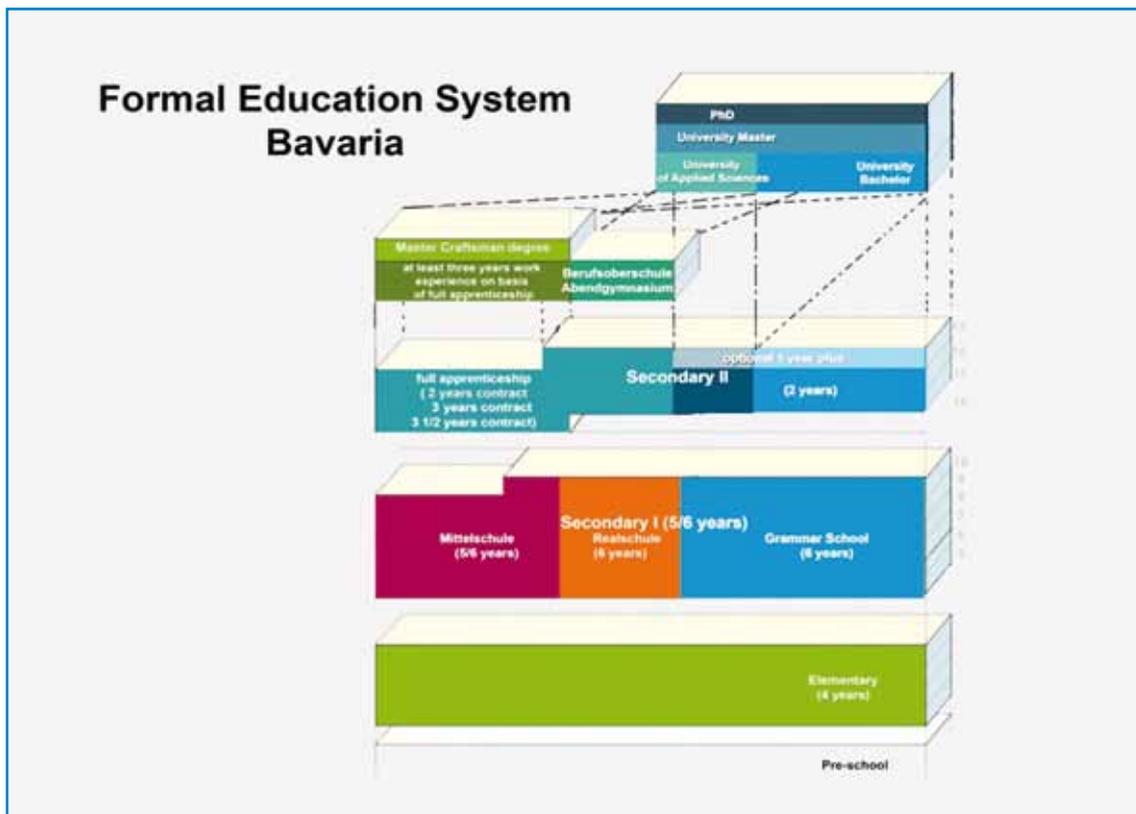
Formal Education System Bavaria

As seen in respect to the school systems of Scotland and the Netherlands, the Bavarian school system is the result of a long process of governmental and educational developments and decisions, too. Bavaria is one of today's 16 states (Länder) of the Federal Republic of Germany. Together with other states in the west of Germany it was founded one year after the liberation from the Nazi yoke and the end of World War II.

Three years later, the Federal Republic of Germany was established from eleven states formed in the three zones occupied by the United States, the United Kingdom and France (the „Western Zones“). German Basic Law (Grundgesetz) stipulates that federal constitutional arrangements be continued in the areas of education, science and culture. Accordingly, the primary responsibility for legislation and administration in educational matters, the so-called cultural sovereignty (Kulturhoheit), rests with the federal states. This stipulation is to be understood as an acknowledgement of the

high value attached to regional structures and cultural diversity as well as an appreciation of a sharing of power. Right from the start, however, some measures were taken to countercheck the federal principle. In 1948, the decentralized structure of state education was complemented by a new governmental body, the Standing Conference of the Ministers of Education and Cultural Affairs of the States (Kultusministerkonferenz der Länder).

The driving idea behind this arrangement is that of a consensus-oriented interplay of independent states that share basic principles and standards of education, but are free to exercise the right to shaping forms and variants fitting the individual state's needs. This basic structure was confirmed by the Unification Treaty of 1990 (Einigungsvertrag), which required the five new states in eastern Germany joining the Federal Republic to introduce corresponding legislative measures. The Reform of the Federal Constitution (Föderalismusreform) of 2006 further strengthened the states in educational matters. It decreed



that the Federal Government's competency is limited to prescribing the rules of access to universities and to defining university grades. In vocational education, the Federal Government remains responsible for the legislative regulations of the practical side (Vocational Training Act/ Berufsbildungsgesetz, Handicrafts Code/Handwerksordnung, Training Regulations/Ausbildungsordnung), whereas the states remain in charge of the vocational schools (Framework Curricula/Rahmenlehrpläne). The Federal Government is entitled to sponsor early education, but it has no share in general education at all. On the other hand, the states are the only responsible bodies in terms of compulsory education, vocational training in schools, and the establishment and maintenance of the universities. The so called reform in 2006 received harsh criticism from many quarters, because of the preclusion of any significant influence of the Federal Government. Initiatives such as the highly commendable government programme 'Investment for Education and Early Intervention' (Investitionsprogramm Zukunft Bildung und Betreuung (IZBB), 2003-2007), introduced to push the establishing of fulltime schools, have been barred since then.

The state constitutions oblige the municipalities to provide school buildings and means for effective learning in the municipalities, though there are arrangements for re-funding. Since 95 per cent of all schools in Germany are public (i.e. state) schools, teachers in general are government employees (mostly Beamte). This applies in all states of the Federal Republic. There is, however, one exception to the rule: in contrast to the regulations in all other German states, the Bavarian Law of Education (Bayerisches Erziehungs- und Unterrichtsgesetz BayEUG) stipulates that municipalities may run their own schools (kommunale Schulen). Because of additional costs for the community, only a few municipalities in Bavaria, such as Munich, Augsburg and Nuremberg, make consequent use of this provision. In Nuremberg, about 40 per cent of the secondary schools and about 95 per cent of the vocational schools are in the full operational responsibility of the council. This Bavarian provision pays proper attention to the community as the place where people live and learn. It enables municipalities to develop their specific approach to education according to local requirements at the discretion of policies.

In Germany, early childhood education and child care is not part of the state-organised school system but almost exclusively assigned to the child and youth welfare sector. In compliance with the EU's Barcelona goals, day care facilities have to be provided for every child from the age of one. Children enter the Kindergarten at the age of three. Though early learning attendance is voluntary, about 95 per cent of all children attend the last year of Kindergarten.

On the federal level, within the framework of public welfare, responsibility lies with the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ), on the level of the Bavarian state, the Ministry of Youth and Social Affairs is the relevant authority.

As a rule, children are obliged to attend primary school in the year after they reached the age of six. All pupils in Germany enter the primary school, which covers grades 1 to 4. Following the primary school stage, secondary education in Bavaria is characterised by deliberate streaming. Towards the end of fourth grade, every pupil's learning achievements are to be assessed by the teacher responsible for him/her. Based on this assessment, the teacher gives a recommendation as to which type of school will be best for the pupil's sustained learning success. This can be either the Gymnasium for very advanced learners, the Realschule for advanced learners or the Mittelschule for all others. If parents do not agree with this recommendation, they can demand an entrance test for the type of school favoured by them. There are other states with similar arrangements, but the majority of federal states have handed over the decision to the parents.

In addition to this deliberate streaming, the Bavarian Ministry of Education emphasises that the separation into the different educational paths with their respective leaving certificates and qualifications does not necessarily constitute a 'one-way-streets'. On the Ministry's official website, it is stated that the Bavarian system affords maximum flexibility because it offers numerous chances for learners to rethink the decision taken and to aspire to a higher level of education. This has held true so far, as governments have created quite a number of by-passes. Every Mittelschule, for instance, is obliged to offer

courses for qualified pupils that aspire not only to the standard leaving certificate but also to aim at the next level of certificate. Especially the Fachhochschule, open to successful learners of the Mittelschule or Realschule, is now recognised by many young people as a viable alternative to Gymnasium in upper secondary education preparing them for university.

Once students have completed compulsory full-time schooling at the age of fifteen, they move into upper secondary education. The range of courses on offer includes full-time general education and vocational schools, as well as vocational training within the dual system (duales System) (EQR 3 or 4). The tertiary sector encompasses institutions of higher education and other establishments that offer study courses qualifying for entry into a profession to students who have completed the upper secondary level and obtained a higher education entrance qualification. As in Scotland and the Netherlands, university courses are aimed at Bachelor (EQR 6), Master (EQR 7) and PhD (EQR 8) degrees.

Hans-Dieter Metzger, Nuremberg



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