

## FUTURE

ARE WE READY?

**NO!** We are not ready, we just have started. We have created the base, but the building is still under construction!

VET providers should keep in mind that an apprenticeship abroad increases the chances of graduates on the labour market. Employers prefer new employees, with special characteristics that make them flexible, communicative, respectful to others, and able to adapt to different situations. Economic growth is absent in the near future and so to tackle youth unemployment we have to discuss how to share labour!

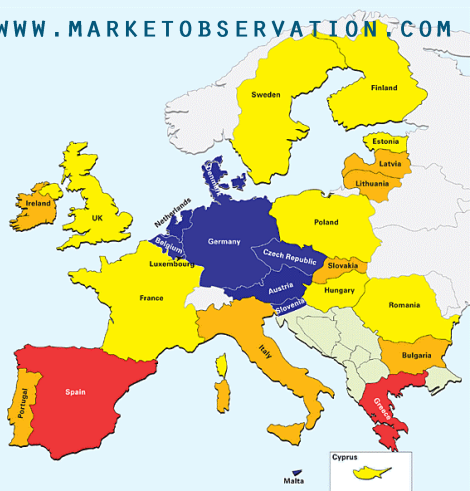
- ✓ We like that more VET colleges in the green sector (and other sectors too) join this development and give other students access to their placement data and on the other hand stimulate their own students to make use of the offered facility. If you are interested, we like to help you with uploading the data.
- ✓ The recognition and the position of learning outcomes is still a point of discussion. We have to work on this item if we would like work based learning, an important part in VET education.
- ✓ The website should give accurate information about conditions for placements in different countries. These conditions change during the time and must regularly be updated. Often, a placement is seen as work or a job, while the intention is to learn in practice. Work permits, visa, insurances, etc. are bottlenecks to conquer!
- ✓ Work based learning is a rather new principle in many EU countries and involved bodies and branch organisations have to discuss this development, should research how this fits into the actual curricula and stimulate mobility.

[HTTP://WWW.MARKETOBSERVATION.COM](http://www.marketobservation.com)

### Youth joblessness

Unemployment rates among the under 25s in the EU

1	Austria	7%
2	Netherlands	8%
3	Germany	9%
4	Slovenia	13%
5	Denmark	14%
6	Luxembourg	15%
7	Malta	15%
8	Belgium	17%
9	Czech Republic	19%
10	Finland	20%
11	Estonia	22%
12	Sweden	22%
13	UK	22%
14	Cyprus	23%
15	Hungary	23%
16	Romania	23%
17	France	24%
18	Poland	24%
19	Bulgaria	27%
20	Portugal	27%
21	Italy	29%
22	Ireland	30%
23	Latvia	30%
24	Slovakia	31%
25	Lithuania	33%
26	Greece	44%
27	Spain	48%



REACTIONS AND INFORMATION AT:

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# AQUAP

ATTRACTIVENESS, QUALITY CONTROL  
AND ACCREDITATION OF PLACEMENTS IN THE GREEN SECTOR

## AQUAP IN SHORT

AQUAP ([WWW.GREENPLACEMENTS.EU](http://www.greenplacements.eu)) IS A FACILITY FOR STUDENTS, TEACHERS AND COMPANIES THAT ENABLES THESE TARGET GROUPS TO GET IN CONTACT WITH EACH OTHER TO ARRANGE A PRACTICAL PLACEMENT.

### AQUAP AIMS TO:

- ✓ Stimulate VET students to go abroad and get work experience
- ✓ Increase the number of placement companies
- ✓ Increase the number of countries and colleges participating in 'green' placements
- ✓ Attention for quality of placements
- ✓ Further development of social attitude and work attitude of students
- ✓ Stimulate work based learning
- ✓ Stimulate mutual trust and acceptance of the judgement of the placement coach of the apprentice. This is in line with the objectives of ECVET! A central point of attention is 'how does a teacher know that the apprenticeship was a success?'. The answer here can be short: if the employer might leave the company for some days and trust the apprentice to do the job' than the apprenticeship was a success.
- ✓ Stimulate the exchange of information and assignments about an apprenticeship between colleges and teaching staffs
- ✓ Train and guide coaches by offering coach training (in their region)
- ✓ Make graduates, in relation to their level, feel responsible for their work / job, with skills for flexibility and communication with colleagues. These skills will facilitate their position when acquiring for a job and tackles so youth unemployment.

THE PROJECT GROUP HAS EXCHANGED IDEAS AND HAS LAID THE FOUNDATION FOR CONTINUATION. THIS GROUP WAS FORMED OF DELEGATIONS FROM THE NETHERLANDS (AOC RAAD WITH AOC OOST AND NORDWIN COLLEGE; AEQUOR, EEP), BELGIUM (EUROPEA INTERNATIONAL), GERMANY (LEB THÜRINGEN), HUNGARY (VACIMEZO), ITALY (TK FORMAZIONE), SLOVAKIA (SUA) AND TURKEY (IARTC).



## QUALITY

The quality aspect asks for further development. We would like to have local 'agencies' which are able to judge and accredit a placement company. Each VET college that allows students to go abroad for an apprenticeship has its own quality criteria or -standard for placement companies.



THE AQUAP PROJECT GROUP DURING A FIELD TRIP IN SLOVAKIA;  
FROM LEFT TO RIGHT: SYLVA, JUDIT, HANS, AYLIN, KEES,  
OLIVER, EIBERT, EFFI, JOHANNES, HARRY, JAUME, JOS, FRED

If we are able to share these criteria and to discuss a basic level than the exchange of students and the coaching of apprentices will be much easier. We can help each other to realise a better position of work based learning in our VET programmes. This is not only about the recognition of learning outcomes but especially the coaching of apprentices, their assignments, the development of social and communicative skills; this contributes to personal development as getting better insight in living conditions, working conditions, methods of work, religion and culture in another country.

## THE GREEN SECTOR

We have piloted our project in the agricultural sector. Nowadays this sector expands with agri-tourism, farmers' lodging, landscaping, food processing, camping at the farm, horse management, etc. Therefore we use more and more the expression 'green sector' including all activities with living materials, services and processing their products.

## PROJECT RESULTS

- ✓ A smart interface directly at: [www.greenplacements.eu](http://www.greenplacements.eu)
- ✓ Criteria for companies, coaches and students available at the AQUAP project website [www.greenplacement.nl](http://www.greenplacement.nl)



- ✓ Background information and references for apprenticeships

AQUAP – INTERNATIONAL TRAINEESHIP				
	TRAINEE	EDUCATIONAL INSTITUTION	LEARNING COMPANY	INTERMEDIATE ORGANISATION
<b>Preparation and matching</b>	<ul style="list-style-type: none"> <li>Formulates own learning plan</li> <li>Orients at international companies and learning possibilities</li> <li>Looks for information of companies in the database, leading to two opportunities:                             <ul style="list-style-type: none"> <li>direct contact with the learning company</li> <li>contact with the intermediate organisation</li> </ul> </li> <li>Prepares his presentation to the company</li> </ul>	<ul style="list-style-type: none"> <li>Prepares the trainee for the traineeship                             <ul style="list-style-type: none"> <li>Takes care for orientation, presentation and application skills of the trainee</li> <li>Gives information to the trainee about responsibilities and obligations of the learning company and educational institution</li> <li>Makes clear agreements with learning company/intermediate about the traineeship procedures</li> <li>Keeps trainee about insurance and other costs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Is accredited by the National Accreditation Board</li> <li>Checks the match of trainee and learning company</li> <li>Makes clear agreements with educational institution about traineeship procedures</li> <li>Subscribes the agreement in a contract, delivered by the educational institute / intermediate</li> </ul>	<ul style="list-style-type: none"> <li>On request of the trainee will be searched for appropriate learning companies</li> <li>Informs the trainees of the possibilities</li> <li>Gives a suggestion for the final choice</li> <li>Checks the match of trainee and learning company</li> <li>Makes clear agreements with educational institution and with the learning company about traineeship procedures</li> <li>Informs trainee about insurance, accommodation, and other costs (e.g. language training)</li> <li>Subscribes the agreement in a contract</li> </ul>
<b>Traineeship</b>	<ul style="list-style-type: none"> <li>Is prepared and motivated to start</li> <li>Follows agreements made in the contract</li> <li>Follows instructions of the coach</li> <li>Gives feedback to the contact person of the educational institution</li> <li>Prepares for the assessment, based on the learning programme</li> </ul>	<ul style="list-style-type: none"> <li>Informs the learning company and/or intermediate organisation about contact information</li> <li>Communicates with learning company and/or intermediate organisation, including the monitoring of the progress of the trainee</li> <li>Makes appointments about assessment with the learning company/intermediate organisation</li> </ul>	<ul style="list-style-type: none"> <li>Organises the coaching of the trainee by a qualified coach (see document: AQUAP criteria coach)</li> <li>Stimulates communication between trainee and coach</li> <li>Develops dialogues with the trainee and the contact person of the educational institution</li> </ul>	<ul style="list-style-type: none"> <li>Welcomes the trainee with an introduction to the learning company, the host and the country</li> <li>Introduces the trainee at the learning company and discusses the learning programme</li> <li>Act as contact person for the educational institution</li> <li>Gives assistance in emergency situations</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Goes through the assessment</li> </ul>	<ul style="list-style-type: none"> <li>Formulates objectives of the assessment</li> <li>Communicates with the learning company and/or intermediate organisation about assessment and evaluation of the traineeship.</li> <li>The educational institution has the overall responsibility for the assessment</li> </ul>	<ul style="list-style-type: none"> <li>Assesses the trainee based on the learning programme</li> <li>Communicates with educational institution and/or the intermediate organisation about the assessment of trainee</li> </ul>	<ul style="list-style-type: none"> <li>Checks if the learning company has assessed the trainee according to the learning programme</li> <li>Checks the assessment procedures and reports to the educational institution</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>All actors involved evaluate the traineeship</li> <li>Educational institution and learning company evaluate their cooperation</li> <li>Intermediate organisation gives feed-back to educational institution and learning company</li> </ul>			

- ✓ A draft model for accreditation placement companies. This is being continued and executed in QAFP ([www.qplacement.eu](http://www.qplacement.eu))
- ✓ More cooperation on apprenticeships in the green sector in Europe
- ✓ A coach training programme is available
- ✓ A final seminar in Brussels where these results have been presented