



The Idea: CITY BOUND

City Bound offers opportunities for experience-based learning in the participant's immediate living environment. In contrast to adventure-based methods, City Bound takes place "just around the corner" and helps creating and enforcing soft- and hard-skills that young people need for daily- and working-life. These activities are highly equivalent to social situations, which trainees have to face sooner or later. Positive experiences made in 'secure settings' will have a long term effect and will help to master new challenges in real situations such as job interviews, vocation or in the workplace. Being active and successful in real situations provides the participants with confidence in themselves and in their abilities.



Lifelong Learning Programme

PARTNERS

Leibniz University Hannover
<http://www.uni-hannover.de/en/index.php>
<http://www.ipw.uni-hannover.de/3654.html>

bsj Marburg e.V.
<http://www.bsj-marburg.de>

City Bound Wien
<http://www.citybound-wien.at/>

Kırşehir National Educational Directory
<http://www.kirsehir.meb.gov.tr>

Technical College "George Baritiu"
<http://www.gerogebaritiu.ro>

School Inspectorate Buzau County
<http://www.isjbz.ro>

Neveşehir Technical and Vocational School
<http://www.nevsehireml.net>

Development Center for Small and Medium Enterprises
<http://www.cdimm.org>



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Lifelong Learning Programme

A participative approach to strengthen key competences of trainees



Leibniz Universität Hannover



CITY BOUND WIEN



WHAT?

Many trainees within their Initial Vocation and Educational Training (IVET) possess very weak key competences due to curricula which are focused on bare (theoretical) knowledge transfer. That is why we are planning to transfer a creative and innovative learning approach to the field of IVET. By doing so, we want to invent a participative approach to strengthen certain key competences, civic and social competences in particular. In addition, the adapted approach will be transferred from Germany and Austria to other countries and their VET systems.

City Bound uses the city as a social classroom and has already been successfully applied in different countries. The core outcome consists in a handbook, translated in several languages. Therein the IVET-Venture will be prepared, so that it can be used both in the work with trainees and multipliers. Moreover there will be an online platform containing both different materials for multipliers and online-modules related to the conditions of the respective partner countries. All products will be jointly developed, tested and modified by the project consortium.



WHY?

As written in the Joint Progress Report of the Council and the Commission of the European Union on the implementation of the "Education & Training 2010" work program, previous reforms in the field of IVET have not been as successful as reforms in schools of general education. There is a lack of innovative and participatory learning arrangements corresponding to lifestyle and interest of young people. Furthermore the transfer of key competences, which are getting more and more important in this altering (working-)world, beyond the mere knowledge component, has been neglected: "The knowledge, skills and competences which people acquire in VET should enable them to manage their careers and to play an active role in society" (Bruges Communiqué, p. 15). Consequently VET must not only aim at promoting employability but has to support social cohesion as well (ibid. p.3). By promoting their civic and social competences in particular, trainees should be strengthened to articulate their interests, to take action as responsible citizens and to shape their current (training) situation.



HOW?

The project consists of a two dimensional adaptation process of the current City Bound approach (see back) to both the special learning targets and interests of early IVET leavers and the needs for an holistic teaching and learning concept.

The results will be secured in a handbook about IVET-VENTURE that contains:

- ◆ A theoretical part: Background information about the current problem of IVET drop-out and about the role of key competences in vocational training.
- ◆ A practice-orientated part: Specific proposals and strategies about IVET-VENTURE with trainees (taking into account the different conditions of target groups).
- ◆ A system-orientated part: Offers ideas about the successful implantation of IVET-VENTURE at schools and companies.
- ◆ A continuing education part: Offers information and practice-orientated proposals about the training of multipliers.

The target group of the handbook consists of vocational training providers, schools, multipliers, companies, stakeholders and trainees.



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