

Integrated reading and writing support in vocational education and training (VET)

Needs analysis

Target group							
Country	Apprenticeship	Study year	Study program	Number of students involved	Number of classes involved	Number of teachers involved	Comments and further information
Estonia: Innove	welders, CNC (computer numeric control) machine operator, assemblers	1st and 2nd	3-year-program, ISCED 4	43 students of vocational secondary education, 75 students of vocational education	5	3	
Mehaanikakool 1	welders	1st and 2nd	1-3- year program, ISCED 4	138	3 classes of vocational secondary education, 1 of vocational education	3	
Mehaanikakool 2	automotive engineering, car body repairing	1st and 2nd	2-3 year-study program, ISCED ?	39 students of vocational secondary education, 55 students of vocational education	2	2	
Germany	lawyer assistants	1st and 2nd	3 year program	16-35	2 (one class in each study	8 teaches of general and	Great variation in the age of the apprentices (16-25

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			(dual) / diploma of lawyer assistants, ISCED 3B		year)	vocational classes	years old)
Romania	electricians	1st	3 year (dual), ISCED 3 and 4 year program (more theory), ISCED 4	50	2	6 teachers of general and vocational classes	
Polen: Opole			3 year (dual) and 4 year program (one month internship)				General Information about VET and genres in VET in Poland
Sopot	TBD: choice between accounting technicians, IT technicians, digital graphic technicians	TBD	2 year program, ISCED 4	TBD	1-2 classes	2 general education or vocational classes	One English teacher, who teaches in general and vocational classes and Sylwia (English teacher? Reading and writing in L2?)



Summary

The target group includes mainly technical professions. The lawyer assistants of the German school are the only exception. Almost all schools intend to participate in the project with VET students in the first or second study year. Most of the study programs followed by the VET students have a duration of three years. However, there is a great variation in the amount of theoretical knowledge and practical skills that students obtain during these three years (dual system or not, amount of internships/stages etc.), but also in the ISCED-level of the obtained diplomas (to compare with the EQF, see copies). Regarding this last point further clarifications with the participating countries are necessary. There are also great differences in the numbers of students, classes and teachers that each country wishes to participate in the study (e.g. Estonia 350 students, Germany, 16-35 students).

We recommend the participation with two-three classes in each country. We consider important that the participating classes have if possible the same characteristics.